Improving Problem-Solving and Mathematical Self-Efficacy through the SSCS Model Based on Local Wisdom in Elementary School

Hayatul Fitri Yunizal[1]✉, Fadhilaturrahmi[2], Moh. Fauziddin[3], Rusdial Marta[4], Putri Hana Pebriana[5]
(1,2,3,4,5) Universitas Pahlawan Tuanku Tambusai Bangkinang, Indonesia

✉Corresponding Author:
[hayatulfitriyunizal21@gmail.com]

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan pemecahan masalah dan efikasi diri matematis materi volume dan mesh spasial menggunakan model SSCS (Search, Solve, Create and Share) berbasis kearifan lokal. Penelitian ini merupakan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam 2 siklus, setiap siklus dilaksanakan dalam 2 kali pertemuan. Instrumen penelitian ini terdiri dari lembar tes, observasi guru, observasi siswa, angket dan dokumentasi. Sedangkan teknik analisis data yang digunakan adalah analisis kualitatif dan analisis kuantitatif. Berdasarkan hasil penelitian dapat disimpulkan bahwa model SSCS (Search, Solve, Create and Share) berbasis kearifan lokal dapat meningkatkan kemampuan pemecahan masalah dan efikasi diri matematis siswa pada materi volume dan jaring bangun di kelas V UPT SDN 014 Kumantan.

Kata Kunci: *Kemampuan Pemecahan Masalah, Efikasi Diri Matematis, Model SSCS (Search, Solve, Create and Share) Kearifan Lokal*

Abstract

This research aims to improve problem solving abilities and mathematical self-efficacy with volume material and spatial meshes using the SSCS (Search, Solve, Create and Share) model based on local wisdom. This research is Classroom Action Research (PTK) which was carried out in 2 cycles, each cycle being held in 2 meetings. This research instrument consists of test sheets, teacher observations, student observations, questionnaires and documentation. Meanwhile, the data analysis techniques used are qualitative analysis and quantitative analysis. Based on the research results, it can be concluded that the SSCS (Search, Solve, Create and Share) model based on local wisdom can improve students' problem-solving abilities and mathematical self-efficacy in the material of volume and building nets in class V UPT SDN 014 Kumantan.

Keywords: *Problem Solving Ability, Mathematical Self-Efficacy, SSCS Model (Search, Solve, Create and Share) Local Wisdom*

INTRODUCTION

Mathematics is one of the compulsory subjects for school students at primary and secondary education levels, which is contained in the curriculum about the national education system. Mathematics is a basic science that is used as a tool in solving problems in various fields of science. In the 21st Century, learning mathematics aims so that students are expected to have the 4C characteristics, namely: *Communication*, *Collaboration*, *Critical Thinking and Problem Solving*, *Creatvity and Innovation* (Meik a et al., 2021) . In line with *National Council of Teachers of Mathematics* NCTM (2000), which has established five standards for mathematical abilities that can realize mathematics learning goals, namely problem solving abilities, ability reasoning ability, communication ability, connection ability and representation ability.

Mathematics in Minister of Education and Culture Regulation No. 21 of 2016 concerning Basic Education Content Standards states that the achievement of mathematics learning aims to ensure that students have mathematical skills or proficiency as part of the life skills that students must have, especially in the development of reasoning, communication and problem solving faced

in everyday life, this low ability will result in low quality of human resources, which is shown in low problem solving ability (Dwiyani et al., 2021).

The urgency of problem solving was expressed at the NCTM International Institute (*National Council of Teachers of Mathematics*). believes that the main standards in learning mathematics, namely: Problem solving ability, communication, connection, reasoning, and representation ability (Ma ulyda et al., 2020) . Furthermore, NCTM emphasizes that developing problem-solving abilities must be the main focus in mathematics learning to prepare students to face future challenges.

Based on this urgency , one of the important aspects in learning mathematics is the problem solving aspect. Problem solving ability is the ability to identify, design, implement and review the results of problem solving and it is hoped that wa students have this ability. Mathematical problem solving abilities in Indonesia are in the low category based on the results of the international level mathematics competency *Program for International Students Assessment* (PISA) which is carried out every 3 years in in the fields of reading, mathematics and science. PISA conducts research in the field of mathematics using questions that contain indicators, one of which is problem solving. In 2018 Indonesia was ranked 72nd out of 78 countries. This shows that students' problem solving abilities in Indonesia are still relatively low (Tohir, 2019) .

According to Sumarmo in (Rosneli & Hidayat, 2019) defines problem solving as the activity of solving story problems, solving non-routine problems, applying mathematics in everyday life or other situations, and proving or creating. This requires students to have the ability to identify problem identification, planning, implementing decisions and concluding the answer following the completion stage problem solving (Zulfatunisa, 2020) . Thus, solving mathematical problems is not just just solving problems, but also includes the ability to think critically and creatively in dealing with non-routine problems.

Students' problem solving abilities can be trained and developed through a learning process that is packaged in such a way a by utilizing all the potential possessed by students (Amam, 2017) . In addition, students need to be actively involved in the learning process by constructing their own knowledge. Teachers should continue to try to implement various variations so that students are interested and enthusiastic in participating in mathematics lessons (Meika et al., 2021) . Therefore, teachers must be more selective in determining appropriate and appropriate teaching models or strategies so that students can learn well, effectively and efficiently achieve the expected learning goals (Saniyah, 2018) .

Based on the results of researchers' observations on Wednesday, February 28 2024 at UPT SDN 014 Kumantan. Researchers conducted interviews with teachers in class V regarding problem solving abilities in mathematics subjects, that students still had difficulty working on mathematics problems with different types of questions, there were some students who were confused in working on problems, and there were still students who didn't doing the questions because you don't understand. This is supported by the results of interviews between researchers and class teachers. This was expressed by the class teacher as seen from the document data resulting from the final semester assessment (PAS) in the odd semester.

The data shows that out of 16 students, 11 students got a score below the KKTP and only 5 students got a score above the predetermined Learning Goal Achievement Criteria (KKTP), namely 72. All students found it difficult and they were always confused in working on the questions given. Based on these data, it can be concluded that the implementation of mathematics learning at UPT SDN 014 Kumantan is not optimal, so improvements to the learning process are needed.

Based on observations on Tuesday, 05 March 2024 at UPT SDN 014 Kumantan. The researcher carried out an initial ability test activity for students in class V. The researcher gave 3 problem solving ability questions with material on speed, time and distance in questions based on local wisdom to determine the level of students' problem solving abilities. At the beginning of the question giving activity, the researcher gave directions regarding the content of the question. This activity was carried out because the students did not understand the meaning of the question well and the researcher repeated the material on speed, time and distance as along with the formulation according to the needs of each question.

Based on the recapitulation results of the initial ability test for problem solving questions in the form of SSCS (Search, Solve, Create, Share) which is based on local wisdom, information was

obtained that only 3 out of 16 students met learning completeness in the scoring. final score. Meanwhile, 13 other students were declared not to have completed their studies. From these data, it can be concluded that the implementation of mathematics learning at UPT SDN 014 Kumantan is not optimal. Therefore, improvements are needed in the learning process to improve students' mathematical problem solving abilities.

Apart from problem solving Self-efficacy (Self-confidence) is also a category in this research. Self-efficacy (Self-confidence) is important in influencing the completion of the mathematics learning process, so with the presence of self-efficacy will certainly have an impact on the results learn mathematics from students. Self-efficacy was first introduced by Bandura. Self-efficacy is one of the basic concepts of Bandura's (1997) social learning theory. Self-efficacy is an individual's confidence in facing and resolving the problems they face in various situations and being able to determine actions and in completing certain tasks or problems, so that the individual is able to overcome obstacles and achieve the expected goals (Pratiwi & Imami, 2022).

In maximizing mathematics learning, students need high self-efficacy or usually called self-confidence. Self-efficacy is an individual's self-confidence about his or her ability to organize and carry out actions that are necessary to achieve a desired achievement or goal (Fitriani & Pujiastuti, 2021).

Self-efficacy will also motivate individuals to assess their own abilities which are used to prepare for facing problems (Adni et al., 2018). Agrees with (Sunaryo, 2017) who says that high self-efficacy in mathematics lessons will also encourage students to be serious about solving problems. Someone who has low self-efficacy tends to give up when facing challenges or commitments, while someone who has high self-efficacy will think that commitments or challenges are something that must be faced. According to Lestari et al., 2022, there are challenges that must be faced, such as having the courage to ask questions, being confident in answering questions asked by the teacher and not being embarrassed if asked to solve mathematical problems, this can indirectly hone students' mathematical problem solving abilities.

Apart from that, the presence of a teacher to provide material can also influence the level of self-efficacy in students. Most students do not understand the concepts explained by the teacher so that students are confused about solving problems and problems. This results in students' lack of confidence in solving the questions they are working on (Utami & Wutsqa, 2017).

Based on the results of the teacher's observations on Thursday, March 7 2024 at UPT SDN 014 Kumantan. The teacher gave a questionnaire to 16 s students who had taken the initial ability test previously. Based on the suitable list of questionnaires self-efficacy mathematics in the form of positive questions in the form of a Likert scale consisting of 5 scores, namely: strongly agree, agree, disagree, disagree, strongly disagree agree with 20 statement items. Based on the results of the mathematical self-efficacy questionnaire which was looked at per indicator, several findings were obtained. On the indicator of students' self-confidence regarding mathematical characteristics, the results obtained were 76% which was included in the poor category. Meanwhile, on the indicator of students' self-confidence towards themselves, the result is 60% which is also included in the poor category.

However, on the indicator of students' self-confidence in the learning process, a result of 88% was obtained which was included in the high category. This is due to the form of the learning process that is appropriate and desired by students. Furthermore, for the indicator of students' self-confidence in the usefulness of mathematics, the results obtained were 76% which was included in the moderate category. This indicates that mathematics is considered quite useful by students.

From the results of the local wisdom-based problem-solving ability test and the mathematical self-efficacy questionnaire, it can be concluded that students are still in the deficient category in local wisdom-based problem solving ability . Apart from that, students also have low mathematical self-efficacy, especially in indicators of self-confidence in mathematical characteristics and self-confidence in themselves. Therefore, efforts are needed a to improve students' local wisdom-based problem solving abilities and mathematical self-efficacy through improving the learning process in accordance with students' needs and characteristics.

In the mathematics subject, these two variables are related to improving mathematical abilities. Problem solving ability is an effort to find a way out and a difficulty, while mathematical self-efficacy is self-confidence or perception of mathematics. The low value results are caused by various factors, both internal and external factors. The internal factor is that students do not have one of the affective aspects in mathematics, namely self-efficacy mathematics. With low results in mathematics mathematics, it can be said that students' mathematical self-efficacy is relatively low. Meanwhile, one of the external factors that can influence students' success in learning is the teaching method applied by the teacher.

At this time, teachers are required to provide innovation in the learning process, such as using models, approaches and methods that suit students' needs. One model that can be used is the SSCS (Search, Solve, Create, Share) learning model. SSCS learning model (Search, Solve, Create, and Share). As the name suggests, the SSCS learning model consists of four stages, namely: (1) Search (stage of identifying the problem), (2) Solve (stage of planning to solve the problem), (3) Create (stage of writing down the solution to the problem obtained), and (4) Share (stage of socializing problem solving). This SSCS model has the advantage of being able to provide opportunities for students to practice and hone problem solving skills (Diani et al., 2019). This is in line with the advantages of the SSCS learning model, namely studying and strengthening basic scientific knowledge and mathematical concepts in a better understanding, improving students' questioning skills, increasing and improving interactions between students, students can communicate effectively both written and verbally according to (Sari et al. al., 2019). Based on the background description above, this literature study article aims to describe the SSCS (Search, Solve, Create, and Share) learning model to improve students' mathematical problem-solving abilities and self-confidence.

Local wisdom-based learning is a type of learning that contains noble values from local culture. The existence of learning based on local wisdom can facilitate the delivery of learning to students to shape student character through the noble values of local culture (Syahraini, 2023). So in this research it is based on local history only during learning in the form of story questions that connect lessons with daily life in order to uphold and preserve the potential of a particular area. By conducting research, the aim is to find empirical solutions to improve problem-solving abilities and self-efficacy in mathematics subjects for solving learning problems using the SSCS learning model. Based on this explanation, the teacher conducted research entitled "Increasing Problem Solving Ability and Mathematical Self-Efficacy by Implementing the SSCS (Search, Solve, Create, and Share) Learning Model Based on Local Wisdom in Elementary Schools."

METHOD

Type This research takes the form of classroom action research. More broadly, classroom action research can be interpreted as research that is oriented towards implementing action with the aim of improving the quality or solving problems in a group of subjects being studied and observing the level of success or the consequences of the action, to then provide follow-up action in the nature of perfecting the action or adapting to it. conditions and situations so that better results are obtained (Marta, 2017) . Classroom action research is also research developed based on problems that arise in learning activities which aims to improve and improve the teaching and learning process in class (Witarsa, 2022).

This research was carried out at UPT SDN 014 Kumantan, Kec. Bangkinang City, Kampar Regency in class V. The subjects of this research were class V students at UPT SDN 014 Kumantan, totaling 16 students consisting of 8 male students and 8 female students. The classroom action research model consists of 2 cycles each cycle contains four steps, namely: Planning, Action or actions, observation and reflection.

Accurate and complete data is very necessary in a research process, so to obtain this data various data collection techniques are needed. Data collection techniques used in this research used observation, interviews, tests, questionnaires and documentation. Meanwhile, the data analysis technique used is using qualitative analysis techniques and quantitative analysis techniques.

Calculate the results of problem solving abilities based on the level of mastery reaching the predetermined classical completeness criteria, namely 80%. This means that a minimum of 80% of all students in one class must achieve the minimum completeness criteria set for problem solving abilities. If less than 80% of students achieve these criteria, then the results of students' problem solving abilities are considered classically incomplete and n requires corrective or remedial action.

RESULTS AND DISCUSSION

The results and discussion in this research can be seen from the comparison of reading aloud skills students' learning before action, cycle I, and cycle II in learning teaching using picture story media. Students' low problem-solving abilities can be seen from the predetermined problem-solving ability indicators that have not been achieved. The initial data problem solving abilities students in class V UPT SDN 014 Kumantan can be seen in the table 1.

Tabel 1. Results of Cycle I Students' Problem Solving Ability

Awesomeness	Cycle I	
	Meeting I	Meeting I
The number of students	16	16
Average	53,4	61,1
Category	Low	Low
Completed Students	1 (6%)	4 (25%)
Students Incomplete	15 (94%)	12 (75%)

Source: 2024 Research Data Processing Results

The table provided shows data on learning outcomes in Cycle I, which consists of two meetings. At Meeting I, the number of students was 16 people with an average problem solving ability score of 53.4 which was in the low category. Only 1 student (6%) completed the minimum completion criteria, while 15 students (94%) did not complete it. At Meeting II, the number of students remained 16 people with the average problem solving ability score increasing to 61.1, although it was still in the low category. The number of students who completed increased to 4 students (25%), but there were still 12 students (75%) who had not completed. Overall, the results in Cycle I show that students' problem solving abilities are still low, with the percentage of classical ketun not reaching the specified 80% criteria. This indicates the need for corrective or remediation action to improve students' mathematical problem solving abilities.

Apart from problem solving abilities, this research also observed students' self-efficacy or self-confidence. In Cycle I, the results of observations of students' *self-efficacy* can be seen in the following table. The results of observations from the cycle I self-efficacy questionnaire can be seen in the table 2

Tabel 2. Questionnaire Results *Self-efficacy* Mathematics Cycle I

Information	Rated aspect			
	Level **(Tingkatan)**		***Strength*** **(Kekuatan)**	***Generality*** **(Keluasan)**
	Students' beliefs about the characteristics of Mathematics	**Students' confidence in themselves**	**Student confidence in the learning process**	**Students' beliefs about the usefulness of Mathematics**
Percentage	63%	63%	69%	66%
Average	65%			
Category	Low			

Source: 2024 Research Data Processing Results

The assessment results show that overall, the average student confidence in learning mathematics is in the low category, namely 65%. If we look at each aspect, the lowest percentage of students' confidence is in the aspects of confidence in mathematical characteristics and confidence in themselves, m foreign each at 63%. Meanwhile, for the aspects of belief in the learning process and belief in the usefulness of mathematics, they were 69% and 66% respectively.

After knowing the results of students' problem solving abilities in Cycle I, the researcher carried out and corrective actions in Cycle II to improve these results. The improvement efforts made in Cycle II proved successful, as seen from the increase in students' problem solving abilities. To improve the results of students' problem solving abilities in Cycle I, then continue with Cycle II. The results of Cycle II students' problem solving abilities can be seen in table 3 below.

Table 3. Results of Cycle II Students' Problem Solving Ability

Awesomeness	Cycle I	
	Meeting I	Meeting I
The number of students	16	16
Average	72,8	81,3
Category	Pretty good	Good
Completed Students	12 (75%)	15 (94%)
Students Incomplete	4 (25%)	1 (6%)

Source: 2024 Research Data Processing Results

In Cycle II, data was obtained from two meetings. At Meeting I, the number of students who took the test was 16 people. The average score for students' problem solving abilities at this meeting was 72.8, which is included in the quite good category. Of the 16 students, there were 12 students (75%) who succeeded in achieving the k completion criteria, while 4 students (25%) still did not complete it. At Meeting II, the number of students remained 16 people. The average score of students' problem solving abilities increased to 81.3 and was included in the good category. The percentage of completion is also increasing, namely 15 students (94%) succeeded in reaching the completion criteria, while only 1 student (6%) did not complete. The results in Cycle II show a significant improvement compared to the previous Cycle I. The average score and percentage of students' completion increased quite well. This indicates that the improvement efforts made in Cycle II were successful in improving students' mathematical problem solving abilities.

After making improvement efforts in Cycle II and seeing the increase in students' problem-solving abilities, the researcher also observed *self-efficacy* or students' self-confidence during the learning process. The results of observations of students' *self-efficacy* in Cycle I have been described previously. Next, to see the development of students' n self-efficacy, the researcher made observations again in Cycle II. The results of observations of students' *self-efficacy* questionnaires in Cycle II can be seen in the table 4

Table 4. Questionnaire Results *Self-efficacy* Mathematics Cycle I

	Rated aspect			
	Level **(Tingkatan)**		***Strength*** **(Kekuatan)**	***Generality*** **(Keluasan)**
Information	**Students' beliefs about the characteristics of Mathematics**	**Students' confidence in themselves**	**Student confidence in the learning process**	**Students' beliefs about the usefulness of Mathematics**
Percentage	76%	73%	87%	81%
Average	79%			
Category	Currently			

Source: 2024 Research Data Processing Results

Table 4 above describes the results of observing student self-efficacy in Cycle II which includes four aspects assessed, namely students' beliefs in the characteristics of Mathematics, students' beliefs in themselves, students' beliefs in the learning process, and students' beliefs in the usefulness of Mathematics. From the data presented, it is known that the highest percentage of student self-efficacy is found in the aspect of student confidence in the learning process, namely 87%. Meanwhile, the lowest percentage was in the aspect of students' confidence in themselves, namely 73%. Overall, the average student self-efficacy in Cycle II reached 79%, which is included in the medium category. These findings indicate that the improvement efforts made in Cycle II not only improved students' problem solving abilities, but were also able to increase students' self-efficacy or self-confidence in learning Mathematics.

Application of the SSCS Model Based on Local Wisdom in Improving the Mathematical Problem Solving Ability of Class V Students at UPT SDN 014 Kumantan. Based on the results of research that has been carried out, it can be seen that the application of the SSCS (Search, Solve, Create, and Share) learning model based on local wisdom can improve the mathematical problem solving abilities of class V students at UPT SDN 014 Kumantan. In cycle I, the percentage of completeness of students' mathematical problem solving abilities reached 25%, which was in the poor category. This shows that students' initial abilities in solving mathematical problems are still low. However, after implementing the SSCS learning model based on local wisdom, there was a significant increase in cycle II, with a completion percentage reaching 94%, which is in the quite good category.

Apart from that, the application of this learning model also has a positive impact on students' self-efficacy or confidence in solving mathematical problems. The results of the self-efficacy questionnaire in cycle I showed an average of 65% in the poor category, while in cycle II it increased to 79% in the moderate category. This increase occurred in all aspects of self-efficacy, such as confidence in one's abilities, confidence in the strategies used, and confidence in the efforts made.

The increase in students' mathematical problem solving abilities is caused by several factors. First, the SSCS learning model provides opportunities for students to be actively involved in the learning process. Through the stages in the SSCS model, students are trained to search for information, solve problems, create solutions, and present the results of their work. This trains students' critical and creative thinking skills in solving mathematical problems. Second, integrating local wisdom in mathematics learning provides a more meaningful context for students. Local wisdom used in learning, such as traditional games, folklore and local community activities, helps students understand mathematical concepts more easily. Apart from that, the use of local wisdom can also increase students' self-confidence and motivation in learning mathematics.

Thus, the application of the SSCS learning model based on local wisdom has proven to be effective in improving the mathematical problem solving abilities of class V students at UPT SDN 014 Kumantan. Through a student-centered approach and integrating local wisdom, students can develop critical and creative thinking skills, and gain a more meaningful understanding of mathematics.

CONCLUSION

Based on the results of research that has been carried out, it can be concluded that the application of the SSCS *(Search*, *Solve*, *Create*, *and Share)* learning model based on local wisdom can improve the mathematical problem solving abilities of class V students at UPT SDN 014 Kumantan. In cycle I, the percentage of students' mathematical problem solving skills and ability reached 25%, which was in the poor category. However, in cycle II, there was a significant increase with the completion percentage reaching 94%, which was included in the good category. This shows that the application of the SSCS learning model based on local wisdom is effective in improving students' mathematical problem solving abilities. Apart from that, the application of this learning model also has a positive impact on *self-efficacy* or students' self-confidence in solving mathematical problems. The results of the self-efficacy questionnaire in cycle I showed an average of 65% in the poor category, while in cycle II it increased to 79% in the moderate category. This increase occurs in all aspects of *self-efficacy*, such as confidence in one's abilities, confidence in the strategies used, and confidence in the efforts made. Thus, it can be concluded that the application

of the SSCS learning model based on local wisdom has proven to be effective in improving mathematical problem solving abilities and *self-efficacy* class V students at UPT SDN 014 Kumantan.

ACKNOWLEDGMENT

The author realizes that this scientific article is still far from perfect. Therefore, the author is very open to suggestions and criticism that build to improve and develop further research. Hopefully this scientific article can provide a useful contribution to the progress of mathematics education. The author would like to thank the attention and support of all parties who have helped in completing this article. Hopefully the author's hard work can be useful for the development of science and improving the quality of learning in the future.

REFERENCES

Adni, D. N., Nurfauziah, P., & Rohaeti, E. E. (2018). Analisis Kemampuan Koneksi Matematis Siswa SMP Ditinjau dari Self Efficacy Siswa. *Jurnal Pembelajaran Matematika Inovatif*, *1*(5), 957–964.

Amam, A. (2017). Penilaian Kemampuan Pemecahan Masalah Matematis Siswa Smp. *Teorema*, *2*(1), 39. https://doi.org/10.25157/.v2i1.765

Diani, R., Herliantari, H., Irwandani, I., Saregar, A., & Umam, R. (2019). Search, Solve, Create, and Share (SSCS) Learning Model: The Impact on the Students' Creative Problem-Solving Ability on the Concept of Substance Pressure. *Jurnal Penelitian Fisika dan Aplikasinya (JPFA)*, *9*(1), 65. https://doi.org/10.26740/jpfa.v9n1.p65-77

Dwiyani, S., Syaiful, S., & Haryanto, H. (2021). Pengaruh Model Pembelajaran PACE (Project, Activity, Cooperative Learning, Exercise) Terhadap Kemampuan Pemecahan Masalah Matematis Ditinjau Dari Gaya Belajar Peserta Didik. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *5*(2), 1675–1686. https://doi.org/10.31004/cendekia.v5i2.672

Fitriani, R. N., & Pujiastuti, H. (2021). Pengaruh Self-Efficacy Terhadap Hasil Belajar Matematika. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *5*(3), 2793–2801. https://doi.org/10.31004/cendekia.v5i3.803

Lestari, N., Zakiah, N. E., & Solihah, S. (2022). Analisis Kemampuan Koneksi Matematis Siswa Sma Ditinjau Dari Self-Efficacy. *J-KIP (Jurnal Keguruan dan Ilmu Pendidikan)*, *3*(1), 93. https://doi.org/10.25157/j-kip.v3i1.6738

Marta, R. (2017). Peningkatan Hasil Belajar Matematika Dengan Model Kooperatif Tipe Think Pair Share Di Sekolah Dasar. *Jurnal Cendekia: Jurnal Pendidikan Matematika*, *1*(2), 74–79.

Maulyda, M. A., Nurmawanti, I., & Khair, M. S. (2020). Deskripsi Kemampuan Koneksi Matematis Siswa Kelas X Pada Materi Sistem Persamaan Linear Tiga Variabel. *SJME (Supremum Journal of Mathematics Education)*, *4*(1), 1. https://doi.org/10.35706/sjme.v4i1.2026

Meika, I., Ramadina, I., Sujana, A., & Mauladaniyati, R. (2021). Kemampuan Pemecahan Masalah Matematis Siswa Dengan Menggunakan Model Pembelajaran SSCS. *Jurnal Cendekia : Jurnal Pendidikan Matematika*, *5*(1), 383–390. https://doi.org/10.31004/cendekia.v5i1.388

Pratiwi, A. F., & Imami, A. I. (2022). Analisis self-efficacy dalam pembelajaran matematika pada siswa smp. *AKSIOMA : Jurnal Matematika dan Pendidikan Matematika*, *13*(3), 403–410. https://doi.org/10.26877/aks.v13i3.13973

Rosneli, M. R., & Hidayat, A. (2019). *Penerapan Pembelajaran Realistic Mathematics Education (RME) untuk Meningkatkan Kemampuan Pemecahan Masalah Siswa di Sekolah Dasar*. *1*, 70–78.

Saniyah, M. (2018). Efektivitas Model Pembelajaran Mmp Dipadu Dengan Strategi Sscs Terhadap Kemampuan Pemecahan Masalah Siswa Materi Kubus Dan Balok Smp Negeri 5 Batang. *Delta: Jurnal Ilmiah Pendidikan Matematika*, *5*(2), 1. https://doi.org/10.31941/delta.v5i2.468

Sari, M. Y., Rohana, R., & Ningsih, Y. L. (2019). Pengaruh Model Pembelajaran Search Solve Create and Share (Sscs) Terhadap Kemampuan Pemecahan Masalah Matematis Siswa Smp Negeri 28 Palembang. *Jurnal Perspektif Pendidikan*, *13*(2), 92–102. https://doi.org/10.31540/jpp.v13i2.611

Sunaryo, Y. (2017). Pengukuran Self-Efficacy Siswa Dalam Pembelajaran Matematika Di Mts N 2 Ciamis. *Teorema : Teori dan Riset Matematika*, *1*(2), 39. https://doi.org/10.25157/teorema.v1i2.548

Syahraini, S. A. (2023). Kemampuan Guru Dalam Mengembangkan Media Pembelajaran Berbasis Kearifan Lokal Pada Kurilukum Merdeka Belajar Di Tk It an-Nafis Teluk Mengkudu. *Jurnal Pendidikan dan Keguruan*, *1*(8), 705–710.

Tohir, M. (2019). Hasil PISA Indonesia Tahun 2018 Turun Dibanding Tahun 2015 (Indonesia's PISA Results in 2018 are Lower than 2015). *Open Science Framework*, *2*(January), 1–2.

Witarsa, R. (2022). *Penelitian Pendidikan*. Deepublish.

Zulfatunisa, Z. (2020). *Perbedaan Kemampuan Pemahaman Konsep dan Pemecahan Masalah Matematis Siswa yang Diajar dengan Model Make a Match dan Problem Based Learning di Kelas X MAS Pondok Pesantren Darul Qu'ran Deli Serdang (Doctoral dissertation, Universit*.