

Bony Fattah
13421034

Dosen Pembimbing
I. Dr. Irwani Zawawi
II. Midjan, M.Pd

**REPRESENTASI MATEMATIS PESERTA DIDIK MENURUT
PANDANGAN BRUNER DALAM MENYELESAIKAN SOAL
GEOMETRI DITINJAU DARI KEMAMPUAN MATEMATIKA DAN
JENIS KELAMIN**

ABSTRAK

Representasi matematis sangat dibutuhkan oleh peserta didik agar dapat dengan mudah menyampaikan ide-ide dan gagasan dengan menginterpretasikan pemikiran terhadap suatu masalah matematika. Dalam teori perkembangan kognitif, Bruner membedakan representasi atas *enactive*, *iconic* dan *symbolic*. Representasi matematis dapat dilatih dan dikembangkan melalui kebiasaan menyelesaikan soal-soal geometri. Selain itu representasi matematis erat kaitannya dengan kemampuan matematika dan jenis kelamin. Sehingga tujuan penelitian ini adalah untuk mendeskripsikan representasi matematis peserta didik menurut pandangan Bruner dalam menyelesaikan soal geometri ditinjau dari kemampuan matematika (tinggi, sedang, dan rendah) dan jenis kelamin (laki-laki dan perempuan) di SMPN 1 Duduk Sampeyan

Penelitian ini merupakan penelitian deskriptif kualitatif. Subjek penelitian adalah 6 peserta didik kelas VIII-H SMPN 1 Duduk Sampeyan. Metode pengumpulan data yang digunakan adalah metode tes dan wawancara. Instrument yang digunakan dalam penelitian ini adalah tes kemampuan matematika, tes representasi matematis, dan pedoman wawancara.

Dari hasil analisis data, representasi matematis peserta didik laki-laki yang memiliki kemampuan matematika tinggi dapat memenuhi ketiga indikator representasi matematis, peserta didik laki-laki yang memiliki kemampuan matematika sedang dapat memenuhi ketiga indikator representasi matematis, sedangkan peserta didik laki-laki yang memiliki kemampuan matematika rendah hanya dapat memenuhi dua indikator representasi matematis. Representasi matematis peserta didik perempuan yang memiliki kemampuan matematika tinggi dapat memenuhi ketiga indikator representasi matematis, peserta didik perempuan yang memiliki kemampuan matematika sedang dapat memenuhi dua indikator representasi matematis, sedangkan peserta didik perempuan yang memiliki kemampuan matematika rendah tidak dapat memenuhi ketiga indikator representasi matematis.

Kata kunci: representasi matematis, kemampuan matematika, bruner, jenis kelamin, dan geometri

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**THE STUDENTS MATHEMATICAL REPRESENTATION ACCORDING
TO THE VIEW OF BRUNER IN SOLVING THE GEOMETRY
PROBLEM IN TERMS OF MATHEMATICAL ABILITY AND GENDER**

ABSTRAK

Mathematical representation is very required by the students to be able to convey the ideas and opinion easily by interpreting the thoughts on a mathematical problem. In the theory of cognitive development, Bruner distinguished the representations of enactive, iconic and symbolic. Mathematical representation can be trained and developed through the habit of solving geometry problems. In addition, mathematical representation is closely related to the ability of mathematic and gender. So, the purpose of this study is to describe the students' mathematical representation according to the view of Bruner in solving the geometry problem in terms of mathematical ability (high, medium and low) and gender (male and female) in SMPN 1 Duduk Sampeyan.

This study is a qualitative descriptive research. The subjects were 6 students of VIII-H in SMPN 1 Duduk Sampeyan. The data collection method used was test and interview method. The instruments used in this research were math skill test, mathematical representation test, and guided interview.

The result of data analysis showed that mathematical representation of male students who have high-mathematical ability can achieve the three indicators of mathematical representation, male students who have moderate-mathematical ability were able to achieve the three indicators of mathematical representation, while the male students who have low-mathematical ability were only be able to achieve the two indicators of mathematical representation. The mathematical representation of female students who have high-mathematical ability can achieve the three indicators of mathematical representation, female students who have moderate-mathematical ability were able to achieve the two indicators of mathematical representation, meanwhile, female students who have low-mathematical ability cannot fulfill the three indicators of mathematical representation.

Keywords: Mathematical Representation, Mathematical Ability, Bruner, Gender, and Geometry.