

DAFTAR PUSTAKA

- Abreu, G. (2002). Mathematics learning in out of school contexts: A cultural psychology perspective. Dalam English, L.D. (Eds.), *Handbook of International Research in Mathematics Education* (pp.323-353). London: Lawrence Erlbaum Associates, Publishers.
- Adam, S. (2004). Ethnomathematical ideas in the curriculum [versi elektronik]. *Mathematics Education Research Journal*, 16(2), 49-68.
- Agung Hartoyo. (2012). Eksplorasi etnomatematika pada budaya masyarakat Dayak perbatasan Indonesia Malaysia Kabupaten Sanggau Kalbar [versi elektronik]. *Jurnal Penelitian Pendidikan*, 13(1), 14-23.
- Agung Prabowo. (2010). Menalar Sengkala Merajut Matematika. *Jurnal Edukasi Matematika (EDUMAT)*. I (2), 86-99.
- Agus Dono Karmadi. (Mei 2007). Budaya Lokal sebagai Warisan Budaya dan Upaya Pelestariannya. Makalah disajikan pada *Dialog Budaya Daerah Jawa Tengah* di Semarang.
- Akinsola, M.K & Mapolelo, D.C. (2015). Preparation of mathematics teachers: lessons from review of literature on teachers' knowledge, beliefs, and teacher education [versi elektronik]. *International Journal of Educational Studies*, 2(01), 1-12.
- Andika Arisetyawan, et al. (2014). Study of ethnomathematics: a lesson from the Baduy culture [versi elektronik]. *International Journal of Education and Research*, 2(10), 681-688.
- Ariyadi Wijaya, et al. (2014). Identifying (Indonesian) students' difficulties in solving context-based (PISA) mathematics tasks. *Proceeding International Seminar on Innovation in Mathematics and Mathematics Education 1st ISIM-MED*, Yogyakarta State University, E-3.
- Averill, et al. (2009). Culturally responsive teaching of mathematics: three models from linked studies. *Journal for Research in Mathematics Education*, 40(2), 157-186.
- Balitbang. *TIMSS (Trends in International Mathematics and Science Study)*. Diambil dari <http://litbang.kemdikbud.go.id/detail.php?id=214>, pada tanggal 3 Agustus 2012.

Balitbang. *PISA (Programme for International Student Assessment)*. Diambil dari <http://litbang.kemdikbud.go.id/detail.php?id=215>, pada tanggal 20 Desember 2012.

Beswick, K. (2005). The beliefs/practice connection in broadly defined contexts [versi elektronik]. *Mathematics Education Research Journal*, 17(2), 39–68.

Beswick, K. (2012). Teachers'beliefs about school mathematics and mathematicians' mathematics and their relationship to Practice [versi elektronik]. *Educational studies in mathematics*, 79, 127–147.

Bishop, A. J. (1988). Mathematics education in its cultural context [versi elektronik]. *Educational Studies in Mathematics*, 19(2), 179-191.

Bishop, A. J. (1988b). *Mathematical enculturation: A cultural perspective on mathematics education*. Dordrecht The Netherlands: Kluwer Academic.

Brandt, D. & Clinton, K. (2002). Limits of the local: expanding perspectives on literacy as a social practice [versi elektronik]. *Journal of Literacy Research*, 34(3), 337-356.

Bray, W.S. (2011). A collective case study of the influence of teachers'beliefs and knowledge on error handling practices during class discussion of mathematics. *Journal for Research in Mathematics Education*, 42(1), 2-38.

Cooke, R. (1997). *The history of mathematics: A brief course*. New York: John Wiley & Sons, Inc.

Crockett, L., Jukes, I., & Churches, A. (2011). *Literacy is not enough: 21st-century fluencies for the digital age*. Washington DC: Corwin A Sage Company.

D'Ambrosio, Ubiratan. (2006). The program ethnomathematics: A theoretical basis of the dynamics of intra-cultural encounters [versi elektronik]. *The Journal of Mathematics and Culture*, VI(1), 1-7.

Danesi, M. (2010). *Pesan, tanda dan makna: Buku teks dasar mengenai semiotik dan teori komunikasi*. Yogyakarta: Jalasutra.

de Lange, J.(2003). Mathematics for literacy. *Proceedings of the National Forum on Quantitative Literacy*, 75-89.

de Lange, J. (2006). Mathematical literacy for living from OECD-PISA perspective [versi elektronik]. *Tsukuba Journal of Educational Study in Mathematics*, 25, 13-36.

- Dewantara, Ki Hadjar. (1977). *Karya Ki Hadjar Dewantara bagian pertama: pendidikan*. Yogyakarta: Majelis Luhur Taman Siswa.
- Dewantara, Ki Hadjar. (1994). *Karya Ki Hadjar Dewantara bagian kedua: kebudayaan*. Yogyakarta: Majelis Luhur Taman Siswa.
- Dor Abrahamson. (2009a). A Student's Synthesis of Tacit and Mathematical Knowledge as a Researcher's Lens on Bridging Learning Theory. *International Electronic Journal of Mathematics Education*, 4(3), 195-226.
- Dor Abrahamson. (2009b). Orchestrating Semiotic Leaps from Tacit to Cultural Quantitative Reasoning-The Case of Anticipating Experimental Outcomes of Quasi-Binomial Random Generator, *Cognition and Instruction*, 27(3), 175-224, DOI: 10.1080/07370000903014261.
- Dyah Kumalasari. (2010). Konsep Pemikiran Ki Hadjar Dewantara dalam Pendidikan Taman Siswa (Tinjauan Humanis-Religius). *ISTORIA*, VIII(1), 47-59.
- Edy Tandililing. (November 2013). Pengembangan Pembelajaran Matematika Sekolah dengan Pendekatan Etnomatematika Berbasis Budaya Lokal sebagai Upaya untuk Meningkatkan Kualitas Pembelajaran Matematika di Sekolah. *Prosiding Seminar Nasional Matematika dan Pendidikan Matematika*, UNY, P-25.
- Ernest, Paul. (1989). The impact of beliefs on the teaching of mathematics. Dalam P. Ernest (Eds.), *Mathematics teaching: The state of the art* (pp.249–253). New York: Falmer.
- Ernest, Paul. (1991). *The philosophy of mathematics education*. London: The Falmer Press.
- Ernest, Paul. (2006). A Semiotic Perspective of Mathematical Activity: The Case of Number. *Educational studies in mathematics*, 61, 67–101
- Fagerlind, I & Lawrence J. S. (1983). *Educatian and national development: A comparative perspective*. Oxford: Pergamon Press.
- Fahry Ali. (1989). *Refleksi paham “kekuasaan jawa” dalam Indonesia modern*. Jakarta: PT Gramedia
- Francois, K & Van Kerkhove, B. (2010). Ethnomathematics and the philosophy of mathematics (Education). Dalam Benedikt Lowe & Thomas Muller (Eds.), *PhIMsAMP. Philosophy of mathematics: Sociological aspect and mathematical practice* (pp.121-154). London: College Publication.

- Francois, K & Pinxten, R. (Juli 2012). Multimathemacy: Mathematics education as situated learning. Makalah disajikan pada *International Congress on Mathematical Education* 12th di COEX, Seoul, Korea.
- Frans Susilo. (1998). Matematika yang manusiawi. Dalam Sumaji, dkk, *Pendidikan sains yang humanistik* (224-238). Yogyakarta: Penerbit Kanisius.
- Geertz, C. (1983). *Local knowledge: Further essays in interpretive anthropology*. New York: Basics Book, Inc.
- Geertz, C. (1992). “Local Knowledge” and Its Limits. *The Yale Journal of Criticism*, 5(2), 129-135.
- Gerdes, P. (1988). On Culture, Geometrical Thinking and Mathematics Education. *Educational studies in mathematics: Mathematics education and culture* (Editor: Alan J Bishop), 19(2), 137-162.
- Gerdes, P. (1996). Ethnomathematics and mathematics education. Dalam Bishop, A. J, Clements, M. A., Keitel, C., Kilpatrick, J. & Laborde, C. (Eds.), *International Handbook of Mathematics Education* (pp.987-1023). Dordrecht: Kluwer Academic Publishers.
- Gerdes, P. (2001). Ethnomathematics as a new research fields illustrated by studied of mathematical ideas ini African history. *Science and Cultural Diversity: Filing a gap in the history of sciences*. Cuadernos de Quipu, 5, 10-34.
- Gerdes, P. (2011). *African pythagoras: A study in culture and mathematics education*. London: Lulu.
- Gerdes, P. (2014). *Ethnomathematics and education in Africa*. Boane: ISTE.
- Guskey, T.R. (2002). Profesional development and teacher change [versi elektronik]. *Teacher and Teaching: Theory and Practice*, 8(3/4), 381-391.
- Gravemeijer, K. P. E. (1994). *Developing realistic mathematics education*. Utrecht: CD β Press.
- H.J. Wibowo, Emiliana Sadilah, & Ani Rostiyati. (1991). *Sistem pengetahuan tradisional masyarakat Jawa: Studi tentang simbolisme dan pengetahuan flora fauna*. Yogyakarta: Balai Kajian Sejarah dan Nilai Tradisional, Dirjen Kebudayaan, Depdikbud.
- Hammond, T. (2000). *Ethnomathematics: concept definition and research perspectives*. Thesis Master, Columbia University. Diambil dari http://srlweb.cs.tamu.edu/srlng_media/content/objects/object-234476000-

[b6fdd344454299ac478700e4deb6e040/2000HammondEthnomathematics.pdf](#), pada tanggal 29 Mei 2012.

- Handal, B. (2003). Teachers' mathematical beliefs: A review [versi elektronik]. *The Mathematics Educator*, 13(2), 47–57.
- Harris, M., & Evans, J. (1991). Mathematics and Work place Research. In M. Harris (Ed.), *Schools Mathematics and Work*. London : Falmer press.
- Heri Retnowati. (2015). Hambatan Guru Matematika Sekolah Menengah Pertama dalam Menerapkan Kurikulum Baru. *Cakrawala Pendidikan*, 34(3), 390-403.
- Ilhan M. Izmirli. (2011). Pedagogy on the ethnomathematics-epistemology nexus: A manifesto [versi elektronik]. *Journal of Humanistic Mathematics*, 1(2), 27-50.
- Iman Budhi Santoso. (2010). *Nasihat hidup orang Jawa*. Yogyakarta: Diva Press
- Jablonka. (2003). Mathematical literacy. Dalam Bishop, A.J., Clements, M.A., Keitel, C., & Leung, F.K.S (Eds.), *Second International Handbook of Mathematics Education* (pp.75-102). Dordrecht: Kluwer Academic Publishers.
- Jujun S. Suriasumantri. (1985). *Filsafat ilmu: Sebuah pengantar populer*. Jakarta: Sinar Harapan.
- Jong, S de. (1976). *Salah satu sikap hidup orang Jawa*. Yogyakarta: Yayasan Kanisius
- Kaleva, W. T. (1998). *The cultural dimension of the mathematics curriculum in PNG : Teacher beliefs and teacher practices*. Unpublished PhD thesis - Monash University, Australia.
- Kinard, J.T & Kozulin, A. (2008). *Rigorous mathematical thinking: Conceptual formation in the mathematics classroom*. Cambridge: Cambridge University Press.
- Kline, M. (2012). Matematika. Dalam Jujun S. Suriasumantri (penyunting) *Ilmu dalam perspektif: Sebuah kumpulan karangan tentang hakekat ilmu* (hal 228-246). Jakarta: Pustaka Obor Indonesia.
- Kneller, G. F. (1967). *Foundation of Education*. New York: John Wiley and Sons, Inc.

- Kneller, G. F. (1971). *Introduction to the philosophy of education* (2nd Ed). New York: John Wiley and Sons, Inc.
- Kodiran. (1995). Kebudayaan Jawa. Dalam *Manusia dan kebudayaan di Indonesia* (Koentjaraningrat). Jakarta: Penerbit Djambatan.
- Koentjaraningrat. (1994). *Kebudayaan Jawa*. Jakarta: Balai Pustaka.
- Koentjaraningrat. (2002). *Pengantar ilmu antropologi*. Jakarta: PT Rineka Cipta.
- Kuntowijoyo. (2006). *Budaya dan masyarakat: Edisi paripurna*. Yogyakarta: Tiara Wacana.
- Lancy, D.F. (1983). *Cross-cultural studies in cognition and mathematics*. London: Academic Press.
- Leatham, K.R. (2006). Viewing mathematics teachers' beliefs as sensible systems [versi elektronik]. *Journal of Mathematics Teacher Education*, 9, 91–102.
- Leung, F.K.S. (2001). In search of an east Asian identity in mathematics education [versi elektronik]. *Educational Studies in Mathematics*, 47, 35–51.
- Leung, F.K.S. (2006). Mathematics education in East Asia and the West': Does culture matter?. Dalam Leung, F.K.S, Graf, K.D, Lopez-Real, F.J (Eds.), *Mathematics Education in Different Cultural Traditions-A Comparative Study of East Asia and The West, the 13th ICMI Study* (pp. 21-46). SpringerLink.
- Leung, F.K.S. (2012). What can and should we learn from international studies of mathematics achievement? Dalam J. Dindyal, L. P. Cheng & S. F. Ng (Eds.), *Mathematics Education: Expanding Horizons, (Proceedings of the 35th annual conference of the Mathematics Education Research Group of Australasia, eBook*, pp. 34-60). Singapore: MERGA Inc.
- Lincoln, Y.S. & Guba, E.G. (1985). *Naturalistic inquiry*. Beverly Hills: Sage Publications.
- Lovász, L. (2008). *Trends in mathematics: how they could change education?*. Diambil dari <http://www.cs.elte.hu/~lovasz/lisbon.pdf>, pada tanggal 2 Desember 2016.
- Madusise, S & Mwakapenda, W. (2014). Using school mathematics to understand cultural activities: How far can we go? [versi elektronik]. *Mediterranean Journal of Social Sciences*, 5(3), 146-157.

Mahdiansyah & Rahmawati. (Desember 2014). Literasi matematika siswa Pendidikan Menengah: Analisis menggunakan desain tes internasional dengan konteks Indonesia. *Jurnal Pendidikan dan Kebudayaan*, 20(4). Diambil pada tanggal 17 November 2016, dari jurnaldikbud.kemdikbud.go.id/index.php/jpnk/article/download/158/145.

Marpaung, Y. (1998). Pendekatan sosiokultural dalam pembelajaran matematika dan sains. Dalam Sumaji, dkk *Pendidikan sains yang humanistis* (hal 239-264). Yogyakarta: Penerbit Kanisius.

Marsigit. (November 2007a). *Mathematical thinking across multilateral culture*. Makalah disajikan pada Seminar Nasional Jurusan Pendidikan Matematika di UNY.

Marsigit. (2007b). Mathematics teachers' professional development through lesson study in Indonesia [versi elektronik]. *Eurasia Journal of Mathematics, Science & Technology Education*, 3(2), 141-144.

Marsigit. (2009). Pembudayaan Matematika di Sekolah untuk mencapai Keunggulan Bangsa. *Prosiding Seminar Nasional Pembelajaran Matematika Sekolah*, UNY, 7-21.

Masami Isoda & Shigeo Katagiri. (2012). *Mathematical Thinking: How to develop it in the classroom*. Singapore: World Scientific Publishing Co. Ptc. Ltd.

Masingila, J.O. (2002). Examining students' perception of their everyday mathematics practice. *Journal for Research in Mathematics Education. Monograph*. 11, 30-39.

Matthews, C, Cooper, T. J. & Baturo, A. R. (2007). Creating your own symbols: Beginning algebraic thinking with Indigenous students. *Proceedings 31st Annual Conference of the International group for the Psychology of Mathematics Education*, Seoul, 249-256.

Merriam, S.B. (1991). *Case study research in education: A qualitative approach*. San Francisco, CA: Jossey-Bass.

Miles, M.B & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook (2nd ed)*. Thousand Oaks, CA: Sage.

Miles, M. B, Huberman, A. M., & Saldaña, J. (2014). *Qualitative data analysis: A method sourcebook 3rd Edition*. London: Sage Publications Ltd.

Mohaini Mohamed.(2001). *Matematikawan muslim terkemuka*. Jakarta: Penerbit Salemba Empat.

- Muhadjir, Noeng (2000). *Metode penelitian kualitatif edisi IV*. Yogyakarta : Rake Sarasin.
- Mullis, et.al. (2012). *TIMSS 2011 international results in mathematics*. Chestnut Hill, MA: TIMSS & PIRLS International Study Center, Boston College.
- Mullis, I.V.S & Martin, M.O.(eds). (2013). *TIMSS 2015 assessment frameworks*. Retrieved from Boston College, TIMSS & PIRLS International Study Center website: <http://timssandpirls.bc.edu/timss2015/frameworks.html>
- National Research Council. (2013). *The Mathematical Sciences in 2025*. Washington, D.C.: The National Academies Press.
- Niko Sardjananto. (2009). *Intisari horoskop jawa*. Yogyakarta: Kawan Kita
- OECD. (2017). *PISA 2015 Assessment and analytical framework: science, reading, mathematic, financial literacy and collaborative problem solving*. Revised edition, Paris: OECD Publishing.
- OECD. (2018). *PISA 2015 Results in focus*. Paris: OECD Publishing.
- Ornstein, A. C. & Levine, D.U. (1989). *Foundations of education (fourth edition)*. Boston: Houghton Mifflin Company.
- O'Toole, T. (2006). Building powerful understanding by connecting informal and formal knowledge. MERGA 2006 *Conference Proceedings*, 384-391.
- Paulsen, R. (2006). Mathematics literacy: How will it influence mathematics teachers? [versi elektronik]. *Tsukuba Journal of Education Study in Mathematics*, 25, 45-46.
- Pierce, C.S. (1931-1958). *Collected papers of Charles Sanders Pierce*. C. Hartshorne & P. Weiss (Eds). Cambridge, MA: Harvard University Press.
- Prediger, S. (17 Februari 2003). Mathematics-cultural product or epistemic exception. Makalah dalam *Conference on Foundation of the formal science IV*, Bonn, hal 217-232.
- Prediger, S. (2004). Intercultural perspectives on mathematics learning-developing a theoretical framework [versi elektronik]. *International Journal of Science and Mathematics Education*, 2(3), 377–406.
- Purpura, D. J., Baroody, A. J., & Lonigan, C. J. (18 Maret 2013). The transition from informal to formal mathematical knowledge: Mediation by numeral knowledge. *Journal of Educational Psychology*. Artikel a0031753. Diambil

dari <https://www.researchgate.net/.../263936585>, pada tanggal 4 Desember 2016.

RMJT Soehakso. (1998). Kedudukan logika pada bangunan ilmu matematika dan sains serta peranannya dalam riset dan dalam pendidikan. Dalam Sumaji, dkk *Pendidikan sains yang humanistik* (hal 187-222). Yogyakarta: Penerbit Kanisius.

Rosa, M. & Orey, D. C. (2010). Ethnomathematics: the cultural aspects of mathematics [versi elektronik]. *Revista Latinoamericana de Etnomatemática*, 4(2), 32-54.

Rosa, M. & Orey, D. C. (2013). Culturally relevant pedagogy an ethnomathematical approach [versi elektronik]. *Journal of Mathematics & Culture*, 7(1), 74-97.

S. Jan Abas. (2001). Islamic Geometrical Patterns for The Teaching of Mathematics of Symmetry. *Symmetry: culture and science*. 12(1-2), 53-65.

S. Reksosusilo. (2006). Telaah buku: Falsafah Hidup Jawa. *Studia philosophica et theologica*, 6(2), 187-194.

Salkind, N.J. (2004). *An introduction to theories of human development*. London: Sage Publications, Inc.

Sardiyo & Pannen, P. (2005). Pembelajaran Berbasis Budaya: Model Inovasi Pembelajaran dan Implementasi Kurikulum Berbasis Kompetensi. *Jurnal Pendidikan*. 6(2), 83-98.

Saxe, G.B & Posner, J.K. (1983). The development of numerical cognition: Cross-cultural perspectives. Dalam Ginsburg, H.P (Eds.), *The Development of Mathematical Thinking* (pp. 291-317). Toronto: Academic Press, Inc.

Sharma, S. (2012). Cultural influences in probabilistic thinking [versi elektronik]. *Journal of Mathematics Research*, 4(5), 63-77.

Sitti Fatimah S. Sirate. (2011). Studi kualitatif tentang aktivitas etnomatematika dalam kehidupan masyarakat Tolaki [versi elektronik]. *Lentera Pendidikan*, 14(2), 123-136.

Situngkir, Hokky. (September 2010). *Borobudur was built algorithmically*. Diambil dari http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1672522, pada tanggal 24 November 2015.

Situngkir, Hokky. (2016). *Kode-kode nusantara*. Jakarta Selatan: Penerbit Exposé.

- Siham El Kafafi. (2011). Why is it hard to engage students? investigating epistemological theories underlying teaching and learning mathematics [versi elektronik]. *World Journal of Science, Technology and Sustainable Development*, 8(1), 41-53.
- Skemp, R. R. (1971). *The psychology of learning mathematics*. New York: Penguin Books Ltd.
- Smith, C., et al. (2009). *How teacher change: A study of professional development in adult education*. New York: Nova Science Publisher Inc.
- Solomon, Y. (2009). *Mathematical literacy: Developing identities of inclusion*. New York: Routledge.
- Sri Wintala Achmad. (2012). *Wisdom van Java: Mendedah nilai-nilai kearifan Jawa*. Bantul: IN AzNa Books.
- Sri Wulandari Danoebroto. (2015). Teori Belajar Konstruktivis Piaget dan Vygotsky. *Indonesian Digital Journal of Mathematics and Education*, 2(3), 191-198.
- Sri Wulandari Danoebroto. (2016). Studi Kualitatif tentang Peran Guru Matematika di SMP Sekitar Candi Borobudur dalam Melaksanakan Pembelajaran yang Responsif Budaya. *Indonesian Digital Journal of Mathematics and Education*, 3(5), 285-295.
- Stake, R.E. (2006). *Multiple case study analysis*. London: The Guilford Press.
- Stake, R.E. (2009). Studi Kasus. Dalam N. K. Denzin & Y. S. Lincoln (Eds.), *Handbook of Qualitative Research* pp. 443-466 (terjemahan Dariyatno, dkk). Thousand Oaks, CA: Sage. (Buku asli Edisi kedua diterbitkan tahun 2000).
- Starkey, P & Klein, A. (21 Agustus 2007) *Sociocultural influences on young children mathematical knowledge*. Diambil pada tanggal 7 Juni 2014, dari www.childrenslearninginstitute.org/.../Socioultural%20Influences.pdf.
- Steinbring, H. (2006). What makes a sign a *mathematical Sign*?-An epistemological perspective on mathematical interaction [versi elektronik]. *Educational Studies in Mathematics*, 61, 133-162.
- Steinbring, H. (2007). *Changed views on mathematical knowledge in the course of didactical theory development – independent corpus of scientific knowledge or result of social constructions?*. Diambil dari <http://www.maths-d.org.uk/mkit/Steinbring%20Nuffield%20Jan%202007.pdf>, pada tanggal 17 Desember 2016.

- Stipek, D.J., et al. (2001). Teachers' beliefs and practice related to mathematics instruction [versi elektronik]. *Teaching and Teacher Education*, 17, 213-226.
- Street, B. (2003). What's "new" in new literacy studies? critical approaches to literacy in theory and practice [versi elektronik]. *Current Issues in Comparative Education*, 5(2), 77-91.
- Suhendra Yusuf. (April 2012). *Outlook Literasi Siswa Indonesia*. Makalah pada Konferensi Linguistik Tahunan Atma Jaya (Kolita) kesepuluh Tingkat Internasional di Universitas Katolik Indonesia Atma Jaya.
- Sukirman Dharmamulya, dkk. (2008). *Permainan tradisional Jawa*. Yogyakarta: Kepel Press.
- Sumar Hendayana, Asep Supriatna & Harun Imansyah.(Maret 2011). Indonesia's issues and challenges on quality improvement of mathematics and science education. *CICE Series*, 4(1), 41-51. Artikel 34457. Diambil dari <http://ir.lib.hiroshima-u.ac.jp/en/list/ndc/370/p/286/item/34457>, pada tanggal 6 Maret 2015.
- Suminto A. Sayuti. (September 2013). *Budaya dan kearifan lokal di era global: Peninggnya pendidikan*. Makalah disampaikan pada Seminar Nasional Kearifan Lokal di Universitas Jenderal Soedirman Purwokerto.
- Supriadi, Andika Arisetyawan & Tiurlina. (2016). Mengintegrasikan Pembelajaran Matematika berbasis Budaya Banten pada Pendirian SD Laboratorium UPI Kampus Serang. *Mimbar sekolah dasar*. 3(1). 1-18.
- Suwardi Endraswara. (1996). Prinsip Óthak Athik Mathuk" dalam Penafsran Falsafah Aksara Jawa. *Cakrawala pendidikan*, 15(2), 83-94.
- Suwardi Endraswara. (2012). *Falsafah hidup Jawa*. Yogyakarta: Cakrawala
- Tall, D. (2008). The transition to formal thinking in mathematics [versi elektronik]. *Mathematics Education Research Journal*, 20(2), 5-24.
- Taylor, L. (1992). Mathematical Attitude Development from a Vygotskian Perspective. *Mathematics Education Research Journal*, 4(3), 8-23.
- Thomas, G. (2016). *How to do your case study (2nd Ed)*. London: SAGE Publications Ltd.
- Tilaar, H. A. R. (2015). *Pedagogik teoretis untuk Indonesia*. Jakarta: PT Kompas Media Nusantara.

Tim Pusperek. (2012). *Kemampuan matematika siswa SMP Indonesia menurut benchmark internasional TIMSS 2011*. Jakarta: Balitbang Kemendikbud.

van Reeuwijk, M. (2001). From informal to formal, progressive formalization an example on "solving systems of equations". Dalam Chick, H., Stacey, K., & Vincent, J. (Eds), *The Future of Teaching and Learning of Algebra: The 12th ICMI study conference* (pp.613-620), Melbourne, Australia: The University of Melbourne. Diambil pada tanggal 8 Desember 2016, dari <http://www.fi.uu.nl/publicaties/literatuur/4465.pdf>

van Thompson. *Can a lack of math skills hurt you in the future?*. Diambil pada tanggal 30 November 2016, dari <http://oureverydaylife.com/things-everyday-life-require-math-14089.html>.

van Zoest, L. R., Jones, G. A., & Thornton, C. A. (1994). Beliefs about mathematics teaching held by preservice teachers involved in a first grade mentorship program [versi elektronik]. *Mathematics Education Research Journal*, 6(1), 37-55.

Verner, Massarwe & Bshouty. (Juli 2012). *Fostering creativity in mathematics teaching through inquiry into geometry of cultural artifacts*. Makalah disajikan pada 12th International Congress on Mathematical Education di Seoul, Korea pp 7021-7026.

Villegas-Reimers, E. (2003). *Teacher professional development: an international review of the literature*. Paris: UNESCO.

Vithal, R. & Bishop, A. (2006). Mathematical literacy: A new literacy or a new mathematics? [versi elektronik]. *Journal Pythagoras*, 64, 2-5.

Wanty Widjaya. (2011). Towards Mathematical Literacy in The 21st Century: Perspectives from Indonesia. *Southeast Asian Mathematics Education Journal*, 1(1), 70-79.

Wedge, T. (Januari 2010). Ethnomathematics and mathematical literacy: People knowing of mathematics in society. Dalam C. Bergsten; E. Jablonka & Tine Wedege (Eds.), *Mathematics and mathematics education: Cultural and social dimensions. Proceedings of MADIF 7. The Seventh Mathematics Education Research Seminar, Stockholm*, Linköping Universitet, 31-46.

Wedege, T. (2013). *Workers' mathematical competences as a study object: Implications of general and subjective approaches*. Malmö: Faculty of Education and Society.

Whitehead, A.N. (1951). *The aims of education and other essays*. New York: The New American Library.

- Wilder, R. (1950). The cultural basis of mathematics. *Proceedings of the International Congress of Mathematicians*, I, 258-271.
- Yaya S. Kusumah. (2011). Mathematical literacy. *Proceedings 1st International Symposium on Mathematics Education Innovation*. Yogyakarta, 45-52.
- Yeo, J.PW.(2008). *Why study mathematics? applications of mathematics in our daily life.* Diambil pada tanggal 14 Juni 2014, dari math.nie.edu.sg/bwjyeo/.../ameyearbook2010_reallifeapplications.pdf.
- Yin, R. K. (2014). *Case study research: Design and methods* (5th ed.). Thousand Oaks, California: Sage.