PENGARUH MODEL PEMBELAJARAN *REALISTIC MATHEMATICS EDUCATION (RME)* TERHADAP KOMPETENSI PENGETAHUAN MATEMATIKA DENGAN MENGENDALIKAN KEMAMPUAN NUMERIK SISWA KELAS V SD DI GUGUS II KECAMATAN KUTA UTARA TAHUN AJARAN 2019/2020

Oleh
Ni Putu Ari Restya Dewi
Program Studi Pendidikan Guru Sekolah Dasar

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Realistic Mathematics Education (RME)* terhadap kompetensi pengetahuan matematika dengan mengendalikan kemampuan numerik sisa kelas V SD di Gugus II Kecamatan Kuta Utara tahun ajaran 2019/2020. Penelitian ini menggunakan desain *quasi eksperimen* dengan rancangan *single factorial independent group design with use of covariate*. Populasi yang digunakan sebanyak 291 orang dari 7 sekolah yang berbeda. Sampel ditentukan dengan teknik *cluster random sampling*, sehingga diperoleh kelompok eksperimen sebanyak 32 orang yang diterapkan model RME dan kelompok kontrol 34 orang yang dibelajarkan secara konvensional. Metode tes dengan bentuk tes obyektif digunakan sebagai instrument pengumpulan data. Analisis data menggunakan uji ANAKOVA dan diperoleh Fhitung (239.675) > Ftabel (4.00) dengan dk penyebut = 63 dan dk pembilang = 1 pada α = 5%, sehingga Ho ditolak dan Ha diterima. Hal ini berarti *mean* kedua kelompok berbeda meskipun telah dikendalikannya kemampuan numerik siswa. Sehingga disimpulkan model *Realistic Mathematics Education* (*RME)* berpengaruh terhadap Kompetensi Pengetahuan Matematika meskipun telah dikendalikannya kemampuan numerik siswa Kelas V SD di Gugus II Kecamatan Kuta Utara Tahun Ajaran 2019/2020.

Kata Kunci : *Realistic Mathematics Education* (*RME),* Kemampuan Numerik, Kompetensi Pengetahuan Matematik.

ABSTRAC

This study aims to determine the effect of the Realistic Mathematics Education (RME) learning model on the competence of mathematical knowledge by controlling the numerical ability of the remaining V grade elementary schools in Gugus II Kuta Utara distric academic year 2019/2020. This study uses a quasi-experimental design with a single factorial independent group design with use of covariate design. The population used was 291 people from 7 different schools. The sample was determined by cluster random sampling technique, so as to obtain an experimental group of 32 people who applied the RME model and a control group of 34 people who were taught conventionally. The test method with an objective test form is used as a data collection instrument. Data analysis used ANAKOVA test and obtained Fcount (239,675)> Ftable (4.00) with denominator dk = 63 and numerator dk = 1 at α = 5%, so Ho was rejected and Ha was accepted. This means that the mean of the two groups is different despite the students' numerical ability being controlled. So it can be concluded that the Realistic Mathematics Education (RME) model influences the Mathematics Knowledge Competence even though it has been controlled by the numerical ability of Grade V elementary school students in Gugus II Kuta Utara District, Academic Year 2019/2020.

Keyword : *Realistic Mathematics Education (RME), Numerical ability Mathematical knowledge competence.*