UNFINISHED STUDENT ANSWER IN PISA MATHEMATICS CONTEXTUAL PROBLEM

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Abstract

Solving mathematics contextual problems is one way that can be used to enable students to have the skills needed to live in the 21st century. Completion contextual problem requires a series of steps in order to properly answer the questions that are asked. The purpose of this study was to determine the steps performed students in solving contextual mathematics problem. The results showed that 75% students can not solve contextual mathematics problems precisely (unfinished). Students stop and feel that it was completed when they are able to solve problems mathematically, but mathematal solution has not answered the requested context.

Keyword: *Mathematics Problem, Contextual, 21st Century, Unfinished.*

Abstrak

Menyelesaikan soal matematika yang menggunakan konteks merupakan salah satu cara yang dapat digunakan agar siswa agar memiliki kemampuan yang dibutuhkan untuk hidup pada abad 21. Penyelesaian soal kontekstual membutuhkan serangkaian langkah agar dapat menjawab dengan tepat soal yang diminta. Tujuan dari penelitian ini adalah untuk mengetahui langkah-langkah dilakukan siswa dalam menyelesaian soal-soal kontekstual. Hasil yang didapat menunjukkan bahwa 75% siswa tidak bisa menyelesaikan soal matematika kontekstual dengan maksimal (unfinished). Siswa hanya berhenti dan merasa selesai ketika mereka dapat menyelesaikan soal secara matematis, padahal penyelesaian matematis belum menjawab situasi permasalahan konteks yang diminta.

Kata Kunci: *Soal Matematika, Kontekstual, Abad 21, Unfinished.*

A contextual mathematcis problem has be the center of education in many countries. It can be seen from using Program for International Student Assessment (PISA) by the OECD countries to assess the development of students (OECD, 2010). Indonesia began following the PISA in 2000. For 4 times its participation, Indonesia had low result (Stacey, 2010). One of the factors that cause low grade is the student habit in solving contextual problems at the school. Problems at commonly school is different with PISA problem because it uses a contextual problem.

The use of contextual problems actually started from the philosophy of Hans Freudenthal "Mathematics as human activity" (Freudenthal, 1973; Lange, 1987; Gravemeijer, 1994; Zulkardi, 2002; Wijaya, 2012). That sentence has a meaning that mathematics was very close to human life. Mathematics exists because of human activity so that every human activity can not be released with mathematics. Therefore, the questions on the PISA mathematics are based on real world problems and hone student thinking in solving the problem (Stacey, 2012).