

ABSTRAK

Nugrahadi Nurjaman (1222050113) : Penerapan model RADEC (*Read, Answer, Discuss, Explain, Create*) Berbantuan *Quizlet* Untuk Meningkatkan Kemampuan Reflektif Matematis Peserta Didik

Kemampuan reflektif matematis peserta didik masih tergolong rendah karena proses pembelajaran belum sepenuhnya melibatkan peserta didik secara aktif serta pemanfaatan media pembelajaran digital yang masih terbatas. Penelitian ini bertujuan untuk mengetahui keterlaksanaan pembelajaran menggunakan model *Read, Answer, Discuss, Explain, and Create* (RADEC) berbantuan *Quizlet*, perbedaan peningkatan kemampuan reflektif matematis antara kelas yang menggunakan model RADEC berbantuan *Quizlet* dengan kelas konvensional, serta respon peserta didik terhadap pembelajaran tersebut. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi experiment menggunakan desain *nonequivalent control group design* pada peserta didik kelas VIII SMP Labschool UPI Cibiru. Data dikumpulkan melalui tes kemampuan reflektif matematis, lembar observasi, dan angket respon peserta didik, kemudian dianalisis menggunakan uji N_{gain} , uji normalitas, uji homogenitas, dan uji *Independent Sample t-test*. Hasil penelitian menunjukkan bahwa keterlaksanaan pembelajaran berada pada kategori sangat baik, peningkatan kemampuan reflektif matematis peserta didik pada kelas eksperimen lebih baik secara signifikan dibandingkan kelas kontrol, serta peserta didik memberikan respon baik terhadap penerapan model RADEC berbantuan *Quizlet*. Dengan demikian, model RADEC berbantuan *Quizlet* efektif digunakan untuk meningkatkan kemampuan reflektif matematis peserta didik.

Kata Kunci: Model RADEC, *Quizlet*, Kemampuan Reflektif

ABSTRACT

Nugrahadhi Nurjaman (1222050113): *The Implementation of the RADEC (Read, Answer, Discuss, Explain, and Create) Learning Model Assisted by Quizlet to Improve Students' Mathematical Reflective Ability*

Students' mathematical reflective ability is still relatively low because the learning process has not fully engaged students actively, and the use of digital learning media remains limited. This study aimed to determine the implementation of the Read, Answer, Discuss, Explain, and Create (RADEC) learning model assisted by Quizlet, examine the differences in the improvement of mathematical reflective ability between students taught using the RADEC model assisted by Quizlet and those taught using conventional learning, and identify students' responses to the learning process. This study employed a quantitative approach with a quasi-experimental method using a nonequivalent control group design involving eighth-grade students at SMP Labschool UPI Cibiru. Data were collected through a mathematical reflective ability test, observation sheets, and student response questionnaires, and were analyzed using the N_{gain} test, normality test, homogeneity test, and Independent Samples t -test. The results showed that the implementation of learning was categorized as very good, the improvement in the mathematical reflective ability of students in the experimental class was significantly better than that of the control class, and students gave good responses to the implementation of the Quizlet-assisted RADEC learning model. Therefore, the Quizlet-assisted RADEC learning model is effective in improving students' mathematical reflective ability.

Keywords: *RADEC model, Quizlet, mathematical reflective ability.*