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CRAFTING COMPETENCE: ADVANCING MATHEMATICAL ABSTRACTION SKILLS THROUGH ORIENTED LEARNING DEVICES AND MODEL ELICITING ACTIVITIES FOR SMK STUDENTS

Muhammad Iqbal
Department of Mathematic Education, Nusantara Muslim University of AL Wasliyah, Indonesia

Abstract
This research focuses on the development and implementation of oriented learning devices using Model Eliciting Activities (MEAs) to enhance the mathematical abstraction skills of students in Sekolah Menengah Kejuruan (SMK), or Vocational High Schools. The study involves the design, implementation, and evaluation of instructional materials that leverage MEAs to engage students in real-world problem-solving scenarios. Through a series of structured activities, students are guided to formulate and refine mathematical models, fostering improved abstraction abilities. The research aims to assess the effectiveness of this pedagogical approach in enhancing students' mathematical abstraction skills and its potential implications for vocational education.

Keywords Mathematical Abstraction, Model Eliciting Activities, Oriented Learning Devices, SMK Students, Vocational Education, Problem-Solving, Pedagogical Innovation, Skill Enhancement, Real-World Scenarios, Educational Technology.

INTRODUCTION

In the ever-evolving landscape of education, particularly within Sekolah Menengah Kejuruan (SMK) or Vocational High Schools, the cultivation of advanced mathematical abstraction skills holds paramount significance. As we navigate the demands of a dynamic and competitive world, the ability to abstract mathematical concepts and apply them to real-world scenarios becomes a cornerstone for success. This research embarks on a journey to enhance the mathematical abstraction skills of SMK students through the development and implementation of oriented learning devices employing Model Eliciting Activities (MEAs).

Vocational education is uniquely positioned to equip students with practical skills and competencies essential for their future careers. However, the cultivation of mathematical abstraction often requires a pedagogical approach that goes beyond traditional methods. MEAs, which involve engaging students in real-world problem-solving situations, provide a promising avenue for fostering abstraction skills in a contextually relevant manner. By utilizing MEAs within oriented learning devices, this research seeks to create a dynamic and interactive learning environment that aligns with the vocational focus

of SMK education.

The integration of MEAs into oriented learning devices aims to guide students through structured activities, encouraging them to formulate and refine mathematical models to address authentic challenges. This approach not only enhances their abstraction skills but also provides a bridge between theoretical mathematical concepts and practical applications in their chosen vocational fields. Through this research, we aim to evaluate the effectiveness of MEA-based oriented learning devices in advancing the mathematical abstraction skills of SMK students and explore the potential implications for pedagogical innovation in vocational education. The journey unfolds with the aspiration to empower students with the competence to abstract and apply mathematical knowledge, contributing to their success in both academic pursuits and future vocational endeavors.

METHOD

The process of advancing mathematical abstraction skills among SMK students through oriented learning devices and Model Eliciting Activities (MEAs) involves a carefully orchestrated series of steps aimed at creating an engaging and effective learning experience. The initial phase focuses on a thorough needs assessment, utilizing surveys, interviews, and curriculum reviews to pinpoint specific challenges in mathematical abstraction faced by SMK students. Building upon these insights, a curriculum is meticulously crafted to integrate MEAs and oriented learning devices, aligning with the vocational nature of SMK education.

The design of the oriented learning devices follows, incorporating interactive modules, multimedia resources, and hands-on activities. These devices are tailored to cater to diverse learning styles while ensuring compatibility with the technological infrastructure available in SMK settings. Subsequently, a pilot implementation is conducted, involving a select group of students to gather valuable feedback and make necessary adjustments to enhance the curriculum and devices.

The refined materials are then fully implemented on a broader scale, and the impact on students' mathematical abstraction skills is rigorously evaluated through pre- and post-assessments, performance tasks, and continuous feedback mechanisms. Both quantitative and qualitative data are collected, offering a comprehensive understanding of the effectiveness of MEAs and oriented learning devices. The final phase involves a thorough analysis of the collected data, incorporating statistical methods and qualitative coding techniques, to draw meaningful conclusions about the success of the intervention in advancing the mathematical abstraction skills of SMK students. This iterative and systematic process ensures a holistic exploration of the educational approach, fostering continuous refinement for optimal learning outcomes.

The research methodology for advancing mathematical abstraction skills among SMK students through oriented learning devices and Model Eliciting Activities (MEAs) involves a structured and iterative process.

Needs Assessment:

The initial phase comprised a comprehensive needs assessment to identify the specific challenges and learning gaps related to mathematical abstraction skills among SMK students. Surveys, interviews, and a review of existing curriculum materials were employed to ascertain the baseline competency levels and pinpoint areas requiring improvement.

Curriculum Development:

Based on the needs assessment, a tailored curriculum was developed, integrating MEAs and oriented learning devices. The curriculum design aimed to align with the vocational focus of SMK education, ensuring relevance to real-world scenarios. MEAs were strategically embedded to engage students in practical problem-solving tasks, promoting the abstraction of mathematical concepts within the context of their chosen vocational fields.

Design of Oriented Learning Devices:

The oriented learning devices were meticulously designed to facilitate the integration of MEAs into the learning process. These devices included interactive modules, multimedia resources, and hands-on activities geared towards providing students with a dynamic and immersive learning experience. Special attention was given to ensuring that the devices catered to diverse learning styles and accommodated the technological infrastructure available within the SMK setting.

Pilot Implementation:

A pilot implementation phase was conducted to assess the feasibility and effectiveness of the developed curriculum and oriented learning devices. A select group of SMK students participated in the pilot, engaging with the MEAs and oriented learning devices over a specified period. Feedback was collected through observations, surveys, and focus group discussions to refine and enhance the materials based on the students' experiences.

Full-Scale Implementation and Evaluation:

Following the pilot phase adjustments, the full-scale implementation was carried out, involving a broader group of SMK students. The effectiveness of the MEAs and oriented learning devices in advancing mathematical abstraction skills was evaluated through pre- and post-assessments, performance tasks, and continuous feedback mechanisms. Both quantitative and qualitative data were collected and analyzed to measure the impact on students' abstraction abilities.

Data Analysis and Reflection:

The collected data underwent thorough analysis, employing both quantitative statistical methods and qualitative coding techniques. The analysis aimed to identify trends, patterns, and areas of improvement. Findings were critically reflected upon to draw conclusions regarding the success of the MEA-based oriented learning devices in enhancing mathematical abstraction skills among SMK students.

This methodological approach, from needs assessment to full-scale implementation and evaluation, ensures a systematic exploration of the effectiveness of MEAs and oriented learning devices in advancing the mathematical abstraction skills of SMK students. The iterative nature of the process allows for continuous refinement and optimization based on ongoing feedback and reflections.

RESULTS

The implementation of Model Eliciting Activities (MEAs) within oriented learning devices to enhance mathematical abstraction skills among Sekolah Menengah Kejuruan (SMK) students yielded compelling results. Pre- and post-assessment data, performance tasks, and continuous feedback mechanisms provided insights into the impact of the intervention. The results indicate a significant improvement in students' mathematical abstraction abilities, as evidenced by enhanced problem-solving skills and a deeper understanding of mathematical concepts within the context of their vocational fields.

DISCUSSION

The positive outcomes observed in the results underscore the effectiveness of MEAs and oriented learning devices in fostering mathematical abstraction skills among SMK students. The integration of practical problem-solving scenarios within the curriculum proved instrumental in bridging the gap between theoretical concepts and real-world applications. The interactive nature of oriented learning devices engaged students in a dynamic learning process, promoting active participation and a deeper conceptual understanding.

The discussion delves into the various factors contributing to the success of the intervention. The alignment of the curriculum with the vocational focus of SMK education played a crucial role, making the learning experience more relevant and applicable to students' chosen fields. The iterative design, informed by pilot implementation feedback, ensured that the materials were tailored to the unique learning environment of SMK settings.

CONCLUSION

In conclusion, the research on advancing mathematical abstraction skills through oriented learning devices and MEAs for SMK students demonstrates the potential for transformative pedagogical approaches in vocational education. The positive results affirm the efficacy of incorporating practical problem-solving activities and interactive learning tools to enhance abstraction skills. The tailored curriculum, designed to resonate with the vocational context, showcases the importance of relevance in educational interventions.

The research not only contributes to the academic discourse on effective teaching methods but also provides practical implications for educators and curriculum designers in the SMK setting. The success of this intervention opens avenues for further exploration and expansion of MEAs and oriented learning devices in diverse educational contexts. As we navigate the evolving landscape of education, the findings from this research offer valuable insights into fostering competence and abstraction skills among SMK students, aligning with the broader goal of preparing them for successful futures in their chosen vocational paths.

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