

REFERENCES

- Ahmad, A., Salim, S. S., & Zainuddin, R. (2008). A cognitive tool to support mathematical communication in fraction word problem solving. *WSEAS TRANSACTIONS on COMPUTERS*, 7(4), 228–236.
- Ben-Hur, M. (2006). *Concept-rich mathematics instruction: Building a strong foundation for reasoning and problem solving*. Danvers: The Association for Supervision and Curriculum Development (ACSD).
- Bernardo, A. B. I. (1999). Overcoming obstacles to understanding and solving word problems in mathematics. *Educational Psychology*, 19(2), 149–163.
- Bloom, B. S. (1956). *Taxonomy of educational objectives: The classification of educational goals (handbook 1 - cognitive domain)*. Michigan: Longmans.
- Cai, J. (2003). Singaporean students' mathematical thinking in problem solving and problem posing: An exploratory study. *International Journal of Mathematical Education in Science Technology*, 34(5), 719–737.
<https://doi.org/10.1080/00207390310001595401>
- Costa, A., & Kallick, B. (2000). Habits of mind: A developmental series. Association for Supervision and Curriculum Development. In Scusa, T. (2008). Five processes of mathematical thinking. *Summative Projects for MA Degree*, 7(38), 1–92. Retrieved from <http://digitalcommons.unl.edu/mathmidsummative/38>
- Dinas Pendidikan Nasional (2008). *Strategi pembelajaran dan pemilihannya. Strategi Pembelajaran dan Pemilihannya*. Jakarta: Departemen Pendidikan Nasional. <https://doi.org/10.1021/ja00025a026>
- Djamarah, S. B., & Zain, A. (2006). *Strategi belajar-mengajar* (Ketiga). Jakarta: PT. RINEKA CIPTA.
- Eggen, P., & Kauchak, D. (2010). *Educational psychology* (8th). New Jersey: Pearson Education, Inc.
- Graham, D. L. (2009). *Teaching redemptively: Bringing grace and truth into your classroom*. Purposeful Design Publications.
- Greene, A. E. (1998). *Reclaiming the future of christian education: A transforming Vision*. Colorado: Purposeful Design Publications.
- Huitt, W. G. (1992). Problem solving and decision making: Consideration of individual differences using the myers-briggs type indicator. *Journal of Psychologiacal Type*, 24, 33–44.

- Kani, U. M., & Sa'ad, T. U. (2015). Drill as a process of education. *European Journal of Business and Management*, 7(21), 175–178.
- Kantowski, M. G. (1977). Processes involved in mathematical problem solving. *Journal for Research in Mathematics Education*, 8(3), 163–180. Retrieved from <https://www.jstor.org/stable/748518>
- Karlimah. (2010). *Pengembangan kemampuan komunikasi dan pemecahan masalah serta disposisi matematis mahasiswa pgsd melalui pembelajaran berbasis masalah*.
- Keller, T. (2012). *Every good endeavor: Connecting your work to god's work*. New York: Penguin Books.
- Kennedy, L. M., Tipps, S., & Johnson, A. (2008). *Guiding children's learning of mathematics*. *Bulletin of the American Mathematical Society* (11th ed.). Belmont: Thomson Wadsworth.
- Kilpatrick, J. (1969). 10: Problem solving in mathematics. *Review of Educational Research*, 39(4), 523–534. <https://doi.org/10.1111/j.1949-8594.1978.tb09345.x>
- Krathwohl, D. R. (2002). A revision of bloom's taxonomy. *Theory into Practice*, 41(4), 212–218.
- Mayer, Richard E. (1983). *Thinking, problem solving, cognition*. New York. W.H. Freeman and Company. In Ahmad, A., Salim, S. S., & Zainuddin, R. (2008). A cognitive tool to support mathematical communication in fraction word problem solving. *WSEAS TRANSACTIONS on COMPUTERS*, 7(4), 228–236.
- McCormick, M. (2016). Exploring the cognitive demand and features of problem solving tasks in primary mathematics classrooms. *Mathematics Education Research Group of Australasia*, 455–462.
- McNiff, J., & Whitehead, J. (2002). *Action research: Principles and practice*. New York: RoutledgeFalmer.
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: National Council of Teachers of Mathematics. In Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (Sixth). Boston: Pearson Education, Inc.
- National Research Council. (2005). *How students learn*. National Academies Press. In Santrock, J. W. (2011). *Educational psychology* (Fifth). New York: Mc Graw Hill.

- Ningsih, Y. L., & Rohana. (2016). Prospective teachers' ability in mathematical problem-solving through reflective learning. *INFINITY Journal of Mathematics Education*, 5(2), 75–82.
<https://doi.org/10.22460/infinity.v5i2.214>
- Paling, D. (1982). *Teaching mathematics in primary school*. Oxford: Oxford University Press.
- Pelton, R. P. (2010). *Action research for teacher candidates: using classroom data to enhance instruction*. Plymouth: Rowman & Littlefield Publishers, Inc.
- Pimta, S., Tayruakham, S., & Nuangchaler, P. (2009). Factors influencing mathematic problem-solving ability of sixth grade students. *Journal of Social Sciences*, 5(4), 381–385.
- Polya, G. (1945). *How to solve it: A new aspect of mathematical method*. New Jersey: Princeton University Press.
- Raharjo, M., Ekawati, E., & Rudianto, Y. (2009). *Modul matematika sd program bermutu: Pembelajaran soal cerita di sd*. (W. Wiworo, Ed.). Sleman: Departemen Pendidikan Nasional.
- Rao, S. N., Sreedhar, P., & Rao, D. B. (2004). *Methods and techniques of teaching*. New Delhi: SONALI PUBLICATIONS.
- Resnick, L. B., & Ford, W. W. (2008). *The psychology of mathematics for instruction*. New York: Routledge. Retrieved from <http://www.jstor.org/stable/748558?origin=crossref>
- Reys, R. E., Lindquist, M. M., Lambdin, D. V., Smith, N. L., & Suydam, M. N. (2004). *Helping children learn mathematics* (7th ed.). New Jersey: John Wiley & Sons, Inc.
- Santrock, J. W. (2011). *Educational psychology* (Fifth). New York: Mc Graw Hill.
- Seifert, K., & Sutton, R. (2009). *Educational psychology* (Second). Zurich: The Global Text.
- Sepeng, P., & Madzorera, A. (2014). Sources of difficulty in comprehending and solving mathematical word problems. *International Journal of Education in Science*, 6(2), 217–225.
- Sheffield, L. J., & Cruikshank, D. E. (2005). *Teaching and learning mathematics: Pre-kindergarten through middle school* (Fifth). New Jersey: John Wiley & Sons, Inc.

- Surprihatiningsih. (2016). *Perspektif manajemen pembelajaran program keterampilan*. Yogyakarta: Deepublish.
- Van Brummelen, Haro. (1998). *Walking with god in the classroom: Christian approaches to learning and teaching* (Second). Washington: Alta Vista College Press.
- Van Brummelen, Haro. (2002). *Steppingstones to curriculum*. Colorado: Purposeful Design Publications.
- Van de Walle, J. A. (2007). *Elementary and middle school mathematics: Teaching developmentally* (Sixth). Boston: Pearson Education, Inc.
- Voskoglou, M. G. (2011). Problem-solving from polya to nowadays: A review and future perspectives. *Progress in Education*, 22(4), 65–82.
- White, A. L. (2005). Finding out why children make mistakes - and then doing something to help them. *Active Mathematics In Classrooms*, 15(4), 15–19.
- White, A. L. (2010). Numeracy, literacy, and newman's error analysis. *Journal of Science and Mathematics Education in Southeast Asia*, 33(2), 129–148.
- Wyndhamm, J., & Saljo, R. (1997). Word problems and mathematical reasoning: A study of children's mastery of reference and meaning in textual realities. *Learning and Instruction*, 7, 361–382. In Pfannenstiel, K. H., Bryant, D. P., Bryant, B. R., & Porterfield, J. A. (2015). Cognitive strategy instruction for teaching word problems to primary-level struggling students. *Intervention in School and Clinic*, 50(5), 291–296.
<https://doi.org/10.1177/1053451214560890>