

THE EFFECT OF ETHNOMATHEMATICS-BASED RME (REALISTIC MATHEMATICS EDUCATION) MODEL ON STUDENTS' MATHEMATICAL NUMERACY ABILITY IN GRADE III OF INTEGRATED ELEMENTARY SCHOOL MUHAMMADIYAH 36 MEDAN

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ARTICLE INFO	ABSTRACT
<p>Article History Accept : 01 April 2024 Revision : 15 Mei 2024 Accept : 29 Juni 2024</p>	<p>This research aims to understand the influence of the Ethnomathematics-based RME (Realistic Mathematics Education) model on students' mathematical numeracy abilities in Class III of Muhammadiyah Integrated Elementary School, North Sumatra. The type of research used is quantitative research, the population in this research is all students in class III of Muhammadiyah 36 Medan Integrated Elementary School, totaling 106 students, the sample in this research is students of class III Al-Farabi and III Ibnu Rushd of Muhammadiyah 36 Medan Integrated Elementary School who totaling 52 students. In taking samples using Purposive Sampling technique. The results of this research were obtained from tests, then processed and analyzed using SPSS Version 25. In the experimental group there was a mean of 78.08 and in the control group of 35.38 so it can be concluded that the mean score in the experimental group used the RME (Realistic Mathematics Education) Model. Ethnomathematics Based on Mathematical Numeracy Ability is better than the control group which uses the lecture method. Based on analysis of hypothesis testing data, the experimental group that used the Ethnomathematics-based RME (Realistic Mathematics Education) Model for students' Mathematical Numeracy Ability got an Independent Samples Test result of 0.00, where $0.00 < 0.05$, with this stating that H_a was accepted. H_0 is rejected so it can be concluded that the Ethnomathematics-Based RME (Realistic Mathematics Education) Model has a significant effect on the Mathematical Numeracy Ability of students in class III of Muhammadiyah 36 Medan Integrated Elementary School.</p>
<p>Keyword</p>	<p>Mathematical Numeracy Ability, RME (Realistic Mathematics Education) Model, Based on Ethnomathematics.</p>

1. INTRODUCTION

Education in Indonesia cannot be separated from the role of teachers, students, society and related institutions. One of the rights that humans need to obtain is education. Human life is closely related to education, both now and in the future. It is hoped that it can improve human welfare in general, because through education humans can gain as much knowledge as possible which is useful for

themselves or the surrounding area. According to (Nasution, 2018) Education is an aspect of life that plays an important role so that a country can achieve progress in its technology, if education in the country returns to its original quality. The high and low quality of education in a country is influenced by various factors, student feedback, teachers (teachers), social factors, and school environmental factors.

Utami in (Sara Sirait & Simamora, 2020)

states that "in Law Number 20 of 2023 article paragraph 1, Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential". Arifin in (Torro et al., 2023) is of the opinion that "education is a process in order to influence students to be able to adapt themselves as well as possible in their environment so that it will cause changes in them, which is carried out in the form of mentoring, teaching and training". Learning mathematics is one of the subjects that is not in demand, but mathematics is one of the subjects taught from elementary school to tertiary education.

Mathematics has a very important role in the ability to think and the ability to solve problems, especially in everyday life. Like learning mathematics according to Situmorang (Sihombing, 2021): namely learning mathematics which is the main key in other knowledge learned at school. There are those who view mathematics as a difficult subject, there are also those who view it as fun mathematics. There are also those who see it as fun mathematics. (Nasution, 2018) stated the reasons for the need to learn mathematics, namely: (1) it is always used in all life; (2) all fields of study require appropriate mathematical skills; (3) facilitating strong, concise and clear means of communication; (4) can be used to present information in a variety of ways; (5) improve logical abilities, accuracy and spatial awareness, and (6) provide satisfaction with efforts to solve problems. So far, students consider mathematics as a difficult subject, but in reality special skills are needed to master mathematics material, especially numeracy skills. However, in reality there are still many teachers who deliver material only using the lecture method and have never used a learning model. Here, teachers must use the learning model more often so that in delivering the material students will appear active and the learning that will be carried out will seem very interesting because the teacher has prepared learning model with feedback.

Based on observations made on Tuesday 28 November 2023 at the Muhammadiyah 36 Medan Integrated Elementary School by interviewing one of the elementary school teachers, Ms. Hasnah Rangkuti, S.Pd said that there are still many teachers who have not used learning models in the teaching and learning process because teachers still predominantly use worksheet books will cause a lack of students' numeration

skills, students there also still can't do multiplication, because they haven't memorized them yet. This is because the learning process is still observing and is not yet varied, because teachers when learning flat figures only use teaching aids and lecture, discussion and experiment methods.

Muhammadiyah 36 Medan Integrated Elementary School teachers have never used the RME (Realistic Mathematics Education) model. So for this reason teachers at Muhammadiyah 36 Medan Integrated Elementary School need to use the RME (Realistic Mathematics Education) model as a tool that teachers use during the teaching and learning process in class. With this learning model, students' mathematical numeration skills will be able to improve, especially in the material of recognizing flat shapes. students so that students can imagine or be real (real) in students' minds. Then coupled with ethnomathematics, this is in line with Fajriyah (Atikah et al., 2020) that, Ethnomathematics provides a fun learning environment so that students have a great interest in participating in mathematics learning which can influence their mathematical abilities, placing a learning resource environment by utilizing local culture. Here, learning about local culture or ethnomathematics will increase students' love of culture, making learning more enjoyable, and the material being studied can be understood easily by students because it is directly related to their culture, which is their daily activity, and increases enthusiasm for learning. .

The RME (Realistic Mathematics Education) model is the right model for instilling mathematical concepts in elementary school because RME is a learning model that uses the surrounding environment/everyday environment. In line with Wijaya's opinion in (Witha et al., 2021) Realistic Mathematics Education is an approach that emphasizes learning with real world situations that students can imagine. One thing that bridges the gap between culture and mathematics learning is by implementing ethnomathematics-based mathematics learning. This is in line with Fajriyah in (Atikah et al., 2020) that ethnomathematics provides a pleasant learning environment so that students have a great interest in participating in mathematics learning which can influence their mathematical abilities.

North Sumatra is a culturally rich area in Indonesia. Culture includes religion, buildings, regional languages, traditional clothing, musical instruments, natural charm, etc. Every city has a

symbol, including the city of Medan from the great mosque, Jong A Fie's house, Maimun Palace. One of the cultures of the Malay Deli community in North Sumatra that can be linked to ethnomathematics is the Maimun Palace. Maimun Palace is a tourist location visited by domestic and foreign tourists. Maimun Palace as a learning resource will help students more easily recognize culture and understand that the construction of the Maimun Palace building contains elements of mathematics. Now, through RME (Realistic Mathematics Education) based on ethnomathematics, culture will be visible so that students can directly observe objects related to the material to be studied. For example, the roof of the gate, the roofs of the buildings on the right and left sides of the Maimun Palace are pyramid-shaped, the water fountain in the courtyard is rectangular, the altar in the courtyard is circular, and many other mathematical concepts.

Based on the problems above, the author is interested in conducting further research to identify the numeracy abilities of class III students through the Ethnomathematics-Based RME (Realistic Mathematics Education) Model, with the research title "The Influence of the Ethnomathematics-Based RME (Realistic Mathematics Education) Model on the Mathematical Numeracy Ability of Class III Students Muhammadiyah 36 Medan Integrated Elementary School."

2. Research Methods

The method used in this research is quantitative research. The type of research used

in this research is quantitative research. Quantitative research methods are a specific type of research that is systematic, planned and clearly structured from the start until the creation of the research design. In this study, researchers used an experimental method with the Posttest Only Control Design model.

This research was carried out in class III of Muhammadiyah 36 Medan Integrated Elementary School which is located at Jl. Jermal III No.10, Denai, Kec. Medan Denai, Medan City, North Sumatra, 20371. With a population of 106 students consisting of class III A with 27 students, III B with 26 students, III C with 26 students, and III with 27 students. The samples used were classes III B and III C. This sampling technique was carried out using the Purposive Sampling technique. According to (Leanaini, 2021) Purposive Sampling is a random sampling method where researchers ensure the citation of illustrations through a method of determining special identities that suit the research objectives so that they are expected to be able to respond to research cases. The data collection technique in this research is by using tests. The test is a tool needed to accumulate data from tests and non-tests with validation tests and reliability tests, prerequisite tests, normality and homogeneity tests and hypothesis testing.

3. Results and Discussion

Validity test This is done to measure and assess whether the questions are valid or not for actual research The results of the question validity test are as follows:

Table of Test Validity Test Results

Question Number	Pearson Correlation (r_{count})	r-table	Information
Question_1	0,118	0,118	Invalid
Question_2	0,899	0,899	Valid
Question_3	0,899	0,899	Valid
Question_4	0,725	0,725	Valid
Question_5	0,711	0,711	Valid
Question_6	0,490	0,490	Valid
Question_7	0,724	0,724	Valid
Question_8	0,665	0,665	Valid
Question_9	0,460	0,460	Valid
Question_10	0,506	0,506	Valid
Question_11	0,834	0,834	Valid
Question_12	0,322	0,322	Invalid
Question_13	0,629	0,629	Valid
Question_14	0,118	0,118	Invalid
Question_15	0,350	0,350	Invalid

Test Reliability Test

After the question items have been tested for validity, then the question items are tested for reliability. The aim is to measure the consistency of the measuring instrument, so

that it is trusted to be used as a data collection tool. The results of the question reliability test which have been carried out using the SPSS 25 application are as follows:

Test Reliability Test Results Table

Reliability Statistics	
Cronbach's Alpha	N of Items
.892	10

Based on the reliability test results in the table above, it shows that the results of the reliability test analysis with Cronbach's Alpha are 0.860 from 15 items. So $0.860 > 0.6$ is hereby

stated in the high category. It can be said that the test is reliable or consistently believed and can be tested repeatedly.

**Normality test
Normality Test Table**

Tests of Normality

Kemampuan Numerasi	Kelas	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
	PretestEksperimen	.180	26	.030	.909	26	.025
	PosttestEksperimen	.169	26	.053	.932	26	.085
	PretestKontrol	.215	26	.003	.932	26	.089
	PosttestKontrol	.215	26	.003	.932	26	.089

a. Lilliefors Significance Correction

Based on the results of normality testing, there is experimental group data (Pre-Test = 0.025 > 0.05 and Post-Test = 0.085 > 0.05) and control class data (Pre-Test = 0.089 > 0.05 and Post-

Test = 0.089 > 0.05). Where it can be seen that the data has a significance level exceeding 0.05 so that it can be declared normally distributed.

Homogeneity Test

**Homogeneity Test Table
Test of Homogeneity of Variance**

Kemampuan Numerasi		Levene	df1	df2	Sig.
		Statistic			
	Based on Mean	.087	3	100	.967
	Based on Median	.113	3	100	.952
	Based on Median and with adjusted df	.113	3	97.041	.952
	Based on trimmed mean	.081	3	100	.970

Based on table 4.8 above, the Sig Based On Mean score is $0.967 > 0.05$, so a conclusion

can be made that they are homogeneous or the same

Hypothesis Test

Hypothesis Test Table

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2- tailed)	Mean Differ ence	Std. Error Differ ence	95% Confidence Interval of the Difference	
								Lower	Upper	
nil	Equal	.185	.669	11.3	50	.000	42.692	3.772	35.115	50.269
ai	variances assumed			17						
	Equal			11.3	49.6	.000	42.692	3.772	35.114	50.271
	variances not assumed			17	67					

Based on the hypothesis testing table above, it can be seen that the significance value is 0.00, which is $0.00 < 0.05$. This states that H_0 is accepted and H_1 is rejected. From the testing it can be concluded that the Ethnomathematics-Based RME (Realistic Mathematics Education) Model has a significant effect on the Mathematical Numeracy Ability of Students in Class III of Muhammadiyah 36 Medan Integrated Elementary School.

DISCUSSION

This research focuses on the role of students. As has been underlined, the aim of this research is to improve students' numeracy skills in everyday life. The results in this research are the results of research from various other relevant references, which then become supporters. The findings in this research examine the Ethnomathematics-based RME (Realistic Mathematics Education) model to improve students' numeracy skills.

RME Model

Based on observations made on Tuesday 28 November 2023 at the Muhammadiyah 36 Medan Integrated Elementary School by interviewing one of the elementary school teachers, Ms. Hasnah Rangkuti, S.Pd said that there are still many teachers who have not used learning models in the teaching and learning process because teachers still predominantly use worksheet books will cause a lack of students' numeration skills, students there also still can't do multiplication, because they haven't memorized

them yet. This is because the learning process is still observing and is not yet varied, because teachers when learning flat figures only use teaching aids and lecture, discussion and experiment methods.

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In line with Wijaya's opinion in (Wittha et al., 2021) Realistic Mathematics Education is an approach that emphasizes learning with real world situations that students can imagine. One thing that bridges the gap between culture and mathematics learning is by implementing ethnomathematics-based mathematics learning. According to Gravemeijer in (Sasi, 2022) realistic mathematics learning has the following 5 characteristics, (a) Use of context from the real world, (b) Vertical instruments (use of models), (c) Student contribution (use of production and construction), (d) Interactive activities (use of interactivity), (e) Topic relatedness (use of linkages).

According to Hobri in (Salamah & Kelana, 2020) the steps of the RME (Realistic Mathematics Education) model are:

1. Understand problems according to real situations.

2. Explain contextual problems.
3. Solve contextual problems.
4. Compare then discuss answers.
5. Conclude.

According to Ndiung in (Widana, 2021) stated that RME has advantages and disadvantages. The advantages of the RME model include: (1) Students are more active and independent in discovering concepts and theories in learning, so that they are able to connect these concepts with everyday life; (2) RME is able to increase excellence in learning because learning is activity-based, so that all

students are actively involved in learning. On the other hand, there are several disadvantages of RME, namely (1) Teachers are reluctant to make more creative teaching preparations, for example looking for real examples of the concepts to be taught; (2) Teachers have difficulty enriching learning media based on real objects that are appropriate to the concepts to be studied.

The mathematics learning material used is to discuss recognizing flat shapes in historic buildings such as the Maimun Palace which is located in the city of Medan.

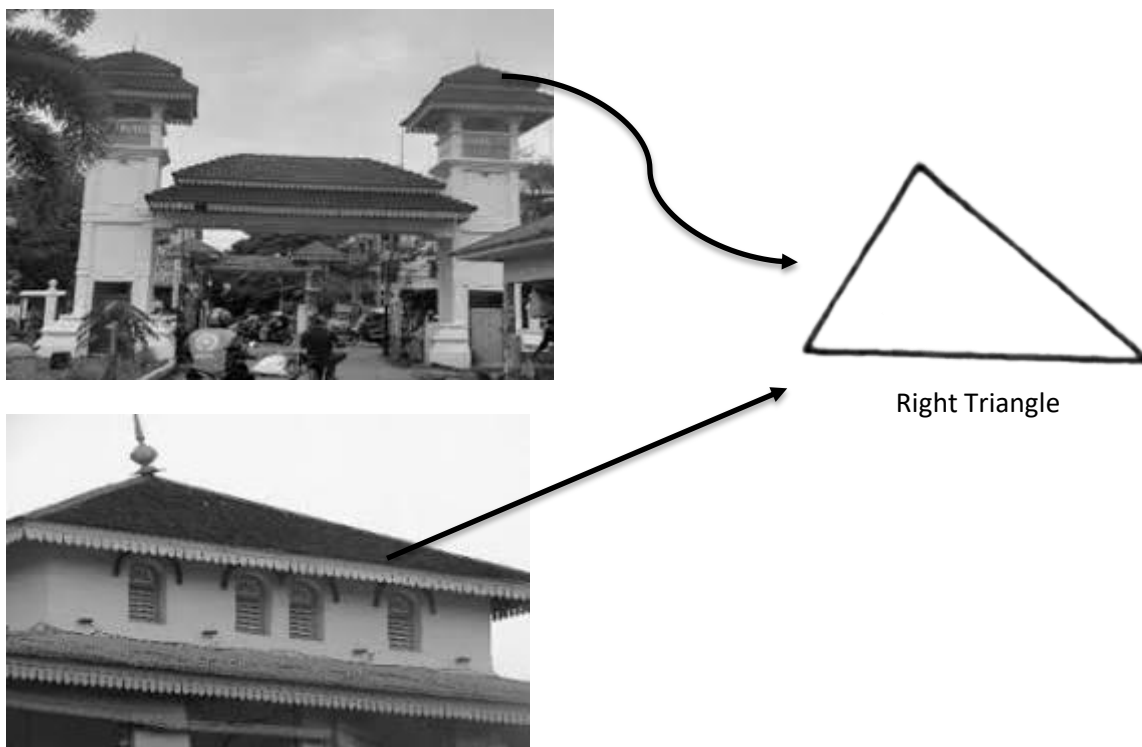


Image of Gate Roof and Maimun Palace Roof

It can be seen from the picture above that the roof of the gate and the roof of the Maimun Palace are flat, right-angled triangles.

Indicator

According to Han in (Baharuddin et al., 2021) indicators of numeracy ability are:

1. Use various kinds of numbers and symbols related to basic mathematics to solve problems in various contexts of daily life.
2. Recognize information displayed in various forms (graphs, tables, charts, diagrams and so on).
3. Interpret the results of the analysis to predict and make decisions

4. CONCLUSION

Based on the research that has been carried out, the RME (Realistic Mathematics Education) model based on ethnomathematics is a variation of the model for numeracy skills regarding recognizing flat shapes that can be applied because it improves and influences the numeracy abilities of students in class III of Muhammadiyah 36 Medan Integrated Elementary School.

Based on the results of the hypothesis test, it shows a sig (2-tailed) value of 0.000. The sig (2-tailed) value obtained was <0.05 so that H_0 was accepted. This shows that there is a comparative value between the pre-test and post-test results through the RME (Realistic

Mathematics Education) model based on ethnomathematics in the material about recognizing flat shapes. So it can be concluded that there is an influence of the ethnomathematics-based RME (Realistic Mathematics Education) model on students' mathematical numeracy abilities in class III of Muhammadiyah 36 Medan Integrated Elementary School.

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