

**ENHANCING PROBLEM-SOLVING SKILLS IN ELEMENTARY STUDENTS
THROUGH REALISTIC MATHEMATICS EDUCATION**

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ABSTRAK

Realistic Mathematics Education (RME) adalah pendekatan inovatif yang bertujuan untuk meningkatkan keterampilan pemecahan masalah siswa dengan menghubungkan konsep matematika ke konteks dunia nyata. Pendidikan matematika tradisional sering kali berfokus pada hafalan dan prosedur abstrak, yang menyebabkan siswa kurang terlibat dan tidak mampu menerapkan pengetahuan mereka secara efektif. RME mengatasi kesenjangan ini dengan menekankan pembelajaran berbasis konteks, eksplorasi yang berpusat pada siswa, dan matematisasi progresif, sehingga mendorong pemikiran kritis dan pemahaman konseptual. Penelitian ini mengkaji penerapan RME melalui tinjauan literatur dan studi kasus dari sekolah-sekolah di seluruh dunia. Metode yang digunakan termasuk menganalisis temuan penelitian tentang dampak RME terhadap hasil belajar siswa, termasuk skor tes, keterlibatan, dan kepercayaan diri. Hasil menunjukkan bahwa RME secara signifikan meningkatkan keterampilan pemecahan masalah, di mana siswa di kelas RME menunjukkan kinerja yang lebih baik dibandingkan dengan teman-teman mereka dalam pengaturan tradisional. Peningkatan keterlibatan dan kepercayaan diri dalam matematika juga diamati, terutama dalam skenario di mana siswa secara kolaboratif menyelesaikan masalah realistik. Namun, terdapat tantangan seperti keterbatasan sumber daya, persiapan guru, dan adaptasi kurikulum. Temuan ini menegaskan potensi transformasi RME dalam pendidikan matematika. Sekolah dan pembuat kebijakan didorong untuk mengadopsi RME, didukung oleh pengembangan profesional yang terarah dan penelitian lebih lanjut untuk menyempurnakan dan menginovasikan praktiknya.

Kata Kunci: Pendidikan Matematika Realistik (RME), Keterampilan Pemecahan Masalah, Pembelajaran Berbasis Konteks

ABSTRACT

Realistic Mathematics Education (RME) is an innovative approach aimed at enhancing students' problem-solving skills by connecting mathematical concepts to real-world contexts. Traditional mathematics education often focuses on rote memorization and abstract procedures, leaving students disengaged and unable to apply their knowledge effectively. RME addresses this gap by emphasizing context-based learning, student-centered exploration, and progressive mathematization, fostering critical thinking and conceptual understanding. This study examines the implementation of RME through literature reviews and case studies from schools worldwide. Methods include analyzing research findings on the impact of RME on student outcomes, including test scores, engagement, and confidence. Results indicate that RME significantly improves problem-solving skills, with students in RME classrooms outperforming peers in traditional settings. Enhanced engagement and confidence in mathematics were also observed, particularly in scenarios where students collaboratively tackled realistic problems. However, challenges such as resource constraints, teacher preparation, and curriculum adaptation remain. The findings underscore RME's transformative potential in mathematics education. Schools and policymakers are encouraged to adopt RME, supported by targeted professional development and further research to refine and innovate its practices.

INTRODUCTION

Problem-solving skills are fundamental to elementary education, equipping young learners with critical abilities like logical reasoning, critical thinking, and systematic problem analysis. These skills enhance academic success across subjects such as mathematics, science, and literacy, enabling students to apply knowledge in practical contexts like budgeting or measuring (Anugrahaeni & Haryanto, 2023). Beyond academics, problem-solving fosters social and emotional growth by teaching perseverance, teamwork, and frustration management (Thu et al., 2024). Collaborative activities help students value diverse perspectives and develop resilience and confidence as they overcome challenges (R. Susanti, 2024). By embedding these competencies early, educators prepare children for academic, professional, and personal success, making problem-solving an essential element of holistic education.

Realistic Mathematics Education (RME) is an innovative pedagogical approach designed to make mathematics more meaningful and accessible by linking abstract concepts to real-world contexts. Developed in the Netherlands, RME emphasizes the use of realistic scenarios as a starting point for learning mathematical principles (Perwira Negara et al., 2021). Unlike traditional approaches that often prioritize rote memorization, RME encourages students to explore, discuss, and derive mathematical concepts through active problem-solving and hands-on engagement (Juandi et al., 2022a). The approach is centered on progressive mathematization, where students transition from informal, intuitive solutions to more formal, structured mathematical understanding. For example, instead of teaching fractions through abstract definitions, RME might begin with a scenario involving dividing a pizza among friends, allowing students to visualize and internalize the concept (Istiqomah & Widiyono, 2023).

What sets RME apart is its focus on student-centered learning, where learners are seen as active participants in constructing their mathematical knowledge. By involving students in collaborative discussions and explorations, RME fosters critical thinking, creativity, and the ability to connect mathematics to everyday life (Dinglasan et al., 2023; Utomo Aji, 2023). This approach also places a strong emphasis on the teacher's role as a facilitator, guiding students to make sense of problems rather than providing direct answers. As a result, RME not only enhances mathematical proficiency but also equips students with problem-solving skills and a deeper appreciation for the relevance of mathematics in the real world. The method has been widely recognized for its potential to improve engagement and understanding, particularly for students who struggle with traditional, abstract methods of teaching mathematics (Dinglasan et al., 2023).

Despite the critical importance of problem-solving skills in elementary education, many traditional mathematics teaching methods rely heavily on rote memorization and abstract concepts, leaving students disengaged and ill-equipped to apply their knowledge to real-world situations (Amalia et al., 2024; Utomo Aji, 2023). This gap in practical application highlights a significant challenge: how to bridge the divide between theoretical mathematics and its relevance to everyday life. Moreover, conventional teaching approaches often fail to nurture critical thinking and creativity, which are essential components of problem-solving (Dinglasan et al., 2023; Perwira Negara et al., 2021; Utomo Aji, 2023). As a result, students struggle to internalize mathematical concepts, leading to a lack of confidence and proficiency. Addressing this issue requires innovative teaching methods, such as Realistic Mathematics Education (RME), that connect mathematics to meaningful, real-life contexts and actively involve students in the learning process.



The objective of this article is to analyze the effectiveness of the RME approach in enhancing elementary students' problem-solving skills. By linking mathematical concepts to real-world contexts, RME fosters critical thinking and encourages students to actively engage with mathematics in a meaningful way. Additionally, the article seeks to identify the challenges and opportunities associated with implementing RME in elementary education.

RESEARCH METHOD

This study employs a qualitative research approach to explore the impact of RME on enhancing problem-solving skills among students. The research involves an in-depth review and analysis of existing literature, case studies, and classroom practices related to the implementation of RME in various educational contexts. Data were gathered from peer-reviewed journal articles, educational reports, and documented success stories from schools that have adopted RME principles. The qualitative method focuses on understanding the experiences of educators and students, examining how RME fosters critical thinking, engagement, and conceptual understanding. Specific attention is given to analyzing how teachers integrate realistic scenarios into mathematics instruction and how students respond to these approaches. Observational data and narrative descriptions from case studies provide insights into the challenges and opportunities associated with implementing RME. By synthesizing qualitative data from diverse sources, the study identifies patterns and themes related to the effectiveness of RME in mathematics education. This approach allows for a holistic understanding of the transformative potential of RME, highlighting both its benefits and the barriers to successful implementation.

RESULTS AND DISCUSSION

Results

Connecting Real-Life Contexts to Mathematics

Contextualizing mathematical problems is a central feature of RME, as it helps bridge the gap between abstract concepts and their practical applications. By grounding mathematical learning in real-life situations, students can see the relevance of mathematics in their daily lives, which enhances their motivation and engagement (Widjaja, 2013). Contextualization also aids in deeper comprehension by allowing students to relate new mathematical ideas to their prior knowledge and experiences. For example, instead of merely solving abstract equations, students might learn about proportions by calculating the amount of paint needed for a wall or explore geometry by designing a garden layout (Pratiwi & Widjajanti, 2020). These realistic scenarios make the learning process more intuitive and relatable, fostering an understanding that goes beyond rote memorization.

RME employs various real-world scenarios to teach mathematical concepts, making the learning process more meaningful. For instance, a lesson on fractions might involve dividing a pizza among friends, enabling students to visualize and internalize the concept of parts and wholes. Similarly, students can learn about percentages and ratios by calculating discounts during a shopping exercise (Vatiwitipong, 2021). More advanced topics, such as linear equations, can be introduced through scenarios like tracking expenses or predicting profits in a business simulation. By embedding mathematics within practical contexts, RME ensures that students not only understand mathematical principles but also develop the ability to apply them effectively in real-life situations. This approach prepares learners for challenges beyond the classroom, equipping them with problem-solving skills that are critical for personal and professional success (Stephan et al., 2020).

The radial chart as presented in Figure 4 captures the core dimensions of contextualization in RME emphasizing its holistic approach to learning mathematics. The

highest score for Application (10/10) reflects RME's strong focus on equipping students with practical problem-solving skills essential for real-world challenges. Relevance (9/10) underscores the strategy of connecting mathematics to everyday scenarios, making learning more meaningful. Both Engagement (8/10) and Comprehension (8/10) highlight RME's role in motivating students and fostering a deeper understanding by linking new concepts to prior knowledge. This balanced emphasis across these dimensions illustrates how RME transforms mathematics from abstract theory into a relatable, engaging, and practical subject, preparing students for lifelong learning and adaptability.

Fostering Critical Thinking and Creativity

Realistic Mathematics Education plays a vital role in fostering critical thinking and creativity by encouraging students to explore diverse strategies for solving problems. Unlike traditional approaches that often prescribe specific methods or formulas, RME allows students to approach problems from multiple perspectives, empowering them to find solutions that align with their understanding and reasoning (Ramadhanta et al., 2024). This flexibility encourages students to think critically about the problem at hand, analyze its components, and devise strategies that make sense within the given context. For example, when solving a problem about dividing resources among groups, students might use visual aids, estimation, or trial-and-error methods to arrive at the solution. Such open-ended problem-solving tasks stimulate curiosity and encourage students to experiment, adapt, and refine their approaches, all of which are hallmarks of critical thinking (Novitasari & Amir, 2021).

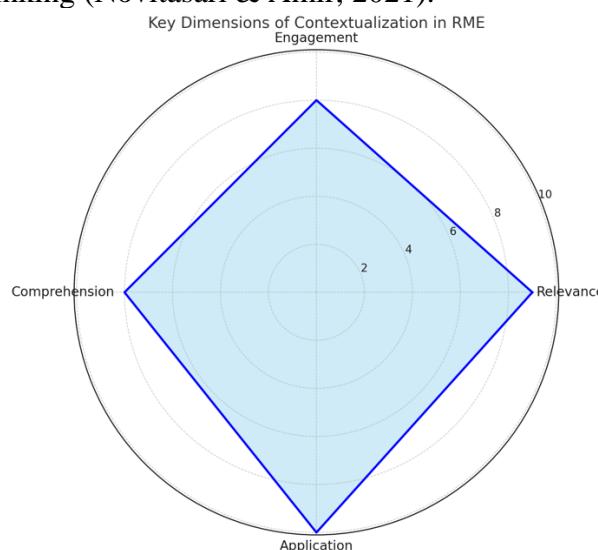


Figure 4. Key Dimensions of Contextualization in RME (Pratiwi & Widjajanti, 2020; Stephan et al., 2020; Vatiwitipong, 2021)

Moreover, the emphasis on creativity in RME transforms mathematical learning into an engaging and dynamic process. By presenting problems embedded in real-world scenarios, RME challenges students to go beyond standard solutions and think innovatively about how to apply mathematical concepts (Ningsi et al., 2024). For instance, a problem involving budgeting for a school event might lead students to explore different allocation strategies, compare cost-effectiveness, and justify their decisions. This process not only sharpens their mathematical reasoning but also develops their ability to tackle complex, non-routine problems creatively. Through collaboration and discussion, students learn to articulate their thought processes, compare alternative solutions, and appreciate the diversity of approaches within their peer group. This fosters an environment where critical thinking and creativity flourish, preparing students to navigate both academic and real-world challenges effectively (Susandi & Widyawati, 2022).

RME is instrumental in helping students grasp the "why" behind mathematical operations by focusing on conceptual understanding rather than rote memorization. RME encourages students to explore the reasoning and logic underlying mathematical procedures, fostering a deeper comprehension of the subject (Lady et al., 2018). For example, rather than simply teaching students how to perform long division, RME presents real-life scenarios, such as splitting a bill or dividing resources, to demonstrate the purpose and process of division. By engaging with these practical contexts, students come to understand not just the steps involved in solving a problem, but also the rationale behind them. This approach ensures that mathematical learning is meaningful, enabling students to connect new concepts with prior knowledge and apply them effectively in a variety of contexts (Mahfud et al., 2022).

Moreover, RME promotes progressive mathematization, which involves transitioning students from informal, intuitive problem-solving methods to more formal mathematical reasoning. This gradual development helps students internalize the fundamental principles that underpin mathematical operations. For instance, while learning about fractions, students might begin by visualizing parts of a whole through scenarios like slicing a cake or sharing pizza, before progressing to abstract representations such as numerical fractions and algebraic expressions (Gunawan & Hadi, 2024; Ramadhanta et al., 2024). By building this conceptual foundation, RME not only enhances students' problem-solving abilities but also prepares them to tackle more complex mathematical challenges in the future. This focus on understanding the "why" behind mathematical operations nurtures confident, independent learners who can think critically and adapt their knowledge to new and unfamiliar problems.

Discussion

Research on RME and Student Outcomes

Numerous studies have demonstrated that RME significantly improves students' problem-solving abilities, particularly in elementary and middle school settings. Research highlights how RME's context-based approach fosters critical thinking and creativity, enabling students to approach mathematical problems more effectively. For example, a study conducted in primary schools revealed that students exposed to RME consistently outperformed their peers taught through traditional methods in solving non-routine problems (Lady et al., 2018; Mahfud et al., 2022; Ningsi et al., 2024; Novitasari & Amir, 2021). By engaging with realistic scenarios, students developed a deeper understanding of mathematical principles, allowing them to apply their knowledge flexibly in new and diverse contexts. This adaptability is crucial for problem-solving, as it equips students to analyze situations, identify relevant mathematical strategies, and execute solutions independently.

Another key finding from research is the enhancement of students' engagement and confidence in tackling mathematical challenges. Studies have shown that RME reduces anxiety associated with abstract problem-solving by presenting mathematics as a relatable and practical tool. For instance, in classrooms where RME was implemented, students were more likely to collaborate, discuss solutions, and explore multiple strategies, leading to improved learning outcomes (Juandi et al., 2022b; Yilmaz, 2019). The progressive mathematization process inherent in RME ensures that students build a solid foundation of conceptual understanding before advancing to more complex topics. As a result, they become better equipped to approach both structured and unstructured problems, reinforcing the evidence that RME not only boosts problem-solving skills but also nurtures lifelong learners who are prepared for real-world applications of mathematics.

Success Stories from Classrooms

RME has been successfully implemented in various schools and programs worldwide, with numerous success stories showcasing its effectiveness in improving mathematical learning. Copyright (c) 2025 SCIENCE : Jurnal Inovasi Pendidikan Matematika dan IPA

and problem-solving skills. For instance, primary schools in the Netherlands, where RME originated, have demonstrated remarkable outcomes through its systematic use. These schools integrate RME principles into their daily curriculum by presenting students with real-world scenarios such as budgeting for a class event or designing a garden layout (Dinglasan et al., 2023; Utomo Aji, 2023). Teachers guide students to explore multiple solution paths, fostering a deeper understanding of mathematical concepts and their practical applications. Studies have shown that students in these programs consistently outperform peers taught through traditional methods, both in terms of problem-solving proficiency and engagement with the subject.

Beyond the Netherlands, several international programs have adopted RME with significant success. A notable example is an initiative in Indonesia, where RME was introduced in select elementary schools as part of a nationwide effort to reform mathematics education (Gunawan & Hadi, 2024). The program included teacher training workshops to equip educators with the tools and strategies needed to implement RME effectively. As a result, classrooms transformed into active learning environments where students collaborated on solving contextual problems, such as calculating water usage or optimizing resources in local farming scenarios (Ningsi et al., 2024; Susandi & Widyawati, 2022). These activities not only enhanced mathematical understanding but also strengthened students' connections to their community and culture. The success of these programs highlights the adaptability and effectiveness of RME in diverse educational settings, proving its value as a transformative approach to teaching mathematics.

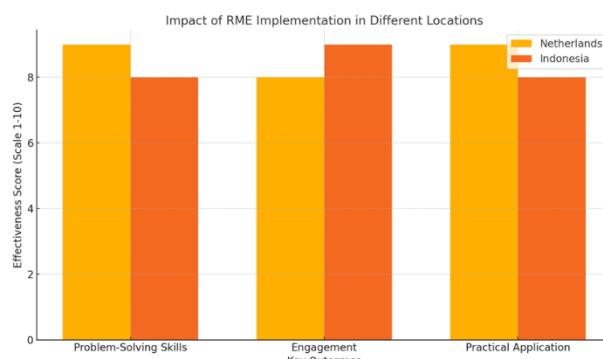


Figure 5. Impact of RME Implementation in Indonesia and Netherland (Pratiwi & Widjajanti, 2020; Susandi & Widyawati, 2022; Yilmaz, 2019)

The bar chart as presented in Figure 5 compares the impact of RME implementation in two locations: the Netherlands and Indonesia. The key outcomes—Problem-Solving Skills, Engagement, and Practical Application—are rated on a scale of 1 to 10. Both locations demonstrate high effectiveness, with the Netherlands excelling slightly in Problem-Solving Skills and Practical Application, reflecting its foundational role in RME development. Indonesia, with significant success in Engagement, highlights the adaptability of RME to diverse cultural and educational settings, such as contextual problem-solving in farming or water usage. This graph showcases RME's transformative impact across different global contexts, enhancing both mathematical proficiency and engagement.

Quantitative and Qualitative Impacts

RME has shown remarkable quantitative impacts on student performance, particularly in terms of test scores. Research studies have consistently highlighted significant improvements in mathematical proficiency among students taught using RME. For example, assessments conducted in schools adopting RME indicate that students perform better on both standardized tests and problem-solving evaluations compared to those taught through traditional methods.



(Abrahamson et al., 2020; Widjaja, 2013). These improvements can be attributed to RME's focus on contextualizing mathematical problems, which enhances students' ability to understand and apply concepts effectively. The structured progression from intuitive, real-world scenarios to formal mathematical reasoning helps students retain knowledge and apply it in new contexts, a skill often tested in exams. Such quantitative evidence underscores the value of RME in fostering measurable academic success in mathematics .

In addition to improved test scores, RME has demonstrated significant qualitative impacts on student engagement and confidence in mathematics. By grounding learning in relatable, real-world scenarios, RME transforms mathematics from an abstract subject into a meaningful and enjoyable experience. This approach encourages active participation, collaboration, and exploration, fostering a positive attitude toward mathematics. Students in RME classrooms are more likely to engage with mathematical problems enthusiastically, as they see the relevance of their learning in everyday life. Furthermore, the focus on diverse problem-solving strategies builds students' confidence, as they feel empowered to explore multiple approaches and contribute their ideas. This combination of quantitative success and qualitative growth ensures that RME not only enhances mathematical competence but also inspires a lasting appreciation and confidence in the subject.

Challenges in Implementing RME

One of the major challenges in implementing RME is the need for extensive teacher training and preparation. RME requires educators to shift from traditional, lecture-based instruction to a more student-centered, facilitative role. This transition involves learning how to design and guide problem-solving activities, foster collaborative discussions, and connect mathematical concepts to real-life scenarios (Erdei et al., 2022; Istiqomah & Widiyono, 2023). Many teachers may feel unequipped to adopt these techniques without adequate professional development. Workshops and training programs focused on RME methods are essential, but they demand significant time and financial resources. Additionally, teachers need ongoing support and mentorship to develop confidence and mastery in using RME techniques effectively. Without proper training, even the most thoughtfully designed RME initiatives may struggle to achieve their intended outcomes (Lady et al., 2018).

Curriculum alignment poses another significant hurdle in integrating RME into existing educational systems. Traditional curricula often prioritize abstract problem-solving and procedural fluency, which conflicts with RME's emphasis on contextual learning and conceptual understanding. Adapting these curricula to accommodate RME involves not only redesigning lesson plans but also restructuring assessment methods to evaluate skills like critical thinking and creativity. This process can be resource-intensive and time-consuming, requiring input from curriculum developers, educators, and policymakers. Moreover, some educators may resist the change, fearing that RME's emphasis on exploration and discussion could slow down coverage of the syllabus. Overcoming these challenges requires a collaborative effort to develop curricula that balance traditional mathematical rigor with RME's innovative, context-based approach.

Another critical challenge in implementing RME is the resource and time constraints faced by educators and institutions. RME relies heavily on the creation of realistic, context-based problem scenarios that resonate with students' everyday experiences. Developing these scenarios requires creativity, effort, and a deep understanding of both mathematical concepts and students' cultural contexts. For many teachers, especially those in underfunded schools, the lack of resources such as teaching aids, technology, and time for lesson planning can make it difficult to design high-quality RME lessons (Pratiwi & Widjajanti, 2020; Vatiwitipong, 2021). In addition, pre-existing workloads and administrative responsibilities leave little room for teachers to focus on crafting meaningful and engaging mathematical problems.

Time constraints also extend to classroom implementation. RME emphasizes collaborative problem-solving and discussion, which can take more time compared to traditional lecture-based methods (Susandi & Widyawati, 2022). Teachers may feel pressured to complete the syllabus within tight timelines, making it challenging to allocate sufficient time for exploratory learning activities. Furthermore, large class sizes and diverse learning needs add another layer of complexity, as teachers must ensure that all students are engaged and progressing at a reasonable pace. To address these challenges, schools and educational policymakers must invest in resources, provide adequate planning time, and create supportive environments that prioritize the successful integration of RME into classrooms. These efforts are crucial to overcoming the barriers and unlocking the full potential of RME as a transformative approach to mathematics education (Pratiwi & Widjajanti, 2020).

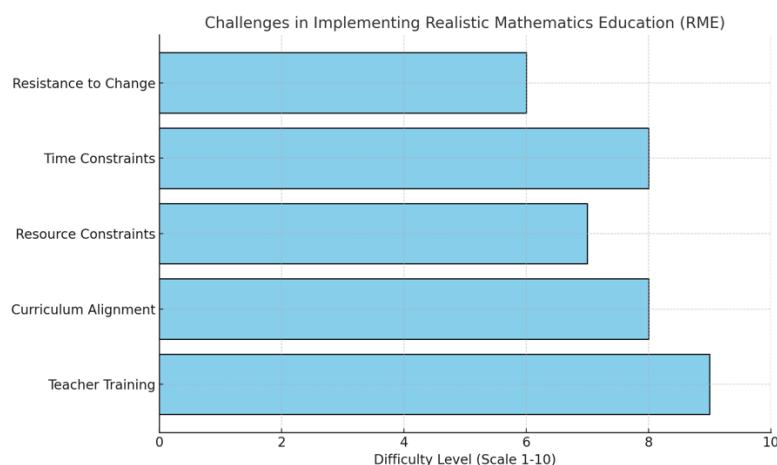


Figure 6. Challenges in Implementing Realistic Mathematics Education (Abrahamson et al., 2020; Amalia et al., 2024; Yilmaz, 2019)

The bar chart as presented in Figure 6 provides a detailed analysis of the challenges associated with implementing RME, ranked by their difficulty levels. Teacher Training, rated the highest (9/10), reflects the significant need for educators to shift from traditional teaching methods to the more facilitative and collaborative role demanded by RME. Curriculum Alignment and Time Constraints (both 8/10) underscore the systemic and structural changes needed, such as redesigning lesson plans, restructuring assessments, and accommodating time for exploratory activities, which can be particularly challenging in rigid or underfunded educational systems. Resource Constraints (7/10) highlight the lack of teaching aids, technology, and planning time, which disproportionately affects resource-limited schools. Lastly, Resistance to Change (6/10) points to cultural and institutional inertia that may hinder the adoption of RME's innovative methods. Addressing these challenges will require comprehensive strategies, including professional development, curriculum reform, adequate funding, and fostering a positive attitude toward change among educators and policymakers. This analysis emphasizes the interconnected nature of these challenges and the collaborative effort needed to overcome them.

Recommendations for Effective RME Implementation

To ensure the successful implementation of RME, professional development programs for teachers are paramount. Workshops and training sessions focused on RME principles and techniques can empower educators to transition from traditional teaching methods to more dynamic, student-centered approaches (Dinglasan et al., 2023). These sessions should provide hands-on experience with designing realistic problem scenarios, facilitating collaborative



learning, and encouraging students to explore multiple problem-solving strategies. Additionally, ongoing mentorship and peer collaboration can help teachers refine their skills and address challenges that arise in the classroom. By equipping educators with the necessary tools and confidence, professional development programs lay a strong foundation for the effective adoption of RME.

Another critical recommendation is the integration of RME into curriculum design. Aligning national or regional educational standards with RME principles ensures that context-based learning and conceptual understanding become integral parts of the mathematics curriculum (Lady et al., 2018). This involves rethinking lesson structures to prioritize realistic scenarios, fostering problem-solving skills, and incorporating assessments that evaluate creativity and critical thinking. Curriculum developers should work closely with educators to create resources and guidelines that blend traditional mathematical rigor with RME's innovative approach. This alignment not only legitimizes RME within existing educational frameworks but also ensures consistency across classrooms, enabling a broader impact on student learning outcomes.

Collaboration and support among educators and institutions are also vital for the success of RME. Building communities of practice allows teachers to share experiences, resources, and strategies, fostering a culture of continuous improvement and mutual support. Schools and policymakers should encourage collaboration through regular networking events, online platforms, and professional learning communities (Ningsi et al., 2024; Pratiwi & Widjajanti, 2020). These networks provide a space for teachers to discuss challenges, exchange innovative ideas, and celebrate successes, creating a sense of shared ownership over the RME implementation process. Furthermore, institutional support in the form of funding, time for lesson planning, and access to teaching aids ensures that educators can focus on delivering high-quality RME lessons. By fostering collaboration and providing necessary resources, schools can create an ecosystem where RME thrives and transforms mathematics education.

A comprehensive breakdown of recommendations for successfully implementing RME, along with their associated benefits is presented in Table 1. It emphasizes three key areas: professional development, curriculum integration, and collaboration/support. Professional development focuses on equipping educators with the skills needed to transition to student-centered teaching through workshops, hands-on training, and mentorship, ensuring confidence and adaptability. Curriculum integration involves aligning educational standards with RME principles, redesigning lesson structures, and incorporating assessments that prioritize creativity and critical thinking, ensuring consistency and improved learning outcomes. Collaboration and support emphasize building communities of practice for idea-sharing and mutual improvement while providing institutional resources such as funding, teaching aids, and planning time. These structured recommendations demonstrate a holistic approach to fostering a supportive ecosystem for RME, ensuring its effective adoption and sustained success.

Table 1. Recommendations and Benefits for Implementing Realistic Mathematics Education (Lady et al., 2018; Mahfud et al., 2022; Widjaja, 2013)

Category	Recommendations	Benefits
Professional Development	Conduct workshops and training on RME principles and techniques. Provide hands-on experience in designing realistic scenarios.	Equips educators with skills to transition to dynamic, student-centered teaching, improving classroom effectiveness.



	Facilitate ongoing mentorship and peer collaboration for teachers.	Helps refine skills, address challenges, and build confidence in implementing RME techniques.
Curriculum Integration	Align national or regional standards with RME principles, emphasizing context-based learning and conceptual understanding.	Ensures RME becomes a core part of the mathematics curriculum, promoting consistency across classrooms.
	Redesign lesson structures and assessments to prioritize realistic problem-solving, creativity, and critical thinking.	Enhances learning outcomes by balancing traditional rigor with innovative RME approaches.
Collaboration & Support	Foster communities of practice among educators through networking events, online platforms, and professional learning communities.	Encourages idea-sharing, mutual support, and continuous improvement in teaching practices.
	Provide institutional support via funding, teaching aids, and time for lesson planning.	Enables educators to focus on delivering high-quality RME lessons without resource constraints.

CONCLUSION

Realistic Mathematics Education has emerged as a transformative approach to enhancing students' problem-solving skills and fostering a deeper understanding of mathematics. By anchoring mathematical concepts in realistic, everyday contexts, RME bridges the gap between theoretical knowledge and practical application. Its emphasis on student-centered learning, critical thinking, and collaboration equips learners with essential skills for academic and real-world challenges. Throughout this discussion, we have highlighted the effectiveness of RME in improving test scores, increasing student engagement, and nurturing confidence in mathematics. While there are challenges in its implementation, such as the need for teacher training, curriculum alignment, and resource development, these obstacles can be addressed through targeted professional development programs, collaborative efforts, and institutional support.

To realize the full potential of RME, it is crucial for schools and policymakers to adopt this innovative approach as part of their mathematics education strategy. Investing in teacher training workshops, aligning curricula with RME principles, and fostering communities of practice can ensure its successful implementation. Additionally, there is a need for ongoing research to refine RME practices further, exploring how technological advancements and diverse cultural contexts can enrich the approach. By embracing RME, educators and policymakers can transform mathematics education, making it more engaging, effective, and relevant for future generations. This collaborative effort will not only improve learning outcomes but also prepare students to excel in a world that increasingly values problem-solving and critical thinking.

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