

## Students' Attitudes Towards Learning Mathematics: "Too Soft Attitudes-Very Difficult-Boring-In A Good Way"

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**Abstract:** Students' attitudes towards learning mathematics: "too soft attitudes-very difficult-bored-in a good way" is an expression that is described because of a problem. Difficulties in understanding mathematical concepts have an impact on poor problem-solving abilities, so it is important to know what causes students to make mistakes and difficulties in learning mathematics. The goal to be achieved through this research is to find learning problems, their causes, and how to overcome them in learning mathematics. The research method of this research is a qualitative research based on a phenomenological approach. This study was conducted at his MTs Darul Hikmah Kedungwaru in Tulungagung. The main data sources are students and teachers of mathematics. Sources of supporting data are the Head of MTs Darul Hikmah Kedungwaru and class teachers. Data collection techniques through observation and interviews. Data analysis techniques are data reduction, data presentation, and conclusion/validation. The results are as follows. (a) student problems: Lack of understanding of the material provided by the teacher, low student motivation to study, lazy to do homework regularly. (b) Educator's Problems: The teacher's inability to master the class, the teacher's inability to master the learning material. Efforts to overcome problems learning mathematics: (a) Efforts to Solve Student Problems: Strive to improve the learning environment Attempt to motivate students by providing suggestions to help them learn more actively Reward students with grades and praise for their learning Remind them to complete their homework (b) Efforts to solve educator problems, namely: Schools conduct assessments, summon teachers who are unable to attend class, and conduct teacher coaching and training, especially math teachers.

**Keywords:** Attitudes of Students, Mathematics Learning, Problems and their solutions

## Introduction

Education is a need that must be met in the life of society, nation and state. The progress of a country is largely determined by the creativity of the country's education itself (Gülen & Yadigar, 2020; Inganah et al., 2023). Education is the effort to develop a highly skilled and engaged workforce. "Good education is education that has an insight into human development, continuous education based on the values of life, or long-term education that is not short-term and not temporary. That's why (Humaidi et al., 2022; Mahmud, 2021; Moleko & Mosimege, 2020):

"Education has always been important. Education is an interesting topic that needs to be discussed, debated, questioned, studied, studied, criticized and developed, and remains a subject of politics and public authorities and bureaucrats. It's an interesting subject and topic

for people it should be. Education discusses human rights to life and is in line with human duties to develop their nature and potential (self).

To answer these issues, reliable global human resources are needed (Waite & McDonald, 2019). People who can be trusted are highly qualified, have critical, methodical, logical and creative thinking, and are willing to collaborate effectively (Kim et al., 2019). This mindset can be developed through a quality education process (ND Safitri et al., 2023; van Laar et al., 2020). Education idolizes quality human existence. Education always produces quality human beings through various activities that are designed, programmed and applied. Because good people need a pretty long learning curve (Yeh et al., 2019). Basically, there is no training without going through the process. This educational process determines the quality of a person.

Education aims to change the pattern of future human thinking. Article 3 of Law Number 20 of 2003 concerning the National Education System states:

" National education develops skills and values in the framework of education for the life of the nation, with the aim of developing the potential of students to become human beings who believe and fear God Almighty. It helps shape the character and civilization of a particular nation. Has noble character, has good sense, is knowledgeable, capable, creative, independent, democratic and responsible as a citizen.

In this fast-paced and challenging era, teachers should ideally continue to educate themselves and grow creatively by providing new insights from the world of pedagogy, psychology and science (Haviz et al., 2018; Hussin et al., 2019; Shi, 2022). Knowledge must be adapted. Therefore, an understanding of the various factors and limitations in education can be expected. If the development of mathematics can run as expected, then a quality generation will be born in the future. However, efforts do not always live up to expectations. It cannot be denied that mathematics is not an easy science to learn (Hasanah et al., 2022; H. D. Putra et al., 2020; Syaifuddin et al., 2022). Thus, these obstacles can arise from within the student, from the environment, or from mathematics itself. One subject that needs more attention is mathematics. When discussing mathematics, the main highlight that is most directly shown is through his attitude (Nja et al., 2022; Putri & Prodjosantoso, 2020; Rizki et al., 2022). The image of mathematics is always seen as bad because there are several problems in learning mathematics at school compared to other subjects. Like our sense of physical beauty, our sense of mathematics is highly subjective. Of course, most students, including adults, do not see math as a "fun subject."

Mathematics is a universal science that serves human life, underlies the development of modern technology, plays an important role in various fields, and advances human thought (Colomé, 2019; Listiawati & Qomariah, 2020; Vidyastuti et al., 2022). Mathematics subjects should be offered to all students from elementary school onwards to equip them with logical, analytical, methodical, critical, innovative, creative and collaborative thinking skills (Fauza et al., 2022; Hämäläinen et al., 2021; Sulaiman & Ismail, 2020). This competency is necessary for students to acquire, manage, and use information to live better in conditions that are always changing, uncertain, and competitive (Lai et al., 2020; Qomariyah et al., 2023). In doing mathematics learning, it is expected that students can feel the impact of learning mathematics. In learning, conceptual understanding in training students' skills often starts inductively through observing patterns and phenomena, experience of actual events, or intuition (Schiuma et al., 2022; Yulianti & Wulandari, 2021).

Mathematical skills or prowess are part of life skills that students must have, especially in the development of reasoning, communication, and solving problems encountered in students' daily lives (Darmayanti, Baiduri, et al., 2022; Wisshak & Hochholding, 2020). Mathematics is always used in all aspects of life, where all fields of study require appropriate mathematical skills (Anjarwati et al., 2023; Sah RWA et al., 2022; Sekaryanti et al., 2022). Mathematics is also a strong, concise and clear means of communication, it can be used to present information in a variety of ways, improve logical thinking skills, accuracy and spatial awareness, give satisfaction to solving challenging problems, develop creativity, and as a means to increase awareness of cultural development (Asbari et al., 2020; Hendarman & Cantner, 2018; van Laar et al., 2017). Mathematical competence is the contribution of mathematics subjects to the achievement of life skills and is intended to be achieved through the mathematics curriculum (Setiana et al., 2019; Sugianto, Darmayanti, et al., 2022). Learning mathematics is a process used to help students maintain a very noble life, but there are still many problems and obstacles in learning mathematics in the field.

This article summarizes some of the problems and alternative solutions for learning mathematics in secondary schools that occur at MTs Darul Hikmah Kedungwaru Tulungagung. When studying mathematics, many students just take classes for granted without questioning what mathematics is and what it is taught for. Not infrequently those who argue that mathematics is a subject that only confuses students, learning is boring and that learning in the classroom does not produce any aspects of learning mathematics. Whereas by learning mathematics, children can gain the ability to think logically, analytically, and systematically.

Through interviews with Class VIIA mathematics teachers in the field, namely at MTs Darul Hikmah Kedungwaru Tulungagung, it is known that teachers in teaching material are always faced with students who have difficulty understanding student concepts. A student's difficulty in understanding mathematical concepts can weaken his ability to solve problems. This is indicated by the number of errors made by students in completing assignments. Not only that, the class atmosphere which is often noisy in learning mathematics even though there is a teacher in the class is also a problem. This is an issue that requires the attention of all parties involved in efforts to produce a capable generation. There are many factors behind the mistakes made by students, as well as the number of mistakes made by students, so it is important to know what factors make students make mistakes or make learning mathematics difficult.

The above problem is also supported by research conducted in mathematics classes at that time. They still think that mathematics is a frightening subject (Darmayanti, Rahmah, et al., 2022; Kuncorowati et al., 2017), the teacher when delivering material is also unclear (Febriyanti et al., 2021; Shahbari & Daher, 2020), the teacher conveys material is too convoluted (Zulfa et al., 2019), learning is difficult, and learning is boring for students (Jailani et al., 2020; Lodge et al., 2018; Ozen Unal & Urun, 2021), so students often don't want to learn mathematics. avoid learning math, and create a frightening impression. Mathematics itself In addition to negative experience in mathematics, (Quezada, 2020) stated that previous experience of learning mathematics is a strong predictor for the future. Therefore, the positive attitude of students is an important factor in their success in learning mathematics. However, this research will focus on the negative attitudes of students shown in the learning process and when facing math problems. Not only paying attention to aspects of student attitudes, but also from the attitude shown by the teacher when conveying, leading, providing feedback

in the process of learning mathematics. Negative attitudes such as lack of motivation, difficult feelings, and anxiety when learning mathematics can affect students' learning motivation. Previous research has noted a negative relationship between anxiety in unmotivated people and math performance (Nanmumpuni & Retnawati, 2021). If students do not enjoy learning mathematics, they will find it difficult to understand the learning material provided by the teacher and their interest will be low. Furthermore, when the teacher's negative attitude when delivering material in the learning process can also trigger student displeasure in learning, so that students tend to give negative responses as well. This causes a decrease in students' interest in learning mathematics. Based on the background above, the purpose of this survey is to clarify the following: causes and alternative solutions to problems in learning mathematics..

## Methods

The research method used in this research is qualitative research. This research is based on a phenomenological approach. Phenomenology is a field of study that seeks to find the "essential" meaning of phenomena experienced by many people (Nasution et al., 2017). The purpose of the phenomenological approach is to describe "something that is experienced, or how something is experienced. Researchers used a phenomenological approach, namely when conducting research on students and teachers of mathematics education, to monitor, see and describe what happened and what was experienced by teachers and students in the process of learning mathematics. In this research method, there are several things that must be considered regarding the place of research, the data needed, how the data is collected and how the data is analyzed, all of which can be seen in Figure 1.

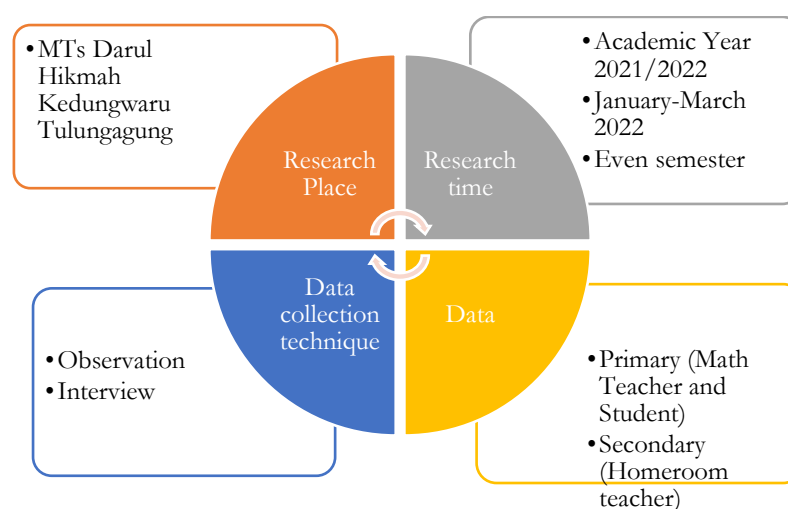


Figure 1. Research methods

In Figure 1 it is explained that the location of this research was carried out at MTs Darul Hikmah Kedungwaru Tulungagung. This research was carried out in the 2021/2022 academic year from January to March 2022 when the semester is even. There are two sources of data used in this study, the first is primary data (mathematics teachers and students), the second is secondary data (homeroom teacher). In this case the subject of the mathematics teacher is a class VII teacher, with 32 students. There are two techniques used in this study, namely

through observation and interviews. Furthermore, in analyzing the data that has been collected in the study, researchers used data analysis techniques according to Miles and Huberman. Note the flow in analyzing the data in Figure 2.

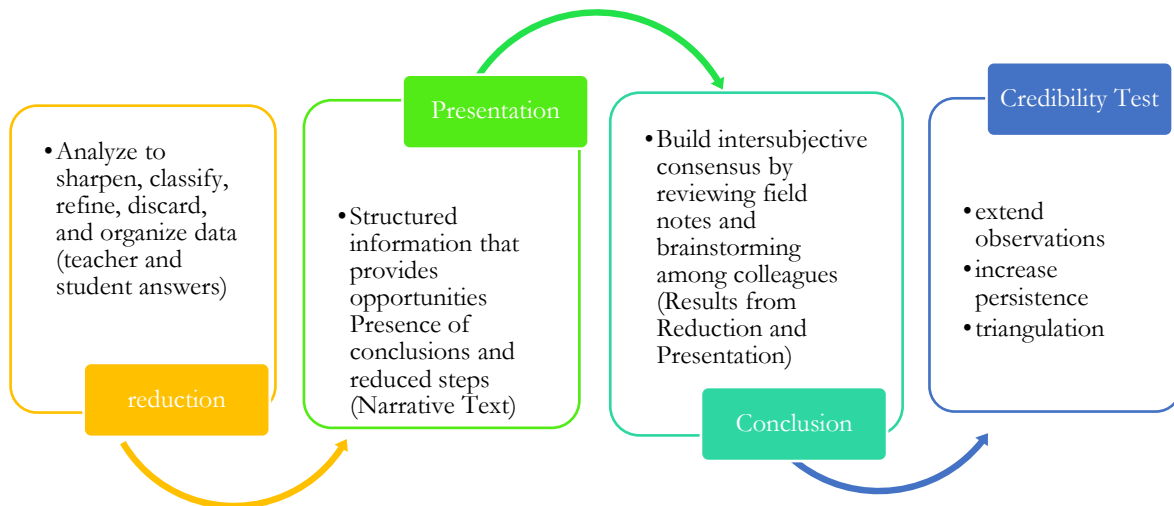


Figure 2. Data Analysis (Darmayanti et al., 2022)

To make it easier in terms of data analysis techniques, here researchers use coding to represent data subjects. Student subjects who were taken for interviews were only certain students who did support the research.

**Table 1. List of names of informants (Primary data and secondary data)**

No	Name	Code	Information
1	Mathematics teacher Class VII A and B	G1	Primary data
2	Class VII teacher A	G2	Secondary Data
3	Mathematics teacher class IX	G3	Secondary Data
3	Deputy Head of MTs Darul Hikmah	G4	Secondary Data
4	Class VIIC-VIIE Mathematics Teacher	G5	Secondary Data
5	Student 1	S1	Primary data
6	Student 2	S2	Primary data
7	Student 3	S3	Primary data
8	Student 4	S4	Primary data
9	Student 5	S5	Primary data
10	Student 6	S6	Primary data
11	Student 7	S7	Primary data
12	Student 8	S8	Primary data
13	Student 9	S9	Primary data

## Results and Discussion

### MTs Darul Hikmah Kedungwaru

**MTs Darul Hikmah Kedungwaru** is a formal education with a boarding system which provides space for students at the MTs and MA levels. MTs Darul Hikmah Kedungwaru conducts the learning process at 07.00-15.30 WIB.

MTs Darul Hikmah Kedungwaru has 3 own buildings, with different building locations in the sub-district, 1 building for the learning process of male and female students in the central dormitory, 1 more building specifically for the learning process of class VII students and 1 more

building located in a different sub-district for the learning process class VII students. MTs Darul Hikmah Kedungwaru has a total of 45 classrooms, 1 teacher's office, 1 principal's room, and 43 classrooms. Each classroom has 10 desks, 2 fans, 1 blackboard, 1 special shelf for textbooks and teaching tools (markers, erasers, pens, etc.).

MTs Darul Hikmah Kedungwaru was founded in 1991 until now. The total number of teaching teachers is twenty-five people, 48 male teachers and 32 female teachers. The total number of students is 978 students. Teaching teachers at MTs Darul Hikmah are teachers/lecturers who teach at schools or teaching staff at tertiary institutions in the city and district of Tulungagung. For teachers at MTs itself, especially in class VII, there are 3 math teachers and 315 class VII students who are divided into 10 classes. Each class contains 32 students.

### **Mathematics Learning Process at MTs Darul Hikmah**

The process of learning mathematics at SMP MTs Darul Hikmah Kedungwaru is held in two meetings in one week. The learning process occurs in the second session, namely at 08.30 to 10.00. Each meeting in carrying out the learning process is given a duration of 90 minutes. The material presented is in accordance with the scope of sub-subjects of mathematics in the 2013 curriculum.

After the writer did the research, the writer saw that in the learning process the teacher entered the class and started to open the lesson by greeting then asked the students to read the learning books one by one. The teacher's strategy was to avoid student commotion but the teaching and learning process at MTs Darul Hikmah Kedungwaru in class VII was still not effective. This is reinforced by the results of interviews with mathematics teachers. Following are the results of interviews with informant 1 (G1):

*"The process of learning mathematics, as you can see for yourself, the process of learning mathematics in this class is not effective, many students do not respond when I have started the lesson, there are still many students who go out, there are still many students who are noisy and do not pay attention to the teacher when teacher explains in front*

From the results of the informant's statement above it was revealed that the learning process of learning mathematics was less effective, many students did not focus on following the lessons. It can be seen that there are still many students running around loudly and not paying attention to the teacher's explanation. To find out the process of implementing mathematics learning MTs Darul Hikmah Kedungwaru can be seen from the Beginning, Presentation, and Closing of Lessons.

- a) Opening Study: At the beginning of the lesson, the math teacher usually salutes when entering the class and checks the attendance of each class VII student. The following are the results of interviews with teachers.

*G1: "Actually, most people say hello at the beginning of the lesson and then start the attendance list to see if students are ready to do the lesson."*

According to G1, when class starts, the teacher must check the attendance of each student to ensure that they are ready to do their assignments. In contrast to S1 and S2

*S2: "The math teacher only met the beginning of the lesson, accepted her presence and ordered her textbooks to be opened"*

*S1: "The mother starts the lesson with prayer." It never happened."*

S1 and S2 explained that when class started, the teacher only greeted them, recorded their attendance, and prepared them to study by asking students to open their textbooks.

From the results above it can be seen that the mathematics teacher starts by ensuring the readiness of students by greeting, checking student attendance, and asking each student to open his textbook.

- b) Presentation of the material: From their observations, the researcher found that they actually asked the students to pay attention when presenting the material and when the teacher explained the material briefly. While paying attention to students behind, the teacher explains only in front of the class, so that some students can understand the explanation, while others do not pay attention and do not understand what is being explained. Reading books and practice questions given by students are part of everyday mathematics learning. The routine of these activities will make students bored when learning mathematics. Another reason is the teacher's lack of ability to manage the class. This causes students to be fussy when the teacher presents mathematics learning material.
- c) Closing: Based on observations, teachers usually only give assignments to students after they have completed the learning process that is routinely carried out by the teacher, but there are still students who do not complete these routine assignments later. At the end of the lesson, the teacher does not provide reinforcement or draw conclusions from the subject. This is reinforced by the following interview findings. According to S2:

*S2: "at the end of the lesson the teacher only gives assignments that students have not completed, ending with a greeting and reminding them of the tasks that must be completed".*

From the results above, we can see that mathematics teachers do not routinely greet their students after giving assignments.

### **Problems of Learning Mathematics at MTs Darul Hikmah**

The results of the study revealed several problems in learning mathematics. Among the problems that occur at MTs Darul Hikmah, there are not only problems between students, but also irregular parts such as problems with educators on the other hand. In the implementation of teaching and learning activities in schools there are several problems, especially learning mathematics. These problems are:

#### **a. Problems faced by students**

- 1) Lack of students' understanding of the material provided by the teacher.

Based on their observations, the researchers found that the learning process was less effective because teachers did not master the lesson and did not have sufficient control over their students. In knowing correctly the problems that occur, the researcher asked the students (who were used as informants) to pay attention to the teacher when explaining learning in front of the class. In this case the creativity of educators greatly influences students' understanding that mastery of the material is the main goal of the learning process. Therefore, teachers need to master the material and understand the personalities of students from various backgrounds. The data on students' understanding deficits in learning above is corroborated by other informants

as follows:

*S2: "I don't understand mathematics because the teacher's explanation is too easy and the teacher is not firm so that it makes the class noisy, and the math formula is too long and it confuses them. "*

In line with the opinion above, another informant stated

*S3 "When it comes to math sometimes I understand, sometimes I don't understand, the teacher is good, my friends are noisy, but we don't respect you because when you teach, your voice is too soft, the teacher is too kind, sir, not firm so that the students soar."*

According to S2 and S3, the lack of understanding in learning mathematics is caused by the teacher's voice which is less assertive in teaching and formulas that are too long to create confusion, causing the class to become noisy and students unable to understand the content of the material presented. by the teacher in front of the class. The two data above are in line with the fourth informant's statement about students' lack of understanding in learning mathematics. This statement was revealed in the results of the interview as follows

*S4: "I only half understand the subject matter, because the class atmosphere is not pleasant sometimes my friends disturb me, many friends are noisy during class hours and are often excused from going in and out, so I don't lose my concentration"*

The informant's statement above illustrates that students' lack of understanding of learning mathematics is due to an unpleasant class that causes students not to be interested in receiving the learning material delivered by the teacher. Students' disinterest arises because of the boredom they experience when the mathematics learning process takes place. From the results of interviews with all informants the author can conclude that the lack of understanding of students in learning is caused by noisy classes, distractions from friends and the teacher's lack of assertiveness in teaching, too long to give formulas so that students who sit in the middle and behind do not understand the content of learning delivered by teacher. This is in line with research conducted by Putra, (2019), which states that in learning mathematics there will be a problem in it when it is found that in the learning the students do not understand or do not understand the material that has been explained. Furthermore, students' lack of understanding is obtained due to students' lack of interest in the material provided or conveyed by the teacher so that students do not pay attention, and the effect is students' lack of understanding. (Amalia et al., 2017; Moleko & Mosimege, 2020).

## 2) Lack of student motivation to study:

Based on the results of observations, the researchers found that the motivation of students at MTs Darul Hikmah Kedungwaru was still relatively low because based on research there were still many students who were not actively involved in learning activities, did not care about mathematics, were not serious about studying, were lazy to do individual or group assignments,



and were curious. know that is low, there are still students who speak harshly, ridicule and call their friends with bad names, during learning there are still students who chat with friends, sleep . This is reinforced by the results of the author's interview with G1 in mathematics, as follows.

*G1: " If the child's willingness to learn is there, but this child lacks motivation in learning, I think there are still a lot of noises when the teacher explains in front of the class, some still leave, some don't. The reason for the package is because the package is heavy, so these children are lazy to carry packages . "*

Based on the data above, the informant explained that the child's willingness to learn is there, but the motivation to learn is lacking, as seen from the fact that there are still many students who do not pay attention to the teacher when explaining in front of the class , and there are still many students who do not bring textbooks in learning mathematics education. The lack of student motivation in learning, especially learning mathematics education, was reinforced by other informants who stated that :

*S1 "I never write lessons, because I'm lazy, I've never been angry with the teacher either."*

The explanation from the informant above illustrates that the informant was lazy to write down the lessons instructed by the teacher because the teacher was not angry with him. Other informants also explained about the lack of student motivation in learning as follows:

*G1: " In the implementation of learning mathematics there are still many students who do not care about learning, there are still students who say harshly to their friends, there are still students who do not comply with school rules and lack of student practice in practicing mathematics learning. The lack of student motivation in learning can also be caused by the influence of friends who are not good for children and the influence of the child 's parents .*

From the information provided by the information providers above, we can see that there are still many students who do not show interest in mathematics, and there are still students who use harsh words in mathematics class, which indicates a lack of student motivation in mathematics. There are still many students who are friends with him, do not follow the rules and lack practice. This is caused by the influence of colleagues and the influence of the home environment and parents of students.

From the results of interviews with all informants, the researcher concluded that the lack of student motivation can be seen from the many students who did not pay attention to the teacher when presenting in front of the class. There are students who don't bring their textbooks to math class, students who say harsh words to their friends, students who don't follow the rules, students who don't practice enough, and students who don't know what to pray for, except for the students who recite the Koran at their madrasah. The same thing was conveyed by Alphonse & Mwantimwa, (2019)those who

stated, when students showed low learning motivation where this could be shown through their attitude during the learning process. It will be a problem when students do not pay attention to the teacher when teaching (Porras & Naukkarinen, 2021). Students with low motivation can be seen through their responsibility in learning mathematics, when students do not bring books when studying it shows that these students have low learning motivation (Puspitarini & Hanif, 2019). Low motivation will have an impact on learning outcomes, and this is a very important thing to pay attention to and provide the right solution (Chen, 2019)

3) Tired of doing homework regularly:

Based on the interview results, the researcher found that some students were asked to do homework regularly but did not complete it.

*G1: " The learning objectives cannot be achieved properly, giving assignments to train students to learn again by repeating their learning, but students tend to be lazy and reluctant to do it."*

S4 explained that the informant rarely did homework on a regular basis. This is because parents pay less attention to mathematics. Another source explains that he rarely does homework every day. S5 explained that homework, especially mathematics, is rarely done routinely. Informants only work if they understand the material provided. This is different from informant 6 who said:

*S6: "I rarely do homework ma'am, my parents don't remind me because I'm busy with work."*

Informant 4 did not do homework regularly because his parents were busy at work and no one scolded him or told him to study. Regarding students who have difficulty doing homework regularly, G1 explained:

*G1: In math class, we see the problem of students not integrating learning math into everyday life. For example, these students are generally lazy to do their homework. Routines, especially when it comes to learning math, can be because parents don't remind their children about it .*

G1 explained that his students, especially in class VII, did not apply mathematics learning in everyday life, especially in doing homework. The causative factor is that parents do not remind their children to study. The results of interviews with all informants showed that students were lazy to do homework regularly because of a lack of attention from parents, and for children, it can be concluded that they did not want to do homework regularly. Annisa & Kartini, (2021), Low student learning outcomes are motivated by a lack of parental attention in asking assignments or student activities while studying at school. Wulandari et al., (2020), and (Sugianto, Cholily, et al., 2022) also stated that low student learning outcomes were due to the lack of students practicing to work on the questions given by the teacher.

### **Problems faced by teachers**

The teacher is the most important supporting factor in achieving mathematics learning. Teachers have a major influence on how students achieve their

competence. The teacher is a real determinant of student success, especially in the teaching and learning process. Teachers are the most influential factor in creating quality educational processes and outcomes. Therefore, the existence of professional teachers is non-negotiable. In fact, researchers in the field have recognized several problems in the implementation of mathematics learning in the classroom by teachers.

1) Lack of Teacher Competence on Class and Student Mastery

The teacher in his role as a teacher must be able to create an environment that allows effective learning activities to take place with students. Understand uniqueness in ways that can help with learning disabilities. In this case, teachers need to understand students' sensitivities, master lessons well, approach students well, and understand various effective learning models so that they can guide their students as well as possible. Teachers are considered professional if they already have teaching skills, such as dealing with problem students and teaching. From the observations of researchers it is clear that teachers are still lacking in teaching skills and mastery of learning materials. Mastery of classroom strategies and approaches to students has a significant impact on students' enthusiasm to participate in the learning process. The facts that the authors found at MTs Darul Hikmah, the teacher was still less creative in mastering the class and paid less attention to students so that it had an effect on student learning motivation and had an effect on students' understanding of mathematics learning material at MTs Darul Hikmah. This can be strengthened from the results of interviews with informants who are class VII students who state the following:

*S6: "Teachers who teach mathematics education are good teachers, but this is just explaining lessons in front of the class, isn't it, so those of us sitting at the back don't understand, there are also lots of noisy friends in the back, go for a walk, ma'am"*

According to S6 it was explained that teachers who teach mathematics education only explain material in front of the class and do not pay attention to students who are noisy behind them so that the atmosphere becomes ineffective. In line with G2 who is also a teacher at SMP MTs Darul Hikmah Kedungwaru as well as homeroom teacher for class VII by explaining the following

*G2: "Teachers who teach mathematics are good, but if they only explain lessons in front of them, doesn't that make a lot of noise among their friends?"*

The same thing was also explained by S4 which stated:

*S4: "Actually I like math lessons, it's just that sometimes the teacher doesn't pay attention to what's behind, so sometimes I understand, sometimes I don't, the class is too noisy, so it's hard to concentrate when the teacher explains the lesson in front of the class."*

In line with other informants who explained that:

*G4: "The teacher does not dominate the class. My general observation about the math teacher who teaches in class VII1 and VII2 is: This means*

*that the mother lacks synergy in teaching and dominates the class .*

From the results of the interview above, it is known that the G1 is a mathematics teacher at SMP MTs Darul Hikmah Kedungwaru who graduated with a Bachelor's degree. And although teaching mathematics can be said to be professional, teachers are lacking in teaching mathematics. Another informant G3 (a math teacher who teaches in class XI with more than 10 years of teaching experience) also explained this:

*G3: "To be honest, the teacher (G1) I met lacked skills in teaching mathematics. It seems that there are still many students who are screaming in the class. I think the material is good, his mastery of the material I mean yes. Because besides he graduated from a good campus, he also has good grades. But in mastering the class, it is still lacking .*

Another teacher also added.

*G2: "I'm sorry, what should he call his competence and expertise in that matter? Oh computer, he can be said to be able to. Maybe it can be used to make teaching materials as interesting as possible. Because children here are not allowed to bring cellphones, they can use them to study at home as something different from what he usually gives to children"*

From the results of the interview above, it can be seen that teachers who teach mathematics are less responsive to lessons, because there are still many students who are noisy during math lessons. There are still many students who are noisy when the learning process of mathematics takes place. This is because teachers who teach mathematics education subjects lack specialization, and teachers do not utilize their expertise in technology and do not provide varied mathematics teaching materials. The same is said by S1:

*S1: "I'm bored ma'am, that book again. Doing the questions again, it will be clear again that I can't do the questions given. Sometimes the teacher gives you really difficult questions. Examples are sometimes easy, but they are given because they are difficult. Sometimes it explains things slowly, in bullets again."*

From the results of the interview above, it can be seen that teachers who teach mathematics are less responsive to lessons, because there are still many students who cannot work on the questions because the questions given are difficult, especially when explaining things that are convoluted so that students cannot understand. Abdillah, (2017), Students' boredom towards learning mathematics when faced with questions is shown through their attitude, namely by causing noise/noise. Hutaeruk & Sidabutar, (2020), the teacher must be able to use a variety of teaching materials to create fun and meaningful learning conditions by inserting practice questions in them. Thus, the lack of teaching materials used by the teacher in conveying the material and the variety of questions, especially the questions given that are not in accordance with student competence, will also be a problem in learning mathematics. Therefore, teacher competence in teaching mastery in the classroom is needed.

2) Lack of mastery of teaching materials:

Based on research observations, the authors found that teachers who teach mathematics lack mastery of the material, as evidenced by explaining to the class that the teacher's intonation is too low. I found that there were students who sat behind did not understand the content of the material presented by the teacher. This is reinforced by the following interview results:

*S7: "In math class, the teacher explained too slowly and I couldn't hear her voice, so I didn't understand. Maybe because my friends are too hard in math class."*

According to S7 above, when the teacher explains the material, the intonation of the voice is very low so that the students sitting behind do not hear the material given by the teacher. This is according to S3 which states:

*S3: "I don't like this math lesson because the teacher's voice is low and my mother just explains the lesson in front of the class. Sometimes I understand what my mother explained".*

S3 explained that the intonation of the teacher's voice was too soft, making it difficult for students to understand the contents of the material presented by the teacher in front of the class.

From the results of interviews with two informants, we concluded that when the teacher explained before class, the intonation of the teacher's voice was too low and the students sitting at the back did not understand the content of the material. can do. Meika et al., (2021), in a mathematics learning process, the clarity of the teacher's voice in conveying material is the most important factor. When the teacher explains the material, gives examples of applying formulas and questions in a way that is difficult for students to understand, it will make students not understand the material well (Amelia et al., 2021).. help, namely by copying a friend's answer.

**Efforts to overcome the problems of learning mathematics at MTs Darul Hikmah**

Noting that the focus of this research problem is learning problems in mathematics class, the researcher also interviewed the efforts made to overcome them.

**a. Efforts to solve student problems.**

There are several problems faced by students at MTs Darul Hikmah when learning mathematics in class.

- 1) Lack of students' understanding of the material provided by the teacher. In this case, the teacher tries to create a conducive learning environment. This is based on the results of an interview with G1, as follows:

*G1: " To improve the understanding of my students, especially as a math teacher for class VII-1 and class VII-2, I try to foster a classroom atmosphere, encouraging these children to learn. "*

According to G1, to increase students' understanding in learning mathematics education, teachers try to create a conducive learning atmosphere, admonish, advise students to want to learn mathematics education. When the process of learning mathematics the teacher can create conditions where the creation of conducive learning can help students more

easily understand the material when studying (Schettino, 2016)

- 2) Low student learning motivation: To increase student motivation in learning mathematics education as a teacher try the following things:

*G1: " In my opinion, to increase children's learning motivation is the same as I said earlier by advising students to want to learn and giving grades and praise to students for student learning success, because some student values can be a strong motivation to learn . "*

According to G1 , to increase student learning motivation, namely by advising students to want to learn and giving grades and praise to students for student learning success, because some student values can be a strong motivation to learn. Shahbana et al., (2020), through giving rewards such as prizes or praise can increase student motivation in learning. Giving additional value to students who are able to answer questions given by the teacher will provide motivation to students (Hermansyah, 2020)

- 3) Lazy to do homework regularly: To overcome the problem of students who are lazy to do homework routinely, the mathematics education teacher explains the following.

*G1: As for efforts to overcome the problem of students who are lazy to do homework regularly, yes we as math teachers might try to do math exercises during class hours and make student diaries whose contents must be conveyed to the parents of the students themselves, but I haven't done that yet. this effort . "*

According to G1 , efforts to overcome the problems of students who have difficulty doing their homework every day are to do exercises for them during class hours and during the program and keep student diaries. The diary is addressed to students , with the hope that students must report to their parents. This is in line with what was said (Puspita et al., 2018), to overcome the problem of children who are lazy and not good at doing ordinary homework, students must submit these notes to their parents, especially by keeping student diaries. A math teacher in another class also stated:

*G5: " This is done so that the children get used to doing homework regularly by using the assignment journal, but this is just a plan to overcome the problem of students who find it difficult to do homework . "*

According to the informant above, to overcome the problem of students neglecting their daily homework, it is necessary to make student diaries and give them to the students' parents. From the results of interviews with two informants it can be concluded that the efforts made to overcome the problem of students being negligent in carrying out fardu prayers regularly. Students must then submit it to the parents of each student.

#### **b. Efforts to solve teacher problems .**

- 1) Lack of ability to cope with class: To overcome the inability of teachers to teach, the school invites teachers, conducts teacher training, and evaluates teacher teaching in class. G4 explains:

*G4: " To address the problem of teachers who are less proficient in teaching such as a math teacher for class VII-1 class VII-2 if they are*

*frequently called upon to provide guidance, and if there is no change then the Foundation determines the referral. The principal evaluates teachers who need evaluation. When I have a problem, I often call my teacher to attend their training events which can increase a teacher's knowledge and competence in the field of teaching studies, especially mathematics education .*

According to the informant above, teacher involvement in learning mathematics in class, especially through carrying out teacher evaluations, holding teacher meetings and coaching teachers, and participating in training activities that increase teacher insight and competence. Quezada, (2020), the lack of students' efforts to solve problems, especially in the field of learning mathematics can be improved in the classroom is to evaluate the teacher.

- 2) Inability of teachers to provide educational materials: To overcome the teacher's inability to provide learning materials is described as follows:

*G4: " In my opinion, dealing with teachers who cannot get or provide teaching materials or in delivering material has a lack of mastery in the field, as I said, provide guidance, including training for these teachers, so that each teacher understands the personality of students and adjusts to existing situation. This will avoid boredom for students.*

According to the informant above, efforts to deal with teachers who do not master their subject are the same as dealing with teachers who do not understand their lesson. Adjusting to the personality of the student and the existing conditions. This can avoid student boredom.

## Conclusions

Based on the results of the previous research and discussion, the researcher can conclude that the process of learning mathematics at MTs Darul Hikmah Kedungwaru Tulungagung is not going well. Due to the lack of competency of the mathematics teacher in class mastery and delivery of learning material. Then, the problems faced in the process of learning mathematics at MTs Darul Hikmah Kedungwaru Tulungagung are: 1) Problems faced by students, namely: Lack of understanding of the material provided by the teacher, Low student motivation, Lazy to do homework routinely. 2) Problems with educators, namely: Lack of teacher competence in class mastery, lack of teacher competence in mastering learning material.

Furthermore, the efforts made to overcome the Problems of Learning Mathematics at MTs Darul Hikmah Kedungwaru Tulungagung are 1) Efforts to overcome student problems, namely: seeking to create a conducive learning environment, efforts to increase student learning motivation by providing advice so that students are more enthusiastic about learning, and provide rewards in the form of grades and praise for student success in learning; make a student diary containing reminders to do homework and must be given to the parents of each student. 2) Efforts to overcome educational problems, namely: the school conducts an assessment then summons teachers who lack the ability to master the class then conducts coaching and training for teachers, especially math teachers.

Here are some suggestions for improving school quality: Constant school response to problems that arise in learning mathematics. Teachers are expected to be proficient in teaching and communicating material. Students are also expected to continue to develop

their enthusiasm for learning. Improve the quality of your math learning and make the most of your time. It is hoped that other researchers will be superior in finding solutions to all problems, especially in learning mathematics.

What I can suggest is that teachers pay attention to the different types of problems that arise in the classroom and find solutions. Teachers should be able to provide a framework if the problem is related to concept acquisition. If the problem is related to motivation, the teacher should offer guidance and a psychological approach. If the problem is related to learning media, the teacher should use media appropriate to the subject. If the problem is related to student characteristics, teachers should use learning methods that match the characteristics of the students in the class. Because all classes are not always treated the same, teachers or future mathematics teachers must be able to inspire enthusiasm or interest in learning in their students and make learning innovative, creative. It should be relevant, fun, and something you can learn later. Goals can be achieved in the best and best way.

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