

# LEARNING THE CRITICAL POINTS FOR ADDITION IN MATEMATIKA GASING

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## *Abstract*

We propose learning Matematika GASING to help students better understand the addition material. Matematika GASING is a way of learning mathematics in an easy, fun and enjoyable fashion. GASING is short for Gampang, aSyIk, and menyenaNGkan (Bahasa Indonesia for easy, fun and enjoyable). It was originally developed by Prof. Yohanes Surya at the Surya Institute in Indonesia to improve the mathematics education in Indonesia. In Matematika GASING, there is a step called “the critical point” that needs to be mastered for each topic. The focus of our research is the critical point for addition, that is addition of two numbers between 1 – 10 with a sum less than 20. The subject is a matriculation class at STKIP Surya and the research method used is Classroom Action Research. The statistics obtained is described using Qualitative Descriptive Statistics.

**Keyword:** Matematika GASING, Addition, Critical Points, Classroom Action Research.

## **Abstrak**

Kami mengusulkan belajar Matematika GASING untuk membantu siswa lebih memahami materi penjumlahan. Matematika GASING adalah cara belajar matematika dengan cara yang gampang, asik, dan menyenangkan. GASING adalah singkatan dari Gampang, aSyIk, dan menyenaNGkan. Matematika GASING pada awalnya dikembangkan oleh Prof Yohanes Surya di Surya Institute di Indonesia untuk meningkatkan pendidikan matematika di Indonesia. Dalam Matematika Gasing, ada langkah yang disebut "titik kritis" yang perlu dikuasai untuk setiap topik. Fokus penelitian kami adalah titik kritis untuk penambahan, yaitu penambahan dua angka antara 1-10 dengan jumlah kurang dari 20. Subjek penelitiannya adalah kelas matrikulasi di STKIP Surya dan metode penelitian yang digunakan adalah Penelitian Tindakan Kelas. Statistik yang diperoleh dijelaskan menggunakan statistik kualitatif deskriptif.

**Kata Kunci:** Matematika GASING, Penjumlahan, Titik Kritis, Penelitian Tindakan Kelas

As prospective teachers, students with an educational background are expected to properly master the teaching materials. This is to ensure that they will be able to correctly deliver the material to their students once they become teachers. The material being taught has actually been obtained since the student was in elementary school, but that does not guarantee that he or she has mastered the teaching material, for example the addition topic covered in this research. At the beginning, many students still made mistakes doing simple addition problems such as  $\dots + 8 = 17,7 + 8 = \dots$  etc. From 100 questions given, the average time to do the problems was 5.26 seconds. This indicates that they have not got a meaningful learning while in elementary school. According to Jensen [2], a meaningful learning will not be achieved if the learning does not involve deep meaning which leaves a deep impression on the students.