

## MATHEMATICAL LITERACY ABILITY OF JUNIOR HIGH SCHOOL STUDENTS IN SOLVING PISA ADAPTATION PROBLEMS BASED ON LEARNING STYLES

This study aims to describe the mathematical literacy ability of students with visual, auditory, and kinesthetic learning styles in solving PISA adaptation questions in shape and space content. This type of research is descriptive qualitative with nine subjects from 37 students from class VIII A at SMPN 7 Mataram, each with a visual, auditory, or kinesthetic learning style and high, medium, or low mathematical literacy ability. Data collection techniques are filling out learning style questionnaires, written tests of mathematical literacy ability, and interviews. The indicators of mathematical literacy ability are: 1) Formulate the situation mathematically (formulate), 2) Apply mathematical concepts, facts, procedures, and reasoning (employ), and 3) Interpret, apply, and evaluate mathematical results. The results showed that students with visual, auditory, and kinesthetic learning styles with high mathematical literacy could fulfill all three indicators. Students with moderate literacy ability have different results, where visual students fulfill all three indicators, auditory students fulfill two indicators, and kinesthetic students only fulfill indicator 1. While students with low literacy ability, visual and auditory students can only fulfill indicator 1, while kinesthetic students cannot fulfill all three indicators.

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**Session Classification:** Poster

**Track Classification:** Other