

ABSTRAK

Nur Halimah Matondang, (2023). Pengaruh Pendekatan RME Terhadap Kemampuan Pemecahan Masalah Matematis dan Kemandirian Belajar Siswa Kelas VIII MTs PAB 2 Sampali Medan

Tujuan penelitian ini untuk mengetahui: (1) Apakah terdapat pengaruh pendekatan RME terhadap kemampuan pemecahan masalah matematis siswa. (2) Apakah terdapat pengaruh pendekatan RME terhadap kemandirian belajar siswa. (3) Apakah terdapat interaksi antara pendekatan pembelajaran dan kemampuan awal matematika (KAM) siswa terhadap kemampuan pemecahan masalah matematis. (4) Apakah terdapat interaksi antara pendekatan pembelajaran dan kemampuan awal matematika (KAM) siswa terhadap kemandirian belajar. Jenis penelitian ini adalah eksperimen semu. Populasi dalam penelitian ini adalah seluruh siswa MTs PAB 2 Sampali Medan. Kemudian secara acak dipilih dua kelas, kelas VIII-1 (30 siswa) dan kelas VIII-2 (30 siswa). Kelas eksperimen diberi perlakuan pendekatan RME dan kelas kontrol diberi perlakuan pendekatan konvensional. Instrumen yang digunakan terdiri dari: (1) tes kemampuan pemecahan masalah matematis, (2) angket kemandirian belajar siswa. Instrumen tersebut dinyatakan telah memenuhi syarat validitas, serta koefisien reliabilitas untuk kemampuan pemecahan masalah matematis dan angket kemandirian belajar. Analisis data dilakukan dengan ANAVA 2 jalur. Hasil penelitian menunjukkan bahwa (1) Terdapat pengaruh pendekatan RME terhadap kemampuan pemecahan masalah matematis siswa. (2) Terdapat pengaruh pendekatan RME terhadap kemandirian belajar siswa. (3) Tidak terdapat interaksi antara pendekatan pembelajaran dan kemampuan awal matematika terhadap kemampuan pemecahan masalah matematis siswa. (4) Tidak terdapat interaksi antara pendekatan pembelajaran dan kemampuan awal matematika terhadap kemandirian belajar siswa.

Kata Kunci : Pendekatan RME, Kemampuan Pemecahan Masalah Matematis dan Kemandirian Belajar.

ABSTRACT

Nur Halimah Matondang, (2023). The Effect of RME Approach on Mathematical Problem-Solving Ability and Learning Independence of 8th Grade Students at MTs PAB 2 Sampali Medan

The aims of this research were to determine: (1) Whether there is an effect of the RME approach on students' mathematical problem-solving abilities. (2) Whether there is an effect of the RME approach on students' learning independence. (3) Whether there is an interaction between the learning approach and students' initial mathematical ability (KAM) on mathematical problem-solving abilities. (4) Whether there is an interaction between the learning approach and students' initial mathematical ability (KAM) on learning independence. This research is a quasi-experimental study. The population in this study was all students of MTs PAB 2 Sampali Medan. Two classes were randomly selected, class VIII-1 (30 students) and class VIII-2 (30 students). The experimental class was treated with the RME approach and the control class was treated with the conventional approach. The instruments used consisted of: (1) a mathematical problem-solving ability test, (2) a student learning independence questionnaire. These instruments were declared to have met the validity requirements, as well as reliability coefficients for mathematical problem-solving abilities and learning independence questionnaires. Data analysis was performed using 2-way ANOVA. The results showed that (1) There is an effect of the RME approach on students' mathematical problem-solving abilities. (2) There is an effect of the RME approach on students' learning independence. (3) There is no interaction between the learning approach and initial mathematical ability on students' mathematical problem-solving abilities. (4) There is no interaction between the learning approach and initial mathematical ability on students' learning independence.

Keywords: RME Approach, Mathematical Problem-Solving Ability and Learning Independence.