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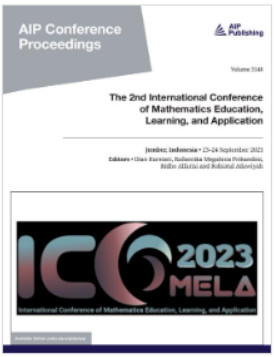

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Difference in results: High school students' mathematical reflective thinking of science and social studies

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A growing body of literature has showed that mathematical reflective thinking ability plays a crucial role in the learning process. Nevertheless, students' mathematical reflective thinking ability are not always in a good condition. Therefor The overarching objective of this qualitative study sought to explore the mathematical reflective thinking abilities of senior high school students in the science and social studies specialization program. A total of ten senior high school students in west java participated in the study. The data collecting used were observation, tests, and interviews. Triangulation strategy used to develop a comprehensive understanding of phenomena. The results showed that senior high school on science program were unable to fulfil all the indicators in each phase of reflective thinking. The phase that was mastered by students is the reacting phase, the phase that is sufficiently mastered by students is the elaborating/comparing phase, while the contemplating phase for students is still diverse. conversely the average subject on social program were only mastered the comparing phase where the subject could explain the answers obtained and