

STUDI KEMAMPUAN LITERASI NUMERASI PADA MOTIVASI BELAJAR SISWA DENGAN MODEL REALISTIC MATHEMATICS EDUCATION BERBANTUAN E-MODUL

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Author Order	2 of 3
Accreditation	4
Abstract	The research discussed the numeracy literacy skills in terms of student learning motivation in realistic mathematics education (RME) based on e-modules. The methodology is a qualitative and quantitative research. The sample is drawn in simple random sampling, four randomly selected classes from the six existing classes. The questionnaires are focused on question of the numeracy literacy ability tests and student learning motivation. To test the effectiveness of RME learning, we approaches using regression analysis, t tests of the independent mean on pair and one sample data. The results showed that student learning motivation has an influence on numeracy literacy ability, there is a significant difference between the numeracy literacy ability of students who are taught using RME learning methods and classical lecture learning methods, where students who are taught with RME have better numeracy literacy skills, namely completing the minimum completion criteria (KKM) compared to students who are taught using the classical lecture learning method. Student learning motivation in the realistic mathematics education learning approach has a more effective influence than student learning motivation in classical lecture learning
Publisher Name	Universitas Jenderal Soedirman
Publish Date	2023-07-25
Publish Year	2023
Doi	DOI: 10.20884/1.jmp.2023.15.1.6821
Citation	
Source	Jurnal Ilmiah Matematika dan Pendidikan Matematika (JMP)
Source Issue	Vol 15 No 1 (2023): Jurnal Ilmiah Matematika dan Pendidikan Matematika (JMP)
Source Page	27-40
Url	http://jos.unsoed.ac.id/index.php/jmp/article/view/6821/4210
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