

IMPROVEMENT OF MOTIVATION AND ABILITY TO SOLVE PROBLEM IN MATHEMATICAL LEARNING USING PROBLEM SOLVING METHOD IN CLASS VI SDN 07 KOTO ALAM KECAMATAN PALEMBAYAN

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ABSTRACT

This study aims to improve problem solving skills by using problem solving methods of class VI students of Koto Alam 07 State Elementary School, Palembang District, Agam Regency. The type of research used is Classroom Action Research. The population in this study were students of class VI of SDN 07 Koto Alam, Palembang Subdistrict, Agam Regency, who were enrolled in the first semester of the 2017/2018 school year. Class VI students number 34 people, consisting of 12 men and 22 women. This study focused on the average score of problem solving abilities of students in cycles I and II. The following data presents the results of the test: The problem solving ability of students in cycle 1 is the percentage of the classic average obtained from the test of 56%. Looking at the circumstances that occur as well as the classical average, the average percentage of students' problem solving abilities in cycle 1 is only 61%, so this is far below the indicator of success set at 75%. In cycle II the problem solving ability of students from the test with an average score of 78%.

Keywords: Motivation, Problem Solving Ability, Mathematics Learning, Problem Solving Method

INTRODUCTION

Mathematics is a science that has an important role because it can help sharpen logical thinking (make sense) and help clarify in solving problems. In the Indonesian language dictionary (Hamzah, 2014), mathematics is the science of numbers, relationships between numbers and operational procedures used in solving problems regarding numbers. Mathematical learning is said to be effective if students understand

the concepts of mathematics and can apply them in daily life. Mathematics has objects that are abstract in nature, so to understand it requires the ability to think and reason logically.

In mathematics learning teachers should be able to provide opportunities for students to be actively involved in learning, actively constructing mathematical knowledge by giving problems to be solved. Problems given should be in accordance with the real world of students and use concrete objects. The goal is that students can easily solve problems in their own way. Giving problems should start from problems that can be imagined by students, and students are given the freedom to find their own approaches, and gradually the teacher guides students to solve problems.

Based on the preliminary study of the author at Koto Alam 07 Public Elementary School, Palembang Subdistrict, when mathematical learning the author has not been able to improve problem solving skills because the teacher has not provided opportunities for students to be actively involved in learning, actively constructing mathematical knowledge and not giving freedom to find their own solutions the problem plus the teacher has not been able to motivate to be interested in learning mathematics so it is not uncommon for students who view mathematics as a difficult subject, there are even students who think that mathematics is a boring learning activity so students tend to be quiet and lazy to learn. This is in accordance with what was stated by Fitriati (2017) mathematics lessons that seem difficult for students, not interesting and boring. In addition, in mathematics learning students are afraid to be wrong when told to do assignments, students also make noise with their friends, as a result students are not able to solve problems-problems given by the teacher in mathematics learning.

METHOD

The type of research used is Classroom Action Research. The population in this study were students of class VI of SDN 07 Koto Alam, Palembang Subdistrict, Agam Regency, which were registered in the first semester of the 2017/2018 school year. Class VI students number 34 people, consisting of 12 men and 22 women. The learning process is carried out by researchers and colleagues as observers.

RESULTS AND DISCUSSION

This study focused on the average score of problem solving abilities of students in cycles I and II. The following data presents the results of the test: The problem solving ability of students in the first cycle of meeting 1 is the percentage of the classic average obtained from the test by 56%. Further activities at meeting 2 with a test of 68%. Students who carry out activities in cycle 1 are still dominated by students who have more abilities. The average score of problem solving ability is cycle 1 61%. It can be seen that students' problem solving abilities have problems that are considered quite important so that students' problem solving abilities have not been achieved, namely students do not understand how to determine problem solving. Looking at the circumstances that occur as well as the classical average, the average percentage of students' problem solving abilities in cycle 1 is only 61%, so this is far below the indicator of success set at 75%.

In the second cycle there were many students who understood problem solving skills. Description of students' problem solving abilities in the second cycle of meeting 1 of the test 76%. Further activities at meeting 2 of the test with an average of 80%. The results of the analysis showed an increase in students' problem solving abilities through problem solving methods class VI Koto Alam State Elementary School 07 District Palembang Agam District. Students are motivated to improve problem solving skills because they can understand problem solving during the learning process.

Factors that influence the low problem solving abilities of students are the low motivation of student learning and the lack of variety of methods of learning carried out by the teacher. Students' interest in learning is a force that will encourage students to learn. According to Donald (Hamalik, 2008) suggests that motivation is a change in energy in a person (personal) someone is characterized by the emergence of feelings and reactions to achieve goals. In line with that Yamin (2003) suggests that motivation to learn is a psychic driving force from within a person to be able to carry out learning activities and add skills, experience. Motivation encourages and leads to interest in learning to achieve a goal. students will seriously study because they are motivated to find achievements, get positions in positions, become politicians, and solve problems. Whereas to improve students' ability in problem solving students must be actively

involved in learning, actively constructing mathematical knowledge by providing opportunities for students to solve real problems that are close to their daily lives. The implementation of mathematics learning in elementary schools should be emphasized in a search process through understanding concepts as the main goals of learning outcomes. Mathematical learning is not focused on the truth of the answers given by students to all the mathematical problems that are proposed, but what is important is how the students obtain these answers in a learning process. One way that can be done to improve students' motivation and ability in problem solving is to use problem solving methods, because with the problem solving method students are actively involved in learning, helping students learn how to transfer their knowledge into the real world, developing new knowledge for the sake of the next problem, can develop students' critical thinking skills and their ability to adapt new learning situations, and can evaluate their understanding and identify their flow of thinking.

CONCLUSION

Through problem solving methods can improve the problem solving skills of class VI students of SD Negeri 07 Koto Alam District Palembang Agam District. This can be seen in the average percentage of students' problem solving abilities classically from cycle I to cycle II.

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