

## ABSTRAK

**NURAINA. 8176182037. Pengaruh Pendekatan Realistic Mathematics Educations (RME) Berbasis Etnomatematika terhadap Peningkatan Kemampuan Pemahaman Konsep dan Motivasi Belajar Siswa di SD Al-Kausar Kota Langsa. Pendidikan Dasar. Program Pascasarjana Universitas Negeri Medan. 2021.**

Penelitian ini bertujuan untuk mengetahui: Pengaruh pendekatan *RME* berbasis etnomatematika terhadap peningkatan pemahaman konsep matematika siswa kelas IV SD Al-Kausar Kota Langsa; Pengaruh pendekatan *RME* berbasis etnomatematika terhadap peningkatan motivasi belajar siswa kelas IV SD Al-Kausar Kota Langsa; Adanya interaksi antara pendekatan pembelajaran dan kemampuan awal matematika terhadap peningkatan kemampuan pemahaman konsep matematika siswa kelas IV SD Al-Kausar Kota Langsa; Adanya interaksi antara pendekatan pembelajaran dan motivasi belajar terhadap peningkatan kemampuan pemahaman konsep matematika siswa kelas IV SD Al-Kausar Kota Langsa; dan Mendeskripsikan kemampuan pemahaman konsep matematika siswa ditinjau dari kemampuan tinggi, sedang dan rendah. Sampel dalam penelitian ini dipilih secara total sampling sebanyak dua kelas. Kelas yang pertama (kelompok pertama) diberi perlakuan dengan menerapkan pendekatan *RME* berbasis etnomatematika dengan jumlah sampel sebanyak 25 orang siswa dan kelas yang kedua (kelompok kedua) diberi perlakuan dengan pembelajaran konvensional dengan jumlah sampel sebanyak 25 orang siswa. Data dalam penelitian ini dianalisis menggunakan ANAVA 2 Jalur. Dari hasil penelitian diperoleh: Terdapat pengaruh pendekatan *RME* berbasis etnomatematika terhadap peningkatan pemahaman konsep matematika siswa, dimana sebesar 47% pendekatan *RME* berbasis etnomatematika mempengaruhi peningkatan pemahaman konsep matematika siswa; Terdapat pengaruh pendekatan *RME* berbasis etnomatematika terhadap peningkatan motivasi belajar siswa, dimana sebesar 40,7% pendekatan *RME* berbasis etnomatematika mempengaruhi peningkatan motivasi belajar siswa; Tidak terdapat interaksi antara pendekatan pembelajaran dan kemampuan awal matematika (KAM) siswa terhadap peningkatan pemahaman konsep matematika siswa; Tidak terdapat interaksi antara pendekatan pembelajaran dan kemampuan awal matematika (KAM) siswa terhadap peningkatan motivasi belajar siswa.

Kata Kunci: *RME* Berbasis Etnomatematika, Pemahaman Konsep Motivasi Belajar

## ABSTRACT

**NURAINA. 8176182037. The Influence of the Ethnomatematic based RME approach toward improvement of understanding concept abilities and learning motivation students in SD Al-Kausar Langsa City. Basic Education. Universitas Negeri Medan Postgraduate Program. 2021.**

This study aims to determine: The influence of the Ethnomatematic based RME approach toward improvement of understanding concept abilities of IV Grade students in SD Al-KausarLangsa City; The influence of the Ethnomatematic based RME approach toward learning motivation of IV Grade students in SD Al-KausarLangsa City; There was interaction between the Ethnomatematic based RME approach and initial mathematical ability toward improvement of understanding concept abilities of IV Grade students in SD Al-KausarLangsa City; There was interaction between the Ethnomatematic based RME approach and learning motivation toward improvement of understanding concept abilities of IV Grade students in SD Al-KausarLangsa City; and Described understanding concept abilities' students in term of high, medium and low abilities. The sample in this study was selected by total sampling of two classes. The first class was treated by applying the RME approach based on Ethnomatics with a sample size of 25 students and the second class was treated with conventional learning a sample size of 25 students too. The data in this study were analyzed using 2-way ANOVA. From the research results, it is obtained: (1) There is an effect of the Ethnomatematic based RME approach toward improvement of understanding concept abilities, where as much as 47%; There is an effect of the Ethnomatematic based RME approach toward learning motivation where as much as 40,7%. There is no interaction between the Ethnomatematic based RME approach and the students' initial mathematics ability (KAM) toward improvement of understanding concept abilities. There is no interaction between the Ethnomatematic based RME approach and the students' initial mathematics ability (KAM) toward improvement of learning motivation.

Keywords: Ethnomatematic based RME approach, understanding concept abilities, learning motivation