

ABSTRAK

Sobry Puzawati Sinaga, NIM 4173311096 (2017). Perbedaan Pengaruh Pendekatan Realistic Mathematics Education dan Contextual Teaching And Learning Terhadap Kemampuan Berpikir Kritis Matematis Siswa Di Smp Negeri 2 Sipispis.

Penelitian ini bertujuan untuk mengetahui apakah terdapat perbedaan pendekatan *Realistics Mathematic Education* dan pendekatan *Contextual Teaching And Learning* yang diajarkan terhadap kemampuan berpikir kritis matematis siswa. Jenis penelitian ini merupakan *eksperimen quasy*. Populasi pada penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 2 Sipispis yang terdiri dari 4 kelas. Adapun sampel penelitian adalah dua kelas yang telah dipilih secara acak yaitu kelas VIII-B menjadi kelas eksperimen A dengan pendekatan *RME* dan siswa kelas VIII-D menjadi kelas eksperimen B dengan pendekatan *CTL* yang mana masing-masing kelas terdiri dari 28 siswa. Penelitian ini menggunakan jenis instrument *posttest* berbentuk uraian terdiri dari 4 soal yang telah divalidasi. Dari hasil analisis data yang telah dilakukan, diperoleh nilai rata-rata *posttest* kelas eksperimen A sebesar 52,07 sedangkan pada kelas eksperimen B nilai rata-rata *posttest* sebesar 47,04. Sebelum melakukan uji hipotesis, langkah awal yang dilakukan adalah uji normalitas dan uji homogenitas data. Setelah diuji, terbukti bahwa data berdistribusi normal dan bersifat homogeny. Selanjutnya dilakukan uji hipotesis dengan menggunakan uji-t. Dari hasil *posttest* diperoleh $t_{hitung} = 2,05 > t_{tabel} = 1,67$, sementara kriteria pengujian terima H_0 jika $-1,67 < t_{hitung} < 1,67$, jadi H_0 ditolak, H_a diterima yang artinya kemampuan berpikir kritis matematis siswa yang diajarkan menggunakan pendekatan *Realistics Mathematic Education* lebih baik dari kemampuan berpikir kritis matematis siswa yang diajarkan menggunakan pendekatan *Contextual Teaching And Learning* di SMP Negeri 2 Sipispis T.A 2021/2022.

Kata kunci: Pendekatan *Realistics Mathematic Education*, *Contextual Teaching And Learning* Dan Kemampuan Berpikir Kritis Matematis Siswa.

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ABSTRACT

Sobry Puzawati Sinaga, NIM 4173311096 (2017). Differences Of The Effect Of Realistic Mathematics Education and Contextual Teaching And Learning Approaches On Ability Mathematical Critical Thinking Of Students At Junior High School 2 Sipispis.

This study aims to determine whether there are differences between the Realistics Mathematical Education approach and the Contextual Teaching and Learning approach that is taught to students' mathematical critical thinking skills. This type of research is a quasi-experimental. The population in this study were all eighth grade students of SMP Negeri 2 Sipispis which consisted of 4 classes. The research samples were two classes that had been randomly selected, namely class VIII-B to be experimental class A with RME approach and class VIII-D students to be experimental class B with CTL approach where each class consisted of 28 students. This study uses the type of posttest instrument in the form of a description consisting of 4 questions that have been validated. From the results of data analysis that has been carried out, the posttest average value of the experimental class A is 52.07 while in the experimental class B the posttest average value is 47.04. Before testing the hypothesis, the first step is to test the normality and test the homogeneity of the data. After being tested, it is proven that the data is normally distributed and homogeneous. Furthermore, the hypothesis test was carried out using the t-test. from the posttest results obtained $t_{hitung} = 2.05 > t_{table} = 1.67$, while the test criteria accept H_0 if $-1.67 < t_{hitung} < 1.67$, so H_0 is rejected, H_a is accepted which means students' mathematical critical thinking skills are taught using an approach Realistics Mathematical Education is better than students' mathematical critical thinking skills taught using the Contextual Teaching and Learning approach at SMP Negeri 2 Sipispis T.A 2021/2022.

Keywords: Realistics Mathematical Education Approach, Contextual Teaching And Learning and Students' Mathematical Critical Thinking Ability.

