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by dodu mulyadi

General metrics

18,432

characters

2,634

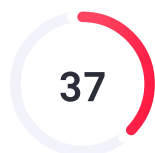
words

237

sentences

10 min 32 secreading
time**20 min 15 sec**speaking
time

Score



This text scores better than 37%
of all texts checked by Grammarly

Writing Issues

300

Issues left

205

Critical

95Advanced

Plagiarism



This text seems 100% original. Grammarly found no matching text on the Internet or in ProQuest's databases.

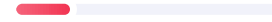
Writing Issues

232

Correctness

31

Misspelled words



6

Unknown words



1

Incomplete sentences



1

Incorrect verb forms



152

Improper formatting



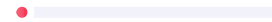
20

Punctuation in compound/complex sentences



6

Determiner use (a/an/the/this, etc.)



5

Comma misuse within clauses



1

Wrong or missing prepositions



2

Incorrect noun number



3

Confused words



3

Faulty subject-verb agreement



1

Pronoun use

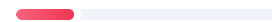


34

Engagement

34

Word choice



33

Clarity

21

Passive voice misuse



7

Intricate text



4

Wordy sentences



1

Hard-to-read text



1

Delivery

1

Inappropriate colloquialisms



Unique Words

Measures vocabulary diversity by calculating the percentage of words used only once in your document

19%unique words

Rare Words

Measures depth of vocabulary by identifying words that are not among the 5,000 most common English words.

35%rare words

Word Length

Measures average word length

4.8characters per word

Sentence Length

Measures average sentence length

11.1words per sentence

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LEARNING REFLECTION ON BASIC MATHEMATICAL SUBJECT IN HIGHER
EDUCATION AS THE FINAL STAGE OF LESSON STUDY IMPLEMENTATION

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Abstract

Students often have math anxiety which² results in low learning outcomes. Giving story questions turned out to raise student's difficulties in solving problems, including identifying elements that are known, asked, and adequacy of elements^{3 4}, and making mathematical models of story problems. This⁵ indicates that the problem- solving ability of non-mathematics major⁶ students in basic mathematics courses is low. Lesson Study Learning based on character education can facilitate the acquisition⁷ of solutions to the above^{9 10} problems. The most¹¹ important¹² stages in lesson study are stages of reflection (see), in which the stages are stated^{13 14} all findings in learning are then given input in order to¹⁵ improve learning¹⁶. This study uses the descriptive method with a qualitative approach. The activity carried out is to describe the reflection of basic mathematics learning as the final stage of the lesson study implementation. The research variable is in the form of a dependent variable, such as students' problem solving¹⁷ abilities and independent variables, namely student activity and creativity. It was obtained¹⁸ an average problem solving¹⁹ ability of 81.52. While the students' activeness with an average of 83.4 categories is very active and²⁰ the average²¹ of students' creativity is 81.3 with a very good²² category²³. The character building for students, such as honesty, discipline, creativity, curiosity, enthusiasm, responsibility, tolerance, hard work, democratic, friendly / communicative²⁴, independent, religious, caring for the environment, and socially concerned. Hopefully, further research can be²⁵ carried out²⁵ to improve abilities understanding's²⁶ student concepts in basic mathematics subjects.

Keywords: lesson study, reflection, basic mathematics

Introduction

Mathematics is a very avoided subject for the majority of students from various levels of education. Mathematical anxiety arises in students who tend to avoid mathematics. Some of the factors that cause mathematics anxiety include unfavorable classroom conditions, weak teacher ability to deliver materials, mathematics also has many formulas, students cannot solve problems (Anditya, 2016). Students cannot solve mathematical problems in daily life is one indicator of a lack of problem solving skills. A common condition in the world of education is learning that still uses traditional learning methods, such as lectures (conventional), expository, or drill that are often applied before the exam. Basic mathematics is one of the basic courses taken by non-mathematics students to support compulsory subjects that require mathematical calculations. The results of interviews with basic mathematics lecturers in non-mathematics majors resulted in the fact that students often have mathematical anxiety which results in low learning outcomes. The supply of story problems turns out to cause difficulties for students in solving problems, including identifying elements, questions, and adequacy of elements, and make mathematical models of story problems. These problems are indicators of problem solving ability (Sumarmo, 2012), which means that problem solving abilities of students in non-mathematics majors in basic mathematics courses are low. The results of learning mathematics, one of which is influenced by problem

solving⁷⁷ abilities⁷⁸ (Novitasari and Leonard, 2017). Understanding the concept raises the lack of activity of students in expressing opinions, student creativity asks⁷⁹, and completes the questions given. This⁸⁰ is what underlies the lack of students' character values.

Lesson Study Learning based on the character⁸¹ education can facilitate the acquisition of solutions to the above problems. The implementation of collaborative⁸² activities⁸³, Lewis (2002) and Hendayana cited by Rustono (2008) mentions there are three stages of learning in lesson study, namely planning (plan), implementing (do), and reflecting⁸⁴ (see). Various things related to

ISBN: 978-602-5614-24-8 Page 1

ISBN: 978-602-5614-24-8

Page 6

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character⁸⁵ designed and implemented in learning basic mathematics courses. This⁸⁶ begins with cognitive value recognition, affective value appreciation, finally to actual⁸⁷ practice of values by students / students⁸⁸ in daily life (Elfindir,⁸⁹ et al,⁹⁰ 2012). Lesson learning can improve students' problem solving⁹¹ skills compared to the use of conventional learning models (Jurniati, 2009). The learning study that is carried⁹² out is a series of learning activities with a character education

approach to improve learning so that goals ⁹³ are achieved. The most ⁹⁴ important stage in lesson study is the stage of reflection (see), wherein at that ⁹⁵ stage all the findings of learning are presented to be given input ⁹⁶ in order to improve ⁹⁷ learning.

The problem becomes the background of the purpose of this study, which is to describe the reflection of basic mathematics learning as the final stage of the implementation of lesson study. ⁹⁸

Method

This study used the descriptive method with a qualitative approach.

Descriptive ⁹⁹ method ¹⁰⁰ is a method used to look for elements, characteristics, characteristics of a phenomenon. This method starts with collecting data, analyzing data ¹⁰¹ and interpreting it (Suryana, 2010). While the qualitative approach is an approach which in the research proposal, process, hypothesis, take to the field, analyze the data and conclude the data up to the writing using trends, ¹⁰² non numerical ¹⁰³ calculations, descriptive situational, in-depth interviews ¹, ¹⁰⁵ and content analysis.

The activity carried out was to describe the reflection of basic mathematics learning as the final stage of the implementation of lesson study. The research variables were in the form of dependent variables, ¹⁰⁶ such as; students' problem solving ^{107,108} abilities and independent variables, namely student ¹⁰⁹ activity and creativity. ¹¹⁰ The data collection used ¹¹¹ observation, questionnaires, and evaluation tests. ¹¹² Observation technique is a complex process, a process that must be composed of various psychological and biological processes (Sugiyono, 2011). ¹¹⁴ Observation techniques are carried out

during the learning process with the main focus is the activity of students in the learning process and problem solving¹¹⁵. The questionnaire is a technique of data collection conducted by giving a set of questions or written statements to the respondent to answer them (Sugiyono, 2011). Researchers measured students' creativity in the implementation of learning. While tests were used¹¹⁶ to measure students' problem solving¹¹⁷ abilities in achieving learning goals.

□ Lesson learning was carried out¹¹⁸ on non- mathematical study programs in basic mathematics courses with problem based learning (PBL) learning^{119 120 121,122 123} methods that were carried out^{124 125 126 127 128 129 130} in four stages with different material at each stage. The material in stage 1^{131 132} was a positive rounded number, the material in stage 2¹³⁴ was the properties of root shape numbers, stage 3¹³⁵ was given the¹³⁶ material of root shape algebraic operations¹³⁷, while stage 4¹³⁸ with the material¹³⁹ rationalized the denominator of the shape¹⁴⁰ of the root.

The students' activeness in learning is observed¹⁴¹ and measured by the learning activeness sheets.

0%  $y < 20\%$

Very passive

20%  $y < 40\%$

passive

40%  $y < 60\%$

Quite active

60%  $y < 80\%$

Active

80%  y 

100%

Very active

Table 1. The Students' Activeness Criteria

Note : y = students' percentage

The amount of students' creativity can be measured by indicators and scoring learning creativity.¹⁴²

Table 2. Students' Creativity Criteria

Coefficient

Interpretation

81% - 100%

Very good

61% - 80%

Good

41% - 60%

Quite

21% - 40%

less

0 % - 20%

Very little

3.Results

Research Result

Lesson learning reflection is given based

on findings during learning activities. The findings and reflections can be seen ¹⁴³ in table ¹⁴⁴ 3 below.

No.

Findings

Reflections Results

1.

Students have no

difficulty in doing LKM and can do it quickly and ¹⁴⁶ precisely.

There are no

significant problems.

Table 3. Findings and Reflection phase 1

2.

Students don't ask

much about the material and questions given. ¹⁴⁷

There needs to be an

interaction ¹⁴⁸ that ¹⁴⁹ begins with the lecturer or questions that can provoke students so that they can bring students active in asking questions.

3.

In doing

observations, observers are still

behind the class.

¹⁵⁰This can disturb the

concentration¹⁵¹ of lecturers in teaching.

Observers should be¹⁵² able to observe the learning process on the side of the class.

The character values that appear in stage 1¹⁵³, consists of honest, disciplined, creative, uplifting, responsibility, hard work, democratic, and independent. The lesson study learning process phase¹⁵⁴ 1 was closed with an evaluation test with an average problem solving¹⁵⁵ ability of 80.5. Referring to the results of reflection phase 1, in this stage 2 learning the lecturer¹⁵⁶ further increased¹⁵⁷ interaction with students and¹⁵⁹ observers observed the learning in addition to the class. The findings and reflection of stage 2¹⁶⁰ can be seen¹⁶¹ in table¹⁶² 4 below.

No.

Findings

Reflections Result

1.

Students discuss the

materials and¹⁶³ there are still some groups that don't¹⁶⁴ understand.

When the discussion

activities, the lecturer must surround the class by looking at¹⁶⁵ and¹⁶⁶ asking about the difficulties of each group. Especially for groups whose group members tend

to be quiet.

Table 4. Findings and Reflection Phase 2

2.

There are two

students who ask about the problems given.

The lecturer can

explain it in front of the class so that all^{168 169 170 171} the students know information about the problems given. The hope is that other students can also ask so there is^{172 173} reciprocity and feedback in the class.

3.

There are some

students who do not pay attention to the lecturer when explaining.

There are several

factors that cause students not to pay attention¹⁷⁴. These factors include a learning model that must be changed because it is less pleasant or a factor of¹⁷⁵ the student¹⁷⁶ itself. In the future, maybe the learning model^{177 178} can be varied with games or other fun things.

4.

There are ¹⁷⁹3 groups

that are not discussing because one of the members seems lazy to work on the MFI and assigns the task to ¹⁸⁰other group members.

In this case the

¹⁸¹lecturer must act decisively, especially for students who submit their assignments ¹⁸²to other groups. The lazy student can be appointed to present the results of the discussion with the group.

The character values that appear in stage 2, which are honest, disciplined,
creative, curiosity, ¹⁸³hard work, and independent. ¹⁸⁴As in ¹⁸⁵stage 1, stage 2 learning ended with an evaluation test with an average ¹⁸⁶problem solving ability of 81.2.

The results of reflection stage 2 were applied in stage 3 to improve learning, including lecturers pointing to students who seemed lazy to present it in front of the class. The findings and reflections in step 3 can ¹⁸⁷be seen in the following table.

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No.

Findings

Reflections Results

1.

¹⁸⁹Students experience

difficulties when given the problem of root shape addition operations. For
example¹⁹⁰ when given
a question $\sqrt{\quad} \sqrt{\quad}$,
many still answer¹⁹¹ ¹⁹²
with $\sqrt{\quad}$ ¹⁹³ . While the
answer should be
 $\sqrt{\quad} \sqrt{\quad}$.

This¹⁹⁴ shows a lack of understanding of the¹⁹⁵ material concept of root-form
algebraic operations. Material deepening is needed to bridge the¹⁹⁶ ¹⁹⁷ ¹⁹⁸ ¹⁹⁹ problem. In
the learning process, lecturers can provide material before giving²⁰⁰ problems to²⁰¹
be discussed.

2.

There is a tendency
to copy answers from other groups

3.

There are 3²⁰² groups
whose answers are all wrong

4.

Lack of
collaboration in groups

Table 5. Findings and Reflections Phase 3

□3. ²⁰³ Students are more ²⁰⁴ active in expressing opinions during the learning process.

The character values that appear in stage 3 ²⁰⁵ consists ²⁰⁶ of creative, curiosity, enthusiasm, responsibility, tolerance, hard work, and democratic. Stage 3 learning ended with an evaluation test with an ²⁰⁷ average problem solving ability ^{208,209} of 80.75. ²¹¹ The results of the reflection in stage 3, namely the deepening of the material ²¹² was implemented in stage 4, before the implementation of PBL learning with a ²¹³ character education approach, ²¹⁴ given an ²¹⁵ explanation of the material ^{216,217} rationalizing the root form denominator by the lecturer. The findings and reflections in stage 4 can ²¹⁸ be seen in the following table.

No.

Findings

Reflection Results

1.

Students begin to

understand the concept of root form and ²¹⁹ problem solving.

Improved learning occurs that can foster activeness, creativity, and problem-solving abilities to increase.

2.

Students are more

creative in asking questions and discussing solving problems because they²²⁰ have received²²¹ an explanation beforehand.

Table 6. Findings and Reflections phase 4

□The character values that appear in stage 4²²², consists of honesty, discipline, creativity, curiosity, enthusiasm, responsibility, tolerance, hard work, democratic, friendly / communicative²²³, and independent. Stage 4 learning ended with an evaluation test with an average score of problem solving ability²²⁴ of 83.63. The average student activeness and creativity of the four stages, namely the activity of students with an average of 83.4 categories is very active^{225 226 227 228 229 230,231232 2} while the average creativity of students is 81.3 with a very good category^{234,235 236 237,238 239 240}.

Discussion

The results showed an improvement in learning which²⁴¹ resulted in the development of creativity and activeness of students, as well as an increase in students' problem solving skills²⁴² after the implementation of lesson study^{243 244 245 246 247} as shown in the following table.

Table 7. The results of the average problem solving ability²⁴⁸

Problem

solving ability

Phase 1

Phase 2

Phase 3

Phase

4

Score

80.5

81.2

80.75

83.63

Average

score

81.52

The table shows a significant increase in the average problem solving ability in stage 4. This is because the improvement of learning carried out from the results of reflection on the learning process stage 3 where the average value of problem solving ability had decreased. The decrease was caused by the understanding of students' concepts in low root form algebraic operating material. In accordance with Mustofa's research, et al (2016) which states that lesson study based learning can improve student problem solving skills. Lesson learning can also foster student activity and creativity. The results of student activity and creativity analysis can be seen in the following figure.

Analisis Keaktifan dan Kreatifitas

keaktifa²⁷²

keaktifan,²⁷³

1, 83.4

kreatifitas,²⁷⁴

1, 81.3

kreatifitas²⁷⁵

n

Figure 1. The results of student activity and creativity analysis

The character education approach²⁷⁶ implemented in learning can bring up student character values, including honesty, discipline, creativity, curiosity, enthusiasm, responsibility, tolerance, hard work, democratic, friendly /²⁷⁷ communicative,²⁷⁹ and independent. However, the value of the dominating

character is creative and hard ²⁸⁰work, because solving problems requires students' creativity and hard work.

4. Conclusion And Suggestion

Conclusion

The results of the study provide the following conclusions:

1. ²⁸¹It was obtained ^{282,283}problem solving ability ²⁸⁴ ^{285,286} ²⁸⁷

average 81.52. While the students' activeness got 83.4 ²⁸⁸and ²⁸⁹the categories is very active. Besides, the students' creativity is 81.3 with ²⁹⁰a very good category

2. ²⁹¹Implementing character on students ²⁹² ²⁹³ ²⁹⁴which consists of honesty, discipline, creativity, curiosity, enthusiasm, responsibility, tolerance, ²⁹⁵hard work, democratic, ²⁹⁶friendly / communicative, independent, religious, caring for the environment, and social caring.

Suggestion

Further research can ²⁹⁷be done to improve students' ability to understand concepts in basic mathematics courses.

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1.	INseIDEA → inside	Misspelled Words	Correctness
2.	, which	Punctuation in Compound/Complex Sentences	Correctness
3.	elements → items, features, parts, factors	Word Choice	Engagement
4.	elements,	Punctuation in Compound/Complex Sentences	Correctness
5.	<i>This</i>	Intricate Text	Clarity
6.	major → primary	Word Choice	Engagement
7.	can facilitate → can facilitate	Improper Formatting	Correctness
8.	the acquisition	Improper Formatting	Correctness
9.	to the → to the	Improper Formatting	Correctness
10.	the above → the above	Improper Formatting	Correctness
11.	The most → The most	Improper Formatting	Correctness
12.	important → critical, essential	Word Choice	Engagement
13.	stages → steps, scenes	Word Choice	Engagement
14.	<i>are stated</i>	Passive Voice Misuse	Clarity
15.	in order to → to	Wordy Sentences	Clarity
16.	learning → education, knowledge	Word Choice	Engagement
17.	problem solving → problem-solving	Misspelled Words	Correctness
18.	<i>was obtained</i>	Passive Voice Misuse	Clarity
19.	problem solving → problem-solving	Misspelled Words	Correctness

20.	, and	Punctuation in Compound/Complex Sentences	Correctness
21.	average → percentage, standard, proportion	Word Choice	Engagement
22.	a very good → an outstanding, an excellent, a perfect	Word Choice	Engagement
23.	category → group, class, grade, type	Word Choice	Engagement
24.	friendly/communicative	Improper Formatting	Correctness
25.	be carried	Passive Voice Misuse	Clarity
26.	understanding's → understanding	Incorrect Noun Number	Correctness
27.	, mathematics → ; mathematics, , and mathematics, . Mathematics	Punctuation in Compound/Complex Sentences	Correctness
28.	Students cannot	Improper Formatting	Correctness
29.	cannot solve → cannot solve	Improper Formatting	Correctness
30.	solve mathematical	Improper Formatting	Correctness
31.	problem solving → problem-solving	Misspelled Words	Correctness
32.	traditional learning	Improper Formatting	Correctness
33.	learning methods	Improper Formatting	Correctness
34.	such as → such as	Improper Formatting	Correctness
35.	as lectures → as lectures	Improper Formatting	Correctness
36.	or drill → or drill	Improper Formatting	Correctness
37.	drill,	Punctuation in Compound/Complex	Correctness

		Sentences	
38.	are often → are often	Improper Formatting	Correctness
39.	<i>are often applied</i>	Passive Voice Misuse	Clarity
40.	Basic mathematics	Improper Formatting	Correctness
41.	mathematics is → mathematics is	Improper Formatting	Correctness
42.	is one → is one	Improper Formatting	Correctness
43.	one of → one of	Improper Formatting	Correctness
44.	of the → of the	Improper Formatting	Correctness
45.	the basic → the basic	Improper Formatting	Correctness
46.	basic → necessary	Word Choice	Engagement
47.	<i>non</i>	Unknown Words	Correctness
48.	mathematics majors	Improper Formatting	Correctness
49.	majors resulted	Improper Formatting	Correctness
50.	resulted in → resulted in	Improper Formatting	Correctness
51.	in the → in the	Improper Formatting	Correctness
52.	the fact → the fact	Improper Formatting	Correctness
53.	fact that → fact that	Improper Formatting	Correctness
54.	students often → students often	Improper Formatting	Correctness
55.	often have → often have	Improper Formatting	Correctness
56.	have mathematical	Improper Formatting	Correctness
57.	mathematical anxiety	Improper Formatting	Correctness

58.	anxiety which → anxiety which	Improper Formatting	Correctness
59.	, which	Punctuation in Compound/Complex Sentences	Correctness
60.	in low → in low	Improper Formatting	Correctness
61.	cause difficulties	Improper Formatting	Correctness
62.	difficulties for	Improper Formatting	Correctness
63.	elements → items, features, parts, factors	Word Choice	Engagement
64.	elements,	Punctuation in Compound/Complex Sentences	Correctness
65.	make mathematical	Improper Formatting	Correctness
66.	mathematical models	Improper Formatting	Correctness
67.	models of → models of	Improper Formatting	Correctness
68.	of story → of story	Improper Formatting	Correctness
69.	story problems → story problems	Improper Formatting	Correctness
70.	problem solving → problem-solving	Misspelled Words	Correctness
71.	which means → which means	Improper Formatting	Correctness
72.	means that → means that	Improper Formatting	Correctness
73.	problem solving → problem-solving	Misspelled Words	Correctness
74.	abilities → skills	Word Choice	Engagement
75.	non	Unknown Words	Correctness
76.	is influenced → is influenced	Improper Formatting	Correctness

77.	problem solving → problem-solving	Misspelled Words	Correctness
78.	abilities → skills	Word Choice	Engagement
79.	asks,	Comma Misuse within Clauses	Correctness
80.	<i>This</i>	Intricate Text	Clarity
81.	the character	Determiner Use (a/an/the/this, etc.)	Correctness
82.	of collaborative	Improper Formatting	Correctness
83.	collaborative activities	Improper Formatting	Correctness
84.	and reflecting → and reflecting	Improper Formatting	Correctness
85.	character → Character	Improper Formatting	Correctness
86.	<i>This</i>	Intricate Text	Clarity
87.	the actual	Determiner Use (a/an/the/this, etc.)	Correctness
88.	students/students	Improper Formatting	Correctness
89.	Elfindir,	Comma Misuse within Clauses	Correctness
90.	et al → et al.	Comma Misuse within Clauses	Correctness
91.	problem solving → problem-solving	Misspelled Words	Correctness
92.	<i>is carried</i>	Passive Voice Misuse	Clarity
93.	<i>are achieved</i>	Passive Voice Misuse	Clarity
94.	important → crucial, critical	Word Choice	Engagement
95.	stage,	Comma Misuse within	Correctness

		Clauses	
96.	in order to → to	Wordy Sentences	Clarity
97.	learning → education, knowledge	Word Choice	Engagement
98.	<i>The problem becomes the background of the purpose of this study, which is to describe the reflection of basic mathematics learning as the final stage of the implementation of lesson study.</i>	Wordy Sentences	Clarity
99.	Descriptive → The descriptive	Determiner Use (a/an/the/this, etc.)	Correctness
100.	method → way	Word Choice	Engagement
101.	, and	Punctuation in Compound/Complex Sentences	Correctness
102.	non → known, no	Misspelled Words	Correctness
103.	non-numerical → nonnumerical, non-numerical	Misspelled Words	Correctness
104.	in-depth interviews	Improper Formatting	Correctness
105.	and content → and content	Improper Formatting	Correctness
106.	such as → such as	Improper Formatting	Correctness
107.	problem-solving	Misspelled Words	Correctness
108.	problem solving	Improper Formatting	Correctness
109.	activity and → activity and	Improper Formatting	Correctness
110.	and creativity → and creativity	Improper Formatting	Correctness
111.	The data → The data	Improper Formatting	Correctness
112.	data collection	Improper Formatting	Correctness

113.	collection used	Improper Formatting	Correctness
114.	are carried	Passive Voice Misuse	Clarity
115.	problem solving → problem-solving	Misspelled Words	Correctness
116.	were used	Passive Voice Misuse	Clarity
117.	problem solving → problem-solving	Misspelled Words	Correctness
118.	was carried	Passive Voice Misuse	Clarity
119.	courses with → courses with	Improper Formatting	Correctness
120.	with problem → with problem	Improper Formatting	Correctness
121.	problem based → problem-based	Misspelled Words	Correctness
122.	problem based → problem based	Improper Formatting	Correctness
123.	based learning → based learning	Improper Formatting	Correctness
124.	learning methods	Improper Formatting	Correctness
125.	methods that → methods that	Improper Formatting	Correctness
126.	that were → that were	Improper Formatting	Correctness
127.	were carried → were carried	Improper Formatting	Correctness
128.	carried out → carried out	Improper Formatting	Correctness
129.	out in → out in	Improper Formatting	Correctness
130.	in four → in four	Improper Formatting	Correctness
131.	material → content, article	Word Choice	Engagement
132.	stage → step, phase	Word Choice	Engagement
133.	material → content, article	Word Choice	Engagement

134.	stage → step, phase	Word Choice	Engagement
135.	stage → step	Word Choice	Engagement
136.	<i>was given</i>	Passive Voice Misuse	Clarity
137.	material → content, element, substance	Word Choice	Engagement
138.	stage → step	Word Choice	Engagement
139.	material → content	Word Choice	Engagement
140.	shape → way, form	Word Choice	Engagement
141.	<i>is observed</i>	Passive Voice Misuse	Clarity
142.	Indicators and scoring learning creativity can measure the amount of students' creativity	Passive Voice Misuse	Clarity
143.	reflections → thoughts, observations	Word Choice	Engagement
144.	<i>be seen</i>	Passive Voice Misuse	Clarity
145.	table → Table	Misspelled Words	Correctness
146.	quickly and → quickly and	Improper Formatting	Correctness
147.	given → are given	Incorrect Verb Forms	Correctness
148.	the interaction, or an interaction	Determiner Use (a/an/the/this, etc.)	Correctness
149.	interaction that	Improper Formatting	Correctness
150.	<i>This</i>	Intricate Text	Clarity
151.	the concentration	Determiner Use (a/an/the/this, etc.)	Correctness
152.	should be → should be	Improper Formatting	Correctness

153.	1,	Punctuation in Compound/Complex Sentences	Correctness
154.	<i>lesson study learning process phase</i>	Intricate Text	Clarity
155.	problem solving → problem-solving	Misspelled Words	Correctness
156.	, learning	Punctuation in Compound/Complex Sentences	Correctness
157.	the lecturer → the lecturer	Improper Formatting	Correctness
158.	further increased	Improper Formatting	Correctness
159.	, and	Punctuation in Compound/Complex Sentences	Correctness
160.	stage → step	Word Choice	Engagement
161.	be seen	Passive Voice Misuse	Clarity
162.	table → Table	Misspelled Words	Correctness
163.	, and	Punctuation in Compound/Complex Sentences	Correctness
164.	that don't → that don't	Improper Formatting	Correctness
165.	class by → class by	Improper Formatting	Correctness
166.	by looking → by looking	Improper Formatting	Correctness
167.	looking at → looking at	Improper Formatting	Correctness
168.	the class → the class	Improper Formatting	Correctness
169.	class so → class so	Improper Formatting	Correctness

170.	so that → so that	Improper Formatting	Correctness
171.	that all → that all	Improper Formatting	Correctness
172.	, so	Punctuation in Compound/Complex Sentences	Correctness
173.	is → are	Faulty Subject-Verb Agreement	Correctness
174.	attention to	Wrong or Missing Prepositions	Correctness
175.	a factor → an element, a consideration	Word Choice	Engagement
176.	the student → the student	Improper Formatting	Correctness
177.	learning model → learning model	Improper Formatting	Correctness
178.	model can → model can	Improper Formatting	Correctness
179.	3 → three	Improper Formatting	Correctness
180.	other group → other group	Improper Formatting	Correctness
181.	the lecturer	Determiner Use (a/an/the/this, etc.)	Correctness
182.	to other → to other	Improper Formatting	Correctness
183.	curiosity → curious	Confused Words	Correctness
184.	<i>The character values that appear in stage 2, which are honest, disciplined, creative, curiosity, hard work, and independent.</i>	Incomplete Sentences	Correctness
185.	stage → step, phase	Word Choice	Engagement
186.	problem solving → problem-solving	Misspelled Words	Correctness
187.	be seen	Passive Voice Misuse	Clarity

188.	INseIDEA → inside	Misspelled Words	Correctness
189.	Students experience	Improper Formatting	Correctness
190.	example,	Punctuation in Compound/Complex Sentences	Correctness
191.	many still → many still	Improper Formatting	Correctness
192.	still answer → still answer	Improper Formatting	Correctness
193.	with	Inappropriate Colloquialisms	Delivery
194.	This	Intricate Text	Clarity
195.	of the → of the	Improper Formatting	Correctness
196.	deepening is → deepening is	Improper Formatting	Correctness
197.	is needed → is needed	Improper Formatting	Correctness
198.	to bridge → to bridge	Improper Formatting	Correctness
199.	bridge the → bridge the	Improper Formatting	Correctness
200.	material before	Improper Formatting	Correctness
201.	problems → issues	Word Choice	Engagement
202.	3 → three	Improper Formatting	Correctness
203.	Students are → Students are	Improper Formatting	Correctness
204.	are more → are more	Improper Formatting	Correctness
205.	consists → consist	Incorrect Noun Number	Correctness
206.	creative → creativity	Confused Words	Correctness
207.	average problem	Improper Formatting	Correctness

208.	problem-solving	Misspelled Words	Correctness
209.	problem solving	Improper Formatting	Correctness
210.	solving ability	Improper Formatting	Correctness
211.	ability of → ability of	Improper Formatting	Correctness
212.	was implemented	Passive Voice Misuse	Clarity
213.	character education	Improper Formatting	Correctness
214.	education approach	Improper Formatting	Correctness
215.	given an → given an	Improper Formatting	Correctness
216.	the material → the material	Improper Formatting	Correctness
217.	material → content	Word Choice	Engagement
218.	be seen	Passive Voice Misuse	Clarity
219.	problem solving → problem-solving	Misspelled Words	Correctness
220.	they have → they have	Improper Formatting	Correctness
221.	have received → have received	Improper Formatting	Correctness
222.	4,	Punctuation in Compound/Complex Sentences	Correctness
223.	friendly/communicative	Improper Formatting	Correctness
224.	problem solving → problem-solving	Misspelled Words	Correctness
225.	the activity → the activity	Improper Formatting	Correctness
226.	of students → of students	Improper Formatting	Correctness
227.	students with → students with	Improper Formatting	Correctness

228.	with an → with an	Improper Formatting	Correctness
229.	an average → an average	Improper Formatting	Correctness
230.	categories is → categories is	Improper Formatting	Correctness
231.	is → are	Faulty Subject-Verb Agreement	Correctness
232.	is very → is very	Improper Formatting	Correctness
233.	very active → very active	Improper Formatting	Correctness
234.	active while → active while	Improper Formatting	Correctness
235.	while → . In contrast,	Hard-to-read text	Clarity
236.	while the → while the	Improper Formatting	Correctness
237.	the average → the average	Improper Formatting	Correctness
238.	average → ordinary	Word Choice	Engagement
239.	a very good → an outstanding, an excellent, a perfect	Word Choice	Engagement
240.	category → group, class, grade, type	Word Choice	Engagement
241.	, which	Punctuation in Compound/Complex Sentences	Correctness
242.	problem solving → problem-solving	Misspelled Words	Correctness
243.	of lesson → of lesson	Improper Formatting	Correctness
244.	study,	Punctuation in Compound/Complex Sentences	Correctness
245.	as shown → as shown	Improper Formatting	Correctness

246.	shown in → shown in	Improper Formatting	Correctness
247.	in the → in the	Improper Formatting	Correctness
248.	problem solving → problem-solving	Misspelled Words	Correctness
249.	problem solving → problem-solving	Misspelled Words	Correctness
250.	<i>This</i>	Intricate Text	Clarity
251.	from the → from the	Improper Formatting	Correctness
252.	the results → the results	Improper Formatting	Correctness
253.	results of → results of	Improper Formatting	Correctness
254.	of reflection → of reflection	Improper Formatting	Correctness
255.	reflection on → reflection on	Improper Formatting	Correctness
256.	on the → on the	Improper Formatting	Correctness
257.	the learning → the learning	Improper Formatting	Correctness
258.	3,	Punctuation in Compound/Complex Sentences	Correctness
259.	problem solving → problem-solving	Misspelled Words	Correctness
260.	solving ability	Improper Formatting	Correctness
261.	ability had → ability had	Improper Formatting	Correctness
262.	had decreased → had decreased	Improper Formatting	Correctness
263.	The decrease → The decrease	Improper Formatting	Correctness
264.	decrease was → decrease was	Improper Formatting	Correctness
265.	<i>was caused</i>	Passive Voice Misuse	Clarity

266.	In accordance with → By, Following, Per, Under	Wordy Sentences	Clarity
267.	et al → et al.	Comma Misuse within Clauses	Correctness
268.	which	Pronoun Use	Correctness
269.	problem solving → problem-solving	Misspelled Words	Correctness
270.	<i>be seen</i>	Passive Voice Misuse	Clarity
271.	Analisis → Analysis	Confused Words	Correctness
272.	<i>keaktifa</i>	Unknown Words	Correctness
273.	keaktifan → ketotifen	Misspelled Words	Correctness
274.	<i>kreatifitas</i>	Unknown Words	Correctness
275.	<i>kreatifitas</i>	Unknown Words	Correctness
276.	The character → The character	Improper Formatting	Correctness
277.	character education	Improper Formatting	Correctness
278.	education approach	Improper Formatting	Correctness
279.	friendly/communicative	Improper Formatting	Correctness
280.	work,	Punctuation in Compound/Complex Sentences	Correctness
281.	It was → It was	Improper Formatting	Correctness
282.	was obtained → was obtained	Improper Formatting	Correctness
283.	<i>was obtained</i>	Passive Voice Misuse	Clarity
284.	obtained problem	Improper Formatting	Correctness

285.	problem-solving	Misspelled Words	Correctness
286.	problem solving	Improper Formatting	Correctness
287.	solving ability	Improper Formatting	Correctness
288.	, and	Punctuation in Compound/Complex Sentences	Correctness
289.	is → are	Faulty Subject-Verb Agreement	Correctness
290.	a very good → an outstanding, an excellent, a perfect	Word Choice	Engagement
291.	Implementing character	Improper Formatting	Correctness
292.	character on → character on	Improper Formatting	Correctness
293.	on students → on students	Improper Formatting	Correctness
294.	students which → students which	Improper Formatting	Correctness
295.	hard work → hard work	Improper Formatting	Correctness
296.	friendly/communicative	Improper Formatting	Correctness
297.	be done	Passive Voice Misuse	Clarity
298.	Chaterine → Catherine	Misspelled Words	Correctness
299.	Oackland → Oakland	Misspelled Words	Correctness
300.	diakses	Unknown Words	Correctness