

The Role of the Teacher in Overcoming Student's Difficulties in Learning Mathematic

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Abstract

The school applies health protocols in the learning process. Having a limitation of face-to-face meetings due to health protocols helped students overcome difficulties in learning mathematics. The method of this research used descriptive qualitative approach. The subjects were fifth grade homeroom teacher and students. Data collection techniques were in the form of interviews, observation, and documentation. Data analysis presentation techniques used Miles and Huberman include data reduction, data presentation, and data verification or drawing conclusions. The validity of the data in this research used source triangulation and technical triangulation. The results showed that the factors that cause students' learning difficulties after a limitation of face-to-face meetings include (1) internal factors and external factors, (2) students obtained score below passing grade, (3) the role of the teacher to educate children. It can be concluded that the role of teacher played a significant part in the classroom.

Keywords: Teacher's role , Mathematic, Learning

1 INTRODUCTION

Education is a human effort to develop the potential that is within him, in line with this the Government of the Republic of Indonesia regulates the National education system in Law No. 20 of 2003. Based on the Joint Decree of 4 ministers regarding guidelines for implementing learning during the Covid-19 pandemic, the current learning system is experiencing a change where distance learning becomes limited face-to-face learning. Implementation of limited face-to-face learning for all formal education in the PPKM areas level 1,2 and 3 will be implemented in the new 2022 school year. In participating in limited face-to-face learning students and teachers are not being contaminated with the Covid-19 virus, have carried out vaccinations, and have no symptoms covid-19. Decree of the Minister of Education, Culture, Research and Technology (Mendikbud Ristek) Nadiem Makarim issued the latest circular regarding limited face-to-face learning (PTMT). The rules for limited face-to-face meetings (PTMT) are contained in circular number 2 of 2022 concerning the implementation of learning during the Covid-19 pandemic, regarding the implementation of limited face-to-face meetings held in areas that have entered the implementation of level 2 community activity restrictions (PPKM), especially educational institutions. formal meetings are allowed to hold limited face-to-face meetings with the condition that 50 percent of the capacity of students and classrooms.

In a transitional period like now face-to-face learning is limited in capacity divided into 50% of normal capacity. Students who enter the school are divided into two sessions, namely the first session with a capacity of 50% of the number of students as well as the second session. This is enforced so that students can keep their distance while at school and not cause chaos in the school environment. In carrying out face-to-face learning during the new normal transition period, student parents are involved in determining an

appropriate learning system for both online learning and face-to-face learning. During the transition period all students are required to wear a mask, wash their hands before entering the room and have their temperature checked. For students participating in face-to-face learning activities while at school students are required to bring equipment that supports learning such as writing instruments, textbooks and food supplies. With limited meeting time, it is hoped that students will be able to follow the learning well and be active during the learning process.

Based on the background above, this study aims to explain the teacher's role in carrying out limited face-to-face learning (PTMT) which showing that in the learning process 70% of students had difficulty understanding multiplication and division arithmetic operations. So students have difficulty working on material related to roots and fractions. This is because when learning takes place students cannot work on material related to multiplication and division arithmetic operations, students who find it difficult to calculate multiplication and division operations which cause difficulty working on the questions given by the teacher.

When the teacher uses props that are appropriate to the material, students can more easily understand and make learning more meaningful. The teacher also gave students the opportunity to ask questions, however, only a few students responded. Students are less enthusiastic about learning because during online learning for two years they did not do their own assignments but their parents did the assignments given by the teacher. In addition, students also do not understand the material. Based on the results of interviews was found that students had difficulty learning mathematics. The difficulties experienced by students were not understanding the meaning of the questions and confusion in calculating multiplication and division operations. In addition, students often make mistakes when calculating multiplication and division operations in a long way. Mathematics is a very important basic science, mathematics provides students with scientific thinking for complex abilities because it leads to improving the quality of education today. According to Chisnaji Banidra Yudha (2018), mathematics subjects are very important for training students' thinking patterns. Students who cannot calculate multiplication and division operations are given the opportunity to ask the teacher and students are given practice questions to understand the multiplication and division calculation operations. In this way, teachers make efforts to overcome students' mathematics learning difficulties by using teaching aids related to the material.

2 RESEARCH METHODS

According to Sugiyono (2013) states that qualitative research methods are often referred to as naturalistic research because the research is carried out in natural conditions (natural setting). The method used by researchers in this study is to use a descriptive research method with a qualitative approach. This qualitative descriptive research aims to describe, describe, explain, and answer in more detail the problems to be studied by studying as much as possible whether an individual, group, or phenomenon that occurs. The procedures for carrying out the researchers will be carried out by researchers using interviews, observation and documentation.

Pada this study researchers used data collection techniques in the form of observation, interviews, and documentation. The subjects of this study were class VA teachers and students in class 5 A. This type of research is qualitative research, namely research methods based on postpositivism philosophy, used to examine the conditions of the objects experienced where the researcher is the key instrument, sampling of data sources is done purposively and snowball, collection techniques are triangulation techniques (combined), data analysis is inductive/qualitative in nature, and the results of qualitative research emphasize the meaning of generalizations.

The research approach used is to use a descriptive approach. What is meant by descriptive is that the researcher must describe an object, phenomenon, or social setting

that will be written in a narrative text. This means that in writing data and facts collected are in the form of words or pictures rather than numbers.

3 RESULT AND DISCUSSION

Factors that cause difficulties in learning mathematics for fifth grade students A Students' attitudes towards learning Attitude is the way students act, a positive attitude towards mathematics subjects is a good start in the learning process. Based on the results of the research, it can be concluded that in this case the attitude of the students that emerged during the learning process, students did not pay attention to the teacher when explaining the material, students did not actively ask questions, and students chatted with other students. The same thing was expressed by Rosyadi stating that students' dislike of mathematics is a form of students' low interest in mathematics. Motivation is very necessary for students to achieve success. Based on the results of the study it can be concluded that giving motivation by teachers is important for students to study harder. Students who have low motivation are not eager to learn and are lazy to pay attention to the teacher when delivering math material. Factors of students' learning difficulties in mathematics. Based on the results of interviews with VA class teachers, students had 2 factors of learning difficulties, namely internal factors including students' health conditions, student learning interest, student motivation and external factors including family factors, student-teacher relationships and environmental influences. From the results of the interviews above, the researcher draws the conclusion that teachers have an interest in finding out the causes of learning difficulties experienced by students when learning mathematics. Factors from student learning difficulties come from student internal factors which include students' health conditions, students' interest in learning mathematics and student motivation while external factors that come from outside students include factors from friends and family environment. Students are not active in asking the teacher because students are embarrassed to ask and understand more about asking friends. The role of the teacher in overcoming student learning difficulties.

The same thing was expressed by According to Kusuma (2014) stating that students have motivation from within themselves that has not been seen, as evidenced by the lack of involvement of students in the learning process in class. Interest in learning is important for students to carry out activities in learning. Based on the results of the study, it can be concluded that students' interest in learning mathematics is low because they think that mathematics is difficult, making it difficult for them to understand the material. The same thing was expressed by Slameton (2015) interest is that students feel more like and feel attached to something because of the desire of the students themselves. The condition of the body that is not optimal affects students' acceptance of the material presented by the teacher. Based on the results of the study, it can be concluded that the unhealthy health conditions of students make it difficult for students to accept learning from the teacher. The same thing was expressed by Guntoro (2015) stating that the level of physical fitness affects learning achievement. 2) External factors Family is the first education for students, guidance and attention from parents is an important factor for student success. Based on the results of the study, it can be concluded that students who lack attention from their parents experience difficulties in learning and home conditions that are not conducive cause students to be disturbed. The following information is obtained by researchers: the teacher creates good relations with students by motivating with wise words, the teacher shows closeness to students, this can be seen when the teacher and students carry out two-way communication in class and outside the classroom. Students do not hesitate to greet the teacher, ask jokes, or chat related to the lesson or not related to the lesson. The teacher as a facilitator is a teacher who facilitates the teaching and learning process. The following is the information obtained by researchers: The media used by teachers is in the form of teaching aids related to the material. The teacher's goal is to use visual aids to explain material that attracts the attention of students and the teacher relates learning to objects around the student's environment. Based on the results of interviews with

the teacher, the researcher drew the conclusion that the teacher uses learning media and involves students participating in making learning media. In addition, the teacher pays attention to students with special needs to study with other students but with different material. The teacher evaluates learning evaluation of learning is a process of measuring

4 CONCLUSION

Based on the results of research and discussion regarding the role of teachers in overcoming mathematics learning difficulties for class VA students after limited face-to-face meetings at SDN Cilangkap 01 Pagi. Researchers draw the following conclusions: (1) actors that cause learning difficulties in mathematics for VA class students are internal factors including the physical condition of students' health, student interest in learning, student motivation, and external factors that come from outside students which include a student family factors and environmental influences. (2) The role of the teacher in overcoming the learning difficulties of VA class students is that the teacher plays a role in teaching students, motivating students during learning, the teacher acts as a student facilitator in developing talents, the teacher acts as a companion for student learning at school and changes student behavior, and the teacher evaluates student learning outcomes. (3) The characteristics of mathematics learning difficulties for class VA students are that students have grades below the KKM, student learning outcomes that are not balanced with their efforts, and students' attitudes are not good.

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