Abstract
The effect of Logo programming language on problem solving skills was investigated in this study. Eighty-five fifth-grade students were assigned to either an experimental or control Logo group. They were pre-tested to assess baseline receptiveness to figural and logical word problem-solving skills. After eight weeks of learning, the Logo experimental group had significantly higher scores than the control group on the problem-solving skills tests (assessing both figural and logical word problem-solving skills). The result revealed significant differences in the figural problem-solving skill between the Logo experimental and control groups. An implication was that Logo programming exercised skills are more critical and relevant to the figural problem-solving skill. Possible alternative explanations and suggestions are provided for future research endeavors.

Keywords: Logo, programming language, logical word, figural, problem solving

Introduction
The development of problem-solving abilities is one of the overall goals in the Indonesian National Curriculum. Governments and experts believe that developing problem-solving skills in regular classrooms is one solution to improve the education sector in Indonesia. They also believe that the use of information and computer technology (ICT) in the learning and teaching environment can support this developmental effort. The 2004 Curriculum stated that ICT should be used to exercise creativity and problem-solving based on learning models, especially in facilitating the comprehension of other subjects (Pusat Kurikulum, 2003). Logo