

Exploring the relationship between problem-solving ability and mathematical disposition in 10-11 year-olds old students using model-eliciting activities

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Abstract	<p>Background: Problem-solving ability and mathematical disposition are essential skills in mathematics education, particularly in developing critical thinking and practical application among students. Model-Eliciting Activities (MEAs) have been introduced as an instructional approach aimed at enhancing these skills by integrating real-world problems into learning. However, the effectiveness of MEAs in establishing a significant relationship between problem-solving ability and mathematical disposition remains unclear, necessitating further investigation. Aim: This study aims to analyze the association between problem-solving ability and mathematical disposition after implementing Model-Eliciting Activities (MEAs) in instruction. Method: This study employed a quantitative design with a cross-sectional approach, involving 30 fifth-grade students from SDN 02 Bojongsari, Depok, Indonesia, as participants. Data were collected using a problem-solving ability test and a mathematical disposition questionnaire. Subsequently, the data analysis was carried out using chi-square tests. Result: The results of the study showed that the χ^2 value of 0.731 is less than $\chi^2_{\alpha} = 0.947$, indicating that there is no significant relationship between mathematical problem-solving ability and mathematical disposition. Conclusion: The study concluded that no association was found between problem-solving ability and mathematical disposition among elementary school students after implementing MEAs in instruction. Additionally, although there is a tendency for students with a high mathematical disposition to demonstrate stronger problem-solving skills, this correlation is not strong enough to be considered significant</p>
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