

DAFTAR PUSTAKA

- Alwisol. (2010). *Psikologi kepribadian*. Malang: UMM Press.
- Arifin, Z. (2011). *Evaluasi pembelajaran: prinsip, teknik, prosedur*. Bandung: Remaja Rosdakarya.
- Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik*. Jakarta: Rineka Cipta.
- Azmi, M. P. (2015). Penerapan pendekatan concrete-representational-abstract (CRA) berbasis intuisi untuk meningkatkan kemampuan analogi matematik siswa. *Jurnal Pengajaran MIPA*, 21(1), 14-18.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. *Self-Efficacy Beliefs of Adolescents*, 5(307-337).
- Bandura, A. (1977). Self-efficacy: toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Betz, N. E. & Hackett, G. (1983). The relationship of mathematics self-efficacy expectations to the selection of science-based college majors. *Journal of Vocational behavior*, 23(3), 329-345.
- Booth, L. R. (1988). Children's difficulties in beginning algebra. *The Ideas of Algebra, K-12*, 19, 20-32.
- Cai, J & Moyer, J. (2008). Developing algebraic thinking in earlier grades: some insights from international comparative studies. C. Greenes (Ed.), *Algebra and Algebraic Thinking in School Mathematics: Seventieth Yearbook*. 169-179. Reston, VA: National Council of Teachers of Mathematics.
- Causapin, M. G. A. (2012). *Mathematics self-efficacy and its relation to proficiency-promoting behavior and performance*. (Dissertation). Columbia University, New York.
- Christensen, L. B. (1988). *Experimental methodology* (4th Edition). Boston: Allyn and Bacon Inc.
- Cooper, T. E. (2012). Using virtual manipulatives with pre-service mathematics teachers to create representational models. *International Journal for Technology in Mathematics Education*, 19(3), 105-115.
- Dahar, R. W. (1996). *Teori-teori belajar*. Jakarta: Erlangga.
- Dettori, G., et al. (2001). From arithmetic to algebraic thinking by using a spreadsheet. In *Perspectives on School Algebra*, 191-207. Springer Netherlands.
- Dochy, F. J., & Alexander, P. A. (1995). Mapping prior knowledge: A framework for discussion among researchers. *European Journal of Psychology of Education*, 10(3), 225-242.

- Flores, M. M. (2010). Using the concrete-representational-abstract sequence to teacher subtraction with regrouping to students at risk for failure. *Remedial and Special Education*, 31(3), 195-207.
- Flores, M., et. al. (2014). Using the concrete-representational-abstract sequence and the strategic instruction model to teach computation to students with autism spectrum disorders and developmental disabilities. *Education and Training in Autism and Developmental Disabilities*, 547-554.
- Gaskill, P. J., & Murphy, P. K. (2004). Effects of a memory strategy on second-graders' performance and self-efficacy. *Contemporary Educational Psychology*, 29(1), 27-49.
- Hailikari, dkk. (2008). Academic self-beliefs and prior knowledge as predictors of student achievement in Mathematics: A structural model. *Educational Psychology*, 28(1), 59-71.
- Hake, R. R. (1998). Interactive-engagement versus traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66(1), 64-74.
- Hendriana, H. & Soemarmo, U. (2014). *Penilaian pembelajaran matematika*. Bandung: Refika Aditama.
- Herbert, K., & Brown, R. H. (1997). Patterns as tools for algebraic reasoning. *Teaching Children Mathematics*, 3, 340-345.
- Herscovics, N., & Linchevski, L. (1994). A cognitive gap between arithmetic and algebra. *Educational Studies in Mathematics*, 27(1), 59-78.
- Hoong, L. Y., Kin, H. W., & Pien, C. L. (2015). Concrete-Pictorial-Abstract: Surveying its origins and charting its future. *The Mathematics Educator*, 16(1), 1-19.
- Rittle-Johnson, B., Star, J. R., & Durkin, K. (2009). The importance of prior knowledge when comparing examples: Influences on conceptual and procedural knowledge of equation solving. *Journal of Educational Psychology*, 101(4), 836.
- Kemdikbud (2012). *Kemampuan matematika siswa SMP Indonesia: menurut benchmark internasional TIMSS 2011*. Jakarta: Pusat Penilaian Pendidikan.
- Keskin, S. (2006). Comparison of several univariate normality tests regarding type I error rate and power of the test in simulation based small samples. *Journal of Applied Science Research*, 2(5), 296-300.
- Kieran, C. (2004). Algebraic thinking in the early grades: What is it. *The Mathematics Educator*, 8(1), 139-151.
- Kilpatrick, J., & Izsák, A. (2008). A history of algebra in the school curriculum.. Greenes (Ed.), *Algebra and Algebraic Thinking in School Mathematics: Seventieth Yearbook*, 3-18. Reston, VA: National Council of Teachers of Mathematics.
- Kilpatrick, J., Swafford, J., and Findell, B. (2001). *Adding it up: Helping children learn mathematics*. Wasington: National Academy Press.

Angriani, 2017

KEMAMPUAN BERPIKIR ALJABAR DAN SELF-EFFICACY MATEMATIS SISWA SMP MELALUI PENDEKATAN CONCRETE-PICTORIAL-ABSTRACT (CPA)

Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Kirschner, Sweller, & Clark. (2006). During Instruction Does Not Work: An Analysis Why Minimal Guidance of The Failure of Costructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching. *Educational Psychologist*, 41(2). hlm. 75-86.
- Knuth, E. J., et. al. (2005). Middle school students' understanding of core algebraic concepts: Equivalence & Variable1. *Zentralblatt für Didaktik der Mathematik*, 37(1), 68-76.
- Kriegler, S. (2007). Just what is algebraic thinking. *Introduction to algebra: Teacher handbook*, 7-18.
- Lawrence, A., & Hennessy, C. (2002). *Lessons for algebraic thinking: Grades 6-8*. Sausalito: Math Solutions.
- Lestari, K. E. & Yudhanegara, M. R. *Penelitian pendidikan matematika*. Bandung: Refika Aditama.
- Lew, H. C. (2004). Developing algebraic thinking in early grades: Case study of Korean elementary school mathematics. *The Mathematics Educator*, 8(1), 88-106.
- Liu, X., & Koilara, H. (2009). The effects of mathematics self-efficacy on mathematics achievement of high school students. *Northraster Educational Research Assosiation (NERA) Annual Conference*. Proceedings.
- Lutz, S. & Huitt, W. (2004). Connecting cognitive development and constructivism: Implications from theory for instruction and assessment. *Constructivism in the Human Sciences*, 9(1), 67-90.
- May, D. K. (2009). *Mathematics self-efficacy and anxiety questionnaire*. (Dissertation). University of Georgia, Athens.
- Mendes, M., & Pala, A. (2003). Type I error rate and power of three normality tests. *Pakistan Journal of Information and Technology*, 2(2), 135-139.
- Moma, L. (2014). Peningkatan self-efficacy matematis siswa smp melalui pembelajaran generatif. *Jurnal Cakrawala Pendidikan*, 3(3).
- Mudaly, V., & Naidoo, J. (2015). The concrete-representational-abstract sequence of instruction in mathematics classrooms. *Perspectives in Education*, 33(1), 42-56.
- Multon, K. D., et. al. (1991). Relation of self-efficacy beliefs to academic outcomes: A meta-analytic investigation. *Journal of Counselling Psychology*, 38, 30-38.
- National Council of Teachers Mathematics [NCTM]. (1989). *Curriculum and evaluation standards for school mathematics*. Reston, VA: NCTM.
- National Council of Teachers Mathematics [NCTM]. (2000). *Principle and standards for school mathematics*. Reston, VA : NCTM.
- OECD. (2004). *PISA 2003 technical report*. Paris: Organisation for Economic Co-operation and Development.

- Pajares, F. (2002). *Overview of social cognitive theory and of self-efficacy*. [Online] <http://www.emory.edu/education/mfp/eff.html>
- Pajares, F. & Miller, M. D. (1994). Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis. *Journal of Educational Psychology*, 86(2), 193-203.
- Permendikbud. (2013). Nomor 81A.
- Persada, A. R. (2013). Pengaruh kemampuan berpikir aljabar terhadap kemampuan pemecahan masalah matematika. *Eduma: Mathematics Education Learning and Teaching*, 2(2).
- Peterson, P. & Fennema, E. (1985). Effective teaching, students engagement in classroom activities, and sex-related differences in learning mathematics. *Journal of Statistical Modeling and Analytics*. Vol. 22 (3): 309-335.
- Praptiwi & Handhika, J. (2012). Efektivitas Metode Kooperatif Tipe GI dan STAD ditinjau dari Kemampuan Awal. *Jurnal Penelitian Pembelajaran FISKA*, 3(1).
- Prabawanto, S. (2013). *Peningkatan kemampuan pemecahan masalah, komunikasi, dan self-efficacy matematis mahasiswa melalui pembelajaran dengan pendekatan metacognitive scaffolding*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Putri, H. E. (2015). The influence of concrete pictorial abstract (CPA) approach to the mathematical representation ability achievement of the preservice teachers at elementary school. *International Journal of Education Research*, 6(3).
- Putri, H. E. (2015). *Pengaruh pendekatan concrete-pictorial-abstract (CPA) terhadap peningkatan kemampuan representasi matematis, spatial sense, dan self-efficacy mahasiswa calon guru sekolah dasar*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Razali, N. M., & Wah, Y. B. (2011). Power comparisons of shapiro-wilk, kolmogorov-smirnov, lilliefors and anderson-darling tests. *Journal of Statistical Modeling and Analytics*, 2(1), 21-33.
- The Access Center. (2009). *Concrete-pictorial-abstract instructional approach*. [Online]. Tersedia. <http://www.broward.k12.fl.us/studentsupport/ese/PDF/CPAApproachinMath.pdf>
- Santrock, J.W. (2012). *Life-span development*. Jakarta: Erlangga.
- Siegel, S. (1957). Nonparametric statistics. *The American Statistician*, 11(3), 13-19.
- Somakim. (2010). *Peningkatan Kemampuan Berpikir Kritis dan Self-Efficacy Matematik Siswa Sekolah Menengah Pertama dengan Penggunaan Pendekatan Matematika Realistik*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Sousa, D.A. (2007). *How the brain learn mathematics*. Corwin Press. [Online]. Tersedia. <https://greengablescoachingnook.wikispaces.com/file/view/CPA.pdf/463115476/CPA.pdf>

Angriani, 2017

KEMAMPUAN BERPIKIR ALJABAR DAN SELF-EFFICACY MATEMATIS SISWA SMP MELALUI PENDEKATAN CONCRETE-PICTORIAL-ABSTRACT (CPA)

Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Steele, D. (2005). Using writing to access students' schema knowledge for algebraic thinking. *School Science and Mathematics*, 142-154.
- Strickland, T. K., & Maccini, P. (2013). The effects of the concrete–representational–abstract integration strategy on the ability of students with learning disabilities to multiply linear expressions within area problems. *Remedial and Special Education*, 34(3), 142–153.
- Strozier, S. D. (2012). The effects of concrete-representational-abstract sequence and a mnemonic strategy on algebra skills of students who struggle in math. (*Doctoral dissertation*). Auburn University.
- Sudjana, N. (2011). *Penilaian hasil proses belajar mengajar*. Bandung: Remaja Rosdakarya.
- Suhaedi, D. (2013). *Peningkatam kemampuan komunikasi matematis, berpikir aljabar, dan disposisi matematis siswa melalui pendekatan pendidikan matematika realistik*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indoensia, Bandung.
- Suherman, E. (2003). *Evaluasi pembelajaran matematika*. Bandung: JICA Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Indonesia.
- Suherman, E., dkk. (2003). *Strategi pembelajaran matematika kontemporer*. Bandung: JICA Fakultas Pendidikan Matematika dan Ilmu Pengetahuan Alam, Universitas Pendidikan Indonesia.
- Sukardi, H.M. (2008). *Evaluasi Pendidikan: Prinsip dan Operasionalnya*. Jakarta: PT. Bumi Aksara.
- Sumarmo, U. & Hendriana, H. (2014). *Penilaian Pembelajaran Matematika*. Bandung: PT. Refika Aditama.
- Suparno, P. (2001). *Teori perkembangan kognitif Jean Piaget*. Yogyakarta: Kanisius.
- Suryosubroto. (2002). *Proses Belajar Mengajar di Sekolah*. Jakarta: PT. Rineka Cipta.
- Taniredja, T. & Mustafida, H. (2012). *Penelitian kuantitatif (sebuah pengantar)*. Bandung: Alfabeta.
- Trimoyo, M, B., dkk. (2009). *Materi diklat training of trainer calon tenaga pengajar/dosen lingkungan badiklat perhubungan: Pengembangan bahan ajar*. Magelang: Badan Diklat Departemen Perhubungan.
- Usiskin, Z. (1995). Why is algebra important to learn. *American Educator*, 19(1), 30-37.
- Usiskin, Z. (1999). Conceptions of school algebra and uses of variables. *The Ideas of Algebra, K-12*, 8.
- Van de Walle, J. A., et.al. (2007). *Elementary and middle school mathematics. Teaching development*. Boston: Pearson.
- Vance, J, H. (1998). Number operations from an algebraic perspective. *Teaching Childern Mathematics*, 4, 282-285.

Angriani, 2017

KEMAMPUAN BERPIKIR ALJABAR DAN SELF-EFFICACY MATEMATIS SISWA SMP MELALUI PENDEKATAN CONCRETE-PICTORIAL-ABSTRACT (CPA)

Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Vischer, A.J. (2017). Dipresentasikan pada *International Confrence on Mathmatics and Science Education* (24 Mei 2017). Bandung.
- Watt, S. J. (2013). *Teaching algebra-based concepts to students with learning disabilities: The effects of preteaching using a gradual instructional sequence*. (Disertasi). University of Iowa, Iowa.
- Widyastuti. (2010). *Pengaruh pembelajaran model eliciting activities terhadap kemampuan representasi matematis dan self-efficacy*. (Tesis). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Wilson, S., & Janes, D.P (2008). *Mathematical self-efficacy: how constructivist philosophies improve self-efficacy*. [Online]
<http://www.scribd.com/doc/17461111/Mathematical-self-efficacyhowconstructructivist-philosophies-improve-selfefficacy>.
- Witzel, B. S. (2005). Using CRA to teach algebra to students with math difficulties in inclusive settings. *A Contemporary Journal* 3(2), 49–60.
- Witzel, B. S., Riccomini, P. J., & Schneider, E. (2008). Implementing CRA with secondary students with learning disabilities in mathematics. *Intervention in School and Clinic*, 43(5), 270-276.
- Yumiati. (2015). *Meningkatkan kemampuan berpikir aljabar, berpikir kritis matematis, dan self-regulated learning siswa SMP melalui pembelajaran CORE*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Yumiati. (2013). Enhancing “The algebraic thinking through connecting, organizing, reflecting and extending (CORE) learning”. *The Journal of The Association for Science and Mathematics Education (SAINSAB)* 16, 26 – 41.
- Zeldin, A. L. (2000). *Sources and effects of self-efficacy beliefs of men with careers in mathematics, science, an technology*. (Dissertation). Emory University, Georgia
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82-91.