ABSTRAK

LOVIANA BR GINTING NPM :2015010133 " PENGARUH MODEL PEMBELAJARAN *REALISTIC MATHEMATIC EDUCATION* TERHADAP MINAT BELAJAR MATEMATIKA DI KELAS IV SD NEGERI 040459 BERASTAGI T.P 2023/2024"

Metode penelitian yang digunakan adalah quasi eksperimen dengan pendekatan kuantitatif. Subjek penelitian terdiri dari dua kelas, yaitu kelas eksperimen yang menerapkan Model RME dan kelas kontrol yang menerapkan model konvensional. Masing-masing kelas terdiri dari 27 siswa yang diajrkan model pembelajaran *Model Ralistic Mathematic Education* dan 25 siswa model *konvensional* . Data dikumpulkan melalui tes dan observasi terhadap minat belajar siswa. Hasil penelitian menunjukkan bahwa penerapan Model RME memiliki pengaruh positif terhadap minat belajar siswa. Berdasarkan penelitian yang dilakukan, dengan menggunakan model RME untuk mengetahui minat belajar siswa di kelas eksperimen dari persepsi 27 siswa adalah 271/540 x 100 =87.22% sedangkan pada kelas kontrol menurut persepsi 25 siswa 398/500 x 100 = 29.6%

Analisa data menggunakan uji t dengan taraf siginifikansi 0.05 Karena nilai t yang dihitung (9.86) jauh lebih besar dari nilai kritis t (1.676), kita dapat menyimpulkan bahwa perbedaan antara hasil post-test dari kelas eksperimen dan kelas kontrol adalah signifikan secara statistik pada tingkat signifikansi $\alpha=0.05$.

Berdasarkan nilai t yang dihitung ($t\approx9.86$) yang jauh lebih besar dari nilai kritis t ($t_{kritis}\approx1.676$), / menolak hipotesis nol. Artinya, ada bukti statistik yang cukup untuk menyatakan bahwa terdapat perbedaan signifikan antara hasil posttest dari kelas eksperimen dan kelas kontrol. Kesimpulannya, Model Pembelajaran RME dapat meningkatkan minat belajar matematika pada siswa kelas IV SD Negeri 040459 Berastagi.

Kata Kunci *:* **Minat Belajar Siswa,** *Model Realistic Mathematic Education*

ABSTRACT

LOVIANA BR GINTING NPM :2015010133: "The Influence of *Realistic Mathematic Education* Teaching Model on Mathematics Learning Interest in Grade IV of State Elementary School 040459 Berastagi Academic Year 2023/2024"

The research method used was quasi-experimental with a quantitative approach. The research subjects consisted of two classes, namely the experimental class that applied the RME Model and the control class that applied the conventional model. Each class consisted of 27 students taught using the *Realistic Mathematic Education* (RME) learning model and 25 students using the conventional model. Data were collected through tests and observations of students' learning interest. The results showed that the application of the RME Model had a positive effect on students' learning interest. Based on the research conducted, using the RME model to determine students' learning interest in the experimental class according to the perception of 27 students was $271/540 \times 100 = 87.22\%$, while in the control class according to the perception of 25 students was $398/500 \times 100 = 79.6\%$.

Data analysis using the t-test with a significance level of 0.05. Because the calculated t-value (9.86) is much greater than the critical t-value (1.676), we can conclude that the difference between the post-test results of the experimental class and the control class is statistically significant at a significance level of $\alpha=0.05$.

Based on the calculated t-value ($t\approx9.86$) which is much greater than the critical t-value (t-critical≈1.676), we reject the null hypothesis. This means there is sufficient statistical evidence to state that there is a significant difference between the post-test results of the experimental class and the control class. In conclusion, the Realistic Mathematics Education (RME) learning model can increase students' interest in learning mathematics in the fourth-grade students of SD Negeri 040459 Berastagi.

Keywords: Student Learning Interest, Realistic Mathematic Education Model