CHAPTER V
CONCLUSION

5.1 Conclusion

Based on the analysis conducted by researchers on various journals, it can be concluded that:

1. Habits of mind affect reasoning abilities. This can be seen from the increase in indicators and the average effect size value. The effect size value obtained is 1.131687 and is included in the high category.

2. Realistic Mathematics Education (RME) has an effect on reasoning ability. This is evident from the increase in indicators and the average effect size value. The effect size value obtained is 1,572938 in the very high category.

3. The advantages of Realistic Mathematics Education (RME) found from the journal findings include:

   a. It is a constructivist learning model, so that the learning process becomes student-centered. Knowledge is built by students themselves, with teacher supervision.

   b. Make mathematics learning more interesting, relevant, meaningful, not too formal and abstract. So that students become interested and more enthusiastic in the learning process.

   c. The RME approach emphasizes learning by doing. Where students find ideas and learning concepts by exploring real experiences that are around them.

   d. The RME approach uses context as a starting point for learning mathematics, so that students can better understand learning.

   e. Students are given the opportunity to think, argue mathematically, and provide reasons for their solutions. So that students do not have the same way of solving one another.

4. Weaknesses of Realistic Mathematics Education (RME) found from the journal findings, include:

   a. The group discussion was still dominated by the smart group students, while the students group was less likely to be passive.

   b. The low level of teacher knowledge results in misconceptions about the material. The teacher's role as a facilitator makes teachers have to broaden their horizons.

   c. The application of the realistic Mathematics Education (RME) approach in the learning process requires a relatively large amount of time, so teachers must make time as efficient as possible.

   d. In the search for contextual questions that meet the requirements required in the Realistic Mathematics Education (RME) approach, it is not always easy for every mathematical subject that students learn.

5.2 Suggestion

Based on the results of the study, the researcher proposes several suggestions to be considered in improving the quality of mathematics education as follows:

1. One of the affective aspects, namely Habits of mind, has been shown to have an effect on improving reasoning abilities. For further research, it is hoped that there will be research on habits of mind in improving other students' mathematical abilities.

2. Realistic Mathematics Education (RME) approach has also been proven to improve reasoning abilities, but there are some drawbacks such as the use of a long time. It is hoped that teachers will be able to streamline time in the learning process.

3. In the RME approach, teachers as facilitators are also expected to increase their level of ability so that there are no misconceptions between teachers and students.