Mathematics Education and Graph Theory

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June 9, 2014

Editors:
Mustangin
Abdul Halim Fathani
MATHEMATICS EDUCATION AND GRAPH THEORY
Proceedings of International Seminar on Mathematics Education and Graph Theory
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Islamic University of Malang, 2014

These proceedings contain the full texts of paper and talks presented in the International Seminar on Mathematics Education and Graph Theory on June 9, 2014

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PREFACE

These proceedings contain the full text of papers and talks presented in the International Seminar on Mathematics Education and Graph Theory. This seminar was held in conjunction with the International Workshop on Graph Masters. The workshop was held on June 7–8, 2014, while the seminar was on June 9, 2014. These events were organized by Islamic University of Malang (Unisma) in cooperation with Indonesian Combinatorial Society (InaCombS).

The workshop and the seminar would not have been possible without the time and energy put forth by the invited speakers. The invited speakers of the workshop were: Mirka Miller, University of Newcastle, Australia; Joseph Miret, Universitat de Lleida, Spain; Christian Mauduit, Institut de Mathematiques de Luminy, France; Edy T. Baskoro, Bandung Institute of Technology, Indonesia; Surahmat Supangken, Islamic University of Malang, Indonesia; Tri Atmojo, State University of Semarang, Indonesia; and Purwanto, State University of Malang, Indonesia.

The invited speakers of the seminar were: Juddy Anne Osborn, University of Newcastle, Australia and Abdur Rahman As’ari, State University of Malang, Indonesia. The seminar was held on the area of mathematics education and graph theory. The main themes of the mathematics education seminar include topics within the following areas (but not limited to): philosophy of mathematics education, curriculum development, learning methods and strategies, learning media, development of teaching material, and assessment and evaluation of learning. The main themes covered in graph theory seminar include topics within the following areas (but not limited to): degree (diameter) problems, ramsey numbers, cycles in graphs, graph labeling, dimensions of graphs, graph coloring, algorithmic graph theory, and applications of graph theory in various fields.

We would like to thank you to the invited speakers and all presenters who have submitted papers, for their valuable and inspiring presentation. A special appreciation goes to: Surahmat Supangken, Rector of Unisma and Kiki Ariyanti Sugeng, the President of InaCombS, who have made a lot of efforts to prepare this seminar.

We also do not forget to express our gratitude to Islamic University of Malang (Unisma) for providing financial support, and to the Indonesian Combinatorial Society (InaCombS) for the support. We hope that you had a great time and valuable experience during the seminar in Malang.

Malang, July 22, 2014

Editors
TABLE OF CONTENTS

Preface __ iii
Table of Contents __ v

MATHEMATICS EDUCATION:
THEORETICAL (CONCEPTUAL) ARTICLES

OPTIMIZING PROBLEM SOLVING ACTIVITY FOR TEACHING MATHEMATICAL THINKING
   Abdur Rahman As’ari  .......... 3–9

CONSTRUCTION THEORY OF CRITICAL THINKING AS PROCESS TOWARDS REFRACTION THINKING IN MATHEMATICS
   Anton Prayitno, Akbar Sutawidjaja, Subanji, Makbul Muksar  .......... 10–16

CONCEPT IMAGE AND CONCEPT DEFINITION OF A STUDENT’S CONCEPT UNDERSTANDING
   Budi Nurwahyu  .......... 17–26

DEVELOPMENT OF TACIT KNOWLEDGE DIMENTION FOR MATHEMATICS NOVICE TEACHERS
   Eddy Bambang Irawan  .......... 27–31

DEVELOPING THE STUDENT’S MATHEMATICAL REPRESENTATION AND ABSTRACTION ABILITY THROUGH GUIDED DISCOVERY LEARNING
   Eka Setyaningsih  .......... 32–38

IDENTIFICATION THE UNI-CONNECTED MATHEMATICAL THINKING PROCESS IN MATH PROBLEM SOLVING
   Elly Susanti, I Nengah Parta, Tjang Daniel Chandra  .......... 39–49

BLENDED LEARNING AS A WAY TO OPTIMIZE SEMESTER CREDIT SYSTEM (SCS)
   Hapizah  .......... 50–55

MAKING MATHEMATICAL CONNECTIONS IN SOLVING CONTEXTUAL MATHEMATICS PROBLEM: THEORETICAL REVIEW FROM THE PERSPECTIVE OF IQ AND GENDER
   Karim  .......... 56–64

THE ROLE OF LANGUAGE, LOGIC, AND MATH IN SCIENCE AND TECHNOLOGY DEVELOPMENT
   M. Kharis  .......... 65–68

REPRESENTATION OF MATHEMATICAL CONCEPT IN THE DIFFERENT PERSPECTIVE THEORY OF UNDERSTANDING
   Mustangin  .......... 69–77
BUILD MATHEMATICAL KNOWLEDGE THROUGH PROBLEM-SOLVING STRATEGY
Saleh Haji .......... 78–81

NINE STRATEGIES OF CRITICAL THINKING DEVELOPMENT: A LITERATURE REVIEW
Slamet .......... 82–85

MATHEMATICS EDUCATION:
RESEARCH AND DEVELOPMENT ARTICLES

IMPLEMENTATION OF PROPS “FASKAL” TO RAISE ALGEBRA FACTORIZATION CONCEPT IN AISIYAH ORPHANAGE SUMBERSARI - JEMBER DISTRICT
Abi Suwito .......... 89–94

THE PROFILE OF PROBLEM SOLVING ON OPEN ENDED PROBLEMS OF STUDENTS WITH INTERMEDIATE LEVEL OF MATHEMATICS COMPETENCE
Agung Dedihiawan Ismail .......... 95–99

METACOGNITIVE AWARENESS ASPECTS IN SOLVING ALGEBRA
Akhsanul In'am .......... 100–104

DEVELOPING SELF-RENEWAL CAPACITY SCALE BASED ON PACE MODEL
Andri Suryana .......... 105–109

DIAGNOSTIC DIFFICULTY STUDENTS ORGANIZATION AT THE UNIVERSITY OF GUNUNG JATI IN PROVING USING MATHEMATICAL INDUCTION AND EFFORTS TO OVERCOME USING SCAFFOLDING
Azin Taufik .......... 110–116

CHARACTERISTICS OF THINKING PROCESSES OF ELEMENTARY SCHOOL STUDENTS WITH MODERATE ABILITY IN MATHEMATICS PROBLEMS SOLVING
Baiduri .......... 117–123

TEACHER’S KNOWLEDGE OF CONTENTS AND STUDENTS (KCS) ON QUADRILATERALS: CASE STUDY
Bettisari Napitupulu .......... 124–134

HOW TO IMPROVE STUDENTS’ ABILITY IN QUESTIONING BY ASKING THEIR RESPONSIBILITY OF WHAT THEY LEARN
Budi Mulyono .......... 135–139

TEACHING MATHEMATICS TO 0–1 YEAR OLD BABIES
Christine Wulandari .......... 140–155

DEVELOPMENT OF MATHEMATICS LEARNING MATERIALS WITH ANCHORED INSTRUCTION MODEL FOR DISABILITY STUDENT IN INCLUSION CLASS
Dian Kristanti, Cholis Sa’dijah, Tjang Daniel Chandra .......... 156–175
IMPLEMENTATION OF THE FIRST YEAR LESSON STUDY TO IMPROVE THE LEARNING QUALITY IN MATHEMATICS EDUCATION STUDY PROGRAM UNIVERSITY OF JEMBER
Dian Kurniati .......... 176–180

THE THINKING PROCESS OF JUNIOR HIGH SCHOOL STUDENTS ON THE CONCEPT OF RECTANGLE REVIEWED BY THEIR COGNITIVE STYLES
Endah Budi Rahaju .......... 181–190

BARRIERS TO STUDENT THINKING IN SOLVING THE PROBLEM OF FACTORING ALGEBRAIC FORM BASED ON THE LEVEL OF ALGEBRAIC THINKING AND SCAFFOLDING
Hairus Saleh, Ukhti Raudhatul Jannah .......... 191–207

LEARNING MEDIA “PUTRI” IN IMPROVING TRIGONOMETRY LEARNING OUTCOMES AT SMK (VOCATIONAL SCHOOL)
Hastini Ratna Dewi, Wiwik Sugiarti .......... 208–217

METHOD OF INDUCTION IN THE PROCESS OF MASTERING CALCULUS IN MECHANICS
Hendra Gunawan .......... 218–223

THE REFLECTIVE THINKING STUDENT WITH LOGIC APPROACH IN PROBLEMS SOLVING OF SPEED, DISTANCE, AND TIME
Hery Suharna, Subanji, Toto Nusantara .......... 224–228

DEVELOPING RESEARCH INSTRUMENTS FOR PROFILING COGNITIVE PROCESSES OF STUDENT IN CONSTRUCTING MATHEMATICAL CONJECTURE FROM INDUCTION PROBLEMS
I Wayan Pija Astawa .......... 229–236

THE PROFILE OF REASONING SCHOOLGIRLS ELEMENTARY SCHOOL WHO HAVE HIGH MATHEMATICS ABILITY IN PROBLEMS SOLVING OF FRACTION
Iis Holisin .......... 237–246

A COGNITIVE LOAD OF THE SEVENTH GRADE STUDENTS IN TEACHING MATHEMATICS AT SMP NEGERI 3 MALANG
Isbadar Nursiti .......... 247–253

THE DEVELOPMENT OF INSTRUMENTS TO IDENTIFIY CRITICAL THINKING SKILL OF JUNIOR HIGH SCHOOL STUDENTS IN SOLVING CRITICAL THINKING MATHEMATICS PROBLEMS
Ismail .......... 254–265

DEVELOPING A MATHEMATICS MODULE WITH CONTEXTUAL APPROACH AND ISLAMIC VALUES USING ADOBE FLASH CS3 AS A MATHEMATICS LEARNING RESOURCE FOR STUDENTS IN SMP/MTS
Mulin Nu'man, Ibrahim .......... 266–285

DESIGNING VIDEOS OBSERVATIONS PROJECT THROUGH SCIENTIFIC APPROACH WITH AUTHENTIC ASSESSMENT TO INTEGRATE STUDENTS’ KNOWLEDGES IN MATHEMATICS TEACHING AND LEARNING
Nurcholif Diah Sri Lestari .......... 286–295
DEVELOPING SELF EFFICACY SCALE WITH THE ORIENTATION OF WEB-ASSISTED BRAIN-BASED LEARNING  
Nuriana Rachmani Dewi (Nino Adhi) .......... 296–301

TEACHER’S INTERACTION PROCESS IN ASSISTING STUDENTS OF SMAN 10 MALANG TO CONSTRUCT CONCEPT OF COMPREHENSION IN PROBABILITY MATERIAL  
Ratna Widyastuti .......... 302–313

THE ANALYSIS OF STUDENTS DIFFICULTIES IN SOLVING PROBLEMS OF SET  
Rohana .......... 314–321

MATHEMATICS LEARNING BY MIND MAPPING METHOD  
Ryan Angga Pratama, Alhamidun .......... 322–327

CHARACTERIZATION OF ALGEBRAIC THINKING Process OF STUDENTS IN PATTERN GENERALIZING BASED APOS THEORY  
Siti Inganah, Purwanto, Subanji, Swasono Rahardjo .......... 328–337

MATHEMATICAL COMMUNICATION PROFILE OF FEMALE-FIELD INDEPENDENT STUDENT OF JUNIOR HIGH SCHOOL IN SOLVING PROBLEM  
Sudi Prayitno .......... 338–344

THE EFFECTS OF REALISTIC MATHEMATICS EDUCATION AND STUDENTS’ COGNITIVE DEVELOPMENT LEVELS ON THE UNDERSTANDING OF CONCEPTS AND THE ABILITY IN SOLVING MATHEMATIC PROBLEMS BY JUNIOR HIGH SCHOOL STUDENTS  
Sunismi .......... 345–359

THE IMPROVEMENT OF STUDENT UNDERSTANDS OF ADDITION AND REDUCTION FRACTION CONCEPT THROUGH REALISTIC MATHEMATIC EDUCATION (RME) WITH MANIPULATIVE MATERIALS IN THE 4TH GRADE OF SDN GADANG I MALANG  
Surya Sari Faradiba .......... 360–364

RESEARCH INSTRUMENT DEVELOPMENT OF STUDENTS’ REASONING PROCESS IN PROVING THEOREM  
Susanah .......... 365–377

PROFILE OF STUDENT’S INTUITION IN THE ANALYSIS OF THE VAN HIELE LEVEL IN GEOMETRY PROBLEM SOLVING  
Susilo Bekti .......... 378–387

STUDENT’S FOLDING BACK WHICH HAS A TENDENCY ON CONCEPTUAL KNOWLEDGE IN UNDERSTANDING LIMIT DEFINITION  
Susiswo .......... 388–403

DEVELOPING TEACHING REALISTIC MATHEMATIC INTERACTIVE HANDBOOK ON STATISTICS SETTING ON ISLAMIC BOARDING SCHOOL OF IX GRADE MTs  
Suwarno .......... 404–413
INSTRUCTIONAL MATERIALS DEVELOPMENT ON CALCULUS II COURSE USING MATHEMATICS MOBILE LEARNING (MML) APPLICATION
Sunismi, Abdul Halim Fathani ........ 414–429

PATTERN AND STRUCTURE MATHEMATICS AWARENESS CONTRIBUTED TO NUMBER SENSE EARLY CHILDHOOD
Timbul Yuwono ........ 430–437

MIDDLE SCHOOL STUDENTS’ COVARIATIONAL REASONING IN CONSTRUCTING GRAPH OF FUNCTION
Ulumul Umah, Abdur Rahman As’ari, I Made Sulandra ........ 438–448

THE ANALYSIS ON STUDENTS’ ERRORS IN SOLVING MATHEMATICAL WORD PROBLEMS OF CUBE AND BLOCK MATERIALS BASED ON THE STAGES OF NEWMAN’S ERROR ANALYSIS
Umi Farihah, Moh Nashihudin ........ 449–457

SIGNIFICANCE TRAINING OF PEDAGOGICAL AND PROFESSIONAL COMPETENCY THROUGH PEER LESSON METHOD IN DISCRETE MATHEMATICS SUBJECT
Wasilatul Murtafiah ........ 458–468

THE DEVELOPMENT OF MATHEMATICS E-PORTFOLIO ASSESSMENT MODEL FOR SENIOR HIGH SCHOOL
Zainal Abidin, Sikky El Walida ........ 469–476

PROCESS OF SPATIAL REASONING ON VOCATIONAL STUDENT HIGH ABILITY IN CONSTRUCTION CUBE (CASE STUDY ON STUDENTS WHO HAVING HIGH SPATIAL ABILITY)
Zuraidah ........ 477–488

GRAPH THEORY

GRACEFUL LABELING ON BAT GRAPH $B_t(n,r,s)$
Annisa Dini Handayani, Kiki A Sugeng ........ 491–494

THE ANALYSIS OF AIR CIRCULATION ON COFFEE PLANTATION BASED ON THE LEVEL OF PLANTS ROUGHNESS AND DIAMOND LADDER GRAPHCROPING PATTERN USING FINITE VOLUME METHOD
Arif Fatahillah, Dafik, Ervin Eka Ristutik, Susanto ........ 495–498

DEVELOPING MST, TSP, AND VRP APPLICATION
Darmawan Satyananda ........ 499–508

SUPER $(a,d)$-VERTEX ANTIMAGIC TOTAL LABELING ON DIRECTED CYCLE GRAPH
Devi Eka Wardani Meganingtyas, Dafik, Slamin ........ 509–515

SPECTRUM OF ANTIADJACENCY MATRIX OF SOME UNDIRECTED GRAPHS
Fitri Alyani, Kiki A Sugeng ........ 516–519
THE LOCATING CHROMATIC NUMBER OF STRONG PRODUCT OF COMPLETE GRAPH AND OTHER GRAPH

THE CHARACTERISTICS OF CRITICAL SET IN EDGE MAGIC TOTAL LABELING ON BANANA TREE GRAPH
Irham Taufiq, Triyani, Siti Rahmah Nurshiami .......... 524–527

VERTEX COLORING BY TOTAL LABELINGS OF SUN, WHEEL AND PRISM GRAPHS
Isnaini Rosyida, Widodo, Ch. Rini Indrati, Kiki A. Sugeng .......... 528–533

ON DISCONNECTED RAMSEY (3K₂,K₃)-MINIMAL GRAPHS
Kristiana Wijaya, Edy Tri Baskoro, Hilda Assiyatun, Djoko Suprijanto .......... 534–537

TEACHING COMBINATORIAL GAMES INTERACTIVELY USING MAPLETS
Loeky Haryanto, Arnensih Alimuddin .......... 538–546

THE AIR FLOW ANALYSIS OF COFFEE PLANTATION BASED ON CROPS PLANTING PATTERN OF THE TRIANGULAR GRID AND SHACKLE OF WHEEL GRAPH BY USING A FINITE VOLUME METHOD

ON THE DOMINATION NUMBER AND CHROMATIC NUMBER OF FLAKE GRAPH
Mohammad Nafie Jauhari .......... 551–554

SUPER (a,d) -EDGE ANTIMAGIC TOTAL LABELING OF SNAIL GRAPH
Novian Riskiana Dewi, Dafik, Susi Setiawani .......... 555–458

TOTAL EDGE IRREGULARITY STRENGTH OF LAMPION GRAPH
Nuris Hisan Nazula, Slamin, Dafik .......... 559–562

SUPER (a,d)-EDGE-ANTIMAGIC TOTAL LABELING OF UFO GRAPH
Reni Umilasari, Dafik, Slamin .......... 563–568

CHARACTERISTIC STUDIES OF SOLUTION THE MULTIPLE TRIP VEHICLE ROUTING PROBLEM (MTVRP) AND ITS APPLICATION IN OPTIMIZATION DISTRIBUTION PROBLEM
Sapti Wahyuningsih, Darmawan Satyananda .......... 569–578

ONE TOUCH DRAWING FOR ANDROID-BASED GRAPH THEORY LEARNING
Sikky El Walida .......... 579–582

VERTEX MAGIC TOTAL LABELING ON SUNS DIGRAPH
Yuni Listiana, Darmaji, Slamin .......... 583–589
Mathematics Education

PROCEEDINGS OF INTERNATIONAL SEMINAR
ON MATHEMATICS EDUCATION AND GRAPH THEORY

Theoretical (Conceptual) Articles
PATTERN AND STRUCTURE MATHEMATICS AWARENESS CONTRIBUTED TO NUMBER SENSE EARLY CHILDHOOD

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Abstract

The main objective of the preschool program is to prepare preschool age children for early learning success at primary school level. Research has shown that this goal can be achieved if only the school has high-quality preschool programs. High-quality programs facilitate children’s learning of mathematics. One of the high-quality program is involving early intervention in mathematics. Math teacher intervenes in accordance with the cognitive development of children. Early intervention in early childhood mathematics aims to observe the development of children's mathematical patterns and structures. This early intervention can overcome learning difficulties at the time of formal schooling. Awareness of mathematical patterns and structure is very important for the development of mathematical concepts, skills and proficiency. The purpose of this article is to investigate how can awareness in patterns and structures owned by early childhood contributes to the number sense.

Keywords: Pattern, Structure Mathematics, Number Sense, Early Childhood, Five-Frames

INTRODUCTION

The main objective of the program is to prepare preschool age children for early learning success at primary school level. Research has shown that this goal can be achieved only if high-quality preschool programs (Barnett & Boocock, 1998). Teachers who understand child development in all fields. Teachers provide children with meaningful experiences to build on the knowledge already possessed. These include teachers who provide high-quality learning.

Research shows that high-quality programs facilitate children's learning in mathematics (Clements & Sarama, 2004). One of the high-quality program with early intervention in mathematics, such as preschool programs that integrate math practice in accordance with the development of the child can cope with learning difficulties at the time of formal schooling (Fuson, Smith, & LoCicero, 1997). Teachers know the children know about math early, when it began to think. This can be seen in two ways, observation (observing the development of motor and cognitive representations through children) and intervention. Teachers observe the children search for mathematical thinking beyond counting, identifying shapes, and simple division, estimation, patterns, symmetry, and understanding of spatial relationships (Kyoung-Hye Seo, 2003).

Early intervention strategies to prevent early childhood mathematics learning difficulties, remediate and educators to encourage children to give children the opportunity developmental math enrichment before formal schooling (Doig, B, et al 2003). Without active intervention seems to be the kids with little mathematical knowledge at the beginning of formal schooling will remain low achievers throughout the elementary school years (Aubrey, C, 2006). The results of a brief intervention showed recurring patterns can act as an effective bridge to introduce the concept of comparison. They also show that certain representations and actions petrified student teachers to identify comparison, achieving equality between certain comparisons, and began to represent these ideas in abstract notation system (Warren, E., & Cooper, TJ 2007)
Ginsburg et al (2003) extensively studied the children of China and the U.S. for 4-5 years and how they use and understand mathematical reference during free play. The researchers found there were six main categories used in the children's understanding of mathematics, namely: (1) classification, (2) the size, (3) enumeration, (4) the pattern and shape, (5) spatial relationships, and (6) the concept of partial / entirely.

The new math program children ages 4 to 8 years emphasizes structural aspects of patterns and relations, including equality, growth patterns, and functional thinking (Warren & Cooper, 2005, 2008). Awareness on the mathematical structure is very important in early childhood mathematics for competence (Mulligan, JT, & Mitchelmore, MC 2009).

LITERATURE REVIEW

Defining Mathematical Pattern and Structure

A mathematical pattern may be described as any predictable regularity, usually involving numerical, spatial or logical relationships (see Mulligan & Mitchelmore, 2009). In early childhood, the child has a pattern including repeating patterns (for example, ABABAB ...), the pattern of spatial structures (eg, geometric shapes), growth pattern (eg, 2, 4, 6, 8, ...), Unit size or transformation. Structure refers to the way in which the various elements are organised and related including spatial structuring (see Mulligan et al., 2003). Structural development can emerge from, or underlie mathematical concepts, procedures and relationships and is based on the integration of complex elements of pattern and structure that lead to the formation of simple generalis example, recognising structural features of equivalence, 4 + 3 = 3 + 4 may reflect he child’s perceived symmetrical structure (see Mulligan & Mitchelmore, 2009).

Early Childhood Research Mathematical Pattern and Structure

Research on early mathematics learning has often been restricted to an analysis of children’s developmental levels of single concepts such as counting, but has not provided insight into common underlying processes that develop mathematical generalization (Mulligan & Vergnaud, 2006). Mathematics Education and Neurosciences (MENS) Project provide frameworks to promote ‘big ideas’ in early mathematics and science education (van Nes & de Lange, 2007). Algebraic thinking is thought to develop from the ability to see and represent patterns and relationships such as equivalence and functional thinking from the early childhood years (Papic, Mulligan, & Mitchelmore, 2009; Warren & Cooper, 2008).

Research in number. have all shown how progress in students’ mathematical understanding depends on a grasp of underlying structure. Significant concentrations of new research with young children focused on data modeling and statistical reasoning also provide an integrated approach to studying structural development (Lehrer, 2007).

Structural Developmental Stages of Early Childhood

Battista et al. (1998) found the spatial structuring abilities of students to provide the input and organization for the numerical procedures that the students used to count an array of cubes. Spatial structuring is also influenced by the students’ attempts at counting, and it is based on how students physically and mentally act on a spatial configuration. Spatial structuring as a type of organization is considered to contribute to insight into important mathematical concepts such as patterning, algebra, and the recognition of basic shapes and figures (Mulligan et al., 2006). From this, Battista and Clements concluded that spatial structuring fundaments later algebraic and spatial thinking. Several studies in this area have shown how low-achieving children tend to
not use any form of spatial or mathematical structure and instead continue to rely on superficial features (Mulligan et al., 2005).

Over the past decade a suite of studies with four- to nine-year olds has examined how children develop an Awareness of Mathematical Pattern and Structure (AMPS), found to be common across mathematical concepts (Mulligan, 2011; Mulligan, English, Mitchelmore). An assessment interview, the Pattern and Structure Assessment (PASA) and a Pattern and Structure Mathematics Awareness Program (PASMAP) focuses on the development of structural relationships between concepts. Tracking, describing and classifying children’s models, representations, and explanations of their mathematical ideas and analysing the structural features of this development—are fundamentally important

Students’ drawn responses and their explanations, at the three assessment points, were categorised using the levels of analysis from previous studies (Mulligan & Mitchelmore, 2009) as follows and Figure 1:

- **Pre-structural**: representations lack evidence of numerical or spatial structure
- **Emergent (inventive-semiotic)**: representations show some relevant elements but numerical or spatial structure is not represented
- **Partial structural**: representations show most relevant aspects but are incomplete
- **Structural**: representations correctly integrate numerical and spatial structural Features

### Figure 1. Typical responses by four different 6-year-old students to an area task, by stages of structural development

![Figure 1](image_url)

Over the past decade a suite of studies with four- to nine-year olds has examined how children develop an Awareness of Mathematical Pattern and Structure (AMPS), found to be common across mathematical concepts (Mulligan, 2011; Mulligan, English, Mitchelmore). An assessment interview, the Pattern and Structure Assessment (PASA) and a Pattern and Structure Mathematics Awareness Program (PASMAP) focuses on the development of structural relationships between concepts. Tracking, describing and classifying children’s models, representations, and explanations of their mathematical ideas and analysing the structural features of this development—are fundamentally important

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### Intervention Programs

In comparison to the area of literacy, and in particular reading, there are few comprehensive programs to assist teachers of children who experience mathematics learning difficulties. However, several effective programs have been developed such as Mathematics Recovery (Wright, 2003).

The Intervention was designed on the basis of children’s existing patterning knowledge to: provide explicit opportunities to explore and develop patterning skills through problem-based task develop children’s mathematical reasoning in order to provide a foundation for later mathematical learning particularly in early algebraic thinking.

Intervention group children demonstrated effective use of a unit of repeat and spatial relationships and most were also able to extend and explain growing patterns over a year later. Papic and Mulligan (2007) studied patterning strategies during the year prior to formal schooling in 53 children from two similar pre-schools. Intervention group children demonstrated effective use of a unit of repeat and spatial relationships and most were also able to extend and explain growing patterns over a year later

An important outcome of the intervention program was the development of the concept of unit of repeat (Papic, Mulligan, & Mitchelmore, 2011). When children construct a simple repetition, the pattern structure reflects equal-sized groups. This approach allows for the development of counting techniques that are more effective than unitary counting. During the intervention, children were frequently observed
Defining Number Sense

Specific definition of number sense varies every researcher mathematics. Number sense can broadly be defined as the ease and flexibility with which children operate with numbers (Gersten & Chard, 1999). Number sense involves abilities related to counting, number patterns, magnitude, decomparisons, estimating, and number transformation (Bench, 2005), Kemampuan awal kuantitatif termasuk kemampuan anak untuk subitusi dan membandingkan jumlah dengan membuat korespondensi (Clements & Sarama, 2007) Jordan et al. (2006) cite five key elements thought to govern the basic development of number sense in kindergarten children (1) correspondence principle, stable-order principle, and understanding cardinality; (2) coordinating quantities, and making numerical magnitude comparisons; (3) addition and subtraction, (4) Estimation approximating or estimating set sizes, (5) Number Patterns—copying, extending.

Number Sense to Five-Frame Description

Five-frames will serve as a useful tool to support pre-K students’ development of number sense concepts for several reasons. First, five-frames provide a basic and consistent organizational structure that inherently anchors mathematics around the number five, an important benchmark number in children’s mathematical development (Novakowski 2007). Second, due to the limited number of squares in a five-frame, students are automatically constrained to working with smaller set sizes (five or fewer) that are well within their developmental counting range (Baroody 2009). Third, five-frames present opportunities for children to establish connections between different numerical representations, a critical skill in one’s mathematical development (NRC 2009). Fourth, five-frames allow children to explore combinations of numbers and observe part-whole relationships, an important consideration during early mathematics (Hunting 2003). Finally, five-frames are visually and conceptually similar to ten-frame representations, and therefore early exposure to five-frames will help to familiarize students with an instructional tool commonly used in later elementary mathematics.

A five-frame (see Fig. 2) is simply a 1 x 5 row of squares that allows users to place physical manipulatives (dots, counters, coins, etc.), each within a single box, to create a visual representation for numbers zero–five. Similarly, traditional ten-frames (Fig. 3) are 2 x 5 arrays are designed to serve the same purpose as five-frames, but extend representations of numbers to zero through ten.

![Fig. 2 Ten-frame representation of the number eight](image)

Five-frames, describing their potential as both instructional scaffolds (e.g., assisting children in counting, partitioning, and tagging concrete objects) as well their capacity to serve as concrete analogs (Boulton-Lewis 1998) to represent numerical quantities and help students establish connections between different numerical representations

Awareness of Pattern and Structure in Early Mathematical and Number Sense.

We define the way a mathematical pattern is organised as its structure. Mathematical structure is most often expressed in the form of a generalisation numerical, spatial or logical relationship which is always true in a certain domain.

An example of pattern and structure in early mathematics learning, consider the
rectangle shown in Figure 4. The pattern of 3 x 5 squares is obvious to adults, but not to young students (Outhred & Mitchelmore, 2000). They apparently do not perceive its implicit structure: three rows of five equally sized squares (or five columns of three) with their sides aligned vertically and horizontally. Repetition (of individual rows or columns) and spatial relationships (congruence, parallels and perpendiculars) are the essential structural features here.

![Figure 4. Rectangular grid perceived as (a) 3 x 5, (b) 3 rows of 5, (c) 5 columns of 3.](image)

Observations made in kindergarten Permata Iman 3 Malang showed in Figure 9: Students named G drew a pattern grow box representation of elements (boxes) and a pattern of dots in a triangle. Structure of the existing rudimentary numerical growth pattern which is seen in this figure is correct, while the lateral growth pattern has not been true, this means the numerical representation of under-represented. In Figure 9 student called G, on Pre-structural stage, is not still using the time limit for drawing a box next to an existing image. Students drew a pattern of growth based on the results of the image that students have entered the stage of Emergent. In the second image grow box and circle pattern shows some (elements of) the relevant boxes with the structure given in the form of squares and a pattern of dots in a triangle.

![Figure 5. Pre-structural](image)

![Figure 6. Emergent](image)

![Figure 7. Partial](image)

![Figure 8. Structural](image)

![Figure 9: Pre-structural stage students draw the pattern grows](image)

![Figure 10: Students named D drew representation grow pattern elements (boxes) and a pattern of dots in a triangle. Structure of the existing rudimentary numerical growth pattern which is seen in](image)
this figure is correct, while the lateral growth pattern has not been true, this means the numerical representation is under-represented. In Figure 10 students named D is not at the stage of pre-structural who still had to limit use when drawing the box next to images that have been available. Students drew a pattern of growth based on the results of the image that showed students have entered the stage of Emergent. In the second image grow box and circle pattern shows some (elements of) the relevant boxes with the structure given in the form of squares and circles (dots). In the second picture the pattern of squares and circles indicate growth is still at the stage of some partial (elements) into the box is still not like the pictures that have been given.

Figure 10: Emergent stage students draw the pattern grows

Figure 11: Students named C drew a pattern grow box representation of elements (boxes) has structural developmental stages (S). True representation integrating numerical and spatial structure element. Spatial numerical structure and the pattern are correct since it grows upward and laterally correct box size is appropriate, but the pattern of dots in the triangular structure of numerical and spatial is only closer to the truth. It is still not the such image that has been given.

DISCUSSION

Students' mathematical thinking in early childhood can be described in terms of growing awareness of pattern and structure. The paper hopes to provide inspiration to build awareness of pattern and structure in early childhood. Five-frame, describe their potential as both an instructional scaffolds (e.g., helping children in counting, partitioning, and labeling concrete objects) as well as their ability to serve as a replacement for concrete (Boulton-Lewis 1998). Five-Frame helps young children build relationships between numerical representations, concrete objects and verbal counting. Further research needs to (a) which one should be given first Five-Frame or early child unitizing has started to draw some squares to cover this shape? (b) When (how old) had early childhood Awareness of Mathematical Pattern and Structure (AMPS) based on the level of structural development? (c) How has the follow-up of early childhood with a structural level already owned?

CONCLUSION

Before outlining the overall conclusion of this paper, it should be noted that this is just a conjecture that is supported by the observation of a kindergarten school. The pattern and structure mathematics awareness on task areas: Unitizing someone has started to draw some squares to cover this shape. Finish drawing the squares. Students' responses and their explanations drawn, at the three assessment points, were categorized using the levels of analysis from previous studies which follows Figure 1: Pre-structural, Emergent, Partial-structural, and Structural (Mulligan & Mitchelmore, 2009). (a) Each level is the level of awareness of children's mathematical patterns and structures that affect the child's ability in spatial and numerical representations. At this stage of structural development of early childhood can integrate elements of numerical and spatial structure. (b) Awareness of Mathematical Pattern and Structure (AMPS) coordinating early contributes quantities, numerical
magnitude making comparisons; addition and subtraction, estimation of approximating or sets estimating sizes, number patterns-copying, extending. Awareness of Mathematical Pattern and Structure (AMPS) in children early childhood contributes to the number sense.

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