

## **ABSTRAK**

Istiana, Marita Eka. 2020. *Efektivitas Model Pembelajaran Realistic Mathematics Education (RME) Terhadap Kemampuan Literasi Matematika Pada Materi Uang Kelas II SD Hang Tuah 10 Juanda.* Skripsi. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Universitas PGRI Adi Buana Surabaya. Pembimbing (1) Dr. Rarasaning Satianingsih, SE., M.Pd (2) Via Yustitia, S.Pd., M.Pd

Kata kunci : *Model RME, Kemampuan literasi matematika..*

Hasil PISA menyatakan bahwa siswa Indonesia memiliki kemampuan literasi yang rendah (OECD. 2013a). Harapan peneliti dalam penelitian ini adalah agar siswa mampu menyelesaikan masalah sehari-hari dengan kemampuan literasi matematika. Kemampuan literasi matematika siswa tidak hanya dituntut memiliki kemampuan berhitung saja, namun siswa juga harus memiliki kemampuan bernalar secara kritis dan logis untuk menyelesaikan masalah.

Tujuan penelitian adalah untuk mengetahui: (1) rata-rata kemampuan literasi matematika siswa kelas eksperimen yang diajar melalui model RME lebih baik daripada kelas kontrol yang diajar melalui model TPS; (2) aktivitas siswa yang diajar dengan RME; dan (3) aktivitas guru siswa dengan dengan model RME.

Jenis metode penelitian adalah penelitian kuantitatif tipe *quasi eksperimental design* tipe *Posttest-Only*. Populasinya adalah siswa kelas II SD Hang Tuah 10 Juanda. Sampel diambil dengan teknik *cluster random sampling* sehingga didapatkan kelas II-D sebagai kelas eksperimen dan II-E sebagai kelas kontrol. Teknik pengumpulan data berupa teknik tes, observasi, dan dokumentasi. Alat pengumpul data menggunakan lembar observasi dan tes soal cerita. Teknik analisis data tes menggunakan *SPSS 22*.

Hasil penelitian menunjukkan bahwa: (1) rata-rata kemampuan literasi matematika siswa kelas eksperimen yang diajar melalui model RME lebih baik daripada kelas kontrol yang diajar melalui model TPS; (2) aktivitas siswa mendapat kategori sangat baik; dan (3) aktivitas guru menggunakan RME mendapat kategori sangat baik.

## **ABSTRACT**

Istiana, Marita Eka. 2020. *The Effectiveness of the Realistic Mathematics Education (RME) Learning Model on the Mathematical Literacy Ability in Money Material in Grade II at Hang Tuah 10 Juanda Elementary School.* Undergraduate Thesis. Elementary School Teacher Education Study Program. Faculty of Teacher Training and Education. PGRI Adi Buana University Surabaya. Supervisors (1) Dr. Rarasaning Satianingsih, SE., M.Pd (2) Via Yustitia, S.Pd., M.Pd.

**Keywords:** *RME Model, Mathematical Literacy Ability*

The PISA results state that Indonesian students have low literacy abilities (OECD. 2013a). The researcher's expectation from this research is that students are able to solve everyday problems using their mathematical literacy skills. In mathematics literacy skills, students are not only required to have numeracy skills, but also must have the ability to reason critically and logically to solve problems.

The purpose of this study was to determine: (1) the average mathematical literacy ability of the experimental class students taught using the RME model was better than the control class taught using the TPS model; (2) student activities taught with RME; and (3) the implementation of student learning with the RME model.

The type of research method used in this research was quantitative research with the type of *quasi experimental design, Posttest-Only* type. The population was the grade II students of Hang Tuah 10 Juanda Elementary School. Samples were taken using *cluster random sampling* techniques so that class II-D was obtained as the experimental class and II-E as the control class. Data collection techniques were used were test, observation, and documentation techniques. Observation sheets and story test tests were data collection tools used in this study while for test data analysis SPSS 22 was used.

The results showed that: (1) the average mathematical literacy ability of the experimental class students taught using the RME model was better than the control class taught with the TPS model; (2) student activities had very good categories; and (3) the implementation of learning using RME had a very good category.