

ABSTRAK

PENGARUH PENDEKATAN *REALISTIC MATHEMATICS EDUCATION* (RME) BERBANTUAN MEDIA *EDUCANDY* TERHADAP HASIL BELAJAR MATEMATIKA PESERTA DIDIK SD

Oleh

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Rendahnya hasil belajar ranah kognitif peserta didik pada mata pelajaran Matematika di SDN 1 Margoyoso menjadi permasalahan penelitian ini. Tujuan penelitian adalah untuk mengetahui pengaruh Pendekatan *Realistic Mathematics Education* (RME) berbantuan media *Educandy* terhadap hasil belajar peserta didik, serta perbedaan hasil belajar antara pembelajaran menggunakan media *educandy* dan pembelajaran tanpa media *educandy*. Penelitian ini menggunakan metode *quasi experimental* dengan desain *non equivalent control group design*. Sampel penelitian terdiri dari 41 peserta didik kelas IVA dan IVB yang dipilih melalui teknik *purposive sampling* dari total populasi 240 peserta didik. Teknik pengumpulan data menggunakan instrumen tes dan non-tes. Analisis data dilakukan dengan uji regresi linier sederhana dan uji *independent t-test*. Hasil uji regresi menunjukkan bahwa pendekatan RME berbantuan media *educandy* berpengaruh terhadap hasil belajar peserta didik sebesar 52,4% dan hasil uji *independent t-test* menunjukkan adanya perbedaan hasil belajar antara pembelajaran menggunakan media *educandy* dan tanpa media *educandy* dengan nilai signifikansi sebesar 0,003.

Kata kunci: *educandy*, hasil belajar, *realistic mathematics education*

ABSTRACT

THE EFFECT OF REALISTIC MATHEMATICS EDUCATION (RME) APPROACH ASSISTED BY *EDUCANDY* MEDIA ON ELEMENTARY SCHOOL STUDENTS' MATHEMATIC LEARNING OUTCOMES

By

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The basis of this study is formed by the low cognitive learning outcomes in Mathematics among students at SDN 1 Margoyoso. This research aimed to investigate the effect of the Realistic Mathematics Education (RME) approach assisted by Educandy media on students' learning outcomes, as well as to compare the learning outcomes between students taught using Educandy and those taught without it. This study employed an quasi experimental method with a non-equivalent control group design. The sample consists of 41 fourth-grade students (class IVA and IVB) selected through purposive sampling from a total population of 240 students. The data was collected through test and non-test instruments, and analyzed using simple linear regression and independent t-test. The results of the regression analysis indicates that the RME approach assisted by Educandy media significantly influenced students' learning outcomes, with an effect size of 52.4%, and the independent t-test results shows a significant difference in learning outcomes between the group taught with Educandy and the group taught without it, with a significance value of 0.003.

Keywords: educandy, learning outcomes, realistic mathematics education