

ABSTRAK

Nurlita Dwi Rachmawati, “Penerapan Model Pembelajaran IDEA (*Issue, Discussion, Establish, and Apply*) Berbantuan *Blooket* Untuk Meningkatkan Kemampuan Pemahaman Konsep Matematis Peserta Didik”.

Kemampuan pemahaman konsep matematis merupakan hal mendasar yang penting dimiliki oleh peserta didik. Namun, hasil studi pendahuluan menunjukkan bahwa kemampuan pemahaman konsep matematis peserta didik masih perlu ditingkatkan. Penelitian ini bertujuan untuk mengetahui: (1) keterlaksanaan sintaks pembelajaran IDEA berbantuan *Blooket* dalam upaya meningkatkan kemampuan pemahaman konsep matematis peserta didik, (2) apakah peningkatan kemampuan pemahaman konsep matematis peserta didik yang memperoleh model pembelajaran IDEA berbantuan *Blooket* lebih baik daripada peserta didik yang memperoleh pembelajaran konvensional, dan (3) respon peserta didik terhadap pembelajaran matematika dengan menggunakan model IDEA berbantuan *Blooket*. Penelitian dilakukan di SMP Negeri 50 Bandung pada dua kelas dengan menggunakan metode *quasi experiment*. Instrumen pengumpulan data penelitian terdiri dari instrumen tes yang telah melewati uji statistik. Juga instrumen *non*-tes yang terdiri dari lembar observasi keterlaksanaan aktivitas guru dan peserta didik, serta angket respons peserta didik. Hasil penelitian menunjukkan bahwa keterlaksanaan aktivitas guru dan peserta didik pada proses pembelajaran menggunakan model IDEA (*Issue, Discussion, Establish, and Apply*) berbantuan *Blooket* dikategorikan sangat baik, peningkatan kemampuan pemahaman konsep matematis peserta didik yang memperoleh model IDEA berbantuan *Blooket* lebih baik daripada peserta didik yang memperoleh pembelajaran konvensional, serta respons peserta didik terhadap pembelajaran menggunakan model IDEA berbantuan *Blooket* sebagian besar memberikan respons positif.

Kata Kunci: *Blooket*, IDEA (*Issue, Discussion, Establish, and Apply*), Pemahaman Konsep Matematis.

ABSTRACT

Nurlita Dwi Rachmawati, “Implementation of the IDEA (Issue, Discussion, Establish, and Apply) Learning Model Assisted by Blooket to Enhance Students' Mathematical Concept Understanding”.

Mathematical conceptual understanding is a fundamental skill that students need to possess. However, preliminary study results indicate that students' mathematical conceptual understanding still requires improvement. This study aims to determine: (1) the implementation of the IDEA learning model assisted by Blooket in an effort to improve students' mathematical conceptual understanding; (2) whether the improvement in mathematical conceptual understanding among students taught using the Blooket-assisted IDEA model is superior to that of students receiving conventional instruction; and (3) student responses to mathematics learning using the Blooket-assisted IDEA model. The study was conducted at SMP Negeri 50 Bandung involving two classes, utilizing a quasi-experimental method. Data collection instruments included a test instrument that had undergone statistical validation, as well as non-test instruments consisting of observation sheets for teacher and student activities and a student response questionnaire. The results indicate that the implementation of teacher and student activities during the learning process using the Blooket-assisted IDEA (Issue, Discussion, Establish, and Apply) model was categorized as excellent; the improvement in mathematical conceptual understanding among students taught using the Blooket-assisted IDEA model was superior to that of students receiving conventional instruction; and the majority of students responded positively to learning with the Blooket-assisted IDEA model.

Keywords: Blooket, IDEA (Issue, Discussion, Establish, and Apply, Mathematical Concept Understanding.