GRAPH THEORY AS A TOOL FOR GROWING MATHEMATICAL CREATIVITY

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Abstract: The purpose of this research to describe about graph theory is subject can serve as a tool for growing mathematical creativity. Systematic Literature Review (SLR) is used as a method of analyzing a wide range of articles and literature were obtained through searching of data sources. The results of the analysis of various sources elaborated reviews about the open ended questions of graph theory that are used as a disclosure in growing the mathematical creativity of students based on Bahar & Maker's theory modifications are open ended questions that have characteristics such as fluency and flexibility and have been done in detail/elaboration. Fluency on theory graph can be known when students do task/exercises such as isomorphic graph. Flexibility on theory graph can be known when students do task/exercises, example about spanning trees. In this paper also we showed how can use graph theory to teach standards of NCTM (National Council of Teachers on Mathematics of America) that related with mathematical creativity.

Keyword: graph theory, mathematical creativity, fluency, flexibility


Kata kunci: teori graf, kreativitas matematika, fluency, flexibility
INRODUCTION
The role of creativity is very important in every line in the world, especially for working and learning. Creativity ability needs to be applied because it is one of the recommended world of work (Career Center Maine Department of Labor, 2004). Early accounts of mathematical creativity (Hadamard, 1945; Poincaré, 1948) influenced by Gestalt psychology describe the creative process as that of preparation—incubation—illumination and verification (Wallas, 1926) as cited in (Harpen, 2012).

Based on Silver (1997), Mann (2005), dan Bahar & Maker (2011), that mathematical creativity is a basic ability that students must have in learning mathematics. Graph theory is mathematics branch. It is interesting subject manner. Our claim is that this subject can serve as a tool for growing mathematical creativity. Mathematical creativity of students also needs to be grown through the provision of open ended problems that contain components of fluency and flexibility.

The open ended questions of graph theory that are used as a disclosure in growing the mathematical creativity of students based on Bahar & Maker's theory modifications are open ended questions that have characteristics such as fluency and flexibility and have been done in detail/elaboration.

DISCUSSION
Some experts define creativity from various perspectives, Dogan (2011:16) states that creativity is a skill to find and discover new or original thoughts, or to produce new product that are flexible and original. One of the main indicators of creativity is new results in creativity are solutions that have not been taught by educators or are not found in existing books.

Including Nadjafkah & Yaftia (2013), creativity is the result of one’s ability to produce new ideas. New ideas are related to ideas that have never existed. New ideas generated by someone else can also come from the result of the construction of several ideas that already exist so as to produce ideas that are more complex than before. Grishober (2004) defines creativity as a result of the process of constructing matter that consist of many aspects are fluency, flexibility and novelty. Then McGrorag (2007) that creativity the result of thinking to the acquisition of new ideas in solving problems that show eloquence, flexibility and originality in thinking. According to Martin (2009), creativity is the result of a person’s ability to be flexible and original to produce new ways of problem solving.

Based on some experts opinion, mathematical creativity is constructing process of personal in studying mathematics that consist of fluency, flexibility, novelty, originality, and elaboration. In this paper, writer discuss about mathematical creativity on graph theory. Based on studied about graph theory, writer describe about some topics on graph theory that can imply in the mathematical learning that it can grow mathematical creativity.

Bahar & Maker’s (2011), suggested that to grow students’ mathematical creativity, it was necessary to give open ended problems that were fluency, flexibility, elaboration and were raised simultaneously as indicator bases. Then, students can be drill to do some open ended problems that contain fluency and flexibility components.

METHODOLOGY
The method used in this study is Systematic Literature Review (SLR). This method is considered right to produce a synthesis or various fusion reliable academic literature and accurate (Chlakiadaki, 2018). Data collection is done with using google sholar, scopus, ERIC in the forms of article journals, books, reports and article seminar proceedings. All data that obtained is analyzed for present in a review of this article thorough and structured.
Fluency is the one of some components on mathematical creativity. Fluency is the component that describe about one algorithm on a topic has some solving problem solutions Fluency on graph theory can be known when students do task/exercises such as isomorphic graph. Let discuss about isomorphic on graph theory.

Isomorphism: \( G_1 = (V_1, E_1) \) and \( G_2 = (V_2, E_2) \) are isomorphic if there exists a one-to-one and onto mapping \( f \) such that \((i, j) \in E_1 \) if \( (f(i), f(j)) \in E_2 \)

Reliabel \( G_1 \) according to \( f \):

Flexibility is the one of some components on mathematical creativity. Flexibility is the component that describe about many algorithm to solve problem, and has one solution. Flexibility on theory graph can be known when students do task/exercises such as spanning tree. Let discuss about spanning tree on graph theory. BFS and DFS can define spanning trees, named breadth-first spanning trees and depth-first spanning tress, respectively.

**Breadth First Search (BFS)**

Start at vertex 1.
\[ \{1\} \Rightarrow \{2, 3, 4\} \Rightarrow \{5, 6, 7\} \Rightarrow \{8, 9\} \]
Vertex 10 is not reachable from vertex 1.

Start at vertex 1.
\[ \{1\} \Rightarrow \{2, 3, 4\} \Rightarrow \{5\} \]
Vertices 6, 7, 8 are not reachable from vertex 1.

BFS can be used to determine the connected components of an undirected graph.

\( V = \{1, 2, 3, \ldots, 12\} \)

Step 1. Perform BFS starting at an arbitrary vertex (assume vertex 5).
\( \{5, 6, 7\} \) is reachable from vertex 5.
\( \{5, 6, 7\} \) is a connected component.

Step 2. Repeat Step 1 for an arbitrary vertex (assume vertex 1) from the
Let $G = (V, E)$ be an undirected graph. A subgraph $G_1 = (V_1, E_1)$ of $G$ is a spanning tree of $G$ if $V_1 = V$ and $G_1$ is a tree. BFS and DFS can define spanning trees, named breadth-first spanning trees and depth-first spanning trees, respectively.

**Conclusions**

The open ended questions of Theory Graph that are used as a disclosure in growing the mathematical creativity of students based on Bahar & Maker's theory modifications are open ended questions that have characteristics such as fluency and flexibility and have been done in detail/elaboration. Fluency on theory graph can be known when students do task/exercises such as isomorphic graph, dual graph, and the other sub content on graph theory problem that can discuss by other writer/researcher on the next paper. Flexibility on theory graph can be known when students do task/exercises, example about colouring graph using many algorithms such as Welch Powell Algorithm, etc.; and shortest path using Dijkstra Algorithm, Chinese Postman Problem.
Algorithm, and the other sub content on graph theory problem that can discuss by other writer/researcher on the next paper. In addition the selection of a learning models depends on the objectives to be achieved by the teacher needs to be discussed next to bring up mathematical creativity.

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BIODATA
Puput Suriyah teaches student teachers of Mathematics at the Department of Mathematics Education of IKIP PGRI Bojonegoro, East Java. She is also currently doing a PhD in Mathematics Education at Universitas Negeri Semarang based in Central Java, Indonesia. She hold an MA in Mathematics Education from Universitas Sebelas Maret Surakarta based in Central Java, Indonesia. Her research interest lie in the teaching of mathematics discrete & graph theory, bilingual learning, cooperative learning, discovery learning, and mathematical creativity

REFERENCES


