Cooperative Realistic Setting (RESIK) Assisted by Peer Tutors Have an Effect to Students' Knowledge Competence in Mathematics

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A B S T R A K

Rendahnya kompetensi pengetahuan matematika siswa menjadi masalah utama penelitian ini. Hal tersebut disebabkan kurangnya model pembelajaran yang efektif dan di kelas siswa masih berperan menjadi penerima materi yang mengakibatkan siswa menjadi tidak aktif. Penelitian ini bertujuan untuk menganalisis pengaruh yang signifikan model pembelajaran Realistik *Setting* Kooperatif (RESIK) berbantuan tutor sebaya terhadap kompetensi pengetahuan matematika kelas V SD. Jenis penelitian yakni eksperimen semu mempergunakan rancangan *non-equivalent control group design*. Banyak populasi yakni 329 siswa kelas V SD sedangkan sampel yang dipergunakan sebanyak 70 siswa dengan mempergunakan teknik *cluster random sampling*. Pengumpulan data mempergunakan metode tes dengan instrumen tes berbentuk pilihan ganda biasa. Data yang dianalisis adalah *gain* skor ternormalisasi dari hasil *pretest* serta *posttest* mempergunakan uji-t *polled varians*. Diperoleh $t_{hitung} = 11,7563$ dan $t_{tabel} = 1,9955$ pada $\alpha = 0,05$ dan $dk = 68$. Oleh sebab $t_{hitung} > t_{tabel}$ artinya terjadi penolakan H_0 dan penerimaan H_a. Jadi dapat disimpulkan terdapat pengaruh yang signifikan model pembelajaran Realistik *Setting* Kooperatif (RESIK) berbantuan tutor sebaya terhadap kompetensi pengetahuan matematika kelas V SD. Hasil penelitian ini dapat digunakan sebagai bahan bacaan pada rancangan penelitian selanjutnya.

A B S T R A C T

The low competency of student mathematical knowledge was the main problem of this research. That was due to the lack of effective learning models, and the students in the class were still receivers. It made the students inactive. This study aimed to analyze the significant influence of the Cooperative Realistic Setting (RESIK) learning model assisted by peer tutors on the mathematics competence of the fifth grade of Elementary School. The type of research was quasi-experimental with a non-equivalent control group design. The population was 329 fifth grade students of Elementary School, while the sample used was 70 students using cluster random sampling technique. Data collection technique using multiple-choice test instruments. The analyzed data were normalized to gain scores from the pre-test and post-test results using the polled variance t-test. The result of $t_{count} = 11.7563$ and $t_{table} = 1.9955$ at $\alpha = 0.05$ and $dk = 68$. Because $t_{count} > t_{table}$, then H_0 is rejected and H_a was accepted. It can concluded that there was a significant influence of the Cooperative Realistic Setting (RESIK) learning model assisted by peer tutors on the mathematics competence of the fifth grade of elementary school. The results of this study can used as reading material in other research designs.

1. Introduction

Education plays an essential role in improving the quality of human life. Quality education is needed to create human beings who are smart and able to compete in the future who will sustain the

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nation's progress. According to (Ahdiyat, 2014), education is a need that cannot be separated from life because, through education, human resources quality improved. And according to (Nurkholis, 2013) education is a process needed to obtain balance and wholeness in individual development. One of the components in education is the curriculum. The curriculum has an important role in determining the quality of graduates (Saifulloh, 2012). The curriculum guides the learning process to achieve educational goals (Law, 2003). The curriculum that applies to the education system in Indonesia is the 2013 curriculum.

One of the subjects at the primary school level listed in the 2013 curriculum is mathematics. Mathematics is a scientific discipline that enhances the ability to think, argue, solve problems in everyday life and the world of work, and provide encouragement to develop science and technology (Susanto, 2019). Mathematics is the initial provision for students to face problems in the environment and become the next initial provision level (Nugroho, 2018). Mathematics provides provisions for thinking logically, critically, creatively, analytically, systematically, working together, and being open to problems (Andayani, 2017). Mathematics also provides practical benefits to everyday life because many everyday problems require careful solutions that require logical thinking (Megayana, 2013). Through mathematics, students can develop basic knowledge and skills useful for their daily lives (Rezeki, 2017). For that, students must go through the learning process. Learning is the teacher's effort to acquire knowledge, mastery of expertise, and shape student attitudes (Hanafy, 2014). Thus learning mathematics is a learning activity formed by the teacher to improve student thinking skills and build knowledge to increase mathematics material mastery. In line with the opinion (Parwati, 2013), learning mathematics is a learning activity that prioritizes student participation to build their mathematical knowledge. In general, learning mathematics aims to make students capable and skilled in using mathematics.

Mathematics is a very important subject because mathematics needed in the present or future. However, in reality, mathematics is often considered difficult by students. As a result, students feel scared before they even have learned it. It has an impact on the low competency of mathematical knowledge. The low mathematical competence evidenced by the annual PISA study.It organized by the Organization for Economic Cooperation and Development (OECD). In 2015, Indonesia ranked 63 out of 70 countries with a score of 386 from the international average score of 490 (OECD, 2016). Whereas in the 2018 PISA results, Indonesia experienced a decline by ranking 73 out of 79 countries with a score of 379 while the international average was 489 (OECD, 2018). Indonesia is always in the top ten positions from the bottom in mathematics content. A similar study was also carried out by the Ministry of Education and Culture's government through the Indonesia National Assessment Program / Indonesian Student Competency Assessment (AKSI) in 2016, explaining the low mastery of Indonesian students' mathematics lessons. Around 77.13% of elementary school students throughout Indonesia have very low math competencies, 20.58% are sufficient, and only 2.29% are in a good category.

The same problem occurred when carrying out observations in the Lieutenant Colonel Wisnu Group, the Mid-Semester Assessment (PTS) results, which showed that the competence of students' mathematical knowledge was still low. It can be seen from the results of the Middle Semester Assessment (PTS) of fifth-grade mathematics at SD Negeri Gugus Letkol Wisnu, as many as 61.09% of students have not completed out of 329 students. Several things cause the low competence of students' mathematical knowledge. First, when mathematics learning takes place, the teacher takes a more role. In the classroom, the teacher still plays the role of giving material, and students are the recipient of the material. This way of teaching makes students not actively participate, students accept whatever the teacher says. The impact is if students got different questions from the previous practice questions the students experience difficulties. It indicates that students only memorize completion steps, and their understanding can be lacking. The learning carried out so far has not created a pleasant learning environment, cannot foster students 'motivation to learn mathematics, and is less able to develop students' ability to understand mathematical concepts. Second, learning mathematics in the classroom places more emphasis on knowledge transfer and practice. Students are accustomed to learning that begins with explaining the material and example questions, then students are given similar questions and asked to solve them. As a result, learning takes place mechanically because students not trained to think independently; the ability to develop is only to memorize. Third, the use of learning models is not optimal, so students' interest in learning becomes low.

This is not as expected in the 2013 curriculum, in which students are required to take an active role in building their knowledge learned to achieve learning objectives. Based on these problems, an effort is needed to improve the competence of students' mathematical knowledge. The solution can be used by applying the Cooperative Setting Realistic learning model (RESIK). RESIK is a realistic learning model that is implemented in a cooperative setting. The RESIK learning model was developed by Suradi Tahmir, which adapted a realistic mathematics learning approach and a cooperative learning model (Tahmir,

2007). The Realistic Mathematical Approach (PMR) is student-centered, and when learning takes place, mathematics must be linked to the environment of students' daily lives, which leads to real things (Susanto, 2019). The real thing meant is a situation that is easy for students to understand and imagine so that their understanding of mathematics can be improved. Mathematical concepts that have an abstract nature are transformed into things that are real for students so that learning activities are more meaningful. This is supported by an opinion (Rahmawati, 2013), which states that real learning begins with real things so that students can participate in meaningful learning activities. The Realistic Mathematics approach has the main principle that students must actively participate in the learning process, and students must be allowed to build their knowledge. In addition to the Realistic Mathematical Approach, RESIK adapts a cooperative learning model, a learning activity, by applying a group system (Sanjaya, 2016). Interaction in groups can provide experience in working together and appreciate the differences that exist. According to (Abdurahim, 2016), using a realistic approach will make it easier for students to understand mathematics and foster a positive attitude towards mathematics. In addition, cooperative learning provides opportunities for students with various backgrounds, abilities, and social conditions to work together and learn to respect each other.

Learning mathematics with the RESIK model has the main characteristic of using contextual problems, which are used as initial problems during learning activities, and student collaboration in groups to carry out activities or solve problems assigned to groups (Tahmir, 2007). Real problems from everyday life are used as the starting point for learning to show mathematics is close to everyday life (Naipospos, 2019). Linking mathematics with students' real-life makes mathematics less scary for students, but it will feel fun and can increase student motivation and interest in learning (Astriani, 2014). When solving problems in groups, students interact and help each other (Mahardhika, 2013). According to (Muhapilah, 2017), it will be easier for students to find and understand difficult concepts if they can discuss these issues with their friends by studying groups. In the RESIK model, it is expected that students can understand a concept by itself without going through the teacher's explanation. Thus, the main concern is the construction of knowledge by students (Dewi, 2017). The basic principle of the RISK model is that students should understand knowledge through activities or solving problems. The knowledge obtained is not the result of direct teacher transfer but is obtained through activities or solving problems with friends. The teacher's function is no longer as a material provider but as a facilitator by preparing learning equipment, forming students into groups, directing students to discuss, and giving realistic questions that make students stimulated to think (Suryanata, 2014).

The RISK learning model can train students to develop independent thinking skills and build student-oriented learning patterns that use reality and the environment that students understand so that students can relate mathematical concepts to real-world situations. It was done so that students understand and master mathematical material more easily (Noviana, 2014). The advantage of the RISK learning model is that learning activities use realistic problems so that learning mathematics becomes meaningful, fun, and students will understand what they are learning. In addition, in solving the problems given, students find their concepts and build their knowledge to not quickly forget what they have learned and foster student cooperation in groups.

In the group system's implementation, it still needs to be refined with the peer tutoring method because in the group, sometimes personal characteristics appear that are more highlighted, and sometimes students follow without wanting to understand and find solutions to solve problems. When students solve problems in groups, a teacher has the function of supervising and assessing at that time, which students can teach their group of friends who used as tutors in the group. Students who are making as tutors will have the confidence and courage to teach their group of friends. Conversely, friends who taught will find it easier to follow lessons will automatically eliminate the sense of arrogance in a group.

Peer tutors are often called peer learning or between students (Irsan, 2018). Peer tutor learning has the principle of activating students in learning (Hayati, 2018). According to (Sani, 2019) peer tutoring is a learning aid by competent students for other students. In line with the opinion (Padmayani, 2017), tutors are students with faster understanding abilities and can provide material explanations to other friends. The peer tutoring method is implemented by utilizing students with high absorption to teach their friends who do not understand so that learning completeness will be fulfilled (Mastrianto, 2017).

Peer tutoring is a way of learning that allows students to teach and share their knowledge or skills with other students (Martini, 2018). With peer tutors, students can chat with other students openly and still be guided by the teacher to spur students to understand the lesson (Ulfa, 2014). The peer tutor method is one way of providing facilities for students to learn together and being guided by their friends in sharing knowledge, helping each other, and being able to create a comfortable atmosphere during learning activities either when expressing opinions or asking questions when they have problems (Munthe, 2019).

Peer help can make the awkwardness go away. The language between friends is easier to understand, and there is no feeling of reluctance, insecurity, or embarrassment, which causes students to be active because they are not ashamed to ask questions or express opinions to their friends. Students who do not understand will not hesitate to express their difficulties. In line with (Musdiani, 2017), students view problems differently from adults, and students use more familiar language. This is also in line with the opinion (Tetiwar, 2018), which states that with peer tutors, students will more easily understand a concept because interaction with their peers takes place using language that is simpler to understand. This is also supported by an opinion (Purwantati, 2018), which states that in certain cases, sometimes students understand better the language of their peers, and students are not ashamed or afraid to ask questions that they do not understand.

The benefit of implementing this method is that students will increasingly understand the concepts. Besides being useful for the tutor's students, this method is also beneficial for the tutors themselves. The tutor will be proud of his role and reinforce what he has learned while teaching his peers. According to (Anggorowati, 2011) students enjoy learning and learning activities are fun because they easily ask questions and are open with their friends. In addition, according to (Sarini, 2018) with peer tutors, students and tutors will be closer and closer and increase students' self-confidence. With familiarity and comfort between students, it will foster motivation and student activity in learning. And according to (Sumarsih, 2019) with peer tutors, students are not only the object of learning but become the subject of learning, students become a source of learning and a place to ask something if something is not understood.

Theoretically, the Cooperative Setting Realistic learning model (RESIK) and the peer tutor method positively impact learning success. Some of the relevant research results reinforce that the Cooperative Setting Realistic learning model (RESIK) and peer tutoring methods positively impact learning success, including research by Dewi (2017) states that the RISK learning model combined with ice breaking has an effect on mathematics learning outcomes. The difference is in the place and time of implementation and the grade level understudy. This study examined the fifth grade, while the relevant research examined the fourth grade. Peer tutors assisted this research while the relevant research was combined with ice breaking. Research by Mahardhika (2013) states that the RISK learning model assisted by LKS affects the ability to solve mathematical problems. The difference is that this research is assisted by peer tutors, while LKS assists in the relevant research. In addition, the differences also exist in the place and time of implementation. Research by Suryanata (2014) states that applying the RISK learning model can improve mathematics learning outcomes. The difference is in the place and time of implementation and the grade level understudy. This study examined the fifth grade, while the relevant research examined the fourth grade. This research was assisted by peer tutors, while peer tutors did not assist the relevant research.

Research by Hafizah (2013) states that the peer tutoring method affects Indonesian learning outcomes. The difference is that the subjects studied in this study are mathematics, while the relevant research is Indonesian. This research uses the peer-tutored RISK learning model, while relevant research only uses peer tutoring methods. In addition, the differences also exist in the place and time of implementation. Research by Hayati (2018) states that the peer tutor learning model affects students' mathematical communication skills. The difference is in the place and time of implementation and the grade level understudy. This study examined the fifth grade, while the relevant research examined the fourth grade. Research by Padmayani (2017) states that peer tutors' problem-based learning model affects mathematics learning outcomes. The difference is that this study uses the RISK learning model, while the relevant research uses a problem-based learning model. In addition, the differences also exist in the place and time of implementation.

The purpose of this study was to determine the significant effect of the cooperative learning model Realistic Setting (RESIK) assisted by peer tutors on the competence of fifth-grade mathematics knowledge of the Gugus Letkol Wisnu Public Elementary School for the 2019/2020 academic year. The difference between this research and existing research is in the subject matter, place, and time of the research.

2. Method

The research carried out is quantitative research following a quasi-experimental design using a non-equivalent control group design. In this design, there are two sample groups, namely the experimental and control groups. When determining the sample group, the subject or study participants were randomly selected, which acted as the experimental and control groups (Setyosari, 2015). In this design, the experimental group was treated with the Realistic Setting Cooperative learning model (RESIK) assisted by peer tutors. Meanwhile, the control group was not taught using the Realistic Setting Cooperative (RESIK) learning model assisted by peer tutors.

This study's population were all fifth grade SD Negeri Gugus Letkol Wisnu for the 2019/2020 academic year totaling 329 students. Two classes were selected from all populations to be the research sample using the cluster random sampling technique. Random is carried out on groups that are not individual classes. The goal is that students do not know that they are included in the research so that the research correctly describes the effect of the treatment applied. The method used is by drawing. The steps for determining the research sample were in the first stage. Sampling was carried out by lottery. The drawing is carried out by writing all fifth grade in all SD Negeri Gugus Letkol Wisnu on paper. The paper was then rolled and put in a box, then shuffled to get two classes, which were the samples of the study. After the drawing was carried out, two classes were obtained, class VB SD Negeri 10 Peguyangan and grade five SD Negeri 12 Peguyangan. The two classes selected as samples from the draw results are then given a pre-test for equalization. The scores from the pre-test results were tested for equivalence using the polled variance t-test. However, the pre-test score was tested with the prerequisite test, namely the normality test and the homogeneity test. After the pre-test data were declared normally distributed and homogeneous, the equivalence test was carried out using the polled variance t-test. After it was known that it was equal, a lottery was carried out to determine the experimental and control groups. The fifth grade SD Negeri 12 Peguyangan consisted of 38 students in the experimental group and 32 students in the VB class of SD Negeri 10 Peguyangan as the control group.

The data collected is the competency data of mathematical knowledge. Because the data collected is quantitative, the method used in data collection is the test method. The instrument used to obtain data on students' mathematical knowledge competence was a 40 test item in the form of an ordinary multiple-choice test. Each test item is given a score of 1 if answered correctly and a score of 0 if it is answered incorrectly. The scores of each test item are added up, and the results become the variable score for mastery of the competence of mathematical knowledge. The measured mathematical knowledge competence is limited to the cognitive levels C1-C4. The preparation of tests based on basic competencies (KD) and indicators that are in accordance with the subject matter. Basic competencies (KD) and indicators are shown in table 01.

Table 01. Basic Competencies (KD) and Indicators

Basic Competencies (KD)	Indicators
Describe and determine the volume of a spatial shape using volume units (such as a unit cube) and the cube relationship with the cube root.	1. Identify the objects around, which are cubes and blocks. 2. Describe a cube and a block. 3. Calculate the volume of a cube and a block using unit cubes. 4. Identify the volume formulas for cubes and blocks. 5. Determine the volume of the cube and block. 6. Calculate the length of the side from the volume of the cube. 7. Determine the volume of blocks whose base area and height are known. 8. Determine the width, height, and length of the blocks. 9. Solve problems related to the volume of cubes and blocks.

The instrument testing is carried out first with the item validity test, the difference power test, the difficulty level test, and the reliability test. 32 test items meet the requirements.

After the data is collected, analysis is carried out. The data analysis method used was the normalized score gain. The analysis was carried out on the normalized score gain data from both groups' pre-test and post-test results. After obtaining the normalized score gain data, the average, standard deviation, and variance of the normalized score gain data are sought. Then the competence of mathematical knowledge can be determined by converting the average using PAN scale 5.

The data analysis technique used is inferential statistical analysis, which is how to process data, which is carried out through inferential statistical formulas in hypothesis testing to conclude. Data analysis was performed using polled variance t-test. However, the prerequisite analysis test was carried out first with the normality test and the homogeneity test.

3. Result and Discussion

The analysis was carried out on the normalized score gain data from the pre-test and post-test results of the two groups. The recapitulation of normalized score gain data competence in mathematical knowledge states that the experimental group obtained an average value of 0.7844, which is more than the average value of the control group of 0.5954. Furthermore, the competence of mathematical

knowledge of the experimental and control groups was determined by converting the mean using PAN scale 5.

Before testing the hypothesis, the prerequisite analysis test was carried out with the data distribution normality test and the variance homogeneity test. It is known that the experimental group has a maximum value of | Ft - Fs | = 0.1402 and the Kolmogorov-Smirnov table value for n = 38 and α = 0.05, namely 0.2206. Hence the maximum value of | Ft - Fs | <Kolmogorov-Smirnov table value means that the distribution of data from the normalized score gain data of the competence of mathematical knowledge of the experimental group is normally distributed. Meanwhile, it is known that the control group has a maximum value of | Ft - Fs | = 0.1281 and the Kolmogorov-Smirnov table value for n = 32 and α = 0.05, namely 0.2404. Hence the maximum value of | Ft - Fs | <Kolmogorov-Smirnov table value means that the distribution of data from the normalized score gain data of the control group's mathematical knowledge competency is normally distributed. After the data is normally distributed, it is continued with the variance homogeneity test. Obtained Fcount = 1.225 and Ftable = 1.7912 at α = 0.05 with dk for the numerator 38 - 1 = 37 and dk for the denominator 32 - 1 = 31. Because Fcount <Ftable means that the data gain score is normalized competence in the experimental group's mathematical knowledge, and control is stated to have homogeneous variance.

The data has been normally distributed and homogeneous. After that, the hypothesis testing is carried out using the t-test. It is known that t_{count} = 11.7563 and t_{table} = 1.9955 at α = 0.05 and dk = 38 + 32 - 2 = 68. Because tcount> ttable means that H0 is rejected and Ha is accepted. This means that there is a significant difference in the competence of mathematical knowledge of the groups that are taught using the Realistic Setting Cooperative (RESIK) learning model with peer tutors and groups that are not taught using the Realistic Learning Model Cooperative Setting (RESIK) assisted by peer tutors in fifth grade SD Negeri Gugus Letkol Wisnu Academic Year 2019/2020.

After the competency data of mathematical knowledge were analyzed, it was found that the experimental group had an average gain of 0.7844 and the control group was 0.5954. Then the average is converted to PAN scale five, and the result is that the competence of mathematical knowledge of the experimental and control groups is in sufficient predicate. Several factors cause the same predicate, namely using the 2013 curriculum, the same learning resources, namely LKS and ESPS (Erlangga Straight Point Series) books, and teachers who teach the same educational background, namely the title of S.Pd.

The results of t-test analysis obtained tcount = 11.7563 and ttable = 1.9955 at α = 0.05 and dk = 38 + 32-2 = 68. Because tcount> ttable means that there is a rejection of H0 and acceptance of Ha. This means that there is a significant difference in the competence of mathematical knowledge of the groups that are taught using the Realistic Setting Cooperative (RESIK) learning model with peer tutors and groups that are not taught using the Realistic Learning Model Cooperative Setting (RESIK) assisted by peer tutors in fifth grade SD Negeri Gugus Letkol Wisnu. Academic Year 2019/2020.

Judging from the average gain of the normalized score of competence in mathematical knowledge, the experimental group $\bar{X}$ = 0.7844, more than the control group $\bar{X}$ = 0.5954. This shows that the Cooperative Setting Realistic learning model (RESIK) assisted by peer tutors affects the competence of fifth-grade mathematics knowledge at SD Negeri Gugus Letkol Wisnu for the 2019/2020 academic year.

The difference in the competence of mathematical knowledge between the experimental and control groups was due to the treatment of the Realistic Learning Setting Cooperative (RESIK) assisted peer tutor given to the experimental group running optimally. Several things prove that the Realistic Setting Cooperative (RESIK) learning model assisted by peer tutors affects students' mathematical knowledge competence. First seen from the syntax of the Cooperative Setting Realistic learning model (RESIK). At the stage of motivating students, the teacher is motivated by linking subject matter to their daily life. This helps students know more about the meaning of the material being studied, and students are motivated to learn because lessons are easier to understand. In line with Astriani's (2014) research, linking mathematics with real-life students makes mathematics less scary to students. Still, it will feel fun and able to increase student motivation and interest in learning. Students are presented with information about the material they want to learn through demonstrations or referring to books by using contextual problems at the stage of presenting the information. Students are divided into groups at the stage of organizing students into study groups and giving group assignments, and each group is distributed LKPD (Student Worksheet). When guiding the work and study groups, students carry out the activities that have been determined, and the teacher guides them to explain what is needed or gives questions that guide the students' thinking patterns. It makes students build and discover their knowledge through learning activities in groups because the teacher only gives questions to solve problems so that the learning process is more focused in line with Suryanata's (2014) research, which states that the teacher's function is no longer as a material provider but as a facilitator by preparing learning equipment, forming students into groups, directing students to discuss, and giving realistic questions that make students stimulated to

think. Research by Dewi (2017) also states that in the RESIK model, students' main concern is the construction of knowledge. At the discussion and negotiation stage, each group presented the discussion results, and each student was assigned to conclude the results of the discussion. This stage allows students to train mentally, confidently, and responsible. Students also get a variety of information and knowledge through the presentation of each group. Finally, at the evaluation and reward stage, each group was given an award, and the role of the teacher at this stage is very important to correct and correct misconceptions.

Second, the use of the peer tutoring method. Peer help can make the awkwardness go away. The language between friends is easier to understand. There is no reluctance, insecurity or embarrassment, which causes students to be active because they are not ashamed to ask questions or express opinions to their friends. Students who do not understand do not hesitate to express their difficulties. In line with Tetiwar's (2018) research, which states that with peer tutors, students will more easily understand a concept because interactions with their peers occur using simpler language to understand. Research by Sarini (2018) also states that with peer tutors, students and tutors will be closer and closer and increase students' self-confidence. With familiarity and comfort among students, it will foster motivation and student activity in learning.

Whereas in the control group, it was only limited to material explanations from the teacher, so the teacher became the main subject. Learning becomes monotonous, namely the provision of material, sample questions, and questions and answers. Only a few students were enthusiastic when learning took place. Students are not free to express their ideas, and their thinking skills are not developed.

Several relevant studies also support this study's results, research by Dewi (2017), which states that the RISK learning model combined with ice breaking affects mathematics learning outcomes. Research by Mahardhika (2013) states that the RISK learning model assisted by LKS affects the ability to solve mathematical problems. Research by Suryanata (2014) states that applying the RISK learning model can improve mathematics learning outcomes. Research by Hafizah (2013) states that the peer tutoring method affects Indonesian learning outcomes. Research by Hayati (2018) states that the peer tutor learning model affects students' mathematical communication skills. Research by Padmayani (2017) states that peer tutors' problem-based learning model affects mathematics learning outcomes.

Based on the explanation of the results of the research and discussion, it can be said that the Realistic Learning Model of Cooperative Setting (RESIK) assisted by peer tutors has an effect on the competence of fifth-grade mathematics knowledge of SD Negeri Gugus Letkol Wisnu for the 2019/2020 academic year. The implication obtained is that it can create very good prospects, especially in the field of education. It can increase the student knowledge competence, as evidenced by the results of research analysis. The realistic learning model of cooperative setting (RESIK) assisted by peer tutors can be applied by the teacher as an alternative in learning because students learn according to their surroundings or real problems to motivate students to learn and increase student interest in learning. Learning activities become meaningful. Students do not quickly forget what they have learned because learning activities use realistic problems and students build their knowledge through learning activities in groups. And with the peer tutor method, there is no reluctance, insecurity, or embarrassment, which causes students to be active because they are not ashamed to ask questions or express opinions to their friends. Students who do not understand do not hesitate to express their difficulties. The use of these models and methods can change the community's view, who usually knows that learning activities take place centered on the teacher through lectures. Now it has turned into innovative learning with the application of the Realistic Learning Setting Cooperative (RESIK) model with peer tutors. In addition, through applying these models and methods, it can assist the government in getting a superior generation and learning activities to be meaningful according to the 2013 curriculum.

4. Conclusion

Based on the results of data analysis and discussion, it can be concluded that there is a significant influence on the learning model of Realistic Setting of Cooperative (RESIK) assisted by peer tutors on the competence of fifth-grade mathematics knowledge of SD Negeri Gugus Letkol Wisnu for the 2019/2020 academic year. From the research results described, suggestions that can be conveyed to the teacher should be used as input to broaden insights about innovations in mathematics learning, especially the use of the Cooperative Setting Realistic learning model (RESIK) assisted by peer tutors. The school principal should be used as a guideline for the principal for managing learning in his school.

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