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**KEMAMPUAN METAKOGNITIF PESERTA DIDIK
PADA PENERAPAN PENDEKATAN *REALISTIC
MATHEMATICS EDUCATION* (RME) PADA POKOK
BAHASAN BARISAN DI KELAS XI-IPA 4
SMA NEGERI 1 CERME**

ABSTRAK

Selama kegiatan belajar mengajar, pendidik dan peserta didik merupakan dua komponen yang saling berhubungan satu sama lain dan tidak dapat dipisahkan. Pendidik masih jarang untuk melakukan inovasi dalam pembelajarannya. Dan jarang mengaitkan materi yang diajarkan dengan kehidupan sehari-hari. Hal tersebut membuat peserta didik ketika mengerjakan sebuah soal, mereka sering mengalami kesulitan. Dalam setiap peserta didik memiliki tingkat kemampuan metakognitifnya masing-masing. Dan kemampuan metakognitif ini digunakan agar memastikan tujuan yang dirumuskan bisa tercapai. Untuk mengatasi masalah ini, perlu mengukur kemampuan metakognitif peserta didik dengan menerapkan pendekatan Realistic Mathematics Education (RME). Tujuan penelitian ini adalah untuk mendeskripsikan kemampuan guru dalam menerapkan pendekatan Realistic Mathematics Education (RME), aktivitas peserta didik, hasil belajar peserta didik, dan kemampuan metakognitif peserta didik pada penerapan pendekatan Realistic Mathematics Education (RME).

Penelitian ini merupakan penelitian deskriptif kuantitatif. Subjek Penelitian adalah peserta didik kelas XI IPA 4 SMA Negeri 1 Cerme Gresik yang berjumlah 37 peserta didik. Metode pengumpulan data yang digunakan adalah observasi, tes dan angket. Instrumen penelitian terdiri dari lembar pengamatan kemampuan guru dalam mengelola pembelajaran, lembar pengamatan aktivitas peserta didik, soal tes hasil belajar, dan angket kemampuan metakognitif.

Hasil tes analisis data menunjukkan kemampuan guru dalam mengelola pembelajaran menggunakan pendekatan Realistic Mathematics Education (RME) dalam kategori sangat baik, aktivitas peserta didik dalam kategori baik, ketuntasan belajar peserta didik secara klasikal telah tercapai, dan rata-rata kemampuan metakognitif peserta didik dalam kategori sedang.

Kata Kunci : Kemampuan Metakognitif, Pendekatan Realistic Mathematics Education (RME)

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**METACOGNITVE ABILITY OF THE STUDENTS ON
APPLICATION OF REALISTIC MATHEMATICS
EDUCATON (RME) APPROACH ON SEQUENCE
SUBJECT IN THE FOURTH ELEVENTH GRADE
SCIENCE OF 1 CERME SENIOR HIGH SCHOOL**

ABSTRCT

During teaching and learning activities, educators and the students are two components which related beetwen each other and cannot be separated. Educators are seldom to innovate in learning. And they seldom connect the subject with reality and mathematic as human activity. This makes the students when they solve a problem, they often difficult to solve it. In each of the student has the level of their metacognitive abilities. And metacognitive ability is used to ensure that the goals can be achieved. To solve this problem, it is necessary to measure the metacognitive abilities of students by applying the Realistic Mathematics Education (RME) approach. The purpose of this study was to describe the ability of teachers to apply the Realistic Mathematics Education (RME) approach, student activities, student learning outcomes, and the metacognitive abilities of students in applying the Realistic Mathematics Education (RME) approach.

This research is a quantitative descriptive study. The subjects of the research were students of class fourth eleventh grade science in 1 Cerme Gresik Stenior High School, with the total is 37 students. Data collection methods used are observation, test and questionnaire. The research instrument consisting of observation sheets of the teacher's ability to manage learning, student observation sheets, test results of learning, and metacognitive ability questionnaires.

The results of the data analysis test showed the ability of the teacher to manage learning using the Realistic Mathematics Education (RME) approach in the excellent category, the activity of students in good categories, classical learning completeness have achieved, and the average metacognitive abilities of the students in the medium category .

**Key Word : Metacognitive ability, Realistic Mathematics Education (RME)
Approach**