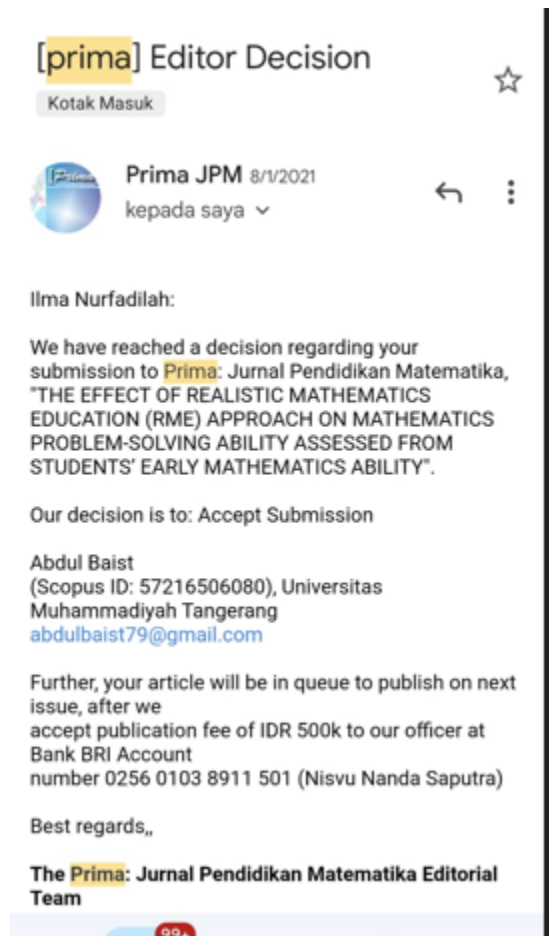


BUKTI KORESPONDENSI	
JUDUL ARTIKEL	: USING REALISTIC MATHEMATICS EDUCATION IN MATHEMATICAL PROBLEM-SOLVING ABILITY BASED ON STUDENTS' MATHEMATICAL INITIAL ABILITY
PENULIS	: Ilma Nurfadilah, Hepsi Nindiasari, Abdul Fatah
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Tampilan Artikel Pada Jurnal

The screenshot displays the journal's website interface. At the top, the journal title 'Prima' is prominently featured in a large, stylized font, with the subtitle ': Jurnal Pendidikan Matematika' and the website URL 'http://jurnal.umt.ac.id/index.php/prima' below it. The ISSN information (p-ISSN 2579-9827, e-ISSN 2580-2216) is also visible. A navigation menu includes links for HOME, ABOUT, LOGIN, REGISTER, CATEGORIES, SEARCH, CURRENT, ARCHIVES, ANNOUNCEMENTS, and CONTACT. The main content area shows the article's title, authors (Ilma Nurfadilah¹, Hepsi Nindiasari², Abdul Fatah³), and affiliation (Universitas Sultan Ageng Tirtayasa, Jl. Raya Jakarta, Kota Serang, Banten (0254) 280330, Indonesia). The abstract text is partially visible, starting with 'The 2013 curriculum requires students to master the cognitive domains from analysis to evaluation. The fact is not all students have the same cognitive development. Junior high school students, it turns out that students who think concretely must see in real terms, so the learning approach used in this study has to lead students to be active in learning. One of the active learning approaches is Realistic Mathematics Education (RME). This study is experimental research. The goals of this study are: 1. Is the mathematical problem-solving abilities of students...'. On the right side, there is a 'USER' login section with fields for Username and Password, a 'Remember me' checkbox, and a 'Login' button. Below the login section is a 'SPECIAL LINKS' menu with buttons for Online Submission, Editorial Team, Screening for Plagiarism, Reviewer, Peer Review Process, Focus and Scope, and Publication Ethics.

Bukti Korespodensi



THE EFFECT OF REALISTIC MATHEMATICS EDUCATION (RME) APPROACH ON MATHEMATICS PROBLEM-SOLVING ABILITY ASSESSED FROM STUDENTS' EARLY MATHEMATICS ABILITY

No. Article: 3166

Abstract

This research is motivated by learning during the pandemic through online learning. The learning approach is an active learning. It is the Realistic Mathematic Education (RME) approach. Based on previous relevant research stated that the ability to understand mathematical concepts of students used the Realistic Mathematics Education approach is better than the ability to understand mathematical concepts performed conventional methods. It is more motivated than students who got an ordinary learning overall student and all school levels. The study population was all Mathla'ul Anwar Global School Middle School students in the 2019/2020 school year and the sample of the study was Grade Seventh with the design of The Randomized Pretest-Posttest Control Group Design, making two groups randomly by giving two different treatments. The goals of study: 1. Knowing the mathematical problem-solving abilities of students who used the RME approach is better than students who used the scientific approach. 2. Determine whether there is an interaction between the learning approach and the initial mathematical ability (high, medium, low) on students' mathematical problem-solving abilities. The results showed: 1. The mathematical problem-solving abilities of students who used the RME approach was better than students who used the scientific approach. 2. There is no interaction between the learning approach and early mathematical abilities (high, medium, low) on students' mathematical problem-solving abilities.

Keywords: RME, Problem-Solving, Early Mathematical Ability, Learning Approach

Abstrak

Penelitian ini dilatarbelakangi oleh pembelajaran selama pandemi melalui pembelajaran online. Pendekatan pembelajaran adalah pembelajaran aktif. Ini adalah pendekatan Realistic Mathematic Education (RME). Berdasarkan penelitian sebelumnya yang relevan dikemukakan bahwa kemampuan memahami konsep matematika siswa yang menggunakan pendekatan Pendidikan Matematika Realistik lebih baik daripada kemampuan memahami konsep matematika yang dilakukan metode konvensional. Hal ini lebih termotivasi daripada siswa yang mendapat pembelajaran biasa secara keseluruhan siswa dan semua jenjang sekolah.

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control group. Of the two groups were given two different treatments. The sampling technique used was simple random sampling. The research population was all students of SMP Mathla'ul Anwar Global School in the 2019/2020 school year and the research sample was in seventh grade.

RESULTS AND DISCUSSION

Quantitative data processing was done using SPSS version 20.0 for Windows software. Data obtained from 24 students of seventh grade junior high school in Pandeglang, with 14 students in the experimental group and 10 students in the control group. The analyzed data is data beginning students' mathematical abilities obtained from mid-term assessments (PTS) in the second semester. Meanwhile, the data on students' mathematical problem-solving abilities were obtained from the pretest and posttest data to see the differences in each group.

Table 1. Research sample distribution

Early Mathematic Ability (KAM)	Experimental Group	Control Group	Sum
High	2	2	4
Medium	10	6	16
Low	2	2	4
Total	14	10	24

In Table 1 describes the distribution of the number of samples in each group either the experimental or control group based on criteria early mathematical abilities of the students. For the experimental group had 2 students with high mathematical ability early, 10 people

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Learning Approach	632,596	1	632,596	5,059	0,037
KAM	3339,980	2	1669,990	13,354	0,000
Learning Approach * KAM	180,675	2	90,338	0,722	0,499

- The P-Value for the learning approach with a Sig value that is smaller than α , then H_0 is rejected. With the Sig value of the learning approach 0.037; then $0.037 < 0.05$ so that it can be concluded that the mathematical problem-solving ability of students used the approach Realistic Mathematic Education (RME) is better than the students who used the scientific approach in terms of previous mathematical ability.
- The P-Value for the learning approach * KAM with a Sig value that was bigger than α , then H_0 is accepted. With the Sig value of the learning model 0.499; then $0.499 > 0.05$ so it can be concluded that there was no interaction between the application of the learning approach and students' initial mathematical abilities in their effect on their mathematical problem-solving abilities.

CONCLUSION

Based on the research results of the realistic mathematics education (RME) approach to students' mathematical problem-solving abilities in terms of students' early mathematical abilities, the following conclusions were obtained:

- The mathematical problem-solving abilities of students who used the RME approach was better than students who used the scientific approach.
- There was no interaction between the learning approach and previous mathematical abilities (high, medium, low) on students' mathematical problem-solving abilities.

Based on the conclusions and implications of the above, put forward some recommendations as follows:

- It is recommended that the RME approach learning used as an alternative learning,

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