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BRIEF CONTENTS

ORGANIZING COMMITTEES	IV
PROGRAM COMMITTEE	VII
FOREWORD	IX
CONTENTS	XI

CONTENTS

PAPERS

FULL PAPERS

On Trimmed Data Effect in Parameter Estimation of Some Population Growth Models <i>Windarto, Eridani and Utami Dyah Purwati</i>	5
Detection of Heat Conduction Disturbance in Cylindrical-Shaped Metal Chip using Kalman Filter and Ensemble Kalman Filter <i>Nina Fitriyati, Gina Isma Kusuma and Irma Fauziah</i>	9
Energy Saving Potential Prediction and Anomaly Detection in College Buildings <i>Nur Inayah, Madona Yunita Wijaya and Nina Fitriyati</i>	15
Modified Firefly Algorithm using Smallest Position Value for Job-Shop Scheduling Problems <i>Muhaza Liebenlito, Nur Inayah, Aisyah Nur Rahmah and Ario Widiatmoko</i>	23
Ill-Structured Mathematical Problems to Develop Creative Thinking Students <i>Abdillah, Ajeng Gelora Mastuti and Muhajir Abd. Rahman</i>	28
Ordinary Kriging Method using Isotropic Semivariogram Model for Estimating the Earthquake Strength in Bengkulu Province <i>Fachri Faisal, Pepi Novianti and Siska Yosmar</i>	34
Cognitive Styles and Mathematics Absorption Capacity in Islamic Junior High School <i>Nuralam</i>	41
Financial Crisis Model in Indonesia Based on Indonesia Composite Index (ICI) and Dollar (US) Exchange Rates to Rupiah Indicators <i>Sugiyanto, Isnandar Slamet, Etik Zukhronah, Sri Subanti and Winita Sulandari</i>	46
Biochemical Oxygen Demand Level Modeling in Surabaya River using Approach of Cokriging Method <i>Suliyanto</i>	52
Apriori Algorithm for Frequent Pattern Mining for Public Libraries in United States <i>Muhammad Muhajir, Ayundyah Kesumawati and Satibi Mulyadi</i>	60
Batik Classification using Texture Analysis and Multiclass Support Vector Machine <i>Wahyu Tri Puspitasari, Dian Candra Rini Novitasari and Wika Dianita Utami</i>	65
Diabetic Retinopathy: Identification and Classification using Different Kernel on Support Vector Machine <i>Ahmad Zoebad Foady, Dian Candra Rini Novitasari and Ahmad Hanif Asyhar</i>	72
Modelling and Prediction of Rice Price in East Java using Approach to the Multiplicative Time Series Analysis <i>Sediono and Satya Purnama</i>	80
Development of Learning Tools Fractional Counting Operation Materials based on the Integration of the Fara'id Concept for Elementary School Students <i>Zubaidah Amir MZ, Risnawati and Ramon Muhandaz</i>	85

Geographically Weighted Polynomial Regression: Selection of the Optimal Bandwidth and the Optimal Polynomial Degrees and Its Application to Water Quality Index Modelling <i>Toha Saifudin, Fatmawati and Nur Chamidah</i>	93
Prediction Interval in Seasonal Autoregressive Integrated Moving Average (SARIMA) Model for Rainfall Forecasting and Drought <i>Vita Mami Nikmatillah, Dian Anggraeni and Alfian Futuhal Hadi</i>	101
Hybrid of the PMD Filter, the K-Means Clustering Method and the Level Set Method for Exudates Segmentation <i>Syaiful Anam, Zuraidah Fitriah and Nur Shofianah</i>	108
The Integration-interconnection Paradigm in Learning Mathematics through Development Research and Clinical Supervision <i>Khurul Wardati</i>	117
Child-friendly Media-based Lift the Flap Storybook: Study from a Mathematical Problem-solving Ability Perspective <i>Maskur, Pratiwi Pujiastuti and Kus Eddy Sartono</i>	123
Geographically Weighted Regression Model for Corn Production in Java Island <i>Yuliana Susanti, Hasih Pratiwi, Respatiwan, Sri Sulistijowati Handajani and Etik Zukhronah</i>	131
Designing and Manufacturing Virtual Museum Applications "Museum Keris Nusantara" based on Virtual Reality (VR) <i>Yudho Yudhanto, Winita Sulandari, Lucia Dinta Pratiwi, Katherin Secondthania Novit and Mia Agustina</i>	136
The Development of Mathematics Bilingual Module with the Help of Realistic Mathematics Education in Grade VII Junior High School <i>Nuriska Makdiani, Wahidin, Ayu Tsurayya and Krisna Satrio Perbowo</i>	142
Modeling on Electricity Consumption's Average of Households Group in Surabaya with Nonparametric Approach based on Fourier Estimator <i>Eko Tjahjono, Sediono, M. Fariz Fadillah Mardianto and Ajeng Novy Lestari</i>	147
Ethnomathematics: The Exploration of Learning Geometry at Fort Rotterdam of Makassar <i>Sri Sulasteri, Fitriani Nur and Andi Kusumayanti</i>	151
The Increasing Students' Mathematical Creative Thinking Ability using Treffinger Model of Indonesian Lower Secondary Students <i>M. Duskri, Khairatul Ulya and Rauzatul Munawarah</i>	158
Development of Teaching Material "Mathematics Contribution to the Implementation of Sharia" in Mathematics in Islamic Treasure Course <i>Nurjanah and Laila Hayati</i>	162
Hitung Bini: Ethno-Mathematics in Banjarese Society <i>Sessi Rewetty Rivilla, Lathifaturrahmah and Yusran Fauzi</i>	169
Mosque as a Place to Improve Human Development Index <i>Agus Kurnia, Nurul Fitriyani and Robith Hudaya</i>	175
Actualization Islamic Values in Learning About Addition, Subtraction, and Multiplication of Integers with Approach of Realistic Mathematics Education to Develop Students Character <i>Muslimin, Ratu Ilma Indra Putri, Zulkardi and Nyimas Aisyah</i>	180

Assessing Students' Number Sense: What to be considered? <i>Susilahudin Putrawangsa, Erpin Evendi and Uswatun Hasanah</i>	188
Identification of Alzheimer's Disease in MRI Data using Discrete Wavelet Transform and Support Vector Machine <i>Putri Wulandari, Dian Candra Rini Novitasari and Ahmad Hanif Asyhar</i>	198
Detection of Financial Crisis in Indonesia based on Import and Yen Exchange Rate to Rupiah Indicators using Combined of Volatility and Markov Switching Models <i>Etik Zukhronah, Sugiyanto and Isna Ruwaidatul Azizah</i>	205
Function of Distractors in Mathematics Test Items on the Achievement Tests based on the Rasch Model <i>Syahrial and Haryanto</i>	210
The Partition Dimension of Bridge Graphs from Homogeneous Caterpillars and Cycle <i>Amrullah, Syahrul A., Harry S., M. Turmuzy and Anwar Y. S.</i>	217
Discrete Mathematics' Textbook Development based on Multiple Intelligences <i>Sunyoto Hadi Prajitno and Erlin Ladyawati</i>	222
On inclusive 1-Distance Vertex Irregularity Strength of Firecracker, Broom, and Banana Tree <i>Ikhsanul Halikin, Ade Rizky Savitri and Kristiana Wijaya</i>	228
On Distance Irregularity Strength of Lollipop, Centipede, and Tadpole Graphs <i>Kusbudiono, C.H. Pratiwi and Kristiana Wijaya</i>	233
Application of Mamdani Method on Fuzzy Logic to Decision Support of Traffic Lights Control System at a Crossing of Malang City <i>Risna Zulfa Musriroh, Wahyu H. Irawan and Evawati Alisah</i>	236
The Increasing Students' Critical Thinking Skills through Learning Cycle "5E" using Dice in Learning Probability <i>Zainal Abidin and Nurlisna</i>	242
The Analysis of Students' Difficulties in Solving PISA Mathematics Problems <i>Junaidah Wildani</i>	246
Analysis of Poverty Data in Bengkulu City by Small Area Estimation using Penalized Splines Regression <i>Idhia Sriliana, Etis Sunandi and Ulfasari Rafflesia</i>	253
Higher Order Thinking Skills of Mathematics Education Department Students of Hasyim Asy'ari University in Solving the Problem of Generator Function in Discrete Mathematics Lecture <i>Novia Dwi Rahmawati, Gunanto Amintoko and Siti Faizah</i>	260
Logistic Regression on the Data of Lecturer Performance Index on IAIN Purwokerto <i>Mutijah</i>	265
Modeling of Total Fertility Rate (TFR) in East Java Province using Mixed Semiparametric Regression Spline Truncated and Kernel Approach <i>Arip Ramadan, I Nyoman Budiantara and Ismaini Zain</i>	271
The Least-Squares Finite Element and Minimum Residual Method for Linear Hyperbolic Problems <i>Adin Lazuardy Firdiansyah, Nur Shofianah and Marjono</i>	278

Students' Learning Difficulty in Infinite Sequence and Series <i>Lisa and Khairani Idris</i>	284
Some Properties of Prime Submodules on Dedekind Module $Z[\sqrt{-1}]$ Over Itself <i>I Gede Adhitya Wisnu Wardhana, Ni Wayan Switrayni and Qurratul Aini</i>	290
Best Weighted Selection in Handling Error Heterogeneity Problem on Spatial Regression Model <i>Sri Sulistijowati Handajani, Cornelia Ardiana Savita, Hasih Pratiwi and Yuliana Susanti</i>	293
The Approximation of Nonlinear Function using Daubechies and Symlets Wavelets <i>Syamsul Bahri, Lailia Awalushaumi and Marliadi Susanto</i>	300
Variant of Two Real Parameters Chun-Kim's Method Free Second Derivative with Fourth-order Convergence <i>Rahmawati, Septia Utami and Wartono</i>	307
Elementary School Student's Multiple Intelligence in Mathematical Problem Solving <i>Hanim Faizah</i>	314
Air Pollution Prediction with Hotspot Variable based on Vector Autoregressive Model in Pekanbaru Region <i>Ari Pani Desvina, Arinal Haque, Riswan Efendi, Muspika Hendri, Mas'ud Zein and Sri Murhayati</i>	319
The Process of Intraconnection and Interconnection in Mathematical Problem Solving based on Stages of Polya <i>N. Tasni, T. Nusantara, E. Hidayanto, Sisworo, E. Susanti and Subanji</i>	328
Segmentation of Karhutla Hotspot Point of Indragiri Hilir Regency 2015 and 2016 Using Self Organizing Maps (SOMs) <i>Achmad Isya Al Fassa and Ayundyah Kesumawati</i>	336
Forecasting Rainfall at Surabaya using Vector Autoregressive (VAR) Kalman Filter Method <i>Yuniar Farida and Luluk Wulandari</i>	342
Regression for Trend-Seasonal Longitudinal Data Pattern: Linear and Fourier Series Estimator <i>M. Fariz Fadillah Mardianto, Sri Haryatmi Kartiko and Herni Utami</i>	350
Bi-Response Semiparametric Regression Model based on Spline Truncated for Estimating Computer based National Exam in West Nusa Tenggara <i>Lilik Hidayati, I Nyoman Budiantara and Nur Chamidah</i>	357
Source Problem Answered False in Analogical Reasoning: Why Students Do it? <i>Kristayulita, Toto Nusantara, Abdur Rahman As'ari and Cholis Sa'dijah</i>	362
Misconceptions of English Students on Education Statistic <i>Mutia</i>	369
Analysis of Learning Interest and Learning Outcome for Mathematics Subject with SCL Approach <i>Puput Wahyu Hidayat</i>	378
Support Vector Machine Multiclass using Polynomial Kernel for Osteoporosis Detection <i>Deasy Alfiah Adyanti, Dian Candra Rini Novitasari and Aris Fanani</i>	384
Implementation of ABC Model Integrated 4CS on Learning Math <i>Buhaerah, Muhammad Siri and Andi Aras</i>	391

Development of Mathematics Instructional Materials Integrated with Islamic Sciences <i>Risnawati, Zubaidah Amir and Depi Fitriani</i>	397
Implementation Self Organizing Map for Cluster Flood Disaster Risk <i>Indi Febriana Suhriani, Lalu Mutawalli, Baiq Rina Ari Widiarni and Chumairoh</i>	405
Profile of Learners Who Have High Early Ability in Algebra Subject with Problem Based Learning <i>Diana Tri Purnamasari, Riyadi and Sri Subanti</i>	410
Optimal Control of an HIV Model with Condom Education and Therapy <i>Marsudi, Noor Hidayat and Ratno Bagus Edy Wibowo</i>	415
Boundedness in Finite Dimensional n -Normed Spaces <i>Esih Sukaesih</i>	420
Identification of Mathematical Literacy Students Level 2, 3, 4 of Pisa Task <i>A. Nurutami, R. Riyadi and Sri Subanti</i>	423
Developing the Developable Surfaces in a Space to the Plane using Some Triangle Pieces <i>Kusno and Nur Hardiani</i>	427
The Ability of Mathematical Connections to Deaf Students in Completing Math Test <i>Samuel Igo Leton, Wahyudin and Darhim</i>	432
Undergraduate Students' Conceptual Understanding on Abstract Algebra <i>Risnawati and Yuriska Destania</i>	438
Categorizing Students' Mathematical Problem Posing: A Case on Counting <i>Marhayati, Siti Faridah, Intan Nisfulaila, Imam Rofiki, Muhammad Islahul Mukmin and Elly Susanti</i>	444
The Effects of Media based on Open Ended Problem to Enhanced Creative Thinking Ability <i>Sri Hastuti Noer and Pentatito Gunowibowo</i>	448
Students' Errors in Resolving Set Item Test based on Watson's Criteria <i>Nursalam, Andi Dian Angriani, Kamariah, Andi Kusumayanti and Nur Yuliany</i>	455
Brain Disease Classification using Different Wavelet Analysis for Support Vector Machine (SVM) <i>Muhammad Fahrur Rozi, Dian Candra Rini Novitasari and Putroue Keumala Intan</i>	460
Internalizing Religious Values into Ethno-Mathematics as an Effort to Strengthen Character Building: An Ethno-Mathematics Integration Study <i>Muniri and Galandaru Swalaganata</i>	466
Design of Application Thesis Detector for Student of Mathematics Education Department of IAIN Palopo <i>Muhammad Hajarul Aswad and Rosdiana</i>	474
The Effect of Evaluating Student Learning Outcomes on National Exam Scores with Final School Exams as an Intervening Variable <i>Alia Lestari and Riswan</i>	479
Effect of CORE (Connecting, Organizing, Reflecting, Extending) Learning Models on Student's Mathematical Connections Ability <i>Devya Permata Sari and Kadir</i>	487
Student's Preferences for Lecturers with Conjoint Analysis <i>Rini Warti, Ali Murtadlo, Risqa Amalia, Vinny Yuliani Sundara and K. Anwar</i>	491

Statistical Literacy: Students in Presenting Data <i>Moh. Hafiyusholeh, I Ketut Budayasa, Tatag Yuli Eko Siswono, Cholis Sya'dijah and Elly Susanti</i>	496
Boundedness of the Riesz Potential in Generalized Morrey Spaces <i>Hairur Rahman, M. I. Utoyo and Eridani</i>	501
An Investigation of Elementary Students' Motivation in Learning Two-dimensional Shapes through Game <i>Muhammad Islahul Mukmin, Suhendrianto, Imam Rofiki, Dimas Femy Sasongko and Marhayati</i>	506
The Investment of Character Building of Elementary School Students through Mathematical Learning with Experiential based on Game Strategy <i>Iesyah Rodliyah, Sari Saraswati and Nihayatus Sa'adah</i>	510
Analysis of The Elementary School Teacher's Need in The Implementation of HOTS (Higher Order Thinking Skills) based on Mathematics Learning <i>Anesa Surya, Sularmi, Siti Istiyati, Tri Wahyuningsih and Sriyanto</i>	517
Pedagogical Values: Revealing Mathematics Teachers' Belief and Action in Teaching <i>Kamirsyah Wahyu, Sri Subarinah, Sofyan Mahfudy and Dwi Ratnasari</i>	522
Students' Ability of Statistical Reasoning in Descriptive Statistics Problem Solving <i>Nila Kesumawati</i>	530
Numerical Solution of Sasando String Motion Model <i>Ari Kusumastuti, Muhammad Khudzaifah, Heni Widayani and Aminatus Zuhriah</i>	537
AUTHOR INDEX	543

Statistical Literacy: Students in Presenting Data

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Keywords: Statistical Literacy, Data, Graph, Table.

Abstract: Statistics have become a key component of the mathematics curriculum. At a basic level, by studying statistics, one can inference, read and present data in a more easily understood form known as statistical literacy. Everyone is in one of the roles of being a consumer and as a data producer. The core element of static literacy for consumers is the ability to read and interpret data in tables and graphs published by the national statistical office. The core element for producers is the ability to create clear, understandable tables, graphs and reports. The purpose of this research is to describe the student profile in presenting the data. Therefore, this study is a descriptive explorative qualitative. The subject comes from grade XII students MIA 9 SMA Negeri 3 Sidoarjo. Data were collected through a combination of interview methods with written task analysis. The result of the research shows that the subjects had the ability to describe data in the form of tables or diagrams in accordance with the desired information, including building an alternative view for a set of data, that is in the form of line diagrams, histograms, and pie diagrams, as well as frequency distribution table that referred to the purpose of data communication, regardless of the characteristics of a data. by paying attention to the characteristics of the data.

1 INTRODUCTION

During the past quarter century, statistics have become a key component of the mathematics curriculum. Technological advances and methods of modern data analysis, coupled with the massive data in the global era, have led development of the mathematics curriculum to be introduced statistical concepts into the school curriculum. Even in the principles and standards of school mathematics evaluation, National Council of Teachers of Mathematics (NCTM, 1989) enter data analysis and probability as one of the five content standards.

Statistical material is important to be included in the school mathematics curriculum because by studying statistics, students can do simple inferences, read a presentation of data and present data in a form which is easier to be understood. Statistics are also needed to be able to conduct research effectively, because statistics are the main method used to generalize the results of research.

Without using statistics, it is very difficult to make decisions based on data that has been collected from a study (Watson, 2006).

One of the important objectives of statistical education in schools is that students have statistical literacy. Statistical literacy is the basic ability that must be possessed by everyone (Franklin, 2007). Statistical literacy is a new goal for statistical educators (Schield, 2011; Kasonga & Corbett, 2008). Statistical literacy is needed so that someone can read and interpret and present data both in tables and graphs (Schield, 2013), understand meaning, navigate, and interpret information in the form of tables, diagrams, or graphs (Murray & Gal, 2002).

Statistical literacy is a new goal for statistical educators. A core element of statistical literacy for consumers is the ability to read and interpret data in the tables and graphs published by national statistical offices. A core element for producers is the ability to create tables, graphs and reports that are unambiguous and comprehensible (Schield,

2011). Statistical literacy is needed not only for students but is needed for everyone as both data producers and consumers (Seifer, 2009).

The problem is that the questions were tested on the National Examination (UN), in fact only about calculating the center and variation of data with single number or data distribution like mean, median, or mode (UN 2006, UN 2007, UN 2008, UN 2009, UN 2010, UN 2011, UN 2012, UN 2013, UN 2014, UN 2014, UN 2015, UN 2016, UN 2017). These questions emphasize only the commutative and procedural aspects so that students' statistical literacy skills, especially in terms of presenting data were neglected.

Research on statistical literacy relating to the presentation of data by students is important to do because by knowing the description of students' statistical literacy it will be obtained an overview of the thinking process and the actions of students in dealing with data which can ultimately be made as a basis for developing more complete learning model and curriculum in preparing students to become statistical literates. That is in line with Carver in Hafiyusholeh, Budayasa & Siswono (2017). He states that statistical literacy is important knowledge needed by all people that must be developed starts at an early age and is built throughout the school level.

Not many researches have examined in the aspect of statistical literacy, namely the presentation of data, one of them is Hafiyusholeh, Budayasa & Siswono (2017) which described the presentation of data and interpretation of data with reference to gender aspects. This study described how students with high mathematical abilities in presenting data.

2 THEORETICAL FRAMEWORKS

A person is said to have statistical literacy if the person is able to read and interpret data in both tables and graphs (Schield, 2011); to create, evaluate and communicate messages by involving words, numbers, and graphs together (Forbes et.al, 2011); to understand statistical concepts, vocabulary, and symbols, and including an understanding of probability, to organize data, to compile and display data in table form, to work with different data representations, to make clear and understandable tables, graphs and reports (Ben-Zvi & Garfield, 2005); to know what basic statistical terms mean, to understand the use of simple statistical symbols, to recognize and to interpret different data

representations (Ben-Zvi & Garfield, 2008; Gal, 2002); to understand and interpret data (Schield, 2013); to critically evaluate the use of statistical data by others or the media (Goodall in Wade & Goodfellow, 2009); to read and understand statistics in news, media, and others (Garfield et.al, 2002). Statistical literacy can also be understood as a person's ability to read (understand); analyze; interpret; and represent a data in the form of tables or graphs (Hafiyusholeh, Budayasa & Siswono, 2017; 2018, Hafiyusholeh, 2015).

Representing (presenting) data is a person's ability to describe data in the form of certain tables or diagrams/plots in accordance with the information to be communicated. Including in this process is being able to construct data displays for a given set of data and build alternative views for a set of data (Mooney, 2002); including consideration of what is involved in making graphics as a tool for compiling data.

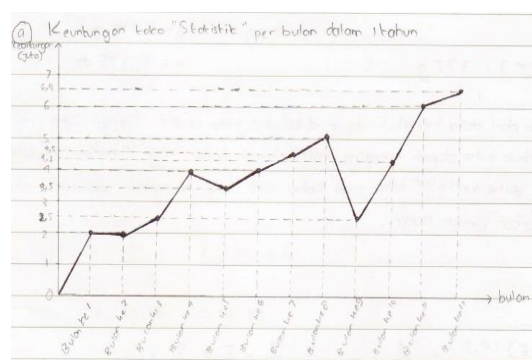
3 RESEARCH METHOD

This research was a qualitative exploratory research. The research subjects consisted of two subjects with high mathematical abilities. Data were collected by researchers through a combination of interview methods with written task analysis and student activity record results during the task completion process. To obtain the validity of the data obtained, time triangulation was carried out. The process of data analysis in this research referred to Miles & Huberman (1994) which was done by the following steps: (1) data reduction; (2) data exposure; and (3) drawing conclusions and verification.

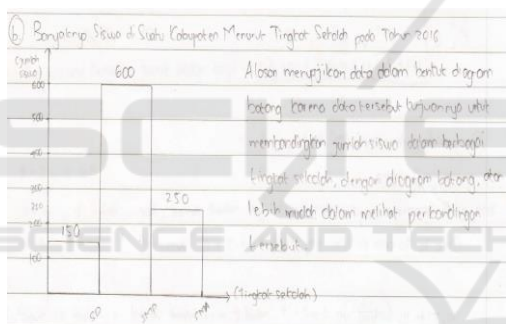
4 RESULTS AND DISCUSSION

To explore and describe students' statistical literacy in terms of data presentation, several questions were given with different data types. The first given question was data regarding the profits from the store every month for one year. The second given question was data on the number of students based on education level. The last question was data on students' math test scores in one class.

The results of the data presentation of each question are presented in Figure 1 as follows.



Alasan menyajikan data dalam bentuk diagram garis karena untuk membuat data tersebut dipertegas untuk mengetahui dari bulan ini ke bulan selanjutnya mengalami kenaikan atau penurunan. Nah, jika data disajikan dalam bentuk diagram garis akan lebih mudah dalam mengetahui untuk mengetahui dari bulan ini ke bulan selanjutnya mengalami kenaikan atau penurunan.



Alasan menyajikan data dalam bentuk diagram batang karena data tersebut bertujuan untuk membandingkan jumlah siswa dalam berbagai tingkat sekolah, dengan diagram batang akan lebih mudah dalam melihat perbandingan tersebut.

(c)

Nilai	f	
66 - 70	7	
71 - 75	26	
76 - 80	7	

Banyak kelas : 3
Panjang kelas : 5

Figure 1. Presentation of data by subject

For each question given, (a) Subjects presented data in the form of line diagrams with the reason to facilitate in knowing the increase or decrease in profits as the following interview excerpt.

- P : The data (a) can be presented in what form?
 S : Line diagram sir
 P : Why is that?
 S : Because with a line diagram, people easily find to know the increase or decrease in

profits from the store for 1 year. In addition, the data is in the form of decimal or continuous so that it fits using line diagrams, not bar charts

For the case (b) the subject presented it in the form of a bar diagram with the aim of comparing students to each level in the district, as for the case (c) The subject presented it in the form of a frequency distribution table with the reason that it is easy to get the mean, median and mode. It was shown from interviews as follow.

- P : What is your opinion about data (b)?
 S : I think student data in all districts is suitable to use bar charts
 P : Why?
 S : Because it can be seen from the goal that is to compare between the number of elementary, middle and high school students. And this is also discrete data. So, it is suitable to use a bar diagram.
 P : What do you mean?
 S : For example, if we want to provide information on the number of elementary school students, secondary and high school, it is more suitable to use a bar chart. Because we want to compare the number of students
 P : As for the case (c)?
 S : I present it using a group table
 P : Why is that?
 S : The data is about the score of 40 students presented irregularly. And my goal is to make it easier for someone to find average, median and mode
 P : Why don't you use a single data table?
 S : That's because the data is too much, so as not to make a lot of tables

By paying attention to the presentation of the data performed by the subjects and the results of the interviews carried out, the results are as follows: Subjects in planning data presentation for case (a) are using line diagrams and bar charts. The main thing to consider is the purpose of presenting data and the type of data provided. In this case, the purpose of the subject in presenting data was to provide information about the increase or decrease of the profits obtained by the store. Another thing that was taken into consideration in presenting data is the characteristics of the data. Because the data presented was continuous data which is called

decimal data, the subject presented it in the form of a line diagram. While the bar diagram was not used, because the data from the store in each month was incompatible with the characteristics of the bar chart. The data corresponding to the bar diagram were discrete data. In addition to those considerations, the subject also considered the aspect of effectiveness in making or presenting the data.

In the case (b), the subject presented data in the form of bar and circle diagrams. The two forms of presentation were chosen because the purpose of the subject was to provide information about the number of students at each level in the district.

In the case of (c) the subject presented data in the form of a frequency distribution table. This presentation was chosen because it is more effective than presenting data with a single data table. The presentation of the data was chosen because the purpose of the subject was so that the data reader was easier to see the maximum and minimum values, besides that, it is also easy for readers to determine the average value of math test.

In addition to considering the purpose of presenting data, subjects with high mathematical abilities also considered the characteristics of the data. If the data was presented in discrete form, then the data presentation used was a bar diagram, circle and histogram. However, if the data presented was in a continuous form, then the data presented is a line diagram. This condition was certainly quite different from the results of the research of Hafiyusholeh, Budayasa & Siswono (2018) which stated that the subject in presenting data was only influenced by the purpose of presenting data without considering the characteristics of the data.

By considering to these answers, it could be said that the subject had the ability to describe data in the form of a specific table or diagram in accordance with the desired information, including building an alternative display for a set of data. Subjects were also able to construct and make various forms of data presentation in line with the purpose of the information to be communicated to the reader. This is in line with the opinion of Mooney (2002) which stated that a person could be said to be able to represent (present) data, if someone was able to describe data in the form of certain tables or diagrams/plots in accordance with the information to be communicated. Including in this process was being able to construct data displays for a given set of data and build alternative views for a set of data; including consideration of what was involved in making graphics as a tool for compiling data (National Research Council, 2001).

These competencies also correspond to the competency standards set in the national curriculum. In the passing standard as stated in Permendikbud 2016 No. 021 which relates to statistical material and opportunities mentioned that in Class X-XII Senior High School, the competencies that must be mastered in relation to statistical materials and opportunities are comparing and assessing the effectiveness of various data presentation methods. In this case, if referring to basic competencies, then the basic competencies that should be mastered by students are able to present data in the form of tables, charts, lines, circles and ogives and their interpretations

5 CONCLUSIONS

The results showed that subjects with high mathematical abilities in identifying data presentation forms considered two aspects, namely the aspect of the objectives presented by the data and the second was the characteristics of the data.

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