PISA Oriented Mathematics Literacy Reviewed from Self-Efficacy of Learners Taught by CORE Learning Model Assisted by Scaffolding Technique

Title	PISA Oriented Mathematics Literacy Reviewed from Self-Efficacy of Learners Taught by CORE Learning Model Assisted by Scaffolding Technique
Author Order	2 of 3
Accreditation	
Abstract	This research aims to find the PISA oriented mathematics literacy pattern of learners reviewed from the Insan Mulia JHS learners' self-efficacy with CORE learning model assisted by scaffolding technique. This research applied concurrent embedded design. The population consisted of seventh graders of Insan Mulia JHS Pati. The data were collected quantitatively and qualitatively. The findings showed that high-self-efficacy learner category had PISA oriented mathematics literacy patterns: mastering most of the indicators excellently except on representation indicator. The moderate-self-efficacy learners had three PISA oriented mathematics literacy patterns: averagely mastering the indicators of using mathematics tools, reasoning and arguing, and devising strategy to solve problems The low-self-efficacy learners had two PISA oriented mathematics literacy patterns: averagely mastering the indicators of communicating, representing, using mathematics tools, and reasoning and arguing; or reasoning and arguing, representing, using mathematics tools, and devising strategies to solve problems.
Publisher Name	Universitas Negeri Semarang
Publish Date	2021-06-30
Publish Year	2021
Doi	
Citation	
Source	Unnes Journal of Mathematics Education Research
Source Issue	Vol 10 No 1 (2021): June 2021
Source Page	102-107
Url	https://journal.unnes.ac.id/sju/index.php/ujmer/article/view/44799/18841
Author	Dr. KARTONO, S.H., M.H