The Development of Mathematical Teaching Books-Based Realistic Approach to Increase Creative Thinking Ability in 5th Grade Elementary School

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Abstract
This type of research is development research that refers to the theory of Borg and Gall. The population of this study was all fifth grade students in SD Negeri Gugus I, Rajabasa Subdistrict and a sample of 51 students obtained by purpose sampling technique were students of class V B of SDN 1 Rajabasa as Experimental Classes and students of class V B SDN 3 Rajabasa as a control class. Data collection techniques use test results of learning and observation. The feasibility of the instrument is theoretically based on expert judgment with an average of 90.09 very good categories. While the feasibility of the instrument empirically based on the analysis 20 essay questions are worthy and quality from the results of the test of validity, reliability,
different power, and level of difficulty. Mathematical textbooks based on realistic approaches are also effective. This can be seen from the average value of students in the experimental class using a realistic textbook based on mathematical approaches that is 74.29 higher than the average value of students in the control class who do not use mathematical textbooks based on realistic approaches, namely 59.47 with the normalized Gain value of 0.38 with the “medium” category.

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The result of teaching should be mastery of critical thinking skills, independent research, and in-depth analysis of information. Each student has abilities and talents. In this, it is necessary to form, to develop the abilities of children and it is impossible to accurately predict how far it can go is the development. Speaking of mathematical abilities as the features of mental activity, first of all, to point out a few common among the teachers of the misconceptions in the preparation and determination of the level of mathematical ability based on observations. The ascertaining stage of the experiment is to determine the level of formation of mathematical abilities. Such activities raise the level of mathematical abilities of most students, increase productivity and creative activity. The purpose of this study is to compare the mathematical skills of first grade elementary students who had or had not taken preschool education. The sample of the study consists of 150 elementary students, those with and without more. The purpose of this study is to compare the mathematical skills of first grade elementary students who had or had not taken preschool education. The sample of the study consists of 150 elementary students, those with and without preschool education, who were enrolled in seven randomly chosen elementary schools located in Sivas (downtown). A questionnaire with Effective teaching requires creativity and innovation, therefore adopting various teaching strategies such as differentiation and problem solving is key. The classroom is a dynamic environment, bringing together students from different backgrounds with various abilities and personalities. Being an effective teacher therefore requires the implementation of creative and innovative teaching strategies in order to meet students' individual needs. Whether you've been teaching two months or twenty years, it can be difficult to know which teaching
strategies will work best with your students. As a teacher there is no ‘one size fits all’ solution, so here is a range of effective teaching strategies you can use to inspire your classroom practice. 1. Vis The development of mathematical knowledge is a gradual process. A continuous, cohesive program throughout the grades is necessary to help students develop an understanding of the “big ideas” of mathematics – that is, the interrelated concepts that form a framework for learning mathematics in a coherent way. The Grade 9 courses in the Ontario mathematics curriculum build on the knowledge of concepts and the skills that students are expected to have by the end of Grade 8. The strands used are similar to those used in the elementary program, with adjustments made to reflect the more abstract nature of mathematics at the secondary level. All studies on elementary grades mathematical modelling that also meet the essential elements of mathematical modelling were summarized using the categories of content of mathematical modelling intervention, assessment data collected, unit of analysis studied, population, and effectiveness. There were 29 publications identified. Table 2 describes the number of articles identified from each journal, book, or conference. Journal, book, or conference. Number of publications. Table 3 shows the number of articles in 5-year periods. An increase is observed in the last decade, mostly from ICTMA book chapters and research by Lyn English, who by far is the author with the most publications on elementary mathematical modelling. Period. Number of articles.