

**Trusti Hapsari (2018). Literasi dan Disposisi Matematis Siswa melalui *Differentiated Instruction* dengan Pendidikan Karakter**

**ABSTRAK**

Penelitian ini bertujuan mengkaji pencapaian dan peningkatan literasi matematis, serta pencapaian disposisi matematis siswa melalui *differentiated instruction* dengan pendidikan karakter (DIPK) dan *differentiated instruction* (DI) berdasarkan kemampuan awal matematis (KAM) dan jenis kelamin. Penelitian juga mengkaji jenis kesalahan siswa dalam mengerjakan soal literasi matematis. Penelitian ini menggunakan metode eksperimen kuasi. Populasi penelitian adalah siswa kelas VIII SMP kota Bandung. Sampel penelitian terdiri atas 108 siswa SMP kelas VIII. Data diperoleh melalui instrumen berupa tes literasi matematis, skala sikap disposisi matematis, kuesioner, dan pedoman wawancara. Hasil yang diperoleh dalam penelitian ini adalah: (1) pencapaian dan peningkatan literasi matematis siswa yang memperoleh DIPK lebih baik daripada siswa yang memperoleh DI berdasarkan siswa secara keseluruhan, KAM tinggi, KAM sedang, siswa laki-laki, dan siswa perempuan; (2) terdapat interaksi antara pembelajaran dan KAM terhadap pencapaian dan peningkatan literasi matematis; (3) tidak terdapat interaksi antara pembelajaran dan jenis kelamin terhadap pencapaian dan peningkatan literasi matematis; (4) pencapaian disposisi matematis siswa yang memperoleh DIPK lebih baik daripada siswa yang memperoleh DI berdasarkan siswa secara keseluruhan dan KAM sedang; (5) tidak terdapat interaksi antara pembelajaran dan KAM terhadap pencapaian disposisi matematis siswa; (6) terdapat interaksi antara pembelajaran dan jenis kelamin terhadap pencapaian disposisi matematis siswa; (7) tidak terdapat asosiasi antara disposisi dan literasi matematis siswa; (8) jenis kesalahan siswa dalam mengerjakan tes literasi matematis secara berurutan dari frekuensi terbanyak adalah kesalahan *comprehension*, *transformation*, *encoding*, keterampilan proses, dan membaca.

Kata kunci: *Differentiated Instruction*, Disposisi Matematis, Jenis Kesalahan Siswa, Literasi Matematis, Pendidikan Karakter

**Trusti Hapsari. (2018). The Students' Mathematical Literacy and Mathematical Disposition through the Differentiated Instruction with Character Education (DICE)**

**ABSTRACT**

This research aims at examining the achievement and improvement of students' mathematical literacy and mathematical disposition through the differentiated instruction with character education (DICE) and differentiated instruction (DI) based on prior mathematical skill (PMS) and gender. This research also examines students' type of errors in completing the mathematical literacy tests. This research employs a quasi-experimental method with the population of grade VIII students of Junior High Schools in Bandung. The research samples are 108 grade VIII students of Junior High Schools in Bandung. The data were collected through various instruments in the form of mathematical literacy test, mathematical disposition attitude scale, questionnaire, and interview guideline. The research results include: (1) mathematical literacy achievement and improvement of students receiving DICE are better than those obtaining DI based on students as a whole, with high PMS, moderate PMS, and both male and female students; (2) there is an interaction of learning and PMS with the mathematical literacy achievement and improvement; (3) there is no interaction of learning and gender with mathematical literacy achievement and improvement; (4) mathematical disposition achievement of students receiving DICE is better than those obtaining DI based on students as a whole with moderate PMS; (5) there is no interaction of learning and PMS with the students' mathematical disposition achievement; (6) there is an interaction of learning and gender with the students' mathematical disposition achievement; (7) there is no association between students' mathematical disposition and students' mathematical literacy; (8) students' type of errors in mathematical literacy tests from the highest frequency are consecutively from the transformation, comprehension, encoding, process, and reading error.

**Keywords:** character education, differentiated instruction, mathematical disposition, mathematical literacy, students' type of error

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