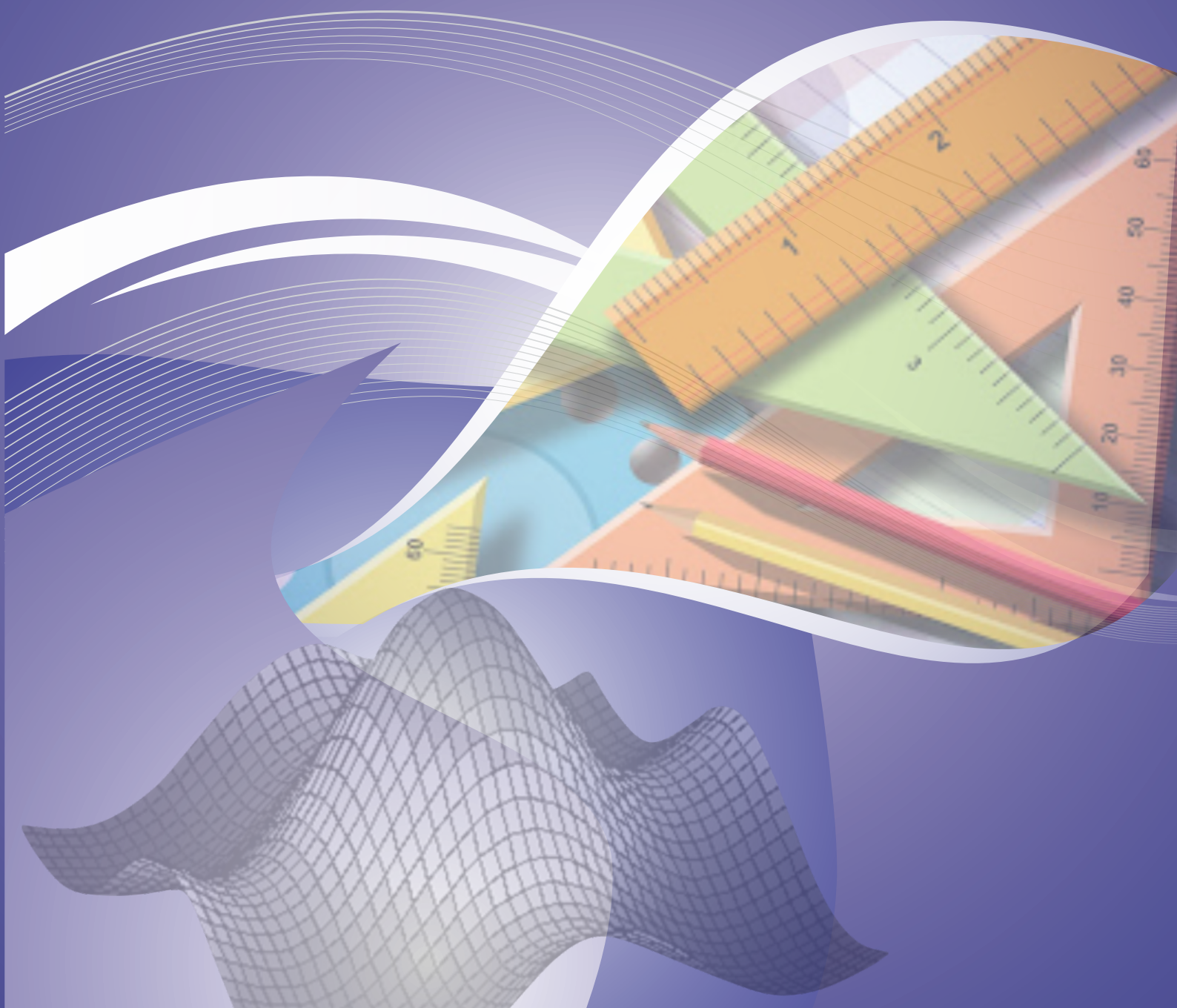


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**Program Studi Magister Pendidikan Matematika
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*Semua tulisan yang ada di dalam **Jurnal Didaktik Matematika** bukan merupakan cerminan sikap dan atau pendapat Dewan Penyunting dan Penyunting Pelaksana. Tanggung jawab terhadap isi dan atau akibat dari tulisan ada pada penulis!*

LETTER FROM THE EDITOR

Dear respected Authors, Reviewers and Readers,

There are ten scholarly outputs in this issue with different kinds of empirical and analytical approaches and contributed by researchers and scholars, all articles in this issue (10 research articles) covers 36 authors from 3 countries of origin (Indonesia, Malaysia, Philippines). These articles explore various aspects of mathematics education and its challenges. Article 1 studied Indonesian students' numeracy skills, finding moderate performance, with females outperforming males, and recommended personalized teaching to address individual needs. Article 2 developed 21 valid MCA-type math problems in financial algebra to enhance numeracy and financial literacy. Article 3 demonstrated that a brain-based learning model with cultural context improved critical thinking and self-efficacy in Year 7 students, while Article 4 revealed gender differences in mathematical literacy, with females excelling in PISA problems, and advocated integrating complex problems into learning.

Article 5 identified moderate academic stress among math education students but found no significant impact on grades, suggesting effective stress management. Article 6 found that differentiated instruction moderately improved critical thinking but had little effect on self-efficacy. Article 7 explored learning obstacles in sequences and series, linking challenges to foundational knowledge gaps and recommending structured interventions. Similarly, Article 8 addressed concept fragmentation in math learning through scaffolding, helping students connect prior and new knowledge.

Article 9 highlighted the effectiveness of Problem Based Learning (PBL) in improving computational thinking, even with minimal influence from prior knowledge. Finally, Article 10 analyzed cognitive processes in proving Ceva's Theorem, identifying differences between high and medium ability students and offering insights into mathematical proof strategies. Together, these studies underline the importance of innovative teaching methods and targeted interventions in improving mathematics education outcomes.

Finally, we would like to thank all the contributors to this issue for their significant contribution to academic discourse in the field of mathematics education. We also extend our gratitude to our professional reviewers for their critical review and constructive feedback for the papers.

Rahmah Johar
Editor in Chief

PEDOMAN PENULISAN NASKAH

1. **Jurnal Didaktik Matematika** menerima naskah yang meliputi hasil penelitian, pikiran dan pandangan dalam bidang pendidikan Matematika yang belum pernah dan tidak sedang dalam pertimbangan untuk diterbitkan dalam jurnal lain.
2. Naskah dikirim melalui sistim OJS pada website: <http://www.jurnal.unsyiah.ac.id/DM> dengan cara klik menu REGISTER. Tuliskan password dan username lalu lengkapi metadata dan email masing-masing penulis. Setelah REGISTER, akan masuk email dari sistem untuk aktivasi akun. Lalu login dengan menggunakan username dan password yang diberikan. Penulis harus mendownload template pada website lalu menuliskan isi makalah pada template tersebut dengan mengikuti Author Guideline pada <http://jurnal.unsyiah.ac.id/DM/about/submissions#authorGuidelines>. Setelah itu penulis meng-upload file makalah melalui menu 'new submission'.
3. **Judul**, singkat, jelas, dan informatif. Tidak melebihi 12 kata (Font 14 bold, center)
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6. Naskah ditulis dalam Bahasa Inggris dengan menggunakan MS Word 2007, kertas HVS ukuran A4, jenis huruf Times New Roman Font 11, spasi 1,5. Panjang seluruh naskah termasuk daftar pustaka adalah 12-20 halaman.
7. Abstrak dalam Bahasa Inggris, terdiri dari satu paragraph yang memuat 150-200 kata (Font 10). Kata kunci (*keyword*) sebanyak 3-5 kata ditempatkan di bawah abstrak (Font 10), diketik 1 spasi, rata kanan-kiri. Abstrak memuat latar belakang masalah, tujuan penelitian/rumusan masalah, metode (populasi, sampel/subjek penelitian, instrumen penelitian, teknik pengumpulan data, teknik analisis data), hasil penelitian, dan rekomendasi/implikasi.
8. Rumus ditulis dengan menggunakan *Equation Editor* dan disebelah kanannya diberi nomor dengan angka arab dalam tanda kurung (1), (2), ...dst.
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10. Sistematika penulisan naskah adalah Heading font 12 bold, isi font 11, diketik 1,5 spasi, meliputi :
 - a. **Pendahuluan**, harus memuat secara singkat dan sistematis latar belakang permasalahan dan dilengkapi dengan referensi terbaru. Pada bagian akhir pendahuluan harus dituliskan kebaruan (*novelty*) penelitian serta tujuan penelitian atau pertanyaan penelitian.
 - b. **Metode**, menguraikan tentang jenis penelitian, populasi dan sampel atau subjek penelitian, instrumen penelitian, prosedur pengumpulan data, dan analisis data. Kualitas instrumen harus dinyatakan pada bagian ini.
 - c. **Hasil dan Pembahasan**, terdiri dari hasil penelitian dan bagaimana hasil tersebut dibahas. Hasil yang diperoleh dari penelitian harus didukung oleh data yang memadai.. Komponen-komponen berikut harus dibahas dalam pembahasan, yaitu; bagaimana hasil penelitian berhubungan dengan pertanyaan atau tujuan awal yang diuraikan dalam bagian Pendahuluan?; Apakah penulis memberikan interpretasi secara ilmiah untuk setiap hasil atau temuan yang disajikan?; Apakah hasil penelitian konsisten dengan apa yang dilaporkan oleh peneliti atau teori sebelumnya atau adakah perbedaan?. Minimal 10 kutipan disertakan pada bagian pembahasan.
 - d. **Simpulan dan Saran** memuat kesimpulan penelitian yang singkat dan jelas. Jika ada sertakan saran yang muncul sebagai akibat dari hasil kajian atau penelitian yang telah dilakukan
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