ABSTRAK

Ulfiana, 2022. Pengaruh Pendekatan *Realistic Mathematics Education* (RME) terhadap Kemandirian Belajar dan Hasil Belajar Matematika Siswa Kelas IV SD Negeri Ujung Tanah II Kota Makassar, dibimbing oleh Agustan dan A. Husniati.

Penelitian ini bertujuan untuk mengetahui pengaruh pendekatan *Realistic Mathematics Education* (RME) terhadap kemandirian belajar dan hasil belajar matematika siswa kelas IV SD Negeri Ujung Tanah II Kota Makassar. Penelitian ini merupakan penelitian kuantitatif dengan menggunakan metode quasi eksperimen. Rancangan yang digunakan dalam penelitian ini adalah *quasi nonequivalent control group design.* Pada rancangan ini dilakukan untuk mengetahui adakah perbedaan antara kelas eksperimen dan kelas kontrol dengan memberikan *pretest* sebelum diberikan perlakuan dan *posttest* setelah diberikan perlakuan. Populasi dalam penelitan ini adalah seluruh siswa kelas IV SD dari enam Sekolah Dasar Negeri yang terdapat gugus II Kecamatan Ujung Tanah Kota Makassar, sampel yang diambil adalah siswa kelas IV A dan IV B SD Negeri Ujung Tanah II Kota Makassar. Teknik pengumpulan data menggunakan metode angket, tes dan dokumentasi. Teknik analisis data data yang digunakan adalah *independent sample t- test* dan uji Manova, yang sebelumnya diuji prasyarat yaitu normalitas dan homogenitas.

Hasil penelitian ini menunjukkan pengaruh kemandirian belajar dan hasil belajar matematika yang diberikan perlakuan berupa penerapan pendekatan *Realistic Mathematics Education* (RME) dibandingkan dengan siswa yang tidak diberikan perlakuan. Penerapan *Realistic Mathematics Education* (RME) dinyatakan berpengaruh karena meningkatkan potensi yang dimiliki siswa yang digunakan untuk mengembangkan sendiri pengetahuannya, Melalui eksplorasi berbagai masalah, baik masalah kehidupan sehari-hari maupun masalah matematika. Berdasarkan hasil uji *independent sample t- test* pada hipotesis I diperoleh nilai sig. sebesar 0,001 < 0,05 maka H_o ditolak dan H_1 diterima, pada hipotesis II diperoleh nilai sig. sebesar 0,013 < 0,05 maka H_o ditolak dan H_1 diterima. dan hasil uji Manova, diperoleh nilai sig. 0,000 < 0,05 maka H_o ditolak dan H_1 diterima, artinya ada pengaruh pendekatan *Realistic Mathematics Education* (RME) kemandirian belajar dan hasil belajar matematika siswa.

Kata Kunci: *Pendekatan Realistic Mathematics Education (RME), Kemandirian Belajar, Hasil Belajar*

ABSTRACT

Ulfiana, 2022. The Impact of *the Realistic Mathematics Education* (RME) Approach on Learning Independency and Mathematics Learning Outcomes of Students in Class IV of State Elementary School Ujung Tanah II Makassar. Supervised by Agustan and A. Husniati.

This research aimed at finding out the impact of *Realistic Mathematics Education* (RME) approach on learning independency and mathematics learning outcomes of students in the fourth grade of State Elementary School Ujung Tanah II Makassar. This research was quantitative research using quasi-experimental methods. The design used in this study was quasi *nonequivalent control group design.* This design was conducted to find out whether there were differences between the experimental class and the control class by giving *a pretest* before being given treatment and *posttest* after being given treatment. The population in this study were all elementary school fourth grade students from six State Elementary Schools in group II of Ujung Tanah Makassar, the sample taken were students of class IV A and IV B of State Elementary School Ujung Tanah II Makassar. Data collection techniques were questionnaire methods, tests and documentation. The data analysis techniques used were *the independent sample t-test* and the Manova test, which were previously tested for the prerequisites of normality and homogeneity.

The results of this study showed the influence of learning independence and mathematics learning outcomes given treatment in the form of applying *the Realistic Mathematics Education* (RME) approach compared to students who were not given treatment. The application of *Realistic Mathematics Education* (RME) was stated to be influential because it increased the potential that students needed to develop their own knowledge, through the exploration of various problems, both problems of daily life and mathematical problems. Based on the results of the *independent sample t-test* on hypothesis I which obtained a sig value. of 0.001 < 0.05 then Ho was rejected and H1 was accepted. In the hypothesis II , it was obtained a sig value <. Based on the results of the *independent sample t-test* on hypotheses I and II obtained a sig value. of 0.001 < 0.05 and 0.013 < 0.05 then $_{Ho}$ was rejected or $_{H1}$ was accepted <. (RME) learning independency and student mathematics learning outcomes.

Keywords: *Realistic Mathematics Education (RME) Approach, Learning Independency, Learning Outcomes*

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