



**PROBLEM POSING APPROACH
IN MATHEMATICS LEARNING
IN ACCELERATION CLASS
AT SMAN 1 SUMEDANG
THROUGH LESSON STUDY**

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Abstract

Education service in acceleration class requires study continuously (continuous improvement) either from the angle of expansion of teaching materials, models of teaching which can fill requirement, and evaluation model of study capable to push the improvement of quality of study in more comprehensive. In consequence collaborative efforts entangling teacher community and also educator in general is including college lecture, need to be developed continuously. One of alternative which can increase student creativity in learning mathematics in acceleration class is through problem posing approach which done through lesson study.

Preface

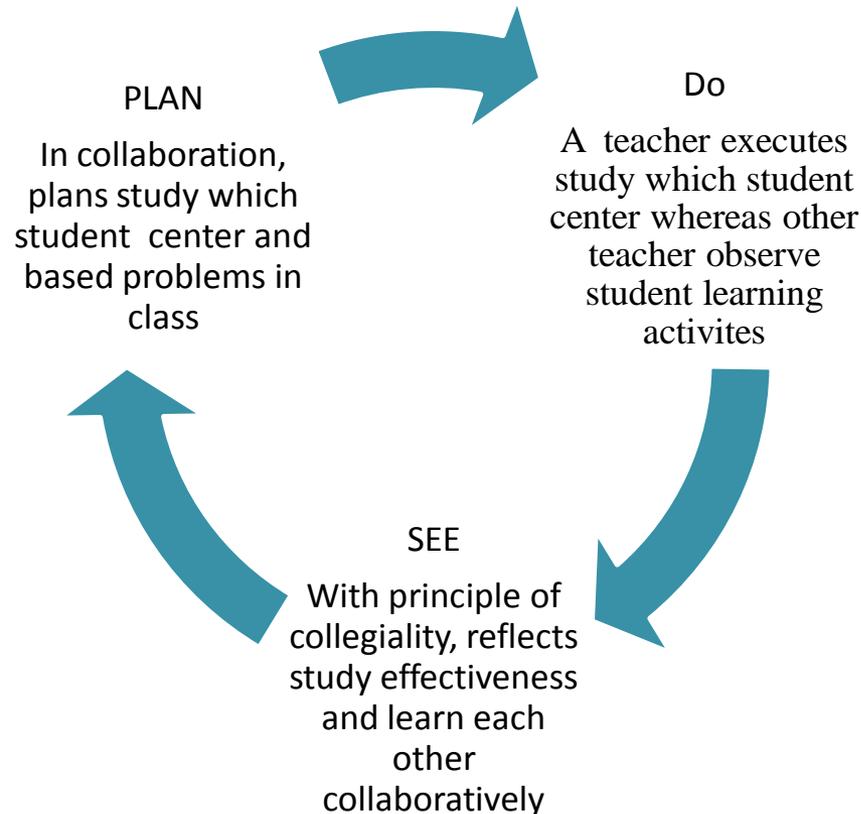
- Change of paradigm in study from teacher center becomes student center
- To assist governmental program in executing KTSP in acceleration class (special talented and smart child) needs existence of an approach of study which can increase student creativity, so that mathematics learning doesn't bore.
- How does the expansion of problem posing material teaching in acceleration class and attitude of students to study which developed at SMAN I Sumedang?



Main purpose of writing of this paper is to know the picture about study of problem posing in acceleration class at SMAN 1 Sumedang.

Lesson Study

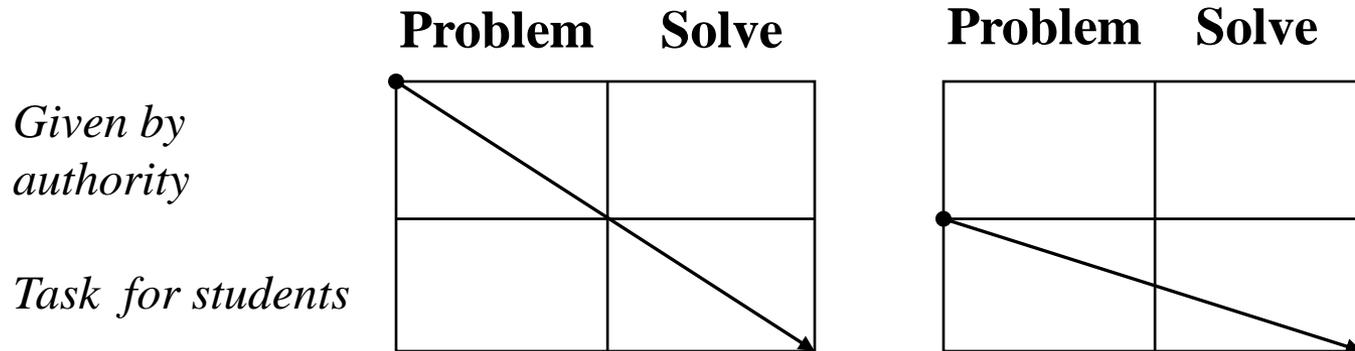
Lesson study is construction model of professional teacher through study learning in collaborative and continuity with collegiality principles base and mutual learning to build learning community.



Problem Posing

- situation of problem,
- posing of problem and
- solving of problem

Relation Between Problem Posing and Problem Solving





Situation 1

Six years ago, number of father and mother ages equal to eleven times of its difference. Now father age is seven per six of mother age.

Situation 2

In a theater there are 400 audiences.
The price of every ticket sheet for class II is Rp 5000 and for class I is Rp 7000.
Ticket sales revenue equal to Rp 2.300.000.

Situation 3

A factory has 14 warehouses. Based on the measure there are two warehouse types, that is having capacities 20 m^3 and 15 m^3 , while warehouse capacities entirely is 250 m^3 .

Conclusion

- student involves actively in constructing mathematics knowledge,
- Makes student free in posing of problem according to their mathematics concept,
- gives opportunity for student to get more experience in solving problems,
- students very enthusiastic in learning,
- students are braver to give argument,
- students active in process of group discussion and class discussion, although the problems are difficult,
- posing of problem push student into high level thinking and increases student creativity.