

## ABSTRAK

Ivan Arifudin. **PENERAPAN PENDEKATAN *REALISTIC MATEMATICS EDUCATION (RME)* DENGAN MEDIA KONKRET UNTUK MENINGKATKAN PEMBELAJARAN MATEMATIKA TENTANG BANGUN DATAR PADA SISWA KELAS V SD NEGERI 4 PEJAGOAN TAHUN AJARAN 2018/2019**. Skripsi, Fakultas Keguruan dan Ilmu Pendidikan Universitas Sebelas Maret Surakarta, Maret 2019.

Tujuan penelitian ini yaitu: (1) mendeskripsikan langkah-langkah penerapan pendekatan *RME* dengan media konkret, (2) meningkatkan pembelajaran matematika tentang bangun datar melalui penerapan pendekatan *RME* dengan media konkret, serta (3) untuk mendeskripsikan kendala yang dialami dan solusinya dalam penerapan pendekatan *RME* dengan media konkret.

Penelitian ini merupakan penelitian tindakan kelas (PTK) kolaboratif yang dilaksanakan dalam tiga siklus, setiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian ini adalah siswa kelas V SDN 4 Pejagoan tahun ajaran 2018/2019 yang berjumlah 16 siswa. Data yang digunakan berupa data kualitatif yaitu penerapan pendekatan *RME* dengan media konkret dan data kuantitatif yaitu pada tes hasil belajar dalam mata pelajaran matematika. Teknik pengumpulan data menggunakan observasi, wawancara, dan tes. Validitas data menggunakan triangulasi teknik dan sumber. Analisis data kuantitatif dan kualitatif meliputi reduksi data, penyajian data, dan kesimpulan.

Hasil penelitian menunjukkan bahwa: (1) penerapan pendekatan *RME* dengan media konkret dilaksanakan dengan langkah-langkah: (a) memahami masalah kontekstual melalui media, (b) menjelaskan masalah kontekstual menggunakan media, (d) menyelesaikan masalah, (e) membandingkan, mendiskusikan, dan melengkapi jawaban, (f) menyimpulkan, (2) pendekatan *RME* dengan media konkret dapat meningkatkan pembelajaran tentang bangun datar, terbukti dengan adanya peningkatan persentase jumlah ketuntasan siswa, yaitu pada siklus I sebesar 87,50%, siklus II meningkat menjadi 90,62%, dan siklus III sebesar 93,75%, (3) kendala dalam penelitian ini yaitu: (a) sedikit siswa yang berani bertanya, (b) siswa kurang aktif memberikan tanggapan dalam diskusi, (c) siswa ramai sendiri saat pembelajaran, (d) siswa belum melakukan diskusi dengan baik, (e) waktu diskusi terbatas, (f) masih ada siswa yang kurang tertib. Adapun solusinya, yaitu (a) guru merangsang siswa untuk bertanya, (b) guru membimbing siswa saat presentasi untuk saling menanggapi, (c) guru harus meningkatkan penguasaan kelas, (d) guru memberikan bimbingan pada saat diskusi, (e) guru membagi siswa agar membagi tugas dalam berkelompok, (f) guru mengkondisikan siswa saat berkelompok.

Simpulan penelitian ini adalah penerapan pendekatan *RME* dengan media konkret dapat meningkatkan pembelajaran matematika tentang bangun datar pada siswa kelas V SD Negeri 4 Pejagoan tahun ajaran 2018/2019.

**Kata Kunci:** *Realistic Mathematics Education*, Media Konkret, Bangun Datar

## ABSTRACT

Ivan Arifudin. **THE IMPLEMENTATION OF THE REALISTIC MATHEMATICS EDUCATION (RME) APPROACH TO THE CONCRETE MEDIA TO IMPROVE MATHEMATICS LEARNING ABOUT SHAPES IN GRADE V STUDENTS OF SD NEGERI PEJAGOAN 4 IN ACADEMIC YEAR 2018/2019.** Thesis, Teacher Training and Education Faculty, Universitas Sebelas Maret, Surakarta, March 2019.

This study aimed: (1) to describe the steps for implementing the RME approach with concrete media, (2) to improve mathematics learning about shapes through the application of the RME approach with concrete media, and (3) to describe the constraints experienced and solutions in applying the approach RME with concrete media.

This research is a collaborative classroom action research (CAR) carried out in three cycles. Each cycle consists of planning, implementation, observation, and reflection. The subjects of this study were fifth grade students of SDN 4 Pejagoan in Academic Year 2018/2019, totalling 16 students. The data used were in the form of qualitative data, namely the application of the RME approach with concrete media and quantitative data, namely the test of learning outcomes in mathematics subjects. Data collection techniques used observation, interviews, and tests. Data validity used technique triangulation and sources. Analysis of quantitative and qualitative data included data reduction, data presentation, and conclusion.

The results indicated that: (1) the application of the RME approach with concrete media was carried out by the following steps: (a) understanding contextual problems with the media, (b) explaining contextual problems using media, (d) solving problems, (e) comparing, discussing, and completing the answers, (f) concluding, (2) the RME approach with concrete media could improve learning about shapes, as evidenced by an increase in the percentage of students completeness, namely in the first cycle was 87.50%, in cycle II increased to 90.62%, and in the third cycle was 93.75%, (3) the obstacles in this study were: (a) only few students were brave to ask, (b) students were less active in giving responses in discussions, (c) students crowded itself when the learning, (d) students did not have a good discussion, (e) the time of discussion as limited, (f) there were still students who did not obey the rules. Therefore, the solutions provided are (a) the teacher stimulates students to ask, (b) the teacher guides students when the presentation responds to each other, (c) the teacher must improve classroom mastery, (d) the teacher gives guidance during discussion, (e) the teacher divides students into dividing tasks in groups, (f) the teacher conditions students when in groups.

The conclusion of this study is that the application of the RME approach with concrete media could improve mathematics learning about shapes in fifth grade students of SD Negeri 4 Pejagoan in Academic Year 2018/2019.

**Keywords:** Realistic Mathematics Education, Concrete Media, Shapes

