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Social Value, Obstacle, and Learning Strategy in Implementing Mathematics Subject at the School Level

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Abstract

Mathematics lessons are always considered a difficult subject although some think math is very fun. This study aims to find the social values built from mathematics lessons, challenges, and teacher strategies to realize mathematics learning. The research method used is qualitative research methods. While the sampling was done by purposive technique, namely directly determining the respondents who were used as samples. Meanwhile, data was collected in three ways: in-depth interviews, documentation, literature search, and observation. The results of the study indicate that mathematics contains social values because in completing mathematics lessons there is no escape from the value of working together, the value working together or helping each other, and social interaction when working on math problems. Even group-based mathematics lessons will foster group life among students. At the same time, there are other social values, such as when children are in a social environment, children want to shop, then math lessons are very helpful for children because children can calculate change, how much they have to pay, and cannot be lied to. Third, mathematics lessons are full of challenges because they depend on students, if students have a strong drive to learn, they will like mathematics. Of course, teachers have ways to overcome them, including teachers who learn first from youtube tutorials so that they can teach children so that lessons are not only understood by teachers but can also be understood by students.
Keywords: Mathematic, Social value, Community, Challenges

Abstrak

Pelajaran matematika selalu dianggap mata pelajaran yang sulit meskipun ada juga yang menganggap pelajaran matematika sangat menyenangkan. Tujuan penelitian ini yaitu untuk menemukan nilai-nilai sosial yang terbangun akibat pelajaran matematika, tantangan dan strategi guru untuk merealisasikan pembelajaran matematika. Metode penelitian yang digunakan yaitu metode penelitian kualitatif. Sedangkan pengambilan sampel dilakukan dengan Teknik purposive yaitu menetapkan secara langsung responden yang dijadikan sebagai sampel. Sementara pengambilan data dilakukan dengan cara wawancara mendalam, dokumentasi, mencari literatur dan observasi. Hasil penelitian menunjukkan bahwa mata pelajaran matematika mengandung nilai-nilai sosial sebab dalam penyelesaikan pelajaran matematika tidak luput dari nilai kerjabersama, nilai saling bahu membahu atau saling tolong menolong, dan interaksi sosial pada saat mengerjakan soal matematika. Bahkan dengan pelajaran matematika berbasis kelompok akan menumbuhkan kehidupan berkelompok antar siswa. Sekaligus terdapat nilai sosial lain seperti Ketika anak berada pada lingkungan sosial, anak mau belanja maka pelajaran matematika sangat membantu anak karena anak bisa menghitung uang kembalian, berapa harus dibayar dan tidak bisa dibohongi. Ketiga, pelajaran matematika penuh tantangan karena bergantung kepada peserta didik, jika peserta didik memiliki dorongan yang kuat untuk belajar maka dia akan suka dengan matematika. Tentu guru memiliki cara untuk mengatasi termasuk guru belajar dulu dari tutorial youtube agar bisa mengajarkan kepada anak sehingga pelajaran tidak hanya dimengerti oleh guru tetapi juga bisa dipahami oleh siswa.
Kata kunci: Matematika, Nilai Sosial, kehidupan, tantangan, kelompok

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INTRODUCTION

Mathematics is knowledge with conceptual knowledge dimensions and procedural knowledge. In addition, mathematics is also a means of solving problems in everyday life, but not a few people think mathematics is a difficult subject. Therefore, many teachers are trying apply special strategies in teaching mathematics to make it easy to understand (Utami et al., 2014). Mathematic is pivotal subject so It is crucial to give to the student ranging from elementary school until the student who they have been studied at university. The aim of mathematic learning is to supply the student to obtain logic capacity thinking, critical, and creative as well as working together with the another because learn matemathic subject lead to stimulate have the ability for logic thinking, critic and active (Arnidha et al., 2021). When the student learn mathematic, the student enable to advance several capacity encompasses the ability for overcoming the issues, reasoning ability, and critical thinking capacity (Aprisal et al., 2021). The student accept mathematic lesson in the first time when they in elementary school. The pupil in elementary school have opportunity to like or dislike mathematic subject. The student in first grade studies in elementary school as the gate for including mathematic learning.

Based on numerous of theory reveal that learning of mathematic can be mentioned as effort process which is performed by individual to understand about abstract of structure and the connection patern in order to obtain experiences in society environment so that can improve cognitive, affektive, and psikomotori based on knowledge and technology. Understanding of mathematic subject is valuable for human life. First, they translate the phenomenon from everyday language into what we call a mathematical task using the universal mathematical language. Then, they employ mathematical operations, algorithms, and theorems to solve the task. Then, they retranslate the solution to simple, comprehendible language that explains the phenomenon even to those with limited knowledge of mathematics. Mathematical tasks that address natural phenomena and require such phases are called word-problem mathematical tasks (Khoshaim, 2020). This is because mathematics as other sources of knowledge, in other words a lot of knowledge whose discoveries and developments depend on mathematics, so that subjects Mathematics is very useful for students as a basic science for application in the field of other (Rosnani et al., 2015).

What is more is learning mathematic have some purpose including to train the development and brain intelligence. Mathematics is necessary to train brain skills and analyze and solve a problem. Or the purpose of learning mathematics is the ability to explain the relationship between concept or commonly referred to as mathematical connection ability. Basically each child can connect mathematically, it's just different (Nurfadhillah et al., 2021). Despite mathematic is severe crucial for student but many of learner confront to hardship situation when they involving in mathematic class. Problems found in students regarding learning to count division on the introduction of the concept of dividing, the teacher said that the problem is because students are only used to memorizing multiplication. When participants students only memorize multiplication, and do not apply the method in the multiplication process then students will be hampered in performing

arithmetic division operations (Susanti et al., 2020). There are various difficulties in the process of learning mathematics, especially in an effort to improve the mathematical ability to be achieved (Hutauruk & Priatna, 2017).

The sources of challenges can be classified into five main themes and thirteen sub themes: a) self-factors (negative perception, low selfregulation), b) teachers (behaviors, practices, characteristics) c) parents (lack of cognitive, emotional and financial support) d) friends (negative attitudes, behaviors, lack of support) and e) others factors (nature of math and assessment pressure) (Rameli & Kosnin, 2017). A system of cognitive obstacles should be grounded in the teaching mathematics, in order to enable an adequate level of thought activization of students and the development of various mathematical cognitive micro-structures (abilities, skills, knowledge, etc.). It also enables students to develop and improve their capacity of mathematical thinking (Antonijević, 2016). The other hurdle in mathematic learning is physicology condition of learner. The perception as there is misery in learning can lead to image that mathematic is uneasy to everyone. People who suffer from Mathematics anxiety feel they are incapable of doing activities and classes that involve Mathematics. Sometimes, the anxiety can be turned into Mathematics phobia. Many students never really developed a solid foundation in basic Mathematics (Das et al., 2018). Even it is significantly related to mindset of student in mathematic subject including attitude and perception about the subject. As the student view that it is uneasy, they will map in their mind that learning mathematic confront to misery. It make them hesitate to learn seriously. Learning difficulties in mathematics are caused by the wrong mindset that was built from the beginning by students, so that they have difficulty understanding the material taught in class (Kholil & Safianti, 2019).

Beside that, Both internal and external factor result to impact student learning. Internal factors are factors that come from within students' self, for example health, talent, interest, motivation, intelligence and so on. While external factors are factors that come from outside the students themselves for example from the school environment, family environment and community environment. As result as, as student misery in mathematic learning continue, there is shortage intention of student involve in mathematic subject learning and the student will always think that mathematic can be categorized as difficulty in mastering. The student feel bored in mathematic learning. The effect is the student confront to social obstacle in environment as the student doesn’t comprehend about the mathematic (Rahmah & Abadi, 2019). Student who don't like subjects Math can't avoid math subjects because already included in the compulsory curriculum taken by students. Meanwhile for the student pays attention to subject matter will be lacking if compared to like Math lessons, even he will feel bored and feel disturbed with the presence of mathematics in his life (Virgana, 2014). There is the another perspective where there are some factor can encourage student in learning of mathematic.

Based on the results of the author's observations and research on several literatures, it is concluded that many factors can affect the success of students learning mathematics such as: factors

of inside students, external factors (teachers and community conditions). Teacher's presence participate in determining the success or failure of students to learn. Therefore the ability and competence of teachers is very necessary. In addition, the curriculum as the direction of education must be adapted to the needs of students, school and community (Ramdani, 2003). In this research, the researcher will not discover again the previous variable. In last research have found that there are some obstacle in mathematic learning. It impact to student achievement in learning. In some theory and discovering show that student reluctance to involve in mathematic learning because they have mindset to imagine that mathematic is trouble. The research will find out about the strategy of teacher to distribute mathematic learning to the student. The another is to find out about why the student hate to learn mathematic despite it is very crucial.

METHOD

The research topic about social value, obstacle, and the strategy mathematic learning in Elementary school is conducted by qualitative method. Research action is conducted by way of gathering information and data through helping numerous activity like encouraging some of references in library including article, note, book references, the previous research which have connected to research which that it can be performed (Sari, 2020). It is boosted by the another finding namemly books, article or journal, documents, and magazine and so on (Harahap, 2014). Furthermore, library research is collected relevant data from books, dictionaries, journals, magazines, and without having to conduct field research (Fatha Pringgar & Sujatmiko, 2020). Researchers use library resources to obtain data research, and limiting activities to library collection materials only without requires field research (Fachruzi, 2016). Library research have linked qualitative research method. Qualitative data are descriptive; they pertain to the “qualities” or characteristics of people, places, events, phenomena, and organizations (LeCompte & Schensul, 2013).

Conducting ethnographic research involves realizing that an important basis of fieldworkers’ analyses is their own experiences of the situations within which people construct meaning. Ethnographers, therefore, seek to not just embed themselves within their field sites to learn how people make sense of their lives. They also reflect on how being embedded influences and is influenced by the site and its people. By immersing themselves ethnographers enter into the lives of their participants indirect and sometimes intimate ways (Ocejo, 2012). Meanwhile, the sampling technique was carried out purposively. This determination is based on the level of knowledge of the respondents used. In this study, A teacher of mathematics subject is selected because the teacher understands the hurdle for teacher and student when mathematics is released in class. Another reason is the teacher understand profoundly about the ability of student in understanding mathematic subject. Data collection techniques were carried out employing observation, documentation, and interviews. Documentation was carried out through hunting numerous of article in website and look

for the article which have significantly linked to the purpose of the research. Meanwhile, interviews were also conducted to find out social value in mathematic learning in class in elementary school.

In this section, the teacher will be demanded by the researcher to answer the question which have related to social value including mutual assisting, working together, and building social relation as well as learning how can work in group to understand the other students. As student give work or task in class, they will complete in in group. Meaning that, the student can't be separated to social life. The another question is the teacher will be asked by team of researcher to mitigate the hurdle in distributing material of mathematic to the student as well as solving that teacher can be applied to overcome the challenges. While observation, namely direct observation is carried out to see the existence of each traditional building, both granary buildings, traditional tools, and also traditional houses. While the results of the study were analyzed using triangulation techniques. The data analysis technique used in qualitative research is the triangulation technique which consists of data condensation, data presentation, and conclusion (Sutarto et al., 2021). In this study, data reduction was carried out by changing the data in images into narrative writing that explained the data in the image. At the same time select the data that is not needed. The combination of various methods including observation, interviews, and documentation, including analysis, can produce valid data because it sees the consistency of respondents' answers. In the end, patterns were found from what was conveyed by the respondents.

RESULT AND DISCUSSION

Mathematics lessons are not subjects School children who are still in elementary school are not easy to give lessons to students, especially lessons related to mathematics. Mathematics lessons are sometimes considered as very difficult subjects with formulas. Students' difficulties in learning mathematics are caused by the wrong mindset built from the beginning by students, so that they have difficulty understanding the material taught in class (Kholil & Zulfiani, 2020). In addition, the difficulties experienced by students are the absence of a division counting method that is easy to understand and easy to remember by students, students have been using manual methods without any new innovations taught by the teacher. Some students still have difficulty in calculating division with large numbers. Factors that affect the difficulty of students in understanding the calculation of division is the ability of students to count low, most of the students do not like Mathematics (Raharjo, 2021). Factors from within students greatly influence or encourage students to be involved in mathematics lessons. Motivation or encouragement is considered important and the perception of mathematics subjects because the perception will affect students' desire to participate in mathematics or they do not want to learn. The results obtained are in accordance with what is perceived and triggers the high nature of laziness to learn.

While external factors are school environmental factors, namely the use of mathematics learning media that is less innovative, family environmental factors are parents pay less attention to

students' mathematics learning activities, the atmosphere at home is not good when students learn mathematics, activities in the community are students who have too many activities so that learning activities students become neglected, and the mass media factor is the influence of using gadgets and TV (Ayu et al., 2021). In fact, students' learning difficulties in mathematics subjects such as if ordered by the teacher, students do not studying first and when learning mathematics, students sitting in the back talk to friends next to where the students are sitting, not listening to what is being explained by the teacher in the classroom. in front of the class, did not record the material presented by the teacher properly and if given an assignment, students actually saw the results of their friends' work (Natasya et al., 2019). Difficulties in learning mathematics experienced by students if left alone will have bad consequences for students. Students will be less and less interested in learning mathematics. Mathematics will continue to be the most avoided subject for students (Mukminah et al., 2021).

For this reason, the desire / encouragement and interest of students in learning is one of the keys to achieving success in learning (Nabillah & Abadi, 2020). As a result, the low ability of students is caused because students are less able to observe, listen, understand and are difficult to reason with when learning mathematics is taking place. Therefore, efforts and efforts are needed to improve mathematics learning in schools (Khaesarani & Khairani Hasibuan, 2021). Bring out the curiosity in math will result one continues to learn throughout his life, keep trying to dig information related to the environment in surroundings, thus making him large of insight and knowledge (Maryati & Priatna, 2018). Based on an interview with a teacher at an elementary school, he said that the children who were in school were very varied. Some children like math lessons so that the child is never bored with math lessons. But some children get bored easily with math because they don't like the lesson. However, the children who are taught are children who mostly like mathematics. There are even children who always say that math is a very easy subject. If this is the case, then the child likes math. The study results found that as many as 45% perceive mathematics as quite difficult, and as much as 80% say mathematics is an important subject, and 85% of students say that learning mathematics through games is fun.

Concept errors in learning mathematics can be caused by teacher factors as well as students. Teacher factors, including because the teacher does not master the approach and appropriate learning methods are used to deliver the material. Besides, that cause conceptual errors in learning mathematics is that the teacher lacks master the core material given. Mastery of the material must be owned by every teacher. If the teacher does not master the concept, it is likely that he will convey which is then accepted by the student. Another cause is the lack of variety teachers in choosing learning media in learning mathematics (Novitasari, 2016). The next research is to examine the role of math games on attitudes in mathematics and students' cognitive performance (Siregar, 2017). Mathematics lessons are very important in life. Mathematical logic intelligence is part of multiple intelligences, and it is related to the ability to think systematically, use numbers, count, find cause

and effect, and make classifications. So logical intelligence is the ability to see, understand numbers, concepts of shapes, patterns, and solve simple problems. effectively to improve the skills of managing numbers and using logic or common sense (Ai suminar, 2020). According to the teachers interviewed, learning mathematics can help the brain grow and develop. As a result, the thinking ability of these children is much different compared to children who do not study mathematics. Learning mathematics from an early age as a bridge to become a successful human in life even though one day the child may not be successful anymore. These children have a greater chance than the others. Because mathematics is a lesson that we definitely find in real life everyday.

For example, in the social life of children who study mathematics, it is not easy to be deceived. For example in everyday life. When a child goes to eat at a shop or supermarket, the child must be able to count. How much did he take and how much he had to pay and whether there was money back or not. When the child knows this, the child will be able to regulate himself. Constraints when teaching counting to children. Other social values such as when children play math blocks in groups, children will directly show their ability to form blocks into houses or robots. Directly, social values are also honed because when they play blocks together, children will work together, interact with each other, and help each other (Jamiah, 2016). Other social values are character education, thus the implementation of character education in mathematics education implies how far we are able to carry out activities within the range of intentions, attitudes, knowledge, skills and experience of mathematics, mathematics education, and mathematics learning (Epran et al., 2018).

These findings are reinforced that mathematics can be defined as school subject matter designed according to the abilities and needs of students in order to develop sharpness of reasoning, logical thinking, analytical, systematic, critical, creative and innovative (Salafudin, 2015). Sometimes we as teachers understand the material. So only understand for yourself. but it is difficult to teach it to the child. Other teacher constraints are 1) lack of student interest in learning mathematics; 2) students are lazy in memorizing formulas; 3) the difference between the past and present learning systems; 4) the use of thematic books is less effective for learning mathematics, and 5) the teacher has difficulty developing the material contained in the book. The solutions offered related to the difficulties faced are: 1) Teachers must provide learning motivation to students; 2) use appropriate learning media; 3) use of mixed methods during the learning process, and 4) actively participate in teacher working groups (KKG) (Fauzi et al., 2020).

The way to overcome these obstacles is that sometimes I personally try to overcome these obstacles. First, understand how the child learns himself. Second, personally, before I teach the next day, I study first at night, whether it's on YouTube, Google. And the last one when I explain math material. I often check with the child whether he understands or not. If not, I emphasize why the child, if he doesn't understand, has to ask questions. There are several other ways, including understanding students' thinking, each student has a different brain dominance, namely students whose thinking process is dominant using the right brain, and students whose thinking process uses

the left brain. Teachers should be able to teach mathematics using props, symbols, colors, and images combined with formulas in mathematics lessons in order to balance and maximize the intelligence of students whose learning process is dominantly using the right brain and students whose learning process is dominantly using the left brain (Prasetya, 2015). A coupled with other ways, namely varied learning methods can make the situation of the learning process at school an activity to make students more active and able to solve their own problems under the supervision and guidance of teachers. The selection of methods is carried out through active and creative collaboration between teachers and students (Handayani & Mahrita, 2021). In accordance with the theory of cognitive development from Piaget that the stage of intellectual development of children 7 to 11 years is a concrete thinking pattern, so it is important in learning mathematics a learning approach is needed that connects students' lives in terms of These are habits and activities that occur in daily life or in close ones with student life (matitaputty, 2017)

CONCLUSION

Mathematics is a very useful lesson, although some students don't like it, but other students still enjoy learning mathematics. There are several reasons why students do not like the way of teaching from the teacher to students, the family environment that is less supportive, and also from the students themselves. The success of learning mathematics is very dependent on a strong drive or intention to learn mathematics. The stronger the drive from within, the more likely it is that students will like mathematics. And vice versa so that it is necessary to regulate positive perceptions of mathematics lessons so that they are implemented in the form of behavior. In addition, teachers face obstacles when teaching students mathematics lessons, namely where the teacher understands the lesson but finds it difficult to transfer the mathematical knowledge. In addition, the teacher will solve these problems by looking at various tutorials on online media, including YouTube. So teachers practice first before teaching students. In addition, mathematics lessons are very useful for children's lives in the future because social life cannot be separated from mathematics. When children go shopping at the shop, the child must understand the value of mathematics so as not to be lied to. At the same time, it fosters character values including sharpening intelligence, cooperation because in completing math material there is group work, and growing the value of helping each other when studying in groups together about mathematics.

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