

IMPROVING INTUITION SKILLS WITH REALISTIC MATHEMATICS EDUCATION

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Abstract

The intention of the present study was to see the improvement of students' intuitive skills. This improvement was seen by comparing the Realistic Mathematics Education (RME)-based instruction with the conventional mathematics instruction. The subject of this study was 164 fifth graders of elementary school in Palembang. The design of this study was a Pretest-Posttest Control Group Experiment. Data was analyzed with the help of SPSS. The result of this study showed that there was different improvement of students' skills. The improvement was higher in the class using the RME-based instruction that in conventional mathematics class.

Keywords: Realistic Mathematics Education (RME), Intuition

Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan intuisi siswa. Peningkatan ditinjau dari pembelajaran matematika realistik (PMR) dibandingkan dengan pembelajaran matematika konvensional (PMK) terhadap siswa kelas V SD di kota Palembang. Penelitian ini merupakan penelitian eksperimen berbentuk Pretest-Posttest Control Group Design. Sampel penelitian sebanyak 164 siswa. Data dianalisis menggunakan program SPSS. Hasil penelitian menunjukkan, terdapat perbedaan peningkatan kemampuan intuisi siswa yang signifikan. Peningkatan kemampuan intuisi siswa dengan PMR lebih tinggi dibandingkan dengan PMK.

Kata kunci : Pembelajaran Matematika Realistik (PMR), Intuisi

In mathematics education, it is not enough for the teacher to only teach how to problem solve. The more important is to make sure that the students are able to create effective and efficient ideas to solve mathematics problems. For the students to be able to create such kind of ideas or notions, the intuitive skills in solving mathematics problems need to be improved. The intuitive skills are very helpful in helping the students in problem solving situation, Tall stated that when the students face some difficult situations in logical thinking, it is really important to also consider their mathematics intuition (Yohanes, 2007).

Epp (1994) also stated that when the teacher teaches the students about the deductive reasoning, he has to make an emphasis on students' intuitive understanding through the image the students have in their mind. In psychology, Jung stated that intuition is one of the three cognitive functions; they are: thinking, feeling, and sensation (Henden, 2004). Some psychology experts view the intuition as a parallel function with analytic thinking and the results of intuitive thinking can be wrong sometimes. Similarly, there is some different opinions between the experts' views about intuition; some of them views intuition as a product of experience and reasoning, while the others view the intuition as a non-