ABSTRAK

Pengaruh Pembelajaran *Realistic Mathematics Education* (RME) dan Pembelajaran Langsung Terhadap Peningkatan Kemampuan Penalaran dan Berpikir Kreatif Matematis Peserta Didik

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Penelitian ini bertujuan untuk menganalisis tentang pengaruh pembelajaran *Realistic Mathematics Education* (RME) dan pembelajaran langsung terhadap perolehan dan peningkatan kemampuan penalaran dan berpikir kreatif matematis peserta didik. Metode penelitian ini yaitu eksperimen kuasi dengan *the pretest-postest non-equivalent design*. Populasi penelitian ini adalah seluruh siswa kelas IV di dua SD yang terletak di Kecamatan Kesambi, Kota Cirebon. Instrumen yang digunakan adalah tes kemampuan penalaran matematis dan tes kemampuan berpikir matematis. Hasil dari penelitian ini menunjukkan bahwa berdasarkan analisis data skor postes, perolehan kemampuan penalaran dan berpikir kreatif matematis peserta didik kelas RME lebih tinggi daripada kelas pembelajaran langsung. Berdasarkan analisis data skor *N-gain*, peningkatan kemampuan penalaran dan berpikir kreatif matematis peserta didik kelas RME lebih tinggi daripada kelas pembelajaran langsung. Oleh karena itu, dapat disimpulkan bahwa terdapat perbedaan perolehan dan peningkatan kemampuan penalaran dan berpikir kreatif matematis antara yang menggunakan pembelajaran *Realistic Mathematics Education* (RME) dan peserta didik yang belajar menggunakan pembelajaran langsung.

Kata Kunci: Kemampuan Penalaran Matematis, Berpikir Kreatif Matematis, *Realistic Mathematics Education* (RME), Pembelajaran Langsung.

ABSTRACT

The Effect of Realistic Mathematics Education (RME) and Direct Instruction Towards The Enhancement of Mathematical Reasoning Ability and Mathematical Creative Thinking Ability of Students

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This research aimed to analyze the effect of Realistic Mathematics Education (RME) and direct instruction towards the achievement and the enhancement of mathematical reasoning ability and mathematical creative thinking ability of students. This research method is quasi experiment with the pretest-posttest non-equivalent design. The population of this research is all fourth grade students in two elementary schools located in District Kesambi, Cirebon City. The instruments used was mathematical reasoning ability test and mathematical thinking ability test. The results of this research showed that based on the data analysis of the posttest scores, the achievement of mathematical reasoning ability and mathematical creative thinking ability of students in RME class is higher than direct instruction class. Based on the data analysis of N-gain scores, the enhancement of mathematical reasoning ability and creative thinking ability of students in RME class higher than direct instruction class. Therefore, we can concluded that there are differences in the achievement and the enhancement of mathematical reasoning ability and mathematical creative thinking ability between students who learn used Realistic Mathematics Education (RME) and who learn used direct instruction.

Keywords: Mathematical Reasoning Ability, Mathematical Creative Thinking Ability, Realistic Mathematics Education (RME), Direct Instruction.