

**PENGARUH MODEL *PROJECT BASED LEARNING* BERBANTUAN
MEDIA *WORDWALL* UNTUK MENINGKATKAN PEMAHAMAN
KONSEP MATEMATIS MURID SEKOLAH DASAR**

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ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan pemahaman konsep matematis murid sekolah dasar. Rendahnya kemampuan tersebut disebabkan oleh kurangnya keterlibatan murid dalam proses pembelajaran serta penggunaan model dan media pembelajaran yang belum optimal. Penelitian ini bertujuan untuk mengetahui pengaruh model *Project Based Learning* (PjBL) berbantuan media *Wordwall* terhadap pemahaman konsep matematis murid sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode quasi eksperimen dan desain *Nonequivalent Control Group Design*. Sampel penelitian terdiri atas kelas eksperimen dan kelas kontrol yang masing-masing berjumlah 25 murid. Instrumen yang digunakan berupa tes *pretest-posttest* dan lembar observasi. Hasil penelitian menunjukkan bahwa nilai signifikansi (2-tailed) pada uji *Independent Sample T-Test* sebesar $0,001 < 0,05$ sehingga terdapat perbedaan peningkatan kemampuan pemahaman konsep matematis yang signifikan antara murid yang mengikuti pembelajaran menggunakan model *Project Based Learning* berbantuan media *Wordwall* dan murid yang mengikuti pembelajaran konvensional. Hasil uji regresi linear sederhana menunjukkan nilai signifikansi sebesar $0,007 < 0,05$ dengan nilai koefisien korelasi (R) sebesar 0,528 dan koefisien determinasi (R Square) sebesar 0,279. Selain itu, hasil uji *Effect Size* memperoleh nilai *Cohen's d* sebesar 1,510 yang termasuk kategori besar. Dengan demikian, dapat disimpulkan bahwa model *Project Based Learning* berbantuan media *Wordwall* berpengaruh signifikan dan memberikan pengaruh yang besar terhadap pemahaman konsep matematis murid sekolah dasar.

Kata Kunci: *Project Based Learning*, *Wordwall*, pemahaman konsep matematis, murid sekolah dasar.

THE EFFECT OF A PROJECT-BASED LEARNING MODEL USING WORDWALL TO ENHANCE ELEMENTARY SCHOOL STUDENTS' UNDERSTANDING OF MATHEMATICAL CONCEPTS

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ABSTRACT

This study was motivated by the low level of mathematical concept comprehension among elementary school students. This low level of comprehension is attributed to a lack of student engagement in the learning process and the suboptimal use of learning models and media. This study aims to determine the effect of the Project-Based Learning (PjBL) model supported by Wordwall media on elementary school students' mathematical concept understanding. This study uses a quantitative approach with a quasi-experimental method and a Nonequivalent Control Group Design. The research sample consists of an experimental class and a control class, each comprising 25 students. The instruments used include pretest-posttest tests and observation sheets. The results of the study indicate that the significance level (two-tailed) in the independent samples t-test was $< 0.001 < 0.05$, indicating a significant difference in the improvement of mathematical concept comprehension between students who participated in learning using the Project-Based Learning model supported by Wordwall and those who participated in conventional learning. The results of the simple linear regression test showed a significance value of $0.007 < 0.05$ with a correlation coefficient (R) of 0.528 and a coefficient of determination (R-squared) of 0.279. Additionally, the Effect Size test yielded a Cohen's d value of 1.510, which falls into the large category. Thus, it can be concluded that the Project-Based Learning model supported by Wordwall has a significant effect and exerts a large influence on elementary school students' understanding of mathematical concepts.

Keywords: *Project-Based Learning, Wordwall, understanding of mathematical concepts, elementary school student.*