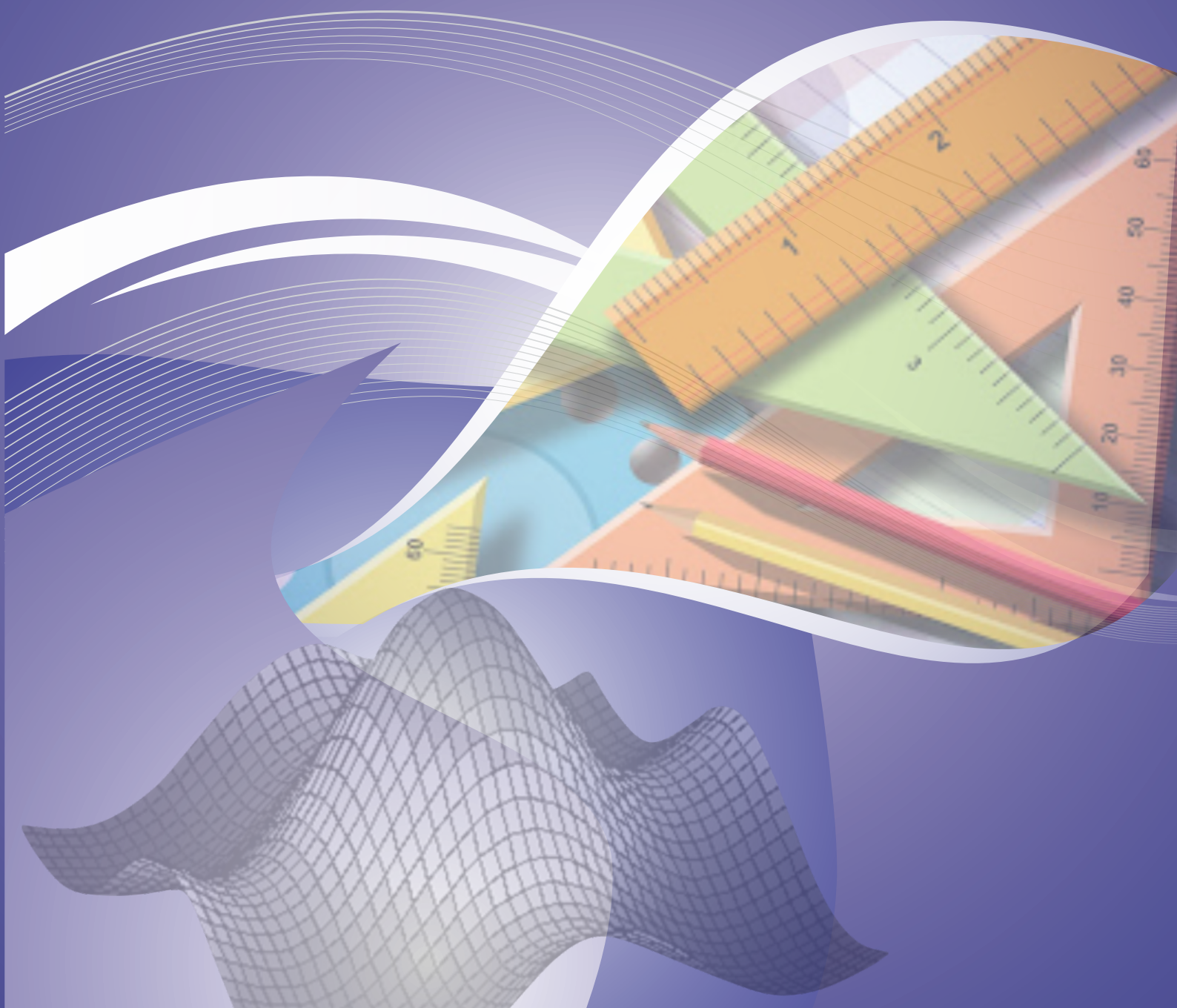


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*Semua tulisan yang ada di dalam **Jurnal Didaktik Matematika** bukan merupakan cerminan sikap dan atau pendapat Dewan Penyunting dan Penyunting Pelaksana. Tanggung jawab terhadap isi dan atau akibat dari tulisan ada pada penulis!*

LETTER FROM THE EDITOR

Dear respected Authors, Reviewers and Readers,

There are eleven scholarly outputs in this issue with different kinds of empirical and analytical approaches and contributed by researchers and scholars, all articles in this issue covers 36 authors from 3 countries of origin (Indonesia, Malaysia, Canada). Overall, the eleven articles collectively emphasize the need to improve mathematics education by strengthening students' cognitive, affective, and contextual learning dimensions. Across different educational levels, the studies highlight that mathematical achievement is influenced not only by procedural competence but also by self-efficacy, critical and creative thinking skills, problem-solving ability, communication skills, conceptual understanding, school climate, cultural relevance, and the integration of technology. The findings consistently suggest that innovative instructional approaches, supportive learning environments, and context-based teaching materials play a crucial role in enhancing students' mathematical learning outcomes.

The first article investigates the relationship between school climate and students' mathematics self-efficacy using PISA 2022 data from Indonesia. The findings indicate that aspects of school climate, particularly school belongingness and perceived safety, significantly predict students' mathematics self-efficacy, while bullying experiences show no significant effect. This study highlights the importance of students' psychological perceptions of their school environment in supporting confidence and engagement in mathematics learning. The second article focuses on improving students' mathematical communication skills through the development of worked examples related to measures of central tendency and data dispersion. Using the ADDIE model, the study demonstrates that worked examples incorporating self-explanation prompts and contextual variations are valid and effective in helping students express mathematical ideas using multiple representations.

The third article examines the development of a Scratch-based interactive learning medium, *Fly and Count*, for teaching straight line equations. The results show that the digital media is valid, practical, and effective in improving students' learning outcomes, indicating that technology-based learning materials can enhance students' understanding and motivation in mathematics. The fourth article addresses the development of a context-based mathematics module using the Huma Betang cultural context and the Realistic Mathematics Education approach. The study finds that integrating local cultural contexts into teaching materials significantly improves students' understanding of polyhedra and supports meaningful learning by connecting mathematical concepts with real-life experiences.

The fifth article focuses on developing a mathematics textbook integrated with a challenge-based learning model in a STEM context, supported by the Quizizz application. The findings reveal that the textbook is feasible, easy to understand, and effective in enhancing students' critical thinking skills, while also receiving positive responses from students. The sixth article explores students' formation of mathematical concepts in solving trigonometric problems through a qualitative case study. The results show clear differences in concept formation across high-, medium-, and low-ability students, emphasizing the need for pedagogical interventions that strengthen conceptual understanding, particularly for students with lower abilities.

The seventh article examines the impact of Project-Based Culturally Responsive Teaching (CRT) on students' creative thinking and problem-solving skills. The study demonstrates significant improvements in students' creativity and problem-solving performance and

highlights teachers' positive perceptions of integrating cultural contexts into mathematics instruction. The eighth article compares the effects of Outside-In Blended Learning and conventional instruction on students' mathematical critical thinking skills. The findings indicate that although both approaches improve critical thinking, Outside-In Blended Learning is more effective in promoting analytical and reflective thinking through contextual and student-centered learning activities.

The ninth article investigates the use of e-comic-based learning to enhance students' motivation and logical–mathematical reasoning. The results show that e-comics significantly improve both variables, with stronger effects observed in urban schools, suggesting that digital media can help reduce educational disparities between urban and rural contexts.

The tenth article explores students' conceptual understanding of measures of central tendency using the Theory of Didactical Situations. The findings reveal that structured didactical phases support students' transition from procedural computation to reflective and contextual reasoning, thereby strengthening their conceptual understanding of statistical concepts. Lastly, the eleventh article reports the development of an ethnomathematics-based learning module integrating the Riau Malay Batik Nagori Kuansing motif. The study demonstrates that the module is valid, practical, and effective in improving elementary students' understanding of plane geometry by linking abstract concepts with culturally meaningful contexts.

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

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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.
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6. Naskah ditulis dalam Bahasa Indonesia atau 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 dan Bahasa Indonesia, 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.
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 - 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.
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