

TEACHER PROBLEMATICS IN MATHEMATICS LESSONS AT SDN 3 BANDA ACEH CITY

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Abstract

This research aims to see what problems teachers are facing in teaching Mathematics at SDN 3 Banda Aceh City and what solutions are provided by teachers to students while the teaching and learning process is taking place in the classroom. The research method used is a qualitative approach, with the type of research data collection using observation, interviews and documentation methods with research subjects namely grade 1 elementary school teachers. The results of the research show that there are several problems experienced by many teachers in teaching mathematics, including: 1. What are the factors that make it difficult for us as teachers to teach Mathematics? 2. What curriculum is currently used in schools? 3. How interested are students in taking mathematics lessons? 4. Do students easily memorize formulas? 5. How do teachers develop talent for teaching mathematics ?. The solutions offered regarding the difficulties faced are: 1) Teachers must provide students with learning motivation for basic Mathematics concepts; 2) Teachers must understand the meaning of independent curriculum and can explore it with students without coercion; 3) Teachers must be more creative in using appropriate learning media, methods and strategies to make it easier for students to memorize mathematical formulas; 5) Teachers must participate actively in teacher working groups (KKG).

Keywords: *Teacher Problems, Mathematics Lessons*

A. Introduction

Mathematics is one of the subjects taught at all levels of education starting from elementary school (SD), middle school (SMP), high school (SMA), to college (Fauzi et al., 2020). Mathematics is one of the sciences needed in human life, because from mathematics students are trained to be able to think systematically, logically, critically, and can solve problems that they experience in real life (Kurnia et al., 2022). Not only in the world of education, mathematics is also closely related to everyday life, therefore mathematics is very important to learn. Learning mathematics in elementary school is very important for children, because the knowledge they gain at this level will have a big influence on the next level. The mathematics learning process in elementary school will discuss basic mathematical concepts and materials that will help students with their mathematics material at a further level. Therefore, it is very important for teachers to determine the right learning method to properly instill mathematics material from elementary school. Mathematical problems are a tool used not only to help students develop their thinking abilities but also help them to develop their basic skills in solving problems both problems related to mathematics and problems in everyday life.

Problem solving is considered to be the heart of mathematics learning because it not only studies concepts but emphasizes the development of thinking skills methods as well. Students can apply their knowledge and problem solving skills to be useful in everyday life. A common problem experienced by teachers in learning mathematics is understanding and comprehending the basic concepts of mathematical material correctly. Mathematics lessons are material that is quite difficult to understand, which causes students to be reluctant to learn the material

because they think negatively when facing this lesson. So this will result in students quickly giving up before learning mathematics.

A teacher is an educator who is happy to dedicate himself to teaching a science that aims to educate, direct and train his students to understand the science of the subjects taught both at school, at the Koran and wherever they are. Teachers are a profession, which has qualifications in carrying out their duties in terms of educating, teaching, guiding, motivating, facilitating students in learning in order to achieve the educational goals that have been set (Siti Nurzannah, 2022). In this case, teachers do not only teach formal education. But also other education and can be a role model who will be taken as an example for students. Teachers are very important in the process of creating the next generation who are qualified both intellectually and morally.

Teachers experience difficulties in understanding students about certain material, in other cases the teacher reveals that mathematics is one of the lessons that is difficult to teach to students. This problem can be seen from students' ability to solve mathematics problems which is still low in both low and high classes. The teacher's difficulty in learning mathematics is understanding the basic concepts of the material to be taught (Fauzi et al., 2020) Understanding concepts in mathematics lessons is very important which will be very helpful both in supporting students' abilities in understanding further mathematics material and in solving problems.

The success of a learning system cannot be separated from the role of the teacher who is the main component in planning and designing the learning process well. Mathematics learning needs to be designed so well that it has the potential to develop students' creative thinking abilities. Developing creative thinking abilities needs to be carried out

along with developing ways of evaluating or measuring them. Students are expected to be able to think creatively as a process of generating ideas that emphasizes aspects of fluency, flexibility, novelty and detail. Creative thinking ability is the ability to generate new ideas or ways of producing a product. If it is connected to mathematics lessons, it turns out that the ability to think creatively is very necessary. The aim is none other than to encourage students to develop their thinking without having to stick to the methods taught by the teacher. In order for children's creativity to be realized, there needs to be encouragement within the individual (intrinsic motivation) and encouragement from the environment (extrinsic motivation).

The ability to solve problems is a general goal of teaching mathematics. Problem solving which includes methods, procedures and strategies is the core and main process in the mathematics curriculum. Problem solving is a basic ability in learning mathematics. The view that the ability to solve problems is the general goal of teaching mathematics, implies that mathematics can help in solving problems both in other subjects and in everyday life. Therefore, this problem-solving ability is a general goal of mathematics learning. The view of problem solving as the core and main process in the mathematics curriculum means that learning problem solving prioritizes the process and strategies used by students in solving them rather than just the results. So that process skills and strategies in solving problems become basic abilities in learning mathematics.

Education is a set of situations that influence individual development as a learning experience that takes place in all the formation of fundamental skills intellectually and emotionally (PRIMARY SCHOOL EDUCATION, nd). Elementary schools are schools that teach basic

education for children starting from 7 years old to 12 years old. Elementary school is a continuation of pre-school and continues through to secondary school. Primary School Education is the lowest level of national education as intended in the National Education System Law No.20 of 2003. Basic education is organized to develop attitudes and abilities, skills and basic skills needed for residence and prepare students to meet the requirements for entry into middle education (PRIMARY SCHOOL EDUCATION, nd) In elementary school there are several subjects, including amteamtics lessons.

There are many difficulties faced by teachers and students during the mathematics learning process at school. As in the mathematics learning process in elementary school, basic mathematical concepts and materials will be discussed which will help students with their mathematics material at a further level. Therefore, it is very important for teachers to determine the right learning method to properly instill mathematics material from elementary school (Safrina, Ikhsan, & Ahmad, 2014). Teachers have difficulty understanding students about certain material making it difficult for teachers to explain material that is a little more difficult. This research discusses the difficulties experienced by elementary school teachers when teaching mathematics. From several expert opinions above, it can be concluded that mathematics learning outcomes can be defined as students' abilities or knowledge obtained through the mathematics learning process over a certain period of time, giving rise to thinking, reasoning, logical and systematic thinking. Then apply it in everyday life.

B. Method

This research uses a qualitative research methodology by conducting sessions 1. Class observation, 2. interviews with study teachers at SDN 3 Banda Aceh and 3. Documentation. Qualitative research is research that is descriptive and tends to use analysis. Process and meaning are more emphasized in qualitative research. The theoretical basis is used as a guide so that the research focus is in accordance with the facts in the field. Qualitative methods place more emphasis on observing phenomena and look more closely at the substance of meaning of these phenomena. Analysis and sharpness of qualitative research are greatly influenced by the strength of the words and sentences used (Zaini et al., 2023).

C. Finding and Discussion**1. Result**

The results of this research are presented based on research questions through student observation data, interviews with lower grade teachers at SDN 3 Banda Aceh and documentation as follows: 1. What are the factors that make it difficult for us as teachers to teach Mathematics? 2. What curriculum is currently used in schools? 3. How interested are students in taking mathematics lessons? 4. Do students easily memorize formulas? 5. How do teachers develop talent for teaching mathematics? Based on the results of interviews with teacher Mrs. Ernita S.Pd in the lower class of SDN 3, Banda Aceh City, there are several difficulties experienced by teachers during the mathematics learning process, including:

1. Children's ability to understand basic Mathematics concepts, especially in lower grades

2. The curriculum currently used is an independent curriculum, no longer a thematic curriculum
3. Lack of student learning in Mathematics lessons.
4. Students find it difficult to memorize mathematical formulas
5. Teachers have difficulty developing the material in books, but teachers use media that is easy for students to understand in learning mathematics.

2. Discussion

Based on the results of research conducted, there are several difficulties that teachers face during the mathematics learning process. The importance of understanding mathematical concepts for elementary school students causes teachers to have to study harder in order to find solutions to overcome the difficulties they face, here are the difficulties and solutions offered by researchers and teachers, namely:

1. Children's ability to understand basic Mathematics concepts, especially in lower grades

Teachers must provide learning motivation to students for basic Mathematics concepts. The basic concept of mathematics is learning a new concept of mathematics, when students have never studied this concept, which aims to be able to connect students' concrete cognitive abilities with new abstract concepts of mathematics. Therefore, in this learning the teacher must provide media or teaching aids to help students' thinking processes.

2. The curriculum currently used is an independent curriculum, no longer a thematic curriculum

Teachers must understand the meaning of independent curriculum and can explore it with students without coercion. The independent curriculum is a curriculum where the learning structure is divided into two main activities, namely intracurricular learning which refers to the learning outcomes that must be achieved by students in each subject, and the project to strengthen the Pancasila student profile which refers to the graduate competency standards that students must have.(Hamdi et al., 2022). This curriculum is considered necessary to overcome the learning crisis in Indonesia, which based on various study results shows that most students in Indonesia are unable to master basic literacy skills such as understanding simple reading and are unable to master basic numeracy skills such as applying basic mathematical concepts. Teachers currently prefer an independent curriculum system because using an independent curriculum can make it easier for students to understand lessons, especially mathematics.

3. Lack of student learning in Mathematics lessons.

Teachers must provide motivation to students, especially for learning mathematics. Teachers must also arouse students' learning motivation by continuing to provide material reviews with interesting learning methods and strategies so as to arouse students' curiosity and interest in knowing something.

4. Students find it difficult to memorize mathematical formulas

In memorizing formulas, teachers must be able to convince students to memorize the basic formulas which begin with the

students' intentions and abilities and in the mathematics learning process the use of media really helps teachers in understanding students, especially the concept of material in the form of mathematical formulas which will be memorized by students.

5. Teachers have difficulty developing the material in books, but teachers use media that is easy for students to understand in learning mathematics.

Many teachers must actively participate in teacher working groups (KKG). Apart from using media or teaching aids, teachers must also be more active in understanding the basic concepts of mathematics by following the KKG program, namely Teacher working group activities are a forum that functions as a support for teaching and learning activities in class which discusses teacher difficulties, learning strategies, making tools. display, create worksheets, assignment sheets, and discuss any problems experienced by each teacher in class and then look for appropriate solutions to overcome existing problems. So it is highly recommended for other teachers to actively participate in the KKG, because apart from reducing the burden on teachers regarding the learning process, the KKG also helps teachers to find out new information related to the world of education, especially how mathematics is developing in other schools.

D. Conclusion

Based on the results of observations, interviews and documentation conducted by researchers at SD Neg 3 Banda Aceh City through Mrs. Ernita S.Pd, it can be concluded that teachers play a very

important role in creating comfort for students in order to create effective conditions during the teaching and learning process. especially in mathematics lessons. There are many choices of methods that teachers can use, for example teachers can use question and answer sessions about mathematics by giving praise to students who are able to answer quickly, and teachers can also use media or teaching aids to make it easier for students to learn mathematics lessons. Teachers can also instill motivation by clarifying the goals to be achieved to students to arouse students' interest in mathematics lessons and create a pleasant atmosphere in the teaching and learning process, by creating cooperative competition in the class.

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