The Effect of Realistic Mathemathic Education (RME) Assisted by Number Hours on Learning Achievement in The Summing Operations Material in Class I SDN Batulawang

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This study aims to determine the effect of the use of Realistic Mathematic Education (RME) assisted by number hours on learning achievement in the addition operation material in class I Batulawang Elementary School. This research was conducted because in learning mathematics there are several obstacles that affect student learning, namely low student achievement, lack of student motivation and students still think that mathematics is difficult and difficult to learn.

This study uses quantitative research using quasi-experimental or quasi-experimental methods with the Nonequivalent Control Group Design. This research was conducted at Batulawang Elementary School with a population of 30 people and used a systematic sample that divided students into two classes using even odd odd numbers, so that the control class was 15 people and the experimental class was 15 people. Data collection techniques are done through pretest and posttest tests. Data were analyzed using SPSS 23.

Based on the results of the data that has been analyzed to obtain sig $0{,}002 < 0{,}05$ means that Ho is rejected and Ha is accepted. The average posttest value of the experimental class > control class ($67{,}13 > 57{,}33$). It can be concluded that Realistic Mathematic Education (RME) assisted by number hours has a positive influence on student achievement in the summing operation material at SDN Batulawang.

Keyword: Realistic Mathematic Education (RME), number hours, learning achievement.

Pengaruh *Realistic Mathematic Education* (RME) Berbantuan Jam Bilangan Terhadap Prestasi Belajar Pada Materi Operasi Penjumlahan di Kelas I SDN Batulawang

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Penelitian ini bertujuan untuk mengetahui pengaruh dari penggunaan *Realistic Mathematic Education* (RME) berbantuan jam bilangan terhadap prestasi belajar pada materi operasi penjumlahan di kelas I SDN Batulawang. Penelitian ini dilakukan karena dalam pembelajaran matematika terdapat beberapa kendala yang mempengaruhi belajar siswa yaitu rendahnya prestasi siswa, motivasi siswa yang kurang dan siswa masih menganggap bahwa pelajaran matematika itu sulit dan susah untuk dipelajari.

Penelitian ini menggunakan jenis penelitian kuantitatif menggunakan metode quasi eksperimen atau eksperimen semu dengan desain *Nonequivalent Control Grup Design.* Penelitian ini dilakukan di SDN Batulawang dengan jumlah populasi 30 orang dan menggunakan sempel sistematis yang membagi siswa dalam dua kelas menggunakan nomor urut absen ganjil genap, sehingga didapatkan kelas kontrol 15 orang dan kelas eksperimen 15 orang. Teknik pengumpulan data dilakukan melalui tes *pretest* dan *posttest*. Data dianalisis menggunakan SPSS 23.

Berdasarkan hasil data yang telah dianalisis memperoleh sig $0,002 < 0,05$ berarti Ho ditolak dan Ha diterima. Nilai rata-rata *posttest* kelas ekperimen > kelas kontrol ($67,13 > 57,33$). Dapat disimpulkan bahwa *Realistic Mathematic Education* (RME) berbantuan jam bilangan memiliki pengaruh positif terhadap prestasi belajar siswa pada materi operasi penjumlahan di SDN Batulawang.

Kata kunci: *Realistic Mathematic Education* (RME), jam bilangan, prestasi belajar.