CORPORATION OF STUDENTS' BASIC MATHEMATICS KNOWLEDGE FACULTY OF TARBIYAH AND TEACHING SCIENCE IAIS SAMBAS WEST KALIMANTAN

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Abstract

The aim of the research is to determine the basic mathematical knowledge of each class and to find out the similarities or differences in basic mathematical knowledge of each class in the fifth semester of the Tarbiyah and Teacher Training Faculty at IAIS Sambas. The research method is a quantitative method. The research sample consisted of 104 people. The data collection technique uses Kruskal Wallis analysis. The research results showed that PGMI B class had the highest achievement percentage at 90%, followed by PGMI B at 87%, then PAI A class at 77%, followed by PAI B class at 72%, and finally PAUD class at 60%. The results of the Kruskal Wallis test show that there is a significant difference in basic mathematics knowledge of students from the Tarbiyah and Teacher Training Faculty at IAIS Sambas. However, it is hoped that students can continue to improve their abilities in mathematics, because very few can answer perfectly.

Keyword: Knowledge, Basic Mathematics.

INTRODUCTION

Mathematics is a field of study studied from elementary school to university level (Anggraeni et al., 2022). However, many students consider mathematics lessons difficult so they are afraid to study mathematics and some of them have low grades in this subject (Agustyaningrum et al., 2022). Mathematics is also closely related to everyday life, therefore mathematics is very important to learn (Fauzi et al., 2020). Mathematics is a deductive, axiomatic, formal, abstract science and uses symbolic language (Farhana et al., 2022).

Mathematics is a universal science so it can be used in human life and in this case mathematics also underlies and is a factor in the development of modern technology and has an important role in various disciplines and advancing human thinking (Lestari, 2021).

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Mathematics learning needs to be designed so that it can accommodate various student characteristics (Nurlaili et al., 2020). According to Susanto, mathematics can enhance one's ability to think and argue, help with problem-solving in daily life and the workplace, and promote the growth of knowledge (Anggraeni et al., 2022).

According to Bernard (2015), all students should take mathematics classes to develop their capacity for logical, methodical, analytical, critical, and creative thought as well as teamwork. According to Maharani (2018), one of the objectives of studying mathematics is to improve students' critical thinking and reasoning skills in order to form conclusions and be able to confidently and honestly articulate their viewpoints, which come from their need to solve issues (Fatimah et al., 2021).

There are five reasons why studying mathematics is necessary, in Cornelius' opinion. Since mathematics can be used to: 1. think clearly and logically; 2. solve problems in daily life; 3. recognize relationship patterns and generalize experiences; 4. foster creativity; and 5. raise awareness of cultural development (Rosiyanti & Muthmainnah, 2018). Solichin identifies three guidelines for studying mathematics: 1. Students' learning activities are driven by their motivation and attention. 2. Students' positive attitude and willingness to take the lead in carrying out learning activities are fueled by their activeness. 3. must be actively involved and experienced in order for kids to use the activities already in place to expand their own knowledge. (Wiryanto, 2020).

All kids should take mathematics classes beginning in primary school, according to Kamarullah, in order to provide them the tools they need to think critically, logically, analytically, creatively, and cooperatively. These skills are necessary for students to be able to gather, organize, and apply knowledge in order to thrive in dynamic, unpredictable, and competitive environments (Kamarullah, 2017: 21-32) (Eliyah et al., 2021). For basic mathematics learning, material other than numbers can be developed on a contextual basis so that it will improve learning outcomes and motivation to achieve learning (Ramadhani & Amudi, 2020).

Basic Mathematics learning includes the arithmetic operations of addition, subtraction, multiplication and division (Priyatna & Wiguna, 2021). The basic components of mathematics are numbers which are formulated into formulas, addition, subtraction, multiplication and division (Endramoyo, 2018). Basic mathematics for higher education includes logic, sets, numbers, equations and functions (Kholil, 2022). Basic Mathematics consists of: 1. Real Number System; 2. Set; 3. Linear Equations and Inequalities; 4. Function; 5. Matrix; 6. Limits and Continuity; 7. Derivative; 8. Integral (Amir & Prasojo, 2017). Elementary school mathematics learning material consists of various concepts that can be applied in solving everyday problems (Anitra, 2021).

Basic mathematics includes the concepts of sets, mathematical logic, probability, systems of linear equations, real number systems, functions, limits and continuity of functions, derivatives and integrals (Ardiansyah et al., 2021). According to Abdurrahman, the reasons why it is important to teach Mathematics to students are: a) Mathematics is always used in aspects of human life, b) all fields of study require appropriate Mathematics skills, c) Mathematics is a strong, short and clear means of communication, d) can be used to present information in various ways, e) improve logical thinking skills and accuracy, f) provide satisfaction in solving challenging problems (Farhana et al., 2022).

According to Bruner, learning mathematics is learning about mathematical concepts contained in the material to be studied and looking for a relationship between concepts and mathematical structures (Alfiyah et al., 2021). Mathematics is a body of knowledge in the field of science and technology (Agustyaningrum et al., 2022). Therefore, it is no exaggeration that the current generation should be grateful to the mathematicians who discovered algebra and algorithms. Because thanks to him, humans can now enjoy technology. Finally, it is hoped that this research can make theoretical and practical contributions. Can contribute knowledge and can be used as a reference for related parties or for further research. The results of this research can also be used as a basis for creating policies related to Tarbiyah students' basic knowledge of mathematics and teacher training.

RESEARCH METHODS

The research method used is a quantitative research method. The type of research used is field research with comparative research problems (Sugiyono, 2020), namely comparing research variables in several groups (Nisfiannoor, 2013). Data was collected using a survey method. Questionnaires were given to the sample without providing any treatment to the research sample. The research sample was all fifth semester students at the Faculty of Tarbiyah and Teacher Training. The reason for choosing semester V as the research sample is because in semester V, students are still in prime condition and are not busy with final study assignments such as scientific research as is being carried out by their seniors in semester VII. Apart from that, they can also be considered seniors. As for semesters I and III, they have not been studying at university for a long time, so their memories of learning Mathematics in High School are still clear. In contrast to semester V, 3 years after they enter college, do they still have memory regarding basic mathematics knowledge? Considering the rarity of courses in tertiary institutions related to Mathematics other than Educational Statistics in semester 3.

The research was conducted at the Faculty of Tarbiyah and Teacher Training. There are 4 study programs in the Tarbiyah and Teacher Training faculties, namely PAI, PGMI,

PAUD, and Indonesian Language Tadris. However, in semester V there are only 3 study programs and 6 classes, namely PAI two classes, PGMI two classes, and PAUD 2 classes. In this research group there were 5 classes, because the PAUD study program had a small number of students, so two classes were made into one group. The research population was all students from the Tarbiyah and Teacher Training Faculty. The research sample was narrowed with the criteria set only for fifth semester students.

The variable in this research is students' basic knowledge of mathematics. The research factor is semester V which consists of 5 classes or 5 groups. Basic knowledge of mathematics is the basic skills that individuals have in calculations, such as addition, subtraction, multiplication and division in natural numbers, sets and several flat building formulas.

Data collection techniques use test techniques. Research questions are in multiple choice form. So the data collected is ratio data, meaning the number 0 is the absolute number 0 (does not exist) (Eliyah, 2021). The instrument consists of 12 questions. The validity test was carried out using a face validity test, by comparing the indicators with the research instruments. When the questions truly match the question indicators, discussion material and learning objectives, then the instrument is considered valid. The reliability test still uses statistical analysis with alpha analysis. The results of the instrument reliability test are as follows.

Table 1. Reliability Statistics

Cronbach's Alpha	N of Items
,703	12

The Cronbach's alpha value of the instrument is 0.703 > 0.7, indicating a very high level of consistency or consistency of the instrument. It is considered suitable to be used to measure what is to be measured (Ghozali, 2018).

The data analysis technique used if the data is normally distributed and homogeneous uses one way anova. However, if the data is not normally distributed and is not homogeneous then the research uses Kruskal Wallis nonparametric analysis. Data processing uses the IBM SPSS 26 application. The null research hypothesis is that there is no significant difference in basic mathematics knowledge between fifth semester students at the Faculty of Tarbiyah and Teacher Training.

RESEARCH RESULTS AND DISCUSSION

After the data is collected, the answer sheets from the tests given are sorted. When damage is found to the answer sheet or data, the data is discarded. So that the

data presented, analyzed and discussed below is truly valid data. Before testing the hypothesis, first see whether the data is normally distributed and whether the data group is homogeneous. The following are the results of the normality and homogeneity test of the research instruments.

Table 2. Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Student Village Mathematics Knowledge	1	,278	16	,002	,871	16	,028
	2	,251	24	,000	,852	24	,002
	3	,190	22	,037	,896	22	,025
	4	,402	21	,000	,667	21	,000
	5	,213	21	,014	,883	21	,017

a. Lilliefors Significance Correction

Sig value. Kolmogorov-Smirnov data from five groups each 0.002; 0,000; 0.037; 0,000; and 0.014 < 0.05. None of the data in the five groups was normally distributed. Because the number of samples in each group does not exceed 30, data that is not normally distributed cannot be transformed into another form (Qudratullah, 2017). So what must be done is to move to nonparametric analysis.

Table 3.Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Village Mathematics Knowledge	Based on Mean	7,263	4	99	,000
	Based on Median	4,603	4	99	,002
	Based on Median and with adjusted df	4,603	4	64,599	,002
	Based on trimmed mean	6,247	4	99	,000

Sig value. Based on the Mean in the homogeneity analysis above is 0.000 < 0.05. Shows that data between groups is not homogeneous (Eliyah, 2021). So the parametric requirements for one way ANOVA are not met. Likewise with abnormal data distribution. So the choice that must be made is data analyst Kruskal Wallis. The following is a description of the data with mean difference test analysis. To explain the descriptive data for each group.

Next, the research hypothesis is first explained. There are two hypotheses formulated:

Ho: There is no difference in the basic mathematics knowledge of students in each class IAIS Sambas Faculty of Tarbyah and Teacher Training.

Ha: There is a significant difference in the basic mathematics knowledge of each student

class at the IAIS Sambas Faculty of Tarbiyah and Teacher Training.

Next is to test the hypothesis above. If the significance value of the Kruskal Wallis analysis is <0.05 then Ha is accepted. However, if on the contrary > 0.05 means Ho is accepted, meaning there is no difference in the data per group.

Table 4. Case Processing Summary

	Cases					
	Included		Excluded		Total	
	N	Percent	N	Percent	N	Percent
Student Village Mathematics Knowledge * CLASS	104	100,0%	0	0,0%	104	100,0%

The data above simply describes the total research sample N of 104 people. All answers to the 12 questions given in each sample are 100% filled. There is not a single problem, missing or damaged data. So the next data used to test the hypothesis is the data described above.

Table 5. Report

Student Village Mathematics Knowledge

Class	Mean	N	Std. Deviation	Sum	Median	% of Total Sum	Range	Minimum	Maximum
1	9,31	16	,793	149	9,00	15,4%	3	8	11
2	8,75	24	2,308	210	9,50	21,7%	8	3	11
3	10,45	22	1,224	230	10,00	23,8%	4	8	12
4	10,81	21	,814	227	11,00	23,5%	4	8	12
5	7,24	21	2,095	152	8,00	15,7%	9	1	10
Total	9,31	104	2,063	968	10,00	100,0%	11	1	12

The data above is descriptive data for each group. It can be seen that the average basic mathematics score for PAI A class is 9.31 with a percentage of achievement when compared with the idealist 12 weight score of 77.58%. PAI B class has an average score of 8.75 = 72.92%. PGMI A class is 10.45 = 87.08%. PGMI class B average basic knowledge of mathematics is 10.81 = 90.08%. Meanwhile, the average score for the PAUD class was 7.24 = 60.33%. It can be seen that the lowest average basic mathematics knowledge is in the PAUD class. Overall, PGMI is the highest score, especially in PGMI B class at 90.08%. The PAI class is in the middle.

If we look closely at PGMI, apart from educational statistics, there are skills courses such as mathematics for SD/MI and mathematics learning courses. Meanwhile in PAI and PAUD only education statistics. Even though in PAUD there are actually PAUD science learning courses, it doesn't seem to have that big of an impact.

Table 6. Ranks

	Tarbiyah	N	Mean Rank
SUMY	PAI A	16	45,16
	PAI B	24	45,85
	PGMI A	22	69,18
	PGMI B	21	78,69
	PAUD	21	22,02
	Total	104	

The data in the ranks table above also shows that the distance between groups is clearly visible. PGMI A and B dominate the most. The PGMI class is the highest score and the PAUD class is far below with a distance of 78.69-22.02 = 56.67 points. This illustrates to related parties paying more attention to basic mathematics knowledge in PAUD classes. Because it is in PAUD that the foundation of learning is first laid. Although reading, writing and arithmetic are prohibited. But conveying math concepts in a fun way while playing is highly recommended. This means that PAUD teachers must have more techniques and tactics to convey numeracy material. Especially their basic mathematical knowledge must be adequate. So that negative dogmas about scary mathematics can be avoided (Agustyaningrum et al., 2022).

Table 7. Test Statistics[a,b]

	SUMY
Kruskal-Wallis H	47,794
Df	4
Asymp. Sig.	,000
a. Kruskal Wallis Test	
b. Grouping Variable: Tarbiyah	

The results of the Kruskal-Wallis analysis with SPSS produced a value of 47,794 with a probability value of 0.000 <0.05. So the conclusion can be made that Ho is rejected and Ha is accepted. This means that there is a real difference in students' basic mathematical knowledge between classes at the tarbiyah faculty and IAIS Sambas teacher science. More clearly, the most significant differences are between study programs. Meanwhile, between classes like PAI A and PAI B, they are not too far apart.

Likewise, PGMI A and PGMI classes are not too far apart. But when you compare each product, you will see a real gap.

Mathematics learning is a science that studies calculations, studies using reasoning and the ability to think logically (Farhana et al., 2022). Even though mathematics is described as a frightening specter, mathematical knowledge that can be applied in everyday life is still very necessary for humans. Mathematics learning involves learning activities that absorb knowledge using reasoning. The activities have a structured plan involving thoughts and activities in developing problem-solving abilities, conveying information or ideas (Wandini and Banurea in Wiryanto, 2020). Because of the complexity of the activities resulting from learning mathematics, students and even students find it difficult to digest it.

The importance of mathematics in life, so that mathematics is included in learning at every level of education (Lestari, 2021). Both at elementary, middle and high school levels, including at university (Sitopu et al., 2024; Guna et al., 2024). Even PAUD is full of mathematical content, both on classroom wall decorations and on educational game tools for students. Therefore, for prospective teachers, especially in tarbiyah and teacher training faculties, students must be equipped with creative, analytical, systematic, critical mathematical thinking skills that can be used to achieve the goal of improving participants' problem solving abilities (Bulu & Nahak, 2020).

Returning to the results of the research above, if the teacher's basic mathematics knowledge is low, how will the teacher convey their understanding to their students? Teachers are required to create interesting, creative and innovative learning (Tubagus et al., 2023; Aslan & Shiong, 2023; Muharrom et al., 2023; Nurhayati et al., 2023; Nurdiana et al., 2023). Able to give birth to intelligent reasoning. However, if the teacher's understanding is still inadequate, what will naturally arise is students' fear of mathematics itself. It is in this realm that a teacher's competence is at stake.

One of the teacher competencies is professional competency which is meant to be competency that emphasizes mastery of elementary/MI learning materials which include mathematics, Indonesian, PKN, Social Sciences and Natural Sciences. Teachers' mastery of learning materials at the elementary/MI level is a broad and deep understanding, including mastery of school subject curriculum materials and the scientific substance of the materials, as well as mastery of scientific structures and methodologies, one of which is literacy and numeracy skills (Hartatik, 2020; Erwan et al., 2023; Sarmila et al., 2023; Sulastri et al., 2023).

Mathematics is a structured science with strict consistency values (Soedjadi, 2014). That's why mathematics is also called an exact science. So possibilities in mathematics are rarely found, what exists is a definite answer. So that teachers' understanding, especially

in solving problems in mathematics, should be good and creative. However, elementary education teachers often stumble into it. As the results of research conducted on PPG SD students. The research results show that solving mathematical problems is related to the use of symbols or numbers in everyday problems. Most elementary school PPG students make a lot of mistakes in writing their numbers and solution symbols. Even though the meaning they want to convey is correct, the result will cause misunderstandings for readers (Hartatik, 2020).

Mathematics cannot be separated from every human life. Especially Muslims, In the Qur'an itself there is mathematics, especially in the distribution of inheritance, as well as calculations for pregnant and breastfeeding mothers. As well as much more. Therefore, students in higher education, even though they have a religious background and are not majoring in mathematics, at least understand and have basic mathematical knowledge.

Conclusion

The results of the research can be concluded that basic mathematics knowledge for PAI A class is at 77.58% and PAI B 72.57%, respectively categorized as good. Meanwhile, PGMI A class is at 87% and PGMI B class is at 90.04%, each in the very good category. Meanwhile, the PAUd class is at 60% which is categorized as sufficient. So their basic mathematical knowledge must be improved. As for the results of the Kruskal-Wallis test, the probability value is 0.000 < 0.05, so it can be concluded that there is a real difference in the basic mathematical knowledge of Tarbiya Faculty students in each class. Even though the PAI class is classified as good, they also need to further improve their abilities. Especially for the PGMI class, even though it is the class with the highest score, the questions given are basic mathematics material, but there are still errors in their answers. This means that their knowledge must be further improved. Because in the future PGMI graduates will be class teachers, they are expected to master all learning materials.

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