

**PENINGKATAN KEMAMPUAN PEMAHAMAN KONSEP DAN
KEMAMPUAN REPRESENTASI MATEMATIS SISWA MELALUI
REALISTIC MATHEMATICS EDUCATION (RME) MENGGUNAKAN
STRATEGI BUSINESSDAY DI SEKOLAH DASAR**

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ABSTRAK

Penelitian ini merupakan penelitian kuasi eksperimen di kelas II Sekolah Alam Purwakarta. Penelitian ini terdiri dari dua pertemuan, dengan tiga indikator, Penelitian kuasi eksperimen ini dilatarbelakangi oleh kemampuan pemahaman konsep dan representasi matematis peserta didik yang belum tercapai, hal tersebut mengakibatkan Kriteria Ketuntasan Minimal (KKM) peserta didik SD Alam Purwakarta masih dibawah standar, Dengan strategi *businessday* yang sudah menjadi program khas membuat peneliti ingin membuktikan secara langsung strategi *businessday* mampu meningkatkan pemahaman konsep dan representasi siswa melalui pendekatan *Realistic Mathematics Education (RME)*. Tujuan dari penelitian ini adalah ingin membuktikan strategi *businessday* dengan pendekatan *Realistic Mathematics Education (RME)* mampu meningkatkan kemampuan pemahamn konsep dan kemampuan representasi siswa kelas II dengan materi pecahan mata uang. Instrument yang digunakan adalah pemberian tes yang diawali dengan tes KAM terlebih dahulu untuk mengetahui kemampuan masing- masing siswa dari kelas eksperimen dan kelas kontrol dengan materi dasar yang berkaitan dengan materi pecahan mata uang, dan untuk mengetahui pengelompokkan antara kelas rendah, kelas sedang dan kelas tinggi. Kemudian pemberian tes (*pretes*) sebagai awal tes dan pemberian (*postest*) yaitu tes akhir. Pengolahan data ini dilakukan dengan bantuan *software Statistical Product and Service Solutions (SPSS) V.22*. Berdasarkan hasil data penelitian dengan menerapkan pendekatan *Realistic Mathematics Education (RME)* menggunakan strategi *businessday* diperoleh hasil yang cukup memuaskan. Hal tersebut dapat terlihat dari hasil presentase dari kelas eksperimen yang menggunakan pendekatan *Realistic Mathematics Education (RME)* menggunakan strategi *businessday* mengalami peningkatan. Dari hasil yang diperoleh dapat diambil simpulan bahwa implementasi pendekatan *Realistic Mathematics Education (RME)* menggunakan strategi *businessday* berhasil meningkatkan kemampuan pemahaman konsep dan kemampuan representasi matematis siswa sekolah dasar.

Kata Kunci: RME, Strategi *Businessday*, Kemampuan Representasi dan Kemampuan Pemahaman Konsep .

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**IMPROVING THE CONCEPTUAL UNDERSTANDING ABILITY AND
STUDENT MATHEMATICS REPRESENTATION ABILITY THROUGH
REALISTIC MATHEMATICS EDUCATION (RME) USING STRATEGY
BUSINESSDAY IN BASIC SCHOOL**

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ABSTRACT

This research is a quasi-experimental study in class II Purwakarta School of Nature. This study consisted of two meetings, with three indicators, this quasi-experimental study was motivated by the ability to understand concepts and mathematical representations of students that had not been achieved, this resulted in Minimum completeness Criteria (KKM) of SD Alam Purwakarta elementary school students still below standard, with businessday strategy which has become a typical program makes researchers want to prove directly businessday strategy is able to improve students' understanding of concepts and representations through the Realistic Mathematics Education (RME) approach. The purpose of this study is to prove that the businessday strategy with the Realistic Mathematics Education (RME) approach is able to improve the ability to understand concepts and the ability of representation of class II students with currency material. The instrument used was the provision of tests that began with the KAM test in advance to determine the ability of each student from the experimental class and the control class with basic material related to currency denomination material, and to find out the grouping between low, medium and high classes . Then giving a test (pretest) as the beginning of the test and giving (posttest) is the final test. This data processing is carried out with the help of Statistical Product and Service Solutions (SPSS) V.22 software. Based on the results of research data by applying the Realistic Mathematics Education (RME) approach using businessday strategy, the results are quite satisfying. This can be seen from the results of the percentage of experimental classes using the Realistic Mathematics Education (RME) approach using businessday strategies has increased. From the results obtained, it can be concluded that the implementation of the Realistic Mathematics Education (RME) approach using businessday strategy has succeeded in increasing the ability of understanding concepts and mathematical representation abilities of elementary school students.

Keywords: RME, Businessday Strategy, Representation and Conceptual Understanding.

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