

## Soal Try Out Ganesha Operation Kelas 5 Sd Tested

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hypothesis 3: the mathematical thinking skills of students who studied and studied and practiced mathematics was different than the mathematical thinking skills of those who had studied mathematics in the graduate level and had not used any mathematical calculator for calculation. descriptive statistics to measure the variables of the study were calculated in the following table. tests of the mean sum of the variance before and after training were conducted to measure changes in students' mcts before and after training. the test scores of students' mcts are given in the following table. the results demonstrated that, after the short-term training, their mctss had increased by more than expected. the results of this study clearly indicated that the training was effective in the short-term. however, to be able to draw more general conclusions, further research is needed, using a more extensive control group and multiple interventions. in a meta-analysis, schmid (2007) found that short-term training interventions are more efficient than other training measures that last longer than six weeks (schmid 2007). the results of this study were consistent with those of the literature review. moreover, to our knowledge, this was the first empirical study that aimed to find the impact of using toy models to teach students the gtd in mcts. however, the results should be interpreted with caution, as all experiments have limitations that need to be taken into account. these include the following: (i) sample selection bias, (ii) lack of sufficient control groups, (iii) non-randomized groups, (iv) weaknesses in the study design, and (v) lack of a theoretical framework. none of these concerns are sufficient to question the general result. it has been shown that the more the number of these studies, the more reliable they are (milne et al. 2003a, b).

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the findings from the research revealed that the program of using ganesha as an intervention program will produce positive results on concentration, coherence, reading, and creativity. in reading, it was also revealed that ganesha program would improve the reading capability of students. however, in learning, it revealed that there was no benefit on the students' learning in comparison with the other three control groups. furthermore, in writing, the data on the creativity of the students was not statistically significant. the previous research had shown that the effect of ganesha program is long lasting. based on our findings, they can serve as follow up programs in the future to add more dimensions of the students' performance in the future. the goal of the study was to investigate the effect of ganesha and a comparative program on the effectiveness of mathematics learning amongst secondary school students in western jordan. this program was carried out in the framework of the development of a grade 11 mathematics curriculum for schools in jordan. a field trial was designed using a pre-test post-test experimental research design (i.e. the experimental group was compared with four control groups). four hundred and nine participants (140 boys and 169 girls) from the fifth to the eighth grade were randomly assigned to one of five experimental or one of four control groups. the main independent variable was the program, which was the focus of the experimental group. the other independent variable was the (wisc-iv) test and the condition of the participants. the research lasted nine months and two groups of intervention programs were developed and implemented in the schools. both programs were simple enough for teachers and learners to implement and maintain. they were designed to draw the attention of the students to improve their mathematics skills. 5ec8ef588b

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