

ABSTRAK

AFIFATURRIZKA SYAHFITRI (8226182005) “Pengaruh Pendekatan RME (*Realistic Mathematic Education*) Terhadap Pemahaman Konsep dan Penalaran Matematis Di Kelas V SDN 064027 Karang Sari”. Tesis. Medan: Program Pascasarjana Universitas Negeri Medan, 2024.

Tujuan penelitian ini untuk melihat pengaruh *realistic mathematic education* (RME) terhadap kemampuan pemahaman konsep dan penalaran matematis pada materi pecahan di kelas V SD. Pendekatan penelitian yakni kuantitatif dengan metode Quasi eksperimen. Sampel dalam penelitian diambil dengan teknik total sampling, dimana kelas VA diberikan pembelajaran *Realistic Mathematic Education* sebagai kelas eksperimen dan kelas VB diberikan pendekatan saintifik sebagai kelas kontrol. Instrumen pada penelitian ini tes butir soal untuk mengetahui pemahaman konsep dan penalaran matematis siswa. Teknik analisis data yang digunakan dengan uji manova, n-gain dan korelasi. Berdasarkan hasil penelitian diperoleh rata-rata postest lebih besar dibandingkan kelas pretest. Hasil uji manova data postest menunjukkan adanya perbedaan yang signifikan yaitu dengan nilai $0,05 > 0,00$, yang berarti terdapat pengaruh RME terhadap pemahaman konsep dan penalaran matematis. Peningkatan N-Gain pemahaman konsep pada kelas kontrol sebesar 0,40 (kategori sedang) dan penalaran matematis sebesar 0,44 (Kategori sedang). Nilai uji korelasi sebesar 0,778 (kategori tinggi) menunjukkan bahwa terdapat hubungan yang positif pemahaman konsep dengan penalaran matematis

Kata kunci : Realistic Mathematic Education, Pemahaman, Penalaran

ABSTRACT

AFIFATURRIZKA SYAHFITRI (8226182005) 'The Effect of the RME (Realistic Mathematic Education) Approach on Concept Understanding and Mathematical Reasoning in Class V of SDN 064027 Karang Sari'. Thesis. Medan: Postgraduate Programme, State University of Medan, 2024.

The purpose of this study was to see the effect of realistic mathematic education (RME) on the ability to understand concepts and mathematical reasoning on fraction material in grade V SD. The research approach is quantitative with Quasi experimental method. The sample in the study was taken with total sampling technique, where class VA was given Realistic Mathematic Education learning as an experimental class and class VB was given a scientific approach as a control class. The instrument in this study was a test item to determine students' concept understanding and mathematical reasoning. Data analysis techniques used with manova test, n-gain and correlation. Based on the results of the study, the average posttest was greater than the pretest class. The results of the manova test of posttest data showed a significant difference with a value of $0.05 > 0.00$, which means that there is an effect of RME on concept understanding and mathematical reasoning. The N-Gain increase in concept understanding in the control class was 0.40 (medium category) and mathematical reasoning was 0.44 (medium category). The correlation test value of 0.778 (high category) shows that there is a positive relationship between concept understanding and mathematical reasoning.

Keywords: Realistic Mathematic Education, Understanding, Reasoning