Abstract

DESIGNS OF INSTRUCTION AND PROBLEMS WITH MATHEMATICS AS INDIVIDUAL VARIATIONS OF STUDENTS FOR LINEAR EQUATION SYSTEM

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Mathematics learning by using modules in the present study and development was to see how effective the instruction and designs in mathematics problems towards the students’ level of understanding of concept and reasoning. Teachers should study each student’s preference by giving differentiated instruction in every math teaching in classroom sessions. The decision to choose instructional designs and problems presentation in math was the key for teachers to improve students’ quality and reasoning.

The thesis discussed the instructional presentation and various problems in Linear Equation System competence at Vocational High Schools. The topic focused on how to make instructions and problems designs with modules to improve the understanding of variable concepts, principles in changing the forms, interpreting problems and models into linear equation system as well as to improve the reasoning and the procedure. Every student could choose the instruction based on their interests, potencies, multiple intelligences and other unique aspects of the students.

Keywords: modules, differentiated instruction, individual variations