

ABSTRAK

REALISTIC MATHEMATICS EDUCATION (RME) BERBANTUAN LITERATUR MATEMATIS UNTUK MENINGKATKAN KEMAMPUAN BERPIKIR KREATIF MATEMATIS SISWA SEKOLAH DASAR

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Rendahnya kemampuan berpikir kreatif matematis menjadi dasar dilaksanakannya penelitian ini. Rumusan masalah penelitian ini adalah (1) apakah pendekatan *Realistic Mathematics Education (RME)* berbantuan Literatur Matematis dapat meningkatkan kemampuan berpikir kreatif matematis siswa dalam pembelajaran matematika?; (2) apakah terdapat perbedaan peningkatan kemampuan berpikir kreatif matematis siswa antara siswa yang memperoleh pembelajaran pendekatan *Realistic Mathematic Education (RME)* berbantuan Literatur Matematis dan pembelajaran konvensional?. Penelitian ini bertujuan untuk (1) mengetahui peningkatan kemampuan berpikir kreatif matematis siswa dalam pembelajaran matematika dengan pendekatan *Realistic Mathematics Education (RME)* berbantuan Literatur Matematis; (2) untuk mengetahui perbedaan peningkatan kemampuan berpikir kreatif matematis siswa antara siswa yang memperoleh pembelajaran pendekatan *Realistic Mathematic Education (RME)* berbantuan Literatur Matematis dan pembelajaran konvensional. Pendekatan *Realistic Mathematics Education* merupakan sebuah pendekatan pembelajaran yang menyajikan konteks dunia nyata. Konteks tersebut disajikan dengan bantuan literatur matematis berbentuk buku. Penelitian ini menggunakan metode kuasi eksperimen desain *non ekivalen*. Populasi yang dipilih yaitu kelas V Sekolah Dasar di Kecamatan Tanjungsari dengan sampel penelitian yaitu kelas V SDN Gudang I dan SDN Ciluluk II. Instrumen yang digunakan berupa soal tes kemampuan berpikir kreatif matematis. Rata-rata *n-gain* kelas eksperimen adalah 0,52 sedangkan pada kelas kontrol adalah 0,36. Uji perbedaan rerata satu sampel dan dua sampel menghasilkan signifikansi sebesar 0,00 yang berarti (1) terdapat peningkatan kemampuan berpikir kreatif matematis yang memperoleh pendekatan *RME* berbantuan Literatur Matematis; (2) terdapat perbedaan peningkatan kemampuan berpikir kreatif matematis antara siswa yang memperoleh pendekatan *RME* berbantuan Literatur Matematis dengan pembelajaran konvensional. Kesimpulannya pendekatan *RME* berbantuan Literatur Matematis dapat meningkatkan kemampuan berpikir kreatif matematis siswa.

Kata Kunci : *Realistic Mathematics Education*, Literatur Matematis, Kemampuan Berpikir Kreatif Matematis.

ABSTRACT

REALISTIC MATHEMATICS EDUCATION (RME) ASSISTED MATHEMATICAL LITERATURE TO IMPROVE MATHEMATICAL CREATIVE THINKING SKILL OF BASIC SCHOOL STUDENTS

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The low ability to think creatively mathematically is the basis for the implementation of this research. The formulation of the research problem is (1) Does the Realistic Mathematics Education (RME) approach assisted by Mathematical Literature can improve students' creative thinking skills in mathematics learning?; (2) Are there differences in students' mathematical creative thinking skills between students who have learned the Realistic Matematic Education (RME) approach assisted by Mathematical Literature and conventional learning?. This research aims to (1) find out the improvement of students' creative thinking skills in mathematics learning with the Realistic Mathematics Education (RME) approach assisted by Mathematical Literature; (2) to find out the differences in the improvement of students' mathematical creative thinking skills between students who learned the Realistic Matematic Education (RME) approach assisted by Mathematical Literature and conventional learning. The Realistic Mathematics Education approach is a learning approach that presents real-world context. The context is presented with the help of book-shaped mathematical literature. This study uses a quasi-experimental non-equivalent design method. The selected population is the students grade V of elementary school in Tanjungsari sub-district with research sample, namely grade V of elementary school Gudang I and Ciluluk II. The instrument used is a test of mathematical creative thinking skill. The average n-gain of the experimental class is 0.52 while in the control class is 0.36. The mean difference test of one sample and two samples resulted in a significance of 0.00 which means (1) there is an increase in mathematical creative thinking abilities that obtain the RME approach assisted by Mathematical Literature; (2) there are differences in the increase in mathematical creative thinking skills between students who get the RME approach assisted by Mathematical Literature with conventional learning. In conclusion, the RME-assisted approach to Mathematical Literature can improve students' creative thinking skills.

Keyword: Realistic Mathematics Education, Mathematical Literature, Mathematical Creative Thinking Skill.