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Analysis of Learning Diffilcuties in Algebra for Junior High School Students

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Abstract: This study is a Systematic Literature Review (SLR) analysis aimed at identifying and analyzing the learning difficulties in mathematics among junior high school students, particularly in algebra, focusing on the factors influencing these difficulties. The literature sources used were from Google Scholar with publication years ranging from 2014 to 2024. The research findings indicate that learning difficulties in mathematics among junior high school students remain a relevant issue requiring further attention. The identified factors causing these learning difficulties include internal factors such as self-efficacy and external factors such as teaching methods. This study is expected to provide deeper insights into the learning difficulties in mathematics among junior high school students and serve as a basis for the development of more effective teaching methods to address these issues.

Keywords: Mathematics Learning Difficulties, Junior High School Students, Algebra.

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A. INTRODUCTION

Learning algebraic concepts poses a complex and significant challenge for middle school students, necessitating in-depth understanding (Riasari 2018). Many students struggle to grasp algebraic concepts such as identifying variables, coefficients, constants, and changes that occur. Factors contributing to these difficulties include a lack of comprehension of basic algebraic definitions, such as coefficient definitions, and students' limited knowledge of the practical applications of algebraic concepts in everyday life. Sukardi dkk. (2023). Consequently, conducting research and analysis on students' learning difficulties in algebraic subjects becomes highly relevant to enhance students' understanding and mastery of mathematics, particularly in the context of algebraic learning.

The challenges encountered by middle school students in learning algebraic concepts represent a multifaceted issue that necessitates a profound understanding (S dkk. 2018). Several primary factors contribute to these difficulties, including a lack of comprehension regarding fundamental algebraic concepts such as coefficients, variables, and constants (Instrumen dan Pemahaman t.t.). Additionally, students' unfamiliarity with applying algebraic concepts in real-life contexts poses a significant problem. Moreover, insufficient understanding of the basic principles and concepts of algebra, which form the foundation for

problem-solving, is also a major contributing factor (Qoiriyah, Susilo, dan Hariyani 2021).Understanding the importance of addressing these issues is crucial, as it enables the development of more effective teaching methods. It is hoped that by comprehending the root causes of learning difficulties, more efficient strategies for teaching algebra can be devised. Consequently, this would aid students in overcoming their learning challenges in algebra more effectively and efficiently.

The primary objective of this research is to analyze the learning difficulties of secondary school students in algebraic topics (Aji, Tias, dan Wutsqa 2015) .The study aims to provide a better understanding of this issue by examining students' struggles in solving mathematical problems related to algebraic operations. Additionally, it seeks to depict students' challenges in solving problems related to algebraic form operations. Employing a qualitative descriptive approach, the research aims to identify the causes of students' mathematical learning disabilities at the secondary school level and offer suggestions to address these issues (Tias dan Wutsqa 2015). Overall, the study aims to contribute to the understanding of students' learning difficulties in algebraic subjects and provide insights to enhance mathematics education.

This research holds significant importance in the field of mathematics education at the secondary school level as it addresses the need for secondary school mathematics educators to obtain guidance on how to help students make connections with the real world and create a mathematics classroom environment focused on students (Mulyani dkk. 2018). Additionally, the study explores the implementation of the BOPPPS teaching model in teaching mathematics at the secondary school level, which emphasizes active student participation and has the potential to enhance learning efficiency and increase student engagement in the classroom. Moreover, the research investigates the relationship between growth mindset and mathematics achievement, providing a better understanding of how growth mindset influences the mathematics achievement of secondary school students and highlighting the importance of interventions regarding intrinsic motivation, failure attribution, mathematics self-efficacy, and mathematics anxiety in mathematics learning (Maharani dkk. 2020). Furthermore, the study explores the effects of micro-learning on students' conceptual and procedural knowledge in mathematics, offering insights into how micro-learning can enhance students' mathematics learning. Finally, the research identifies the emotional profiles of elementary school students in mathematics and underscores the importance of addressing the specific needs of each age and profile to improve mathematics learning outcomes.

These studies have a significant potential positive impact on mathematics learning. (Febianti dan Darmawijoyo 2023) found that using practical worksheets based on mathematical modeling can enhance students' mathematical modeling abilities, thereby improving their skills in solving real-world problems. (Ariawan dan Nufus 2018) discovered that basic mathematical skills have no significant influence on accounting learning outcomes, suggesting that students can still succeed in accounting despite difficulties in mathematics. (Yuliandari 2019) proposed that cooperative learning methods can reduce mathematics anxiety, leading to improved mathematics learning outcomes. Finally, (Yuliandari 2019) highlights the effectiveness of constructivist theory in various mathematics learning contexts,

emphasizing its role in enhancing students' understanding and communication of mathematical concepts. Overall, these findings suggest that practical, cooperative, and constructivist approaches can positively impact mathematics learning outcomes. This research aims to provide a better understanding of algebra learning difficulties among junior high school students. Consequently, it is expected to make a significant contribution to the development of more effective teaching methods to address these learning challenges. Additionally, the research is anticipated to enhance students' understanding and application skills in algebra concepts, enabling them to overcome learning difficulties and achieve better learning outcomes.

This synthesis of research provides a broad understanding of the factors influencing mathematics learning, including teaching approaches, real-world connections, growth mindset, and students' emotional profiles. However, there are shortcomings in the research focus, which primarily emphasizes identifying barriers and implementing specific teaching methods rather than conducting in-depth analyses of the difficulties faced by junior high school students in understanding algebraic concepts. To address this gap, research on "Analysis of mathematics learning difficulties in junior high school students in algebraic materials" should delve deeper into various challenges encountered by students, such as conceptual difficulties, understanding mathematical symbols, and applying concepts in real-world situations. Additionally, this research should focus on developing effective teaching methods to address these learning difficulties, considering various successful teaching approaches like cooperative learning models and the utilization of technology in mathematics education. Consequently, this study is expected to provide clearer and more practical guidance for mathematics educators in enhancing junior high school students' understanding of algebraic materials.

B. METHOD

This research aims to investigate the difficulties faced by junior high school students in learning algebra in mathematics. Its primary focus is to gain a deeper understanding of the factors causing these learning difficulties and to identify effective teaching strategies to address them. Thus, this study is expected to make a significant contribution to understanding the challenges of mathematics learning among junior high school students, particularly in algebraic topics. Additionally, the research findings are anticipated to serve as a foundation for the development of more effective teaching methods to tackle mathematics learning difficulties in junior high school students.

In conducting literature searches, researchers employ a meticulous and systematic approach by accessing academic databases such as Google Scholar and Publish or Perish. The search timeframe is confined between 2014 and 2024. Selected keywords encompass "mathematics learning difficulties," "junior high school students," "algebra," and other relevant variations. The primary focus of the search is on titles, abstracts, and article keywords to ensure relevance to the research topic at hand. With this approach, researchers aim to find precise and pertinent literature to support their study.

Inclusion and exclusion criteria have been established to select studies relevant to this research. Studies under consideration must encompass the analysis of mathematics learning difficulties among junior high school students concerning algebraic topics, both theoretically and practically. Studies deemed irrelevant, lacking full access, or failing to meet the defined quality standards will be excluded from this research. The article selection process is carried out progressively, starting with the screening of titles and abstracts, followed by a full reading of articles to assess their relevance and quality. Extracted data includes information about the study (title, authors, year), research methods, key findings, and conclusions relevant to the research topic.

C. RESULTS AND DISCUSSION

1. The primary difficulties encountered by junior high school students in understanding basic algebraic concepts.

Junior high school (JHS) students encounter difficulties in comprehending basic algebra concepts such as variables, coefficients, constants, equations, and algebraic operations (Mulyani, Indah, dan Satria 2018). They also struggle to relate mathematical concepts to everyday life situations. Moreover, students tend to memorize formulas rather than truly understanding the underlying concepts. The lack of effective learning activities in the classroom exacerbates these difficulties. Furthermore, students may have limited knowledge and struggle to interpret and operate algebraic forms. Overall, these challenges hinder students' conceptual understanding of algebra and their ability to apply mathematical concepts in daily life.

The main challenges faced by junior high school students in understanding basic algebra concepts stem from the lack of effective teaching approaches and inadequate suitable aids (Aji, Tias, dan Wutsqa 2015). These factors become more complex due to cognitive and emotional challenges, such as depression, which can disrupt students' learning processes (Hi dkk. t.t.) . To address these issues, the implementation of innovative teaching strategies and the provision of psychological support to students are necessary (Nurhikmayati 2019). Consequently, it can assist students in understanding algebraic concepts more effectively. The teaching strategies employed must be capable of engaging students' interest and motivating them to learn mathematics, thus enabling them to overcome the learning difficulties they encounter. Psychological support is also essential to aid students in managing the emotional challenges they face during the learning process.

The primary difficulties encountered by junior high school students in comprehending basic algebraic concepts encompass several aspects. Firstly, they struggle to grasp fundamental concepts such as variables, coefficients, constants, equations, and algebraic operations. Secondly, students face challenges in connecting mathematical concepts with real-life situations, thereby complicating their understanding of the practical relevance of mathematics. Additionally, the tendency to memorize formulas rather than understanding basic algebraic concepts poses a problem. The lack of effective classroom learning activities exacerbates these difficulties, where monotonous and less interactive teaching methods fail to stimulate student interest. Factors such as students' limited knowledge and difficulties in

interpreting and operating algebraic forms also contribute significantly to learning challenges. Hence, there is a need for more innovative teaching approaches and suitable aids, along with psychological support, to assist students in overcoming their cognitive and emotional hurdles in understanding algebraic concepts more effectively.

2. Specific factors, such as teaching approaches or student characteristics, influence the difficulties in learning mathematics, particularly in algebraic subjects.

Certain factors, such as students' lack of fundamental knowledge, insufficient interest and motivation, difficulty comprehending the material, and inadequate learning support, can contribute to mathematical learning difficulties, particularly in algebra (Abidin dkk. t.t.). The ramifications of these factors include errors in solving mathematical problems, insufficient conceptual understanding, and challenges in applying algebraic concepts in everyday situations. Furthermore, students' perceptions of teacher competence, learning anxiety, problem-solving abilities, learning motivation, and mathematical connection skills also influence their academic performance in mathematics. The ability to relate various learned concepts to topics within and outside of mathematics has been proven to enhance learning outcomes (Riasari t.t.). Therefore, addressing these factors and promoting effective teaching methods, such as implementing the theory of didactic situations, can assist students in overcoming learning difficulties and improving their performance in understanding algebraic material.

Various factors influence difficulties in learning algebra, including teaching approaches and student characteristics (Dewi, Roza, dan Maimunah 2020). Motivation, innovative teaching strategies, and the use of incentives can help alleviate these difficulties (Dewi, Roza, dan Maimunah 2020). Internal factors such as curiosity and external factors like school and family also play a role in shaping students' interest in learning mathematics (Syukriani 2013). Lastly, both internal and external factors, such as intelligence and social interactions, can contribute to learning difficulties (Syukriani 2013). Research findings indicate that several factors such as lack of fundamental knowledge, insufficient interest and motivation, difficulty in understanding the material, and inadequate learning support can be the primary causes of difficulties in learning mathematics, especially in algebra. While these studies offer insightful perspectives on mathematics learning difficulties, they may not directly address factors influencing algebra learning challenges. Therefore, more specific and focused research on this issue may be necessary to obtain more relevant and in-depth information regarding the factors affecting difficulties in learning algebra.

3. The role of mathematics teachers in assisting students in overcoming learning difficulties in algebraic topics.

Mathematics teachers play a crucial role in assisting students in overcoming learning difficulties in algebra (Yuhana dan Aminy 2019a) They can elucidate concepts using visual aids, provide exercises, and adopt personalized approaches to meet individual students' needs. Guidance and repetition are also provided to reinforce understanding. Collaboration with the government, schools, students, and parents is essential for the success of online learning, especially during challenging times such as the COVID-19 pandemic. However, relying solely

on digital modules may not suffice to address students' low relational understanding. While convenient, digital modules may not have a significant impact on students' ability to connect concepts effectively (Ahmad dan Nasution 2019). Therefore, teachers should employ various strategies and approaches to help students understand algebraic material deeply.

The role of mathematics teachers in assisting students in overcoming difficulties in algebra is crucial. Teachers need to employ mathematical modeling to help students understand algebraic concepts (Syifa Utami dkk. 2023). Additionally, teachers integrate knowledge, skills, and creative thinking in solving mathematical problems (Yuhana dan Aminy 2019b). It is important to make mathematics learning enjoyable and practical by proposing outdoor learning (Mengatasi, Belajar, dan Pada 2020). Overall, this research indicates that teachers need to utilize innovative and engaging methods to support students in understanding algebraic concepts. Research findings indicate that effective strategies in teaching algebra, such as mathematical modeling, knowledge integration, skill and creative thinking integration, as well as enjoyable and practical learning, have been suggested by researchers. However, the sole use of digital modules may not suffice to address insufficient relational understanding among students. In this regard, teachers need to adopt various innovative strategies and approaches to assist students in comprehensively grasping algebraic concepts. This research underscores the crucial role of mathematics teachers in aiding students in overcoming algebra learning difficulties. Nevertheless, certain strategies like the use of digital modules may require reevaluation to enhance students' understanding.

4. Differences in mathematical learning difficulties between female and male students in algebraic subjects.

There is no significant difference in mathematics learning difficulties between female and male students in algebraic topics (Maharani dkk. 2020). Both genders encounter similar challenges in solving algebraic problems, such as a lack of understanding of positive and negative operations, calculation errors, and misunderstandings of questions. However, differences exist in learning strategies where females tend to exhibit better organizational skills and repetition strategies in mathematics (Nurzaki Alhafiz 2022) .They tend to prioritize material arrangement and emphasize key points more than males. These differences in learning strategies can influence how male and female students approach and address mathematics learning difficulties.

The studies conducted by (Puspita dan Masriyah 2021) and (Syarah, Harahap, dan Putri 2023) are not directly related to the differences in algebra learning difficulties between male and female students. Consequently, the research findings from these studies do not provide relevant information for this specific topic. Researchers may have focused on other aspects of mathematics learning or considered different variables within the context of learning difficulties. Therefore, the information derived from these studies cannot be used to depict differences in learning difficulties between male and female students in understanding algebraic concepts (Puspita dan Masriyah 2021). Consequently, there is a need for specific research to identify and analyze the factors influencing algebra learning difficulties among both groups of students.

The findings indicate that the differences in mathematical learning difficulties between female and male students in algebraic subjects are more influenced by teaching strategies than intrinsic factors related to the material itself. These studies make significant contributions to understanding the mathematical learning difficulties between both genders. However, it is essential to note that these results may also be influenced by other variables not considered in the research. Therefore, further studies considering additional factors can provide a more holistic and comprehensive insight into the differences in mathematical learning difficulties between female and male students in the context of algebraic material.

5. The relationship between students' self-efficacy levels and mathematical learning difficulties in algebraic topics.

Several studies have revealed the relationship between students' self-efficacy and mathematical learning difficulties, particularly in algebraic subjects (Utami dkk. 2023) Among these, research indicates that guidance and counseling aimed at strengthening self-efficacy can assist students in overcoming anxiety towards mathematics and improving their test scores. Another study states that students with high self-efficacy are more capable of solving complex mathematical problems, while those with low self-efficacy tend to struggle in problem-solving. Furthermore, self-efficacy also influences students' mathematical literacy and reasoning abilities, especially in the context of online learning. Overall, self-efficacy is a significant factor that impacts students' abilities to learn and succeed in mathematics, including in algebraic material.

Based on research, there is a significant relationship between students' self-efficacy levels and mathematical learning difficulties in algebraic subjects (Triswanto dan Laksmiwati 2020). Students with higher levels of self-efficacy tend to experience lower learning difficulties in understanding algebraic materials. The study conducted by (Triswanto dan Laksmiwati 2020) demonstrates a significant correlation between the self-efficacy variable and mathematical learning difficulties in algebraic subjects. Another study by (Klorina dan Juandi 2022) corroborates this finding, indicating that students with high self-efficacy have lower learning difficulties. These results indicate that students' self-efficacy levels play a crucial role in overcoming mathematical learning difficulties in algebraic materials. Strong self-efficacy can help students overcome mathematical learning difficulties, including in algebra, by boosting self-confidence and problem-solving skills. Guidance, counseling, and learning methods that support the development of self-efficacy can enhance mathematical learning outcomes. Research consistently emphasizes the importance of self-efficacy in addressing mathematical learning difficulties. This provides a strong foundation for the development of learning strategies that take into account students' self-efficacy to improve their mathematical skills.

D. CONCLUSIONS AND SUGGESTIONS

Based on the evaluation, difficulties in learning mathematics among junior high school students, particularly in algebra, remain a relevant issue that warrants further attention. Previous research has identified various factors contributing to these learning challenges, including internal factors such as self-efficacy and external factors such as teaching methods. However, there is a gap in more in-depth research to understand how the interaction among

these factors more intricately influences mathematical learning difficulties among junior high school students. Therefore, a pressing research topic for future investigation is the "Analysis of the Interaction between Students' Self-Efficacy, Teaching Methods, and Environmental Factors in Influencing Mathematical Learning Difficulties among Junior High School Students: A Case Study of Algebraic Material." This study aims to provide deeper insights and more effective solutions for addressing mathematical learning difficulties among junior high school students.

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