# ABSTRAK

Subarkah, Rizki. 2018. *Upaya Meningkatkan Hasil Belajar Matematika Melalui Pendekatan Realistics Mathematics Education Di Kelas III SDI Tarbiyah Kecamatan Gending.* Program Study PGSD Fakultas Keguruan Dan Ilmu Pendidikan. Universitas Panca Marga Probolinggo. Pembimbing (1) Ludfi Arya Wardana, S.Pd.,M.Pd Pembimbing (2) Didit Yulian Kasdriyanto, S.Pd.,M.Pd.

**Kata kunci** : meningkatkan Hasil Belajar. Model pendekatan *Realistics Mathematics Education*

Penelitian ini bertujuan untuk mengetahui apakah pendekatan *RME (Realistics Mathematics Education)* dapat meningkatkan hasil belajar Matematika pada kelas III SDI Tarbiyah Kecamatan Gending Kabupaten Probolinggo Tahun Ajaran 2017/2018. Subjek penelelitian ini siswa kelas III SDI Tarbiyah yang terdiri dari 19 siswa dengan rincian laki-laki berjumlah 9 siswa dan perempuan berjumlah 10 siswi.

Jenis Penelitian termasuk Penelitian Tindakan Kelas (*Classroom Action Research*) yang dilaksanakan dalam 2 siklus yang masing-masing siklus terdiri dari perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Metode pengumpulan data yang digunakan adalah tes tertulis, lembar observasi dan dokumentasi. Sedangkan analisis data dilakukan dengan membandingkan pencapaian nilai tiap siklus dengan ditandai adanya peningkatan hasil belajarnya.

Berdasarkan hasil penelitian pada siklus I dan II diperoleh data sebagai berikut: Standar KKM mata pelajaran Matematika adalah 70, Pada pratindakan nilai kognitif siswa yang mencapai KKM 70 terdapat 13 siswa (68.42%) dan 6 siswa (31.58%) yang tidak tuntas, mengalami peningkatan pada siklus 1 siswa yang mencapai KKM terdapat 15 siswa (78.95%) dan 4 siswa (21.05%) belum tuntas dan pada siklus ke 2 juga mengalami peningkatan yaitu terdapat 16 siswa (84.21%) yang mendapat nilai tuntas dan 3 siswa (15.79%) yang blum tuntas. Hasil belajar ranah afektif, pada pratindakan terdapat 14 siswa (73.68%) mendapat nilai tuntas, dan 5 siswa (26.32%) yang belum tuntas, mengalami peningkatan pada siklus 1 yaitu terdapat 15 siswa (78.95%) mendapat nilai tuntas dan 4 siswa (21.05%) yang belm tuntas. Dari siklus 1 ke siklus 2 juga mengalami peningkatan yaitu 16 siswa (84.21%) mendapat nilai tuntas dan 3 siswa (15.79%) yang belum tuntas pada kegiatan afektif. Sedangkan pada psikomotor, pada pratindakan terdapat 14 siswa (73.68%) mendapat nilai tuntas dan 5 siswa (26.32%) yang belum tuntas, mengalami peningkatan pada siklus 1 yaitu terdapat 15 siswa (78,95%) mendapat nilai tuntas, 4 siswa (21.05%) yang belum tuntas. Dari siklus 1 ke siklus 2 juga mengalami peningkatan skor psikomotor yaitu terdapat 16 siswa (84.21%) mendapat nilai tuntas dan 3 siswa (15.79%) mendpat nilai belum tuntas.

Dengan demikian dapat disimpulkan bahwa penerapan Model Pendekatan *Realistics Mathematics Education* pada pembelajaran Matematika dapat meningkatkan hasil belajar siswa kelas III SDI Tarbiyah Kecamatan Gending.

# ABSTRACT

Subarkah, Rizki. 2018. Efforts to Improve Mathematics Learning Outcomes through Realistic Mathematics Education Approaches in Class III SDI Tarbiyah Gending District. PGSD Teacher Training and Education Faculty Study Program. Panca Marga University Probolinggo. Advisor (1) Ludfi Arya Wardana, S.Pd.,M.. Advisor (2) Didit Yulian Kasdriyanto, S.Pd., M.Pd.

**Keywords**: improve learning outcomes. Model of the Realistics Mathematics Educatio approach

This study aims to determine whether the RME (Realistics Mathematics Education) approach can improve Mathematics learning outcomes in class III SDI Tarbiyah Gending District, Probolinggo District 2017/2018 Academic Year. The subject of this research was the third grade students of SDI Tarbiyah which consisted of 19 students with details of 9 students and 10 female students.

Types of Research include Classroom Action Research conducted in 2 cycles, each of which consists of planning, implementing actions, observing, and reflecting. Data collection methods used are written tests, observation sheets and documentation. While data analysis is done by comparing the achievement of the value of each cycle with a marked increase in learning outcomes.

Based on the results of the research in cycles I and II obtained the following data: KKM Standard Mathematics subjects are 70, In the pre-action cognitive values of students who reach KKM 70 there are 13 students (68.42%) and 6 students (31.58%) who do not complete, have increased in cycle 1 students who achieved KKM there were 15 students (78.95%) and 4 students (21.05%) had not yet completed and in the second cycle also had an increase, namely there were 16 students (84.21%) who had completed grades and 3 students (15.79%) which is not complete. Affective domain learning outcomes, in the pre-action there were 14 students (73.68%) getting complete grades, and 5 students (26.32%) who had not yet completed, experienced an increase in cycle 1, namely 15 students (78.95%) received complete grades and 4 students (21.05 %) that hasn't been completed. From cycle 1 to cycle 2 also experienced an increase, namely 16 students (84.21%) received complete grades and 3 students (15.79%) who had not completed the affective activity. Whereas in psychomotor, in the pre-action there were 14 students (73.68%) getting complete grades and 5 students (26.32%) who had not yet completed, experienced an increase in cycle 1, namely 15 students (78.95%) got complete grades, 4 students (21.05 %) that has not been completed. From cycle 1 to cycle 2 also experienced an increase in psychomotor scores, namely there were 16 students (84.21%) got the complete score and 3 students (15.79%) got the score not yet completed.

Thus it can be concluded that the application of the Realistics Mathematics Education Approach Model in Mathematics learning can improve the learning outcomes of class III SDI Tarbiyah Gending District.