



Profile of Problem-Solving Ability in Junior High School Students on Global Warming Lesson Material

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ABSTRACT **21**

Objective: This study aims to determine the profile of problem-solving ability in junior high school students on global warming. **Method:** This research is preliminary. The study used a quantitative-descriptive research type and a purposive-sampling method. The instrument included a problem-solving ability test with four questions based on the Polya indicator on global warming lesson materials. The research sample consisted of 33 students from class VII-B, JHS Al-Miftah 4 Karang Anyar Ketapang Timur Sampang District East Java province, who had previously received global warming lesson materials. The search data was analyzed by calculating the average score of the indicator student's problem-solving ability in the form of a percentage. **Result:** The results were as follows: the interpretation of problem-solving abilities in students is still dominant in the "Very Less" category with a score of 43%, and the overall average value of problem-solving abilities obtained based on indicators of problem-solving abilities gets of 32.25% belonging to the category "Not enough." **Novelty:** Analysis of problem-solving abilities can be a reference and a means of developing self-ability related to problem-solving abilities in the school environment, considering that solving abilities have yet to be highlighted too much, especially in remote areas. Problem-solving abilities are still a problem in the world of education, so further research is needed as a means to improve students' problem-solving abilities.

INTRODUCTION **13**

Education involves the process of individual guidance so that they grow and develop into human beings who are independent, responsible, creative, knowledgeable, healthy, and have noble characters in the 21st century, where science and technology are increasingly developing. Essential abilities that must be mastered in the 21st century are critical thinking and problem-solving, creativity and innovation, collaboration, and communication. One must also master technology, information, and communication literacy (Andrews-Todd & Kerr, 2019). This literacy is very important for someone in choosing, criticizing, evaluating, synthesizing, and using information (Redhana, 2019). According to (Lawi & Putra, 2020), the ultimate goal of learning is to produce students with knowledge and skills in solving problems. Problem-solving ability involves high intellectuals who are more complex in thinking compared to other intellectual abilities. Students need problem-solving skills to solve problems in learning and everyday life (Nurita et al., 2017). Solving ability has indicators, including understanding problems, being able to plan to problem-solve, implementing problem-solving plans that have been made, and re-examining problem-solving that has been implemented (Palennari & Rachmawaty, 2021). When students are given general science questions, students will have no difficulty solving them (Savitri et al., 2021). However, the problem is that when students are given problem-based questions, students tend to find it challenging to solve the problems given in these questions.

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