ABSTRAK

TIN HANDAYANI AMIR. 2021. *Pengaruh Pembelajaran Online Berbasis* Pendekatan *ealistic Mathematic Education (RME) Berbantuan Media Animasi Terhadap Hasil Belajar atematika Siswa Kelas IV Sekolah Dasar Kecamatan Manggala Kota Makassar.* Tesis. urusan Pendidikan Dasar Pascasarjana Universitas Muhammadiyah Makassar. embimbing I Dr. Agustan, M.Pd dan Pembimbing II Sulfasyah, S.Pd., M.A., Ph.D.

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan *Realistic lathematic Education* (RME) berbantuan media animasi terhadap hasil belajar atematika siswa kelas IV Sekolah Dasar Kecamatan Manggala Kota Makassar tahun aran 2020/2021. Penelitian ini merupakan penelitian kuantitatif dengan jenis penelitian uasi eksperimental design dengan desain penelitian *Non Equivalent Control Group esign*. Penelitian ini melibatkan 60 siswa sebagai sampel penelitian dengan teknik engambilan sampel acak sederhana (*Simple Random Sampling*). Penelitian ini enggunakan teknik pengumpulan data yaitu observasi dan tes tertulis dengan emberikan lima butir soal uraian dengan bobot yang berbeda tiap soalnya. Penelitian ini iakukan dengan memberikan pretest sebagai hasil belajar awal sebelum diberikan erlakuan dan diakhir pertemuan diberikan *post-test* sebagai hasil dari pemberian erlakuan. Selanjutnya, data yang diperoleh dianalisis dengan menggunakan aplikasi PSS v.22 dengan mencari hasil dari uji normalitas, uji homogenitas, uji N-Gain dan rakhir uji-t (*Independent Sample Test*) untuk menguji hipotesis .

Rata-rata hasil belajar siswa sebelum diterapkan pendekatan pembelajaran *alistic Mathematic Education* (RME) berbantuan media animasi pada kelas eksperimen besar 69.73 dan termasuk kategori kurang, sedangkan pada kelas kontrol yaitu 69.67 masuk kategori kurang. Setelah diterapkan *Realistic Mathematic Education* (RME) rbantuan media gambar, hasil penelitian menunjukkan bahwa terdapat perbedaan tara nilai rata-rata siswa. Pada siswa kelas eksperimen dengan menerapkan ndekatan *Realistic Mathematic Education* (RME) berbantuan media animasi dengan ai rata-rata 87.00 kategori baik, sedangkan kelas kontrol dengan menerapkan ndekatan *Realistic Mathematic Education* (RME) berbantuan media gambar emperoleh nilai rata-rata 74.60 kategori kurang. Hal tersebut dapat dibuktikan pada tput uji-t dan diketahui pada nilai t_{hitung} = 5.685 dengan Sig(2-tailed)= 0.000 dan nilai t_{tabel} 2.00172 maka t_{hitung} = 5.685 > t_{tabel} = 2.00172 sedangkan nilai signifikansi 0.000 < 0.05, rarti H_1 diterima dan H_0 ditolak.

Dengan demikian dapat disimpulkan bahwa ada pengaruh pendekatan *Realistic athematic Education* (RME) berbantuan media animasi terhadap hasil belajar atematika siswa kelas IV Sekolah Dasar Kecamatan Manggala Kota Makassar.

Kata kunci: Pendekatan *Realistic Mathematic Education* (RME), Media Animasi, Media Gambar, Hasil Belajar.

ABSTRACT

Titin Handayani Amir, 2021. The Influence of Online-based Learning of Realistic Mathematical Education (RME) Approach Assisted by Animation Media on Mathematics Learning Outcomes of Fourth Grade Elementary School Students, Manggala District, Makassar. Thesis. Postgraduate Primary Education Program. Universitas Muhammadiyah Makassar. Supervised by Agustan and Sulfasyah.

This study aimed to determine the influence of the Realistic Mathematical Education (RME) approach assisted by animation media on mathematics learning outcomes of fourth grade elementary school students, Manggala District, Makassar in academic year of 2020/2021. This study was a quantitative research by using a quasi-experimental research design with a non-equivalent control group design. There were 60 students involved as the research sample with a simple random sampling technique (Simple Random Sampling). The data were collected using observation and written tests by giving five essay questions with different points for each question. This research was conducted by giving a pretest as a result of initial learning before being given treatment and by giving a post-test as a result of the given treatment at the end of the meeting. Furthermore, the data obtained were analyzed using the SPSS v.22 application by looking for the results of the normality test, homogeneity test, N-Gain test and finally the t-test (Independent Sample Test) to test the hypothesis.

The students' average score before applying Realistic Mathematics Education (RME) approach assisted by animation media in the experimental class was 69.73 and it was included in the poor category. While in the control class, it was 69.6 included in the less category. After applying Realistic Mathematical Education (RME) assisted by animation media, the results showed that there was a difference in the students' average scores. By applying the Realistic Mathematical Education (RME) approach assisted by animation media, the students' average score in the experimental class was 87.00 included in the good category, while in the control class, the students obtained an average score of 74.60 included in the poor category. This can be proven in the t-test output and it was known that the tcount = 5.685 with Sig(2-tailed) = 0.000 and the t-table = 2.00172 then tcount = 5.685 > ttable = 2.00172 while the significance value was 0.000 <0.05, meaning H1 was accepted and H0 rejected.

Therefore, it can be concluded that there was an influence of the Realistic Mathematical Education (RME) approach assisted by animation media on the mathematics learning outcomes of fourth grade elementary school students, Manggala District, Makassar.

Keywords: *Realistic Mathematical Education (RME) Approach, Animation Media, Image Media, Learning Outcomes.*

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