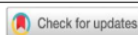




The Role-Playing Problem-Posing Learning to Improve Students' Emotional Intelligence and Mathematics Problem-Solving Skills

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ABSTRACT

The research is aimed to observe the effect of role-playing problem-posing learning methods on emotional intelligence and mathematic problem-solving ability. This research was a quasi-experimental research with a non-equivalent pretest-posttest control group design. The sample was chosen by random sampling with Primary 4A 17 students as a control group class and Primary IV B 17 students as an experiment group class. The Data collection techniques was done through emotional intelligent questionnaire and mathematics problem-solving test. T-test was used as an analysis technique due to data collection before and after the research program. Based on T-test analysis for emotional intelligence and mathematic problem-solving ability, the data showed there was no difference before and after research in both control and experiment class with the value of sig. 2 tailed $0,303 > 0,05$ for emotional intelligence and mathematic problem-solving ability got sig. 2 tailed scores $0,908 > 0,05$. The differences shown in control and experiment classes after learning method in the research with the value of sig. 2 tailed $0,02 < 0,05$ for emotional intelligence and mathematic problem-solving ability got sig. 2 tailed scores $0,01 < 0,05$. In this research, the learning method was the only thing which caused differences, so the researcher concluded that there was an effect of role-playing problem posing learning method to students' emotional intelligence and mathematics problem-solving ability.

INTRODUCTION

Mathematic learning process should be meaning full for students, Kulm stated that in order to make the learning of mathematics meaningful, teacher are responsible for choosing and posing tasks that engaged students actively in building their understanding, mathematical thinking, and confidence (Rosli et al., 2013). Role playing is one of a good choice to engaged students in knowledge because it help the students involved, not only learning about material but learning also to integrate the knowledge in action, by addressing problem, exploring alternatives, posing the problem and seeking novel and creative solution. Role playing is the best way to develop skills of initiative, problem posing, communication and problem solving. Problem-solving skill is a complex acts that affected a wider scope including their intelligent aspects. During the learning process of developing emotional intelligence, students are also triggered to have their own problems handled by utilizing their problem-solving skills (Mercer & Gkonou, 2017).

Emotional intelligence has become one of the important thing an educator needs to consider. It is a huge deal to add the materials in the learning process by remembering how students are supposed to have emotional intelligence during the interaction process with their peers as well as facing the problem inside their society (Basumatary, 2021). A child psychologist stated that some children who got high exposure to emotional intelligence will most likely become happy, confident, popular, and more

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