

**THE INFLUENCE OF WORDWALL APPLICATION-ASSISTED  
NUMBER POCKET MEDIA ON THE ABILITY TO UNDERSTAND  
MATHEMATICAL CONCEPTS IN ELEMENTARY SCHOOL**

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**ABSTRACT**

This research aims to determine the effect of number pocket media assisted by the wordwall application on elementary school students understanding of mathematical concepts. The study was conducted with second-grade students at SDN 210 Babakan Sinyar, Bandung City, specifically on the topic of subtraction with borrowing. The research employs a Quasi-Experimental Design with a nonequivalent group design, consisting of an experimental class and a control class. The experimental class used the number bag media assisted by the Wordwall application, while the control class utilized conventional teaching methods. Data collection techniques included tests (pretest and posttest) and non-test methods such as observation. The pretest and posttest were conducted to measure students' conceptual understanding of subtraction with borrowing. Meanwhile, observation was used to record and evaluate the behavior, activities, and engagement of both teachers and students during the learning process, as well as to assess how well students grasped the concept of subtraction with borrowing. The data analysis techniques used were normality test, homogeneity test, hypothesis testing (Independent Sample T Test), N-Gain test, and effect size test. The results showed a mean pretest score of 51.12 for the experimental class and 47.84 for the control class. The mean posttest score for the experimental class was 78.32, while the control class scored 65.24. Hypothesis testing using the Independent Sample T Test resulted in a sig (2-tailed) value of  $0.001 < 0.05$ , indicating that  $H_0$  is rejected and  $H_1$  is accepted. It can be concluded that the use of number bag media assisted by the wordwall application has a significant effect on students understanding of mathematical concepts in subtraction.

**Keywords: Number Bag, Wordwall, Conceptual Understanding**