

ABSTRAK

ROSELLA PRISELYA DABUKKE. Pengaruh Model *Realistic Mathematics Education* (RME) Terhadap Hasil Belajar Siswa Kelas IV SD Negeri 101774 Sampali. Skripsi. Medan: Fakultas Ilmu Pendidikan Universitas Negeri Medan, 2024

Penelitian ini dilakukan dengan tujuan untuk mengetahui pengaruh model pembelajaran *Realistic Mathematics Education* (RME) terhadap hasil belajar siswa pada mata pelajaran matematika materi bangun datar kelas IV di SDN 101774 Sampali. Populasi penelitian sebanyak 60 siswa, terdiri dari 30 siswa kelas V-A dan 30 siswa kelas V-B. Sampel penelitian menggunakan teknik *Total Sampling* sehingga seluruh jumlah populasi merangkap sebagai sampel penelitian. Jenis penelitian ini adalah *Quasi Eksperiment* dimana penelitian ini mencari pengaruh perlakuan tertentu terhadap 2 kondisi yang homogen. Prosedur dalam penelitian terdiri atas tahap persiapan, pelaksanaan dan tahap akhir. Sebelum melaksanakan penelitian, dilakukan pengujian instrumen penelitian yaitu uji validitas, reliabilitas, tingkat kesukaran, dan daya pembeda. Selanjutnya, diberikan pretest pada kedua kelas, kemudian kelas eksperimen diberikan perlakuan dengan model pembelajaran *Realistic Mathematics Education* (RME) sedangkan kelas kontrol tanpa menggunakan dengan model pembelajaran *Realistic Mathematics Education* (RME) dan terakhir kedua kelas diberikan posttest. Data dianalisis dan dilakukan uji prasyarat yaitu uji normalitas, uji homogenitas dan uji hipotesis. Berdasarkan pretest pada kelas eksperimen, rata-rata hasil belajar siswa adalah 45,67 dan setelah menerapkan model pembelajaran *Realistic Mathematics Education* (RME), rata-rata hasil belajar siswa pada posttest adalah 81,03. Dengan demikian, dapat disimpulkan bahwa terdapat pengaruh model pembelajaran *Realistic Mathematics Education* (RME) terhadap hasil belajar siswa pada mata pelajaran matematika siswa kelas IV SD 101774 Sampali.

Kata Kunci: Model Pembelajaran *Realistic Mathematic Education* (RME), Hasil Belajar.



ABSTRACT

ROSELLA PRISELYA DABUKKE. **The Influence of the Realistic Mathematics Education (RME) Model on Student Learning Outcomes Class IV SD Negeri 101774 Sampali.** Skripsi. Medan: Faculty of Education, Universitas Negeri Medan, 2024.

This research was carried out with the aim of finding out the effect of the Realistic Mathematics Education (RME) learning model on student learning outcomes in the fourth grade flat shape mathematics subject at SDN 101774 Sampali. The research population was 60 students, consisting of 30 students in class V-A and 30 students in class V-B. The research sample uses the Total Sampling technique so that the entire population doubles as the research sample. This type of research is Quasi Experimental where this research looks for the effect of certain treatments on 2 homogeneous conditions. The research procedure consists of preparation, implementation and final stages. Before carrying out the research, research instruments were tested, namely testing validity, reliability, level of difficulty and distinguishing power. Next, a pretest was given to both classes, then the experimental class was given treatment with the Realistic Mathematics Education (RME) learning model, while the control class did not use the RME (Realistic Mathematics Education) learning model and finally both classes were given a posttest. The data was analyzed and prerequisite tests were carried out, namely normality test, homogeneity test and hypothesis test. Based on the pretest in the experimental class, the average student learning outcome was 45.67 and after applying the Realistic Mathematics Education (RME) learning model, the average student learning outcome in the posttest was 81.03. Thus, it can be concluded that there is an influence of the Realistic Mathematics Education (RME) learning model on student learning outcomes in mathematics subjects for fourth grade students at SD 101774 Sampali.

Keywords: Realistic Mathematics Education (RME), Learning Model, Learning Outcomes.

