

**Students' Critical Mathematical Thinking Skills and Character:
Experiments for Junior High School Students through Realistic Mathematics
Education Culture-Based**

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Abstract

This paper presents the findings of a quasi-experimental with pre-test-post-test design and control group that aims to assess students' critical mathematical thinking skills and character through realistic mathematics education (RME) culture-based. Subjects of this study were 106 junior high school students from two low and medium schools level in Ambon. The instruments of the study are: students' early math skills test, critical thinking skills mathematical test and perception scale of students' character. Data was analyzed by using t-test and Anova. The study found that: 1) Achievements and enhancement of students' critical mathematical thinking skills who were treated with by realistic mathematics education is better then students' skills were treated by conventional mathematics education. The differences are considered to: a) overall students, b) the level of early math skills, and c) schools' level; 2) Quality of students' character who were treated by realistic mathematics education is better then students' character who were treated by conventional mathematics education The differences are considered to: a) overall students, b) the level of early math skills, and c) schools' level

Keywords: Critical Thinking, Students' Character, Realistic Mathematics Education Culture-Based

Abstrak

Makalah ini melaporkan temuan suatu kuasi eksperimen dengan disain pre test- post test dan kelompok kontrol yang bertujuan untuk menelaah kemampuan berpikir kritis matematis dan karakter siswa melalui pembelajaran matematika realistik (PMR) berbasis budaya. Subjek penelitian adalah 106 siswa SMP dari dua SMP level rendah dan sedang di Kota Ambon. Instrumen yang digunakan adalah, tes kemampuan awal matematika siswa (KAM), tes kemampuan berpikir kritis matematis, dan skala pendapat mengenai karakter siswa. Analisis data yang digunakan adalah uji-t, dan Anava. Penelitian menemukan bahwa: 1) Pencapaian dan peningkatan kemampuan berpikir kritis matematis siswa yang memperoleh PMR lebih baik dari kemampuan siswa yang memperoleh PMB ditinjau dari: a). keseluruhan siswa, b) tingkat KAM, dan c) level sekolah; 2) Kualitas karakter siswa yang memperoleh PMR lebih baik dari karakter siswa yang memperoleh PMB ditinjau dari: a). keseluruhan siswa, b) tingkat KAM, dan c) level sekolah

Kata Kunci: Berpikir Kritis, Karakter Siswa, Pembelajaran Matematika Realistik Berbasis Budaya