

Improving Mathematics Skills of School Students using ERICS Technique

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Abstract: *The AIMS group used a computerized tool to generate multiple-choice problems for students to practice the content of the state's competency test. Eight AIMS students (57 percent) and two control students (14 percent) passed the retest. The outcomes offer promise for schools looking for evidence-based solutions to problems related to increasing numbers of students experiencing difficulties with high-stakes assessments. In the 21st century critical thinking skills have become very important for students at every level of education; critical thinking is not in born and does not develop naturally. This paper explores the potential of the Simas eric model in providing a learning experience for critical thinking in students. Simas eric model dan conventional model were compared to consider the academic level of students, high academic level and low academic level, toward the increasing of students' critical thinking skill value. Test on the enhancement of students' critical thinking value was done before and after the treatment of learning model. Data analysis employed covarian (ANACOVA) and LSD test. The conclusions of the research were: 1) Simas eric model is able to improve students critical thinking skill at 140.9%. 2) High academic students were taught using Simas eric model had increasing 65.3% critical thinking skill higher than conventional class. 3) The increasing value of students' critical thinking skill with low academic were taught using Simas eric model is higher than the increasing value of students on high academic students which were taught using conventional model.*

Keywords: Competency Tests, Evidence-Based Solutions, High-Stakes Testing.

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