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Analysis Of Student Difficulty In Completing Polygon Area's Problem In SD Negeri 200221 Silandit Padangsidimpuan

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Abstract Mathematics is an activity related to numbers, One's life certainly inseparable from the application of mathematics itself, both in theory and practice. Problem solving is the most important subject in learning mathematics. However, it is a complex process with many components. One of them is the difficulty experienced by students in solving polygon area problems. Students have difficulty finding two shapes in a polygon. It is difficult for students to find unknown quantities because students do not know how to solve the given problem. Therefore, the teacher is obliged to guiding students from start to finish, so that students know how to solve math problems well. In this paper, the researcher would like to describe the difficulties faced by students VI at SD Negeri 200221 Silandit, Padangsidimpuan
Keywords: Difficulty, Mathematics, Polygon

INTRODUCTION

Mathematics is an activity related to numbers, one's life certainly inseparable from the application of mathematics itself, even in theory or practice. Almost any job want workers to have mathematical knowledge and skills, so Students must be equipped with sufficient mathematical abilities to be able to do so efficient and competitive in the era of technology and information as it is today.

Problem solving is the most important subject in learning mathematics. However, it is a complex process with many components. One of them is the difficulty experienced by students in solving polygon area problems. Students have difficulty finding two shapes in a polygon. It is difficult for students to find unknown quantities because students do not understand the problems presented. Therefore, the teacher is obliged to guide students from start to finish. Finally, students are able to solve the problem correctly.

Various learning theories are designed in such a way in the process of learning mathematics, i.e. like Vygotsky's theory of constructivism. Vygotsky assumed that learning would be implemented effectively and efficiently if the child does the learning properly cooperate with other children in conditions and environmental conditions that provide support (supportive), of course under the guidance of someone who is more competent, both teachers as well as adults. In mathematics, constructivism has been widely studied, applied, and tested in classes that have differences in each. With these various experiments, it has produced many results at various angles viewpoints that influence development, modification, and innovation in learning.

In this article the author wants to discuss the analysis of the difficulties of sixth grade elementary school students (SD Negeri) 200221 Silandit, Padangsidempuan in solving polygon area problems which is contained in the Erlangga publisher package book used by the teacher as a book Handbook and reference for class VI students at SD Negeri 200221 Silandit, Padangsidempuan.

METHOD

The method used by a teacher in class VI at SD Negeri 200221 Silandit, Padangsidempuan still use conventional methods. Teacher explains briefly then give examples and students work on practice questions 1 material the polygonal area of a flat shape in the Erlangga publisher's book as a teacher's handbook and student. With the number of students who conducted the research as many as 33 students there were 17 male students and 16 female students.

Meanwhile, the research method used by researchers is a research method by using descriptive analysis. Descriptive analysis is a research method with how to collect data in accordance with the actual then these data compiled, processed and analyzed to be able to provide an overview of the problems involved There is. With the problems found by researchers in the field and provide alternative offers improvement of mathematics learning problems..

RESULT AND DISCUSSION

Mathematical thinking ability, especially in higher order mathematical thinking really needed by students, linked to the needs of students to be able solve problems faced by students in everyday life. There are many thinking skills which certainly can raise the level of one's processing intelligence for example critical thinking skills, creative thinking skills, and skills organizing the brain as well as analytical skills.

Critical thinking skills are needed in carrying out a job and when solving problems that exist around students' everyday environment, It is clear that students must be provided with the ability to think critically qualified. So, on the ability to think specifically related to activity mathematics requires special attention to the process of learning mathematics.

Critical thinking (Dwyer: 2014) is described as a metacognitive process, takes the form of a number of sub-skills (eg analysis, evaluation, inference and judgment reflective) when used according to use, allows adding a logical conclusion to an argument or a solution to the problem at hand. Whereas according to Adek (2017: 3) Critical thinking is an ability to think at a stage high level (*higher order thinking skills*). The application of higher order thinking studies is able to assess evidence, play logic and find imaginative alternatives to an idea conventional. The characteristics of critical thinking skills, namely: (1) Ability to analyze (*Analysis*), (2) Ability to evaluate (*Evaluation*), (3) Ability to conclude (*Inference*), and (4) Ability to make reflective judgments (Adek, 2017: 4).

In addition to the ability to think critically is also important if students have the ability to think creative in solving math problems. Ghufon & Rini (2014: 101) states that the ability to think creatively has a key role in life because creativity is the main source of human resources that can drive human progress in a variety of

exploration, development, and There are also many new discoveries in the field of science and technology (IPTEK).human endeavor. The ability to think creatively is prioritized in developing a person's potential and solving problems obtained in everyday life.

If there is no ability to think creatively, the human individual is unable to invent alternative answers in taking solutions to problems until the possibility is not found progress in human life. Ability to think creatively increase understanding and sharpen the parts of the brain associated with pure cognitive. If a person's creative thinking ability has developed then it will give birth to ideas (ideas), find interrelated relationships, create and produce imagination, and have different points of view on something. Student who have high creative thinking skills will tend to feel challenged and interested in solving various problems in learning.

Based on the characteristics of students' critical thinking skills above, the facts found in schools, not in accordance with the expectations of teachers and researchers. The results of tests conducted in class VI at Silandit 200221 Public Elementary School, Padangsidempuan, it was seen that many students were getting grades low due to low students' critical thinking skills and apparently not yet develop. The results of this low ability to think critically and creatively in mathematics can be noticed by looking at the answers of students' results when solving problems mathematics in schools that are still in the low category under the KKM.

It can be seen in Table 1 from the results of the math test questions which total 5 questions as following:

Table 1 Result of Math Test

No	Student Code	Test Score
1	001	40
2	002	30
3	003	20
4	004	70
5	005	70
6	006	70

No	Student Code	Test Score
7	007	80
8	008	80
9	009	70
10	010	60
11	011	60
12	012	50
13	013	50
14	014	60
15	015	60
16	016	60
17	017	80
18	018	80
19	019	80
20	020	100
21	021	50
22	022	90
23	023	30
24	024	30
25	025	30
26	026	20
27	027	80
28	028	90
29	029	20
30	030	10
31	031	10
32	032	20
33	033	90
Amount		1840
Average		55,15

It can be seen from the data above that only one student obtained 100 test results students with code 020, students who obtained test results 90 there were 3

students with code 028,022,033, students who obtained test results 80 there were 6 students with code 007,008,017,018,019,027, while there were 5 students who obtained 70 test results students with code 004,005,006,009.

Then obtained students who obtained scores under the Completeness Criteria Minimum (KKM) for polygonal area material at SD Negeri 200221 Silandit, Padangsidempuan there are 2 students who get test results 10 with code 030.031, students who obtained 20 test results, there were 4 students with code 003,026,029,032, students who obtained 30 test results, there were 4 students with code 002,023,024,025, students who obtained 40 test results, there was 1 student with code 001, the student who obtained the results test 50 there are 3 students with code 012,013,021, students who get test results 60 there are 5 students with code 010,011,014,015,016. Further details can be seen from Table 2 contains math problems that are difficult for students to solve as follows:

Tabel 2

No	No Question	Many Students	Category
1	1	7	False
		26	True
2	2	18	False
		17	True
3	3	20	False
		13	True
4	4	20	False
		13	True
5	5	31	False
		2	True

It can be seen from the data above that there are 7 students in number 1 students are false in doing it and 26 people are true, than in number 2 are 18 students are false and only 17 people are true, in number 3 are 20 students are false and only 13 people are true next, 20 students with the most difficulties in number 4 students are false in doing it and only 13 people are true, whereas in question no 5 there were 31 students who were false in working on the questions there were also as many as 2 students who true solve the problem. So it can be concluded that

students have difficulty in solving problems regarding the area of polygons in class VI elementary school Country 200221 Silandit, Padangsidempuan.

CONCLUSION

Problems in mathematics are often in the form of questions that must be answered as well students solved. There are many students have difficulties when solving problems mathematics, especially math problems on polygonal material that has been described above.

It is known that children in elementary school age are very effective children to develop various kinds of potential possessed by children. In this phase development and growth of children, such as physical, psychological, emotional, social, or cognitive in children has developed optimally. Known improvement Cognitive knowledge of children in the age range of seven to twelve years lies in stages concrete operational is the child increases the knowledge of the concept by using various concrete objects around the child. Therefore, the roles of fathers, mothers, families and teachers have such an important role to help the development of the best potential that is in the child.

Increasing the growth and development of the child's potential must also match the characteristics each child's abilities. It is known that children at elementary school age are the age of the child which of course is in the stage of learning as well as playing. So that's the role As a teacher, you must be able to explain various materials according to your needs increasing the potential development of a student. Teachers certainly need to know various ways a way that can make it easier for teachers when explaining material, especially broad mathematics material many areas so that students can easily understand the material being taught it.

Every teacher should make every effort to help students to be can reason on learning mathematics. Students can hone an increase in reasoning critical and creative students when using a systematic process of learning mathematics. By Therefore, teachers must be able to design good teaching materials, so that students, can catch the subject matter and can also reason well. On process learning, students will accept mathematics teaching material firmly and understand to communicate in the language of mathematics. This is a good opportunity for the students in learning good and correct mathematical communication and reasoning with appropriate expression. If the father, mother, family and teachers are able to prepare the process quality mathematics teaching, it is assumed that these students will have critical, active, and creative reasoning. Of course, this forces all elements that support the development of students' cognitive abilities to learn continuously.

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