

ABSTRACT

AKHIRA PRIMANANDA. Analysis of Mathematical Reasoning Ability and Self Regulated Learning of Students in Middle School with Realistic Mathematics Education (RME) Model.

Mathematical reasoning ability and self regulated learning are abilities that must be owned by students. But in fact, based on the literature, it can be seen that this ability is still not maximally owned. This research aims to; 1) Describing students' mathematical reasoning abilities with the Realistic Mathematics Education (RME) learning model, 2) Describing students' independent learning abilities with Realistic Mathematics Education (RME) learning models, 3) Describing the effect of learning independence on students' mathematical reasoning abilities Realistic Mathematics Education learning models (RME) as a solution to help students develop these abilities. The RME model is believed to provide a space of freedom for students because the learning is student-centered. This study uses a qualitative research approach with the type of library research with literature study based on various relevant previous research sources. The results of this study are true that the mathematical reasoning ability and self regulated learning in both junior high school/equivalent and high school/equivalent are better when using the RME learning model compared to using the conventional learning model, and the mathematical reasoning ability and self regulated learning are correlated with each other.

Keywords: Mathematical reasoning ability, self regulated learning, Realistic Mathematics Education (RME)