

UNDERSTANDING PROFILE FROM THE PHILOSOPHY, PRINCIPLES, AND CHARACTERISTICS OF RME

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Abstract

The aim of this study is to create understanding profiles of elementary school teachers who have been and have not been following the workshop PMRI, before and after they learned the learning resource about philosophy, principles, and characteristics of realistic mathematics approach. This type of research used in this study is a combination of qualitative research and developmental research. The results shown in this paper is the understanding profile of one subject who is an elementary school teacher. Research subjects involved in the trial for the first task, the learning resource, and second task are six persons, which consists of three PGSD students who are working on the final project, and three elementary school teachers.

Keywords: Understanding Profile, Realistic Mathematics Education (RME), the Realistic Mathematics Education Learning Resource.

Abstrak

Penelitian ini bertujuan untuk membuat profil kognitif guru SD yang belum dan telah mengikuti workshop PMRI, serta yang belum dan telah mempelajari sumber belajar tentang filosofi, prinsip, dan karakteristik dari pendekatan matematika realistik. Jenis penelitian yang dipergunakan dalam penelitian ini adalah gabungan antara penelitian pengembangan dan kualitatif. Hasil yang ditampilkan dalam makalah ini adalah profil kognitif dari salah satu subjek yang merupakan guru SD. Subjek penelitian yang terlibat dalam uji coba untuk tugas 1, sumber belajar, dan tugas 2 ada 6 orang, yang terdiri dari 3 mahasiswa PGSD yang sedang menyusun tugas akhir, dan 3 orang guru SD.

Kata kunci: Profil Kognitif, Pendidikan Matematika Realistik, Sumber Belajar Pendidikan Matematika Realistik.

Realistic Mathematics Education Indonesia (PMRI) is the implementation of realistic mathematics approach in Indonesia, which began in 2001. PMRI movement is a movement to apply a realistic mathematical approach in teaching and learning process in mathematics. The aim of this movement is to improve the quality of teaching and learning process in mathematics. The implementation of PMRI started from primary level, and was started by 4 LPTK (Institute of Teacher Training). In the initial implementation, the 4 LPTK collaborated with 12 elementary/MIN. The implementation process always started with a workshop for school teachers who want to implement PMRI. There are two levels of the workshop held by the PRI team, namely local workshops and national workshops (Suryanto et al., 2010).

According the researcher, there is a quite fundamental weakness of the workshop, namely that the material given in the workshop was not illustrate how a teacher do the progressive mathematization process. The materials given in the workshop were about contextual issues that can