ANALYSIS MATHEMATICS LEARNING DIFFICULTIES IN ELEMENTARY SCHOOL

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Abstract: This study aims to: 1) Explain the categories of mathematics learning difficulties (MLD) in primary schools, 2) describe the characteristics of learners experiencing mathematics learning difficulties (MLD) in primary schools, 3) Explain the factors causing mathematics learning difficulties (MLD) in primary school students. The research method used is descriptive qualitative. The research design used is referring to the descriptive research steps of case study. The subjects of the study were teachers and students at SDN 1 Kadugede, sub-district Kadugede, SDN 2 Ciporang, sub-district Kuningan and SDN 3 Susukan, sub-district Cipicung, all schools are located in Kuningan District, West Java. Data collection techniques used are observation, interview and study documentation. Data analysis used refers to the analysis of qualitative research data. The results showed that mathematics learning difficulties (MLD) experienced by students in SDN 1 Kadugede, SDN 2 Ciporang and SDN 3 Susukan, included in MLD category related to children's difficulties in basic of mathematics. The characteristics of learners who experience mathematics learning difficulties (MLD) in SDN 1 Kadugede, SDN 2 Ciporang and SDN 3 Susukan, are divided into 1) weak in the development of mathematical concepts; 2) confusion in interpreting certain signs and symbols; 3) weak in the multiplication; 4) weaker in numeracy and often frustrating; 5) are not able to determine which one is the right way to solve a problem; 6) worksheet look garbled; 7) difficult to read and interpret the word problems; 8) are not able to determine how to resolve the problem, 9) does not use math skills taught at school in everyday life. In addition to the characteristics that become the general characteristics of learners who experience mathematics learning difficulties (MLD) there are several factors that cause mathematics learning difficulties (MLD), namely: 1) weakness of concentration; 2) Low motivation; 3) lack of learning readiness; 4) low self-esteem; 5) a mindset that is not ragged and not systematic; 6) lack of attention from parent.

Keywords: Mathematics learning difficulties, student in elementary school

1. Introduction

As a science James and James (1976) define mathematics as the science of logic, about the form, structure, scale, and concepts that relate to each other. As a discipline, mathematics is used as a compulsory subject taught in formal and non-formal schools. Mathematics is taught in elementary school to university level. This shows that mathematics is an important subject to be taught in school.

Not without reason why mathematics becomes an important subject, according to Cornelius (Abdurrahman: 2003) five reasons to learn mathematics because mathematics is as follows: (1) means to think clearly and logically, (2) means to solve the problems of day-to-day life day, (3) means for knowing patterns of relationships and generalization of experiences, (4) means for developing.

Cockcroft (1986) states the importance of mathematics in life as follows: "It would be very difficult, perhaps impossible - to live a normal life in many parts of the world." why is mathematics an important thing also explained by NCTM (2006) which states the need for understanding and mastering mathematics as follows: (1) mathematics for everyday life (mathematics for life), (2) mathematics as cultural heritage (mathematics as a part of cultural heritage) (3) mathematics for work (mathematics for the workplace); (4) mathematics for scientists and groups of engineers (mathematics for the scientific and technical community). Based on various opinions, it can be concluded that mathematics is a scientific discipline which is very important for everyone in all aspects of life.

Humans need mathematics in their daily activities from simple to complex activities. Therefore mastering mathematics is important for each individual. However, in reality many students find it difficult and fearful of mathematics.

Sharma (2013) revealed that mathematics as a subject is frightening for students. This was revealed from a study which showed that 52% of students found mathematics as a difficult lesson to learn, 27% said it was (on average) and 21% said mathematics was not difficult to learn. As an abstract subject that emphasizes logic and reasoning, mathematics must be conveyed well by the teacher to students so that students do not feel confused and have difficulties. Fennema and Franke (1992) based on Shulman's research specifically classifies the components of understanding that mathematics teachers need to possess as, 1) mathematical understanding which includes understanding mathematical nature and how to regulate the teacher's mental understanding; (2) understanding of mathematical expressions that include understanding of students and understanding of students' thinking skills; (3) understanding of teaching and decision making. Therefore, referring to the second opinion stated by Fennema and Franke that a teacher must have a good understanding of students. Understanding that must be possessed by the teacher for students is one of them is the development and understanding of the problems faced by students in learning, especially in mathematics. Therefore, research needs to be done regarding mathematics learning difficulties faced by elementary school students. Through this research, it is expected to be able to provide useful knowledge for the academic community in understanding mathematics learning difficulties (MLD) problems experienced by elementary school students

2. Literature Review

Overview Of Learning Difficulties

Many experts give their views relating to Learning Difficulties (LD). Westwood (2008) explains that learning difficulties (LD) is a term often used to refer to students who have problems in school that are not associated with the physical state of a particular, impaired ability sensory or intellectual (though in some cases the ability of intelligence they may be slightly below the average -rata). The next Dumont (1994) explains that there are two types of learning problems faced by children are learning disabilities associated with the development of cognitive aspect of the children and learning difficulties associated by other factor outside from cognitive aspect. Carnine, Jitendra, & Silbert (1997) describes "Individuals who exhibit learning Difficulties may not be intellectually impaired; rather, Reviews their learning problems may be the result of an inadequate design of instruction in curricular materials.

Based on the opinions that have been expressed before, it can be understod that the (Learning Difficulties) are not matters related to the problem of cognitive development, affective and

psychomotor student. But the problems facing children in learning caused by learning design that does not fit or something else that caused the problems that indicate students are not able to reach certain competencies.

Learning difficulties (LD) is the term commonly used to describe children who have normal intelligence, but difficult to achieve educational skills, coordinate their movements, paying attention, remembering information, or to interact well with others. Therefore, mathematics Learning Difficulties (MLD) can be interpreted as learning difficulties faced by children with normal intelligence but did not succeed in achieving specific competencies in math.

Factor Caused Of Mathematics Learning Difficulties (MLD)

Mathematics Learning Difficulties (MLD) caused by various factors. Understanding the factors that cause MLD are very important for Elementary School Teacher. Westwood (2004) states that "generally Learning Difficulties (LD) may occur as a result of a combination of various influences, as follows: 1) teaching that does not fit or do not fit, 2) curriculum that is irrelevant and does not fit, 3) Environment class, 4) socio-economic support, 5) the lack of relationship between teacher and pupil, 6) lack of school attendance, 7) health problems, 8) learn to use the media a second language, 9) are not confident, 10) emotional problems and behavior, 11) the ability of intelligence that are below the average, 12) sensory disturbances, 13) specific information processing difficulties. That stance is the view of the factors that influence the occurrence learaning Difficulties (LD) in children. Chin (2007) states that students carry different combinations of straight and weakness of mathematical understanding. Therefore, to understand the factors that cause learning difficulties in children should not be seen only on one aspect, but also other factors as that contribute caused of learning difficulties. Not only factor that comes from the students, but also factors that come from outside students may occurrence of MLD. Westwood (2004) emphasized that teachers tend to blame students themselves, or socio-cultural and family backgrounds as the cause of Learning Difficulties.

Meanwhile, with regard to mathematics Learning Difficulties (MLD) Gurganus (2007) stated that the cause of MLD is usually a combination factors of learning and factors of learners covering, language problems, the problem of cognitive ability, meta-cognitive, motor, the social and emotional, study habits, and prior learning experiences. Based on these opinions can be interpreted that factor contributing to the MLD is combination of various factors, both factors originating from within the students or other factors that may cause MLD.

Westwood (2004) stated that one of the main causes of Learning Difficulties (LD) in mathematics is poor quality (or incompatibility) teaching, or teaching activities can not accommodate the needs of individual students. Westwood (2004) stated that factors associated with low pedagogic quality of learning in mathematics as follows: 1) a lack of time for teaching and learning activities; 2) learning method that is not appropriate; 3) explanations that are too brief or unclear; 4) best practice guidelines are inadequate; 5) too little feedback or corrective; 6) textbooks are not appropriate, in terms of gradation, examples, explanations and feedback; 7) the language used by the teacher to explain or questions that are not clear, not in accordance with the level of students as a whole; 8) a step in which the curriculum shut down the ability of students to assimilate concepts and abilitu of students; 9) the introduction of abstract symbols that are too early, without any real media or real examples; 10) using concrete materials or visual aids are removed too quickly for some students, or usage that do not fit, and create confusion; 11) covers large number complicated in place that taught the value too quickly; 12) students with reading difficulties in making students learn arithmetic rather than engaging in interest in solving problems and problems; 13) counting that taught, and not developing sense of numbers; 14) open it was planned within the framework of a spiral, with the main kosep and review process regular intervals, the math lesson plans disampaiakn in linear sections, with only a few lessons devoted to another topic before moving on further material; and 15) rarely do the review and improvement.

In addition to the problem of poor teaching and learning activities are carried out, other problems arise from the affective aspect related to the MLD. Westwood (2008) describes the main affection factors associated with poor learning process as follows: 1) how important a particular task is considered valued by students (intrinsic motivation); 2) confidence in the skills to complete the task

(self esteem and self efficacy); 3) awareness of how to respect the child as a learner (self-esteem); and 4) designation which resulted in students' success or failure.

The third factor is a specific learning problems in mathematics (dyscalculia) westwood (2004) explains that dyscalculia is not similar with the low learning achievement in mathematics. Westwood (2004) states that Dyscalculia is a special learn some vital lessons difficulties caused by aritmatic capabilities that are not the same as normal children in general. Although, the poor quality of learning environments that are less supportive, and lower intelligence has implications for the causes of dyscalculia, the latest data show that learning disabilities are brain-base disorder with familial-genethic predispostion.

The last factor is the weakness of some area. The old view of what causes students to master math properly explaining that students must master for at least five area (Kalpatrick et al., 2001). In the case of MLD, all of the following aspects poorly developed, namely: 1) Abiding conceptual (the ability to understand the relationship comprehensive, arithmetic operations and basic concepts); 2) Procedural fluency: the ability, speed and accuracy in solving problems; 3) strategic competence: the ability to divide the plan accordingly to resolve the problem or record subjects; 4) adaptive reasoning: thinking flexibility, and capacity to see issues from various viewpoints; and 5) productive disposition: the tendency to enjoy mathematics and appreciate the value, and desire to master mathematics well. Based on the foregoing discussion, it can be understood that the factors causing the MLD is a combination of various factors. These factors can come from within the students and other factors associated with learning. By understanding the causes of the MLD expected the teachers to determine the appropriate action to overcome the difficulties students.

Characteristics of Students with Mathematics Learning Difficultis (MLD)

Mathematics Learning Difficulties (MLD) is shown by students with low ability in mathematics (Gersten et al., 2005). The results showed that the children included in the MD is a child who obtain a score below 25% to 30% in the evaluation of mathematics. Subsequently (NCTM, 2007) states that students who fail to show the following characteristics: 1) showed underlayer or can not recall basic arithmetic facts; 2) address the problem with the impulsive (minder), and self-restraint; 3) difficulty in representing mathematical concepts; 4) has a number pnegetahuan bad; and 5) difficulty remembering certain information. While Westwood (2008) in more detail explain that students with MLD have characteristics beriktu weak in terms of: 1) weak in the development of mathematical concepts; 2) do not understand the term in mathematics; 3) confusion in interpreting certain signs and symbols; 4) can not recall basic number facts; 5) weak in the multiplication; 6) difficulty understanding place value of a number (eg the number 2072 that in the fi rst numeral on the left represents 2000 while the final numeral represents 2 units), 7) weaker in numeracy and often frustrating; 8) itidak able to determine which one is the right way to solve a problem; 9) worksheet Yag look garbled; 10) upside down to represent suatau number (eg 34 written as 43); 11) difficult to read and interpret the word problems; 12) are not able to determine how to resolve the problem, 13) does not MAMP use math skills taught at school in everyday life. Thus it can be dimakanai that there are many characteristics that indicate the student has a problem MLD. By understanding the characteristics of children with MLD can help teachers and parents to determine preventive measures and treatment of MLD.

Types of Mathematics Learning Difficulties (MLD).

Based on understanding and learning mathematics causative factor Difficulties (MLD). Discussion about the types of MLD faced by children can be divided into two MLD general nature relating to the difficulties of children in basic math and special MLD concerning dyscalculia. The first is Difficulties with basic mathematics, many children who regard mathematics as difficult subjects. The presumption arises as a result of the difficulties faced by children with basic mathematc. Basic mathematic abilities with regard to simple math learning such as: 1) count; 2) write numbers; 3) considering the fact basic addition, subtraction, multiplication and division; 4) understanding of geometry and measurement using a standard unit. The next problem is dyscalculia Emerson (2010) stated that dyscalculia is an umbrella term used to refer to various conditions that cause specific Difficulties, with maths, such as developmental dyscalculia. Dyscalculia contrast to MLD general Westwood (2004) explains that dyscalculia is not synonymous with Generally low achievement in

mathematics. While (Chinn, 2007) states dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

Intervention To Children With Learning With Students Difficulties (MLD)

Any student who has a learning problem requiring treatment to overcome them. Lindsley (Westwood, 2004) states that Techniques such as precision teaching mathematics are particularly subject helpfull in intervention programs. In this way a student with learning problems can be monitored on a daily basis to see the progress and development. Westwood (2001) states that students who have problems MLD requires ono-to-one tutoring. Fuchs et al (2008) explains that there are at least six key principles that can be used to help students who are having problems MLD as follows: 1) instructional explicitness; 2) intstructiona designed to minimize the learning chalange; 3) strong conceptual basis; 4) drill and practice; 5) comulative review; and 6) motivators to help students Regulate Reviews their attention and behavior and to work hard.

The first thing to do is create a lesson plan explicitly where the principles of constructivism is done inductively. Furthermore, the second is to minimize the difficulties of designing student learning, good learning plan is in accordance with the needs of students and to accommodate all students. All three attempts to do for it is a strong conceptual base provide a strong conceptual understanding for students will greatly assist them in dealing with problems at the next level. Then the fourth is drill and practice in mathematics is important for children to do dirill and practice to improve students' mathematical abilities. Furthermore, the fifth is comulatve review where students perform activities using flash cards or using the student worksheet. And the last one is to give motivation to the students to pay attention to students and encourage students to study harder.

3. Methodology

a. Method

The research design used is referring to the steps of descriptive case study research. Case study (case study).

b. Data sources and collection techniques

The research subjects involved were elementary school students and teachers at SD N 1 Kadugede, Kadugede Subdistrict, Susukan 3 Elementary School, Kecamatang Cipicung, and SDN 2 Ciporang, Kuningan District, all of the public elementary schools in Kuningan District, West Java. With regard to this research data sources and data collection techniques used are interviews and observations.

c. Place and time of research

The research was carried out at SDN 1 Kadugede, Kadugede Subdistrict, SDN 2 Ciporang, Ciporang Subdistrict, and Susukan SDN 3, Cipicung Subdistrict. All SD Negeri were in Kuningan Regency, West Java. Basically, in qualitative research, research time is not limited to a certain period of time. The limit of the length of the study time is until the data is collected at the saturation point. However, in this study to avoid wasting research time, the research plans the study time from April to October 2017.

d. Research Instruments

In this study the main research instrument is the researcher himself, but after the research focus becomes clear, a simple research instrument is developed, which can sharpen and complete the data of observations and observations. There are two types of research instruments used, namely observation sheets and interview guides.

e. Data analysis technique

The data analysis technique used in this study is a qualitative data analysis technique, following the concept given by Miles and Huberman and Spradley. Miles and Huberman (1984),

suggested that activities in qualitative data analysis were carried out interactively and continued continuously at each stage of the research so that it was complete, and the data was saturated.

4. Result

Learning difficulties and learning problems become terms that describe a child starting to experience learning difficulties at school. Some countries are also used as synonyms for learning disabilities. Everyone may experience mild and severe learning difficulties, caused by internal or external factors. One form of learning acuity is the difficulty of learning in mathematics or more easily it can be called Mathematics Learning Difficulties (MLD). Learning Difficulties Mathematics (MLD) faced by elementary school children is broadly divided into 2 general categories, namely MLD which is related to children's difficulties in basic mathematics and MLD specifically regarding dyscalculia. Each category has special characteristics that make it easy for individuals to classify in what categories someone is suspected of having MLD whether they fall into the category of children's difficulties in basic mathematics or fall into the MLD category specifically for dyscalculia caused by neorological disorders. The following are the two categories seen from the point of view of the results of interviews and observations made on the research subjects of teachers and students in Kuningan District:

a. Mathematics Learning Difficulties (MLD) are related to children's difficulties in basic mathematics

Learning Difficulties (MLD) Mathematics category, the first is the difficulty of learning mathematics related to basic mathematics, many children consider mathematics as a difficult subject. Assumption arises as a result of the difficulties faced by children with their basic mathematical abilities. Basic math skills related to simple math learning such as:

1) counting;

Counting is a basic mathematical ability that must be mastered by students so that they can develop it in other mathematical concepts. Most of the subjects of students in Kuningan district experienced difficulties in counting operations which were shown through the results of interviews and observations made by the research team. Counting difficulties experienced by students' subjects occur at various levels ranging from class II to class IV. This is evidenced by the results of interviews and observations carried out by the research team of grade IV at SDN 1 Kadugede, Kadugede District."Well, because the basics of mathematics have not yet been smooth, even numbers or material operations are not understood a" (Interview NB, 12 April 2017)

The answer from subject NB above shows that for numerical material, especially in counting operations (addition and subtraction) of the fourth grade students of SDN 1Kadugede, namely MR, SK and WL, they still have difficulties in counting operations and need guidance when dealing with counting operation problems. To reinforce the answers to the NB above, the research team observed May 2-5, 2017. Observations showed that MR, SK and WL subjects showed their difficulties in counting operations with frequent errors in the processing of questions and requiring guidance, especially SK. Theoretically fourth grade students enter formal operations where they have finished with simple counting skills when they have a concrete operational phase. For example, when the subject of the student was asked to work on 187 + 264 the subject seemed confused in answering and working with the wrong answer.

Similar conditions experienced by subjects in the same grade IV at different schools, is grade IV at SDN 2 Ciporang, grade IV at SDN 3 Susukan, grade III at SDN 2 Ciporang, grade III at SDN 3 Susukan, grade II at SDN 1 Cipugede, also experiencing the same conditions that is, having difficulty counting.

2) write numbers;

The ability to write numbers is a basic ability of mathematics because it is related to understanding. Most students who have difficulty in writing numbers are grade II students where they are still in the concrete operational stage so that some of the fine motor students are still not sharpened so that it affects their understanding of mathematics. This is evidenced by the results of interviews and

observations conducted by researchers."If abaut their ability to read they can already, but in ability to write TA and MG it is very difficult to be neat. "(Interview: April 12, 2017)

The interview results from subject J above are reinforced by the results of observations carried out on May 2-5, 2017, the results of the observations show that TA and MG are slow in writing and the results of writing are not neat, still out of the book line. This condition causes the subject to experience difficulties in understanding the concept being read because the writing is not structured and shows a way of thinking that is not coherent and systematic so that it is difficult to solve mathematical problems that tend to be systematic.

This condition is not much different from the subject of SDN 3 Susukan who are in the same grade, that is grade II, This is made clear by the results of interviews and observations made by the research team. "Children have difficulty reading, so to write and understand the contents of the material is very difficult. Understanding is also difficult to interpret. For example, the child is given a problem, and then they understands what the concept is but the problem is what is the written on the blackboard, and what is written on the book is different, it doesn't connect. ”(Interview OR: April 10, 2017)

The answer to the subject above reveals that the difficulty of children who experience MLD is difficulty reading. According to Nurhadi (1995) reading is an interpretation of written symbols or capturing the meaning of a series of symbols. So that can be interpreted that reading is a way to be able to know / capture the meanings contained in writing. An example in Mathematics is a matter of story, without reading one cannot find out what meaning is contained in the series of story problems. One way is to read, find any problem solving that must be found. The results of the interview above were reinforced by the observations carried out on Wednesday and Friday April 17-21 2017, the results of observation showed that II was very difficult in reading and writing. So in working on the problem of difficulty because II wrote very slowly and the words written were fragmented. While the DR, TI and FI have been fluent in writing only in working on the questions they have to be extra guided.

3) considering the basic facts of addition, subtraction, multiplication and division;

In theory, multiplication is a sum that is repeated. Correspondingly, division is a reduction made repeatedly. Therefore, the operation of multiplication and division numbers has to do with the addition and subtraction material that is in the number material. So the researchers tried to ask how about the number material, most subjects experienced difficulties in basic abilities related to the basic facts of multiplication and summation as the results of the interviews obtained.

Interview with LSR subject as grade V teacher at SDN 1 Kadugede, Kadugede sub-district "For numbers, such as addition and subtraction, they can do it, but back to learn the material about multiplication operations, they are difficult." (Interview LSR: 12 April 2017)

Based on the answers of the subject above shows that for the addition of students with initials PZM and SWV are able to understand the material provided which is proven to be able to work on addition and subtraction questions. However, in the subject of multiplication and sum operations, the subject of the students involved has difficulties. The results of the interviews are in accordance with the observations made by researchers on 2-5 May 2017. The results show that students with the initials PZM and SWV in studying the addition and subtraction of fractions when they have found the results of the denominational they have multiplied the numerator by multiplication previously it was multiplied in the denominator of the fraction in order to produce a number that corresponds to the denominator of the fraction number that has been found, PZM and SWV are able to add up and reduce the fraction. However, when subjects have to convert mixed fractions into ordinary fractions, they have difficulty in multiplying operations so that it is difficult to find the results of ordinary fractions, and afterwards find common fractions, they find it difficult to find the results of the denominator equation because when looking for the fraction denominator equation they must know how many multiplication numbers which produces the same number so that the fraction can be added and subtracted. Next the researchers tried to ask a multiplication of PZM and SWV such as 2x3, 3x4, 5x2, 5x5 they could answer it but when 7x6 and 8x7 they were seen trying to recall the multiplication they had known but could not know so they could not answer the multiplication operation.

This condition is not much different from the subjects in the same grade V at SDN 2 Ciporang, grade V at SDN 3 Susukan, grade IV at SDN 3 Susukan, grade III at SDN 1 Kadugede, grade III at SDN 2 Ciporang, grade II at SDN 2 Ciporang, and also in the grade II at SDN 3 Susukan. Based on the data obtained it can be seen that most of the subjects of students have difficulty in considering the basic facts of addition, subtraction, multiplication and division. This has an impact on the way of solving mathematical problems faced by the subject that impact on the understanding of the subject.

4) understanding of geometry and measurement using standard units

Geometry is the basic ability of mathematics regarding flat building, building space, time and length measurements. Most students experience difficulties in this material, especially for children who fall into the category of Mathematic Learning Difficulties (MLD) as the results of interviews and observations conducted by the research team.

Interviews were conducted on the subject NB the teacher grade IV at SDN 1 Kadugede, Kadugede District "Well, if the geometry material is less able, it's difficult for them, especially in the matter of applying the existing formulas, both the formulas that are built flat and also built in a space" (Interview NB, 12 April 2017)

The statement from subject NB above explains that students who have difficulty learning mathematics in learning geometry materials such as in a flat building and building space they have difficulty in applying each formula to each of these constructs. The NB answers were also strengthened by the observations made on May 2-5 2017, the results of the observations showed that the subject of MR, SK and WL had difficulties in applying geometrical material formulas, especially flat builds. This is reinforced by the direct recognition by the subject of the fourth grade students of SDN 1 Kadugede, the subject has difficulty using formulas in the material of flat building / space, especially SK and WL.

This condition is not much different from the subjects with the same grade, grade IV at SDN 2 Ciporang, grade V at SDN 3 Susukan, grade III at SDN 1 Kadugede, grade III at SDN 3 Susukan. The subject condition of students in elementary school as the data above provides an illustration that the subject has difficulty in understanding geometry material, measurement and using standard units. This condition will be based on the use of mathematical abilities in everyday life, for example students will experience difficulties in calculating land area (as calculating flat building area), difficulty in determining distance (measurement material) and so forth.

b. MLD specifically about dyscalculia

Broadly speaking the subject of elementary school students in Kuningan Regency has a value below the average. But this condition cannot be classified into the category of dyscalculia. This is because all subjects of students do not experience specific disorders caused by neorological disorders.

As we know that dyscalculia is described as a specific disturbance in learning mathematical concepts and computational associated with neurological, central nervous system dysfunction (Lerner and Kline, 2006: 477). Based on this opinion it can be understood that dyscalculia is a condition in which the individual concerned experiences a specific disorder in learning mathematical concepts related to neurology, central nervous system dysfunction. This has an impact on the difficulty in understanding simple number concepts, lacking an intuitive understanding of numbers, and experiencing problems in facts and procedures in dealing with mathematical problems. This statement is in line with Chinn (2007) 's opinion that dyscalculia students may have difficulty understanding simple number concepts, lack intuitive understanding of numbers, and have problems learning a number of facts and procedures.

None of the research subjects were included in the dyscalculia category, although the subject of students showed a low value in every mathematics learning but because the subjects did not experience specific disorders in mathematical concepts related to neurology. This is evidenced by the results of interviews and observations in one of the research subjects in class V SDN 1 Kadugede "No, they are still normal like other friends, maybe because of their lack of understanding and lack of desire

to learn so that they experience difficulties in learning mathematics a". (interview LSR: April 12, 2017)

The statement of the subject above revealed that students with initials PZM and SWV who had difficulty learning mathematics were not discalculated students. The results of the interview are in accordance with the observations made by researchers on May 2 to 5, 2017. The results show students with initials PZM and SWV show normal students like other students, this can be seen with them being able to write and calculate the sum. well, it's just that PZM and SWV are slow in understanding mathematical material. This condition is also experienced by all research subjects therefore it can be said that the subject of elementary school students who have difficulty learning mathematics is not included in the category of dyscalculia.

Results of interviews and observations in terms of each MLD characteristic

Mathematics learning difficulties (MLD) are shown by students with low abilities in mathematics (Gersten et al., 2005). Furthermore (NCTM, 2007) states that students who fail to show the following characteristics:

a. show underlayer or not recall basic arithmetic facts;

b. address the problem with the impulsive, and self-restraint;

c. difficulty in representing mathematical concepts;

d. has a number bad knowledge; and

e. difficulty remembering certain information.

Meanwhile Westwood (2008) explained in more detail about the students regarding MLD having the following characteristics:

a. weak in the development of mathematical concepts;

The condition of elementary school students who have characteristics of weak in the development of mathematical concepts is a condition where students have difficulty in developing a mathematical concept. The concept refers to basic understanding. Students develop a concept when they are able to classify or classify objects or when they can associate a name with a particular group of objects, for example children recognize the concept of triangle as a field surrounded by three straight lines (Darjiani, Meter & Negara, 2015: 3). Indicators of mathematical difficulties on concept elements, namely

1) difficulty in determining the formula to solve a problem.

2) students in using the formula do not match the conditions of the prerequisite for the application of the formula or do not write the formula.

Weak in the development of mathematical concepts can be seen in the research subject revealed as the results of observation and interview of the subject of SD IV 1 Kadugede as follows: "Well, if the geometry material is less able, it's difficult for them, especially in the matter of applying the existing formulas, both the formulas that are built flat and also built in a space" (Interview NB, 12 April 2017)

The statement of the NB above explains that the subject of students has difficulty in applying geometric material formulas such as the formula for building a flat and building space. Teacher's NB subject answers are reinforced by observations made on May 2-5, 2017, observations show that based on the student's subject recognition directly that the subject has difficulty in using formulas, especially SK and WL. The results of the observations above show the compatibility between the answers and the results of observations, namely SK and WL, still having difficulties in geometry material, especially in the application of the formulas.

In addition to the subject student in grade IV, weak in the development of mathematical concepts also occurred in the subjects of grade II at SDN 1 Kadugede as the results of the following observations and interviews "Geometry on average already knows neng. Because geometry is only

limited to know. The most difficulty in drawing. For example drawing a square instead drawing a rectangle. Maybe they just thinking the important it is have 4 side. "(Interview: J April 12, 2017)

The statement of subject J above explains that the subject of students has difficulty learning mathematics in the concept of geometrical material as in a flat building (square, rectangle, triangle, circle, rhombus, and parallelogram). This is in accordance with the results of observations conducted on May 2-5, 2017, which show that the subject of students has difficulty in distinguishing concepts between rectangles and rectangles, where students only know that pesegi and rectangle consist of 4 sides, but they have not master the concept that a rectangle consists of 2 pairs of sides where one pair of sides is longer than the other side.

Based on the results of observations and interviews above, it can be seen that 16.6% of research subjects experienced weak in the development of mathematical concepts. This condition, as illustrated in the results of interviews and observations, causes research subjects to have difficulty in solving the problems they are working on or even making the subject not understand the mathematical problems being faced.

b. do not understand the term in mathematics;

Mathematics as a language has the understanding that with math the language used is simpler and the words used do not need to be wordy like ordinary language. Mathematics has many terms that have been agreed upon. This makes it easy for individuals who study and use mathematics in everyday life to use concepts in mathematics. If individuals cannot understand the terms contained in mathematics, what will happen is the difficulty in facing every problem in mathematics. Conditions do not understand the term in mathematics further not seen in the research subject.

c. confusion in interpreting certain signs and symbols;

The series of symbols in mathematics can form a mathematical model (Anitah & Susanah, 2008: 1.14). Further symbols and symbols in mathematics can be letters, number symbols, symbols of operations and so on. If students cannot interpret the symbols or signs contained in mathematics this will affect the understanding and problem solving process faced in mathematics. Confusion in interpreting certain signs and symbols further appears in the research subjects of grade IV at SDN 3 Susukan as evidenced by the results of interviews and observations as follows.

"When viewed from the material that has been taught a, they are very difficult in integer counting operations, although it can be constantly guided by me" (Interview IA: April 10, 2017)

Based on the results of the interview above, it can be seen that the subjects of FA, SA, and ZA students have difficulties in integer operation material. The results of this interview were further strengthened by the observations on April 17-21, 2017, where when observing, the research team looked at the students' notebooks which showed that, when the teacher taught the basic integer operation material, the subject of the students was very difficult in understanding the material about integer count operations, because the subject is often swapped in using deduction marks, etc., which causes the problems that are often wrong. This gives an idea that the subject of the learner experiences confusion in interpreting certain signs and symbols on the symbol of operation which results in a lack of understanding or the subject does not know the way to be used in solving a problem being worked on.

d. can not recall basic number facts;

Numbers are a mathematical concept used for enumeration and measurement. More easily the number can be said as an abstract idea that will give information about the number of objects. There are various types of numbers, one of which is an original number. Native numbers are the first type of number that is used to number, count, etc. (numbers 1,2,3 ff). Students who experience MLD tend to be able to not remember basic number facts, which is a condition where students have difficulty remembering natural numbers that have an impact on calculating abilities and other calculating operations.

The conditions for can not recall, basic number facts, are not further seen in the research subject. This is because all research subjects know that they even tend to understand natural numbers,

but that causes the subjects of students to be unable to solve problems in mathematics in research subjects are more likely to be weak in the development of mathematical concepts, confusion in interpreting certain signs and symbols, weak in the multiplication, weaker in numeracy and often frustrating, are not able to determine which one is the right way to solve a problem, the worksheet looks garble, difficult to read and interpret the word problems, are not able to solve the problem , does not use math skills taught at school in everyday life.

e. weak in the multiplication;

Multiplication is a sum that is carried out repeatedly. So that to be able to perform multiplication operations, students must first understand the addition operation smoothly. Students who experience MLD tend to be weak in the multiplication, which is a condition where students have difficulty in doing multiplication, both multiplication multiplication, multiplication in the form of fractions and multiplications in decimal form.

The condition of weak in the multiplication is further visible in the research subject as evidenced by the results of interviews and observations made on the subjects of grade 5 students of SDN 1 Kadugede as follows. "Difficulties experienced by them when learning mathematics is that they cannot multiply." (Interview LSR: 12 April 2017).

The answer from subject LSR above revealed that there were mathematical materials that were considered difficult for students who had difficulty learning mathematics, namely the multiplication operation material. The results of the interviews are in accordance with the observations made by researchers on May 2 to 5, 2017. The results show that students with the initials PZM and SWV in studying the addition of mixed fractions, when changing mixed fractions into ordinary fractions they have difficulty understanding the multiplication so that it is difficult to find the results of ordinary fractions, and afterwards find their usual fraction of the difficulty in finding the results of the denominator equation because when they are looking for the denominator denominator equation they must know how many multiplication numbers produce the same number so that the fraction can be summed. This further strengthens the suitability between the results of interviews with the results of observation, that there are indeed some difficulties experienced by the subject of students with initials PZM and SWV who have difficulty learning mathematics one of them in multiplication operations.

This condition is not much different from the subjects in the same grade of grade V at SDN 2 Ciporang, grade IV at SDN 3 Susukan, grade III at SDN 1 Kadugede, grade III at SDN 2 Ciporang, grade II at SDN 2 Ciporang, grade II at SDN 3 Susukan. Based on the results of interviews and observations in the above research subjects it can be seen that the research subjects who experienced weak in the multiplication were 58%. This condition certainly gives the description that the condition of weak in the multiplication greatly hinders the ability of the research subject in working on the math problems faced. This has an impact on the subject's ability to solve mathematical problems in everyday problem geometry and so on.

f. difficulty understanding place value of a number (eg the number 2072 that in the first numeral on the left represents 2000 while the final numeral represents 2 units),

Every number in mathematics has a different place value. Place value is the value of a number that indicates its location in a number. The arrangement of place values or commonly referred to as digits is starting from a unit number which is composed of one digit, tens numbers which are made up of two digits, hundreds of numbers arranged from three digits and so on. Students who experience MLD tend to have difficulty understanding place value of a number, which is a condition where students find it difficult to determine the value of a place so that they do not understand each meaning of numbers read in solving a problem that is being solved. This certainly has an impact on the accuracy of the results of the calculations carried out by students.

The condition of difficulty understanding place value of a number on students is not seen in the research subject. This has an impact on research subjects who do not experience upside down to represent a number.

g. weaker in numeracy and often frustrating;

Basic ability in mathematics is the process of using basic operations in addition, subtraction, multiplication and division. Counting is an ability that must be mastered by students so that they can perform basic operations in mathematics. Students who are experiencing MLD tends to be weaker in numeracy and often frustrating, which is a condition where students have difficulty in counting and causing despair to students because of inability to count.

The condition of weaker in numeracy and often frustrating on students who experience MLD more clearly can be proven through the results of interviews and observations of students in class II SDN 1 Kadugede as follows "If you want to mention 1-100 they have been able to, only in calculating the addition and subtraction difficulties. For example, the reduction of the underwriting, about the concept of simpan pinjam. ”(Interview J: April 12, 2017)

The answer from subject J above shows that the subject of students basically has mastered the concept of number calculation operations, but the subject of students has difficulty in counting operations. This corresponds to the observations on May 2-5, 2017. Observations indicate that TA and MG can already mention 1-100 well. It's just that when operating the addition and subtraction with numbers dozens of subjects have difficulty. The method of counting MG is by counting down, for example 25-5, MG calculates by 25 24 23 22 21 20, so the result is 20. This condition illustrates that the subject actually understands the concept of number counting operations, but the subject is weak in counting, which often it results in desperate subjects working on counting problems with tens of numbers, because it takes a long time to find the right answer.

In addition to the second grade students of SDN 1 Kadugede, the condition of weaker in numeracy and often frustrating also occurs in grade III at SDN 2 Ciporang subject as evidenced by the following interviews and observations "The difficulties experienced by MLD students are too much even for the addition and subtraction is still very lacking." (Interview YY: April 11, 2017)

The answer from subject YY above revealed that the subject of students had difficulties in the material about number operations, especially addition and subtraction. Theoretically addition and subtraction are basic materials. The results of the above interviews are reinforced by the observations carried out on Monday and Saturday April 24-28, 2017, the results of the observation showed that: NO still found it difficult to do the addition problem, when they were asked to work on 853+ 79 questions. the number of the unit, but when summing up the whole subject NO has difficulty so the answer to the subject is wrong.

This condition also occurs in students in the same grade, grade III at SDN 3 Susukan and grade IV at SDN 3 Susukan. Based on the data obtained as many as 33.3% of research subjects experienced weaker in numeracy and often frustrating. This condition affects the ability of research subjects to perform multiplication and division counting operations. This is evident from the subject of students who experience difficulties in multiplication.

h. are not able to determine which one is the right way to solve a problem;

Mathematics learning in elementary schools is not only directed at increasing the ability of students in counting, but also directed at improving the ability of students in problem solving, both mathematical problems and other problems contextually using mathematics to solve it (Lidimillah, 2008). Students who experience MLD tend to be not able to determine how to resolve the problem, which is a condition where students have difficulty determining ways to solve problems.

Conditions are not able to determine how to resolve the problem in students who experience MLD more clearly can be proven through the results of interviews and observations on the subject of the fourth grade students of SDN 1 Kadugede as follows "In solving the problem, they are still lacking, or you can say they cannot" (Interview NB, 12 April 2017)

The answer from subject NB above show that students' ability to solve subject problems is very lacking or even not yet able to. This is further emphasized by the results of observations made on May 2-5 2017, the results of the observation show that, the subject of students shows an inadequate attitude in solving problems, because when they get the subject matter students tend to complain often

and must be guided by the teacher. This further strengthens the ability to solve the subject matter of students who experience MLD is still very limited.

i. worksheet look garbled;

Worksheets are sheets that contain tasks that must be done by students. Worksheets are usually instructions, as well as steps in doing a task. Therefore, the worksheet is very helpful for students in understanding the steps in completing each task that is a problem faced. Further importance for students who experience MLD is expressed by NCCA it is important that worksheets and textbooks are used carefully with students who have a mild general learning disability. One of the requirements of worksheets that cannot move too fast, so that students understand it easily. Students who experience MLD tend to fill their worksheets randomly, not systematically or in other words the worksheet look garbled. Cannot understand the flow in their worksheets so that they find incorrect answers in solving a problem in mathematics.

The condition of the looked garbled worksheet can be more clearly proven through the results of interviews and observations of students of grade II at SDN 1 Kadugede as follows. "If abaout ability to read they can already, but if ability to write TA and MG it is very difficult to be neat. . "(Interview: April 12, 2017)

The interview results from subject J above are reinforced by the results of observations carried out on May 2-5, 2017, the results of the observations show that TA and MG are slow in writing and the results of writing are not neat, still out of the book line. This condition causes the subject to experience difficulties in understanding the concept being read because the writing is not structured and shows a way of thinking that is not coherent and systematic so that it is difficult to solve mathematical problems that tend to be systematic. Worksheets done by the subject of the second grade students of SDN 1 Kadugede are written in their respective notebooks. This condition illustrates that the subject of the student experienced a look garbled worksheet where the students' subjects have difficulty in filling in their respective worksheets in their respective books. Based on observations made by the subject research team, students tend to write outside the limits of the book, so that the subject writing is not structured and difficult to understand when solving problems faced in mathematics

j. upside down to represent a number (eg 34 written as 43);

Students who experience MLD show the condition of upside down to represent a number, namely the condition of students who are often reversed in writing numbers. The condition of upside down to represent a number does not appear in the research subject interviewed and observed. This is because all subjects of students are basically able to understand the value of a place this is evidenced by the absence of the subject of students who have difficulty understanding place value of a number. Therefore, there were no research subjects who experienced upside down to represent a number.

k. difficult to read and interpret the word problems;

Reading is one skill that must be possessed by every student. This is because by reading, one can get the message written (Resmini, Hartanti, & Cahyani, 2006: 225). Therefore it can be concluded that reading is one of the skills needed to understand the context of the problem for each student. One of the obstacles for students who experience MLD is that it is difficult to read and interpret the word problems, where students have difficulty in reading which results in difficulties in interpreting every problem in mathematics they face. Interpreting is an ability to understand a material. The ability to understand mathematics is something that has been owned by someone who is used as a basis for interpreting something, situations and facts from mathematical symbols correctly then able to interpret it into written or oral language, able to construct meaning, and be able to solve a mathematical problem.

Difficult to read and interpret conditions of the word problems for students who experience MLD more clearly can be proven through the results of interviews and observations in grade V at SDN 1 Kadugede as follows. "The difficulty experienced by them when learning mathematics is that they cannot understand the problem of a story." (LSR Interview: April 12, 2017)

The answer to the subject above reveals that the subject of students has difficulty learning mathematics in answering story problems. The results of the interview are in accordance with the observations made by researchers on May 2 to 5, 2017. The results show that the subject of students with initials PZM and SWV in working on story problems seems unable to understand the meaning of the story matter being worked on. This condition is because the subject of the student cannot interpret the words that refer to the problems to be solved which affect the ability of the subject in finding ways (both the formula to be used and the most appropriate steps) to solve each problem

In addition to the fifth grade SDN 1 Kadugede difficult to read and interpret conditions the word problems were also experienced by students in grade V at SDN 2 Ciporang, grade IV at SDN 2 Ciporang, grade IV at SDN 3 Susukan, grade II at SDN 2 Ciporang, and grade II at SDN 3 Susukan.

Based on the data above it can be seen that 50% of the subject of students experienced difficult to read and interpret the word problems. This condition affects the ability to solve problems because the subject cannot understand the meaning of the word being read, so that the subject is wrong in applying the formula, the way to solve a mathematical problem that is being worked on.

l. are not able to determine how to resolve the problem

Mathematics learning in elementary schools is not only directed at improving the ability of students in calculating, but also directed at improving the ability of students in problem solving, both mathematical problems and other problems contextually using mathematics to solve them (Lidimillah, 2008). Students who experience MLD tend to be not able to determine how to resolve the problem, which is a condition where students have difficulty determining ways to solve problems.

The conditions are not able to determine how to resolve the problem in students who experience MLD more clearly can be proven through the results of interviews and observations on the subject of the fourth grade students of SDN 1 Kadugede as follows "In solving the problem, they are still lacking, or you can say they cannot" (Interview NB, 12 April 2017)

The answer from subject NB above show that students' ability to solve subject problems is very lacking or even not yet able to. This is further emphasized by the results of observations made on May 2-5 2017, the results of the observation show that, the subject of students shows an inadequate attitude in solving problems, because when they get the subject matter students tend to complain often and must be guided by the teacher. This further strengthens the ability to solve the subject matter of students who experience MLD is still very limited.

m. does not use math skills taught at school in everyday life.

Mathematics is a means of solving everyday problems. The skills to use mathematics in everyday life are often encountered by students in the process of simple buying and selling and daily activities. Students who experience MLD tend to show that they do not use math skills taught at school in everyday life, thus impacting students' understanding on every mathematical concept that they dominate because they have not applied it in real life.

Conditions do not use math skills taught at school in everyday life, for students who experience MLD more clearly can be proven through the results of interviews and observations in class II SDN 1 Kadugede as follows. "Measurement is pretty good, but there is always something wrong. As in the use of a ruler, it should be from 0 but the child measures it from 1. "(Interview J, 12 April 2017).

Based on the results of interviews with the subject J above illustrates that TA and MG often experience errors in the concept of measurement. Subjects of students are more likely to use natural numbers (1,2,3 etc) than the number of numbers (0,1,2,3, etc.). This condition is reinforced by the results of observations on May 2-5 2017 which show that each subject of the student is asked to use a ruler in the measurement, they always refer to the number one as the beginning of the measurement. Therefore, mathematics should be more applied in everyday life in various contexts that come from various concepts, in other words it is not only based on one concept (in this condition only relies on natural numbers), which results in students having difficulty solving problems in life everyday related to mathematics. Lack of using mathematics in daily life can impact on the ability of the subject's

ability to reason in any mathematical material they have learned. This certainly affects their ability to deal with mathematical problems faced in class.

2. The results of interviews and observations in terms of factors that cause Mathematics Learning Difficulties (MLD)

There are several factors that cause matehematics learning difficulties (MLD) in elementary school children. The factors that cause MLD to be found in the subject of students in Kuningan regency are as berikuu

a. Weak concentration power

Concentration is a process of concentration of mind to a particular object (Hakim, 2002: 1). So that the concentration of learning will affect the level of student achievement at school, students in this case need to be more concentrated when learning by not thinking about anything other than the material to be studied or can arrange a regular study schedule. In fact, elementary school students who experience MLD show weak behavior in terms of concentration. This certainly affects the ability to solve problems, follow learning, and understand the explanations that can cause MLD to occur if not anticipated.

The weak condition of concentration power can be proven through the results of interviews and observations on the subject of class V SDN 1 Kadugede as follows "For their concentration, it looks like they pay attention to the teacher when teaching, but from their attention they are like their mind everywhere, like to be confused, and not focused." (LSR interview: 03 February 2017)

Based on the subject answers on the subject of students with initials PZM and SWV who are students who have difficulty learning mathematics do not concentrate well as when the teacher is teaching, and not focused. The interview results are in accordance with the observations made by researchers on May 2 to 5, 2017. The results show that students with initials PZM and SWV do not concentrate well when learning because their eyes are always everywhere so they do not focus on learning. This has strengthened the suitability of the results of the interviews with the results of observations, namely that PZM and SWV students who have difficulty learning mathematics show that their concentration is not good in the classroom.

Not much different from the subject of SDN 1 kadugede, the subject in the same grade V at SDN 3 Susukan, grade IV at SDN 2 Ciporang grade III at SDN 1 Kadugede, grade III at SDN 2 Ciporang, grade III at SDN 3 Susukan, grade II at SDN 1 Kadugede, and grade II SDN 2 Ciporang they have the same condition.

Based on the data obtained above, it can be known that lack of concentration in following learning has a direct impact on students' understanding. This condition can be a cause of mathematics learning difficulties (MLD) where students experience difficulties in mathematics due to the low ability to understand due to mathematics learning students do not concentrate on the explanation given by the teacher.

b. Low learning motivation

Learning motivation is one factor that determines the effectiveness of learning. A student will learn well if there is a driving factor that is learning motivation. Students will study seriously if they have high learning motivation. The motivation function according to Hamalik (2011: 108) includes:

1. Encourages the emergence of behavior / an action.

2. Motivation functions as a director, meaning that it leads to the act of achieving the desired goal.

3. Motivation functions as a driving force, meaning as a driving force in learning activities.

The subject condition of students who experience MLD shows a lack of motivation. This attitude certainly has an impact on personal motivation in learning, understanding, and solving mathematical problems. This can be proven through the results of interviews and observations on the subject of grade IV at SDN 2 Ciporang as follows "Ah, it's a lack of enthusiasm for learning, often not paying attention" (Interview IAD: April 11, 2017)

Based on the answers from the subject IAD above it can be seen that the learning spirit of students who experience MLD is lacking, this is also strengthened by the results of observations made on April 25-28 2017, the results of observations show that, the subject of students is not enthusiastic in learning mathematics and as a diversion the subject often talks with his friends. This certainly causes students to experience lack of motivation which eventually triggers an urge not to pay attention to the explanations given by the teacher which impact on the understanding of the subject of students. Conditions also occur in the research subjects of grade III at SDN 1 Kadugede and grade III at SDN 3 Susukan.

c. Less learning readiness

Readiness comes from the word "ready" to get the prefix and the ending -an. In the Big Indonesian Dictionary (2003), explaining readiness is a state of getting ready to prepare something. According to Bandura et al (Maddox et al, 2000: 277), explaining readiness consists of three parts:

1. Emotive-Attitinal Readiness

Emotive AttachedEinal Readiness or readiness of attitude and emotion consists of:

a) Emotional readiness is assumed to be the responsibility for carrying out a task.

b) Enthusiasm for a task.

c) Encounters adapt to the task at any time.

d) Comfort and independence in carrying out tasks.

e) Appreciate the intrinsic value of a task.

Primary school students who experience MLD in general show that unpreparedness in emotive attitudeinal readiness is evidenced by the results of interviews and observations in grade IV at SDN 1 Kadugede as follows "Their attitude is that they are indifferent, or indifferent, and are often silent when they are women" (Interview NB, 12 April 2017)

The statement from subject NB above shows that the subject of students who have difficulty learning mathematics has different attitudes when learning. This condition shows students do not have enthusiasm in learning. Thus, the attitude shown by students in learning in class has an influence on the understanding of students in learning mathematics. Because usually the attitude they show is indifferent, then interferes with their friends, then it is not surprising that they have difficulty learning mathematics. The NB statement was again strengthened by the results of observations made on May 2-5 2017, the results of the observations showed that. SA and WL seemed to be busy with their activities and the frequency of chatting didn't matter about learning. Then the observations reinforce the answers to NB both of them are mutually compatible. This condition is the same as the condition of grade II at SDN 3 Susukan

2. Cognitive Readiness

Cognitive Readiness consists of:

a) Having cognitive skills and critical thinking that are important to do their job.

b) Be aware of strengths and weaknesses.

c) Easy to make the relationship between the tasks performed with the reality in the field.

d) Be aware of self-worth and willingness to carry out tasks.

e) Able to integrate concepts and tools from various scientific disciplines.

Cognitive readiness in learning is important to be prepared. Because with the existence of individual cognitive readiness will be prepared by knowledge in the process of learning mathematics. In fact, many elementary school students are not prepared cognitively in carrying out mathematics learning. This is evidenced by the results of interviews and observations in grade IV at SDN 2 Ciporang as follows "Maybe because of the lack of enthusiasm for learning, the slow absorption of

information / material as well, and the memory forget so often, even though the mathematics material was only a meeting yesterday but has forgotten again" (Interview IAD: 11 April 2017)

The answer from subject IAD above show that the three students experienced MLD due to records showing that all three students experienced MLD. YL's answer was also strengthened by the results of observations conducted on Monday and Friday April 25-28 2017, the results of the observations showed that. SN, his house was always wrong when he understood it before, and AL often had difficulties in multiplication and division. The results of these observations further emphasized that in addition to the lack of enthusiasm for learning, children who experience MLD are also supported by low information capture capacity and easy to forget. This has resulted in students experiencing MLD always having difficulty in understanding the material and having difficulty in carrying out the tasks given by the teacher.

This condition also happened to the fourth grade students of SDN 3 Susukan, grade IV at SDN 3 Susukan, grade II at SDN 1 kadugede.

3. Behavioral readiness

Behavioral Readiness consists of:

a) Willing to carry out partnership functions with their colleagues at work and facilitators.

b) Good at managing time to achieve goals that are in accordance with their duties.

Behavioral readiness is a condition where individuals have readiness for behavior in learning. The behavior readiness of elementary school students is still in the unfavorable category. This is evidenced by the results of interviews and observations in class III SDN 2 Ciporang as follows "The characteristics raised by NO are the value of Mathematics under the KKM, working on random assignments and often not doing assignments and homework given, playing lots and playing jokes." (Interview YY: April 11, 2017)

The answer from subject YY above explained that students who have difficulty learning mathematics show the characteristics that MLD students value below KKM, rarely do exercise and homework as well as lots of joking and playing when the learning process takes place. YY's answer was reinforced by the results of observations conducted on Saturday and Friday April 24-28 2017, the results of the observation showed that: NO was very relaxed in carrying out tasks, so it took a long time, besides that, NO also looked back, invited his friends chatting and even NO often approached his friend's table. Thus, it can be said that the answers and observations correspond. This condition also happened to grade II at SDN 1 Kadugede.

d. Low self-esteem

Self-confidence (Santrock, 2003: 336) is defined as an overall evaluative dimension of self. Self-confidence is also called self-esteem or self-image. Student confidence is important in solving problems. The condition of students who experience MLD in general is caused by low self-confidence. This has an impact on their ability to find out or seek information in learning. The low condition of the confidence of elementary school children can be proven through the results of interviews and observations in grade III at Ciporang SDN 2 as follows “There is realy happen, usually the NO body movements that he appears when he is in Mathematics are bowing on the table when told to write or do exercises. ”(Interview YY: April 11, 2017)

The answer from subject YY above shows that students who have difficulty learning mathematics show a different gesture from other students, such gestures are looked down. What was revealed by YY was further strengthened by the results of observations made by researchers on Monday and Saturday April 24-28 2017, the results of the observations showed that. During the learning process takes place on certain sidelines, when the teacher gives training, NO likes to bow his head occasionally. Based on the results of interviews and observations above it can be said that the MLD students' gesture is different from students who are not MLD.

e. A mindset that is not coherent / not systematic

Every individual in identifying problems, often makes the necessary models, methods of completion, and solutions. Habits like this will form a coherent and systematic mindset for students. Individuals who run it will be accustomed to solving problems systematically and thinking logically. This condition is also applied in mathematics learning, where by having a coherent and systematic mindset in mathematics, individuals will tend to adapt more quickly to social phenomena in the mindset of mathematical disciplines.

The condition of mindset that is not coherent and not systematic appears in students who experience MLD. This affects the ability of students to understand a concept in mathematics. Students who tend not to have a coherent mindset tend to be difficult to apply a concept or have a high failure in solving a mathematical problem. This condition is evidenced by the results of interviews and observations in grade V at SDN 3 Susukan as follows"The characteristics shown by them are silent, confused, and cannot systematically operate the process". (interview NII: April 10, 2017)

The answer from the subject above explains that students who have difficulty learning mathematics show characteristics such as being quiet, confused, and unable to operate the work systematically. The results of the interview were not in accordance with the observations made by researchers on April 17-21, 2017. The results showed that the students with DN initials were not silent but he showed traits such as indifference, confusion, eyesight so that they were not focused in study. While students with DM show traits such as silence, confusion, focus on the teacher when explaining, and not confident in what they do. For work on the question of students with initials DN and DM can already work systematically by being given prior guidance by the teacher. This further strengthens the incompatibility between the results of interviews with the results of observations, namely that it appears that students with initials DN and DM when learning in class do not show characteristics that match the teacher's statement when interviewed. This condition also occurs in the subject grade IV at SDN 1 Kadugede, grade IV at SDN 3 Susukan, grade III at SDN 2 Ciporang and grade II at SDN 3 Susukan.

f. Lack of attention from parents

The concern according to Walgito (1986: 53), is the concentration of all individual activities aimed at an object. The condition of students who are lacking in attention can cause students to experience MLD. This is because they feel that they are not under supervision and observation. This condition makes them tend to be indifferent to the learning being studied and have an impact on understanding, ability and skills in solving mathematical problems. This condition is evidenced by the results of interviews and observations on the subject of grade V at SDN 1 Kadugede as follows.

"For PZM, the cause seems to be because at home it gets less attention from their parents, lack of understanding and lack of desire to learn. Then for SWV it is the same as that a ”(Interview LSR: 12 April 2017)

The answer from the subject above reveals that the causes experienced by students with PZM and SWV initials who have difficulty learning mathematics are caused by the factors of the students themselves and factors from outside the students, namely the family. The interview results are in accordance with the observations made by researchers on May 2 to 5, 2017. The results show that students with PZM and SWV initials show an indifferent attitude when learning to learn mathematics and slow understanding so that they are left behind in working on the questions given by the teacher However, there is a desire to learn by still wanting to write the questions given by the teacher. This further strengthens the compatibility between the results of interviews with the results of observations, namely that students who experience learning difficulties are caused by being indifferent and slow in understanding mathematics teaching materials.Similar conditions also occur in the subjects of grade V at SDN 2 Ciporang, grade IV at SDN 1 Kadugede, grade IV at SDN 2 Ciporang, grade IV at SDN 3 Susukan, grade III at SDN 3 Susukan, grade II at SDN 2 Ciporang, and grade II at SDN 3 Susukan.

5. Conclusions

Based on the results of research conducted in the field the conclusions that can be submitted from this study are as follows:

1. Mathematics learning difficulties (MLD) experienced by students at SDN 1 Kadugede, Kadugede subdistrict, SDN 2 Ciporang, Kuningan District and SDN 3 Susukan, Kecamatan Cipicung, were included in the MLD category related to children's difficulties in basic mathematics.
2. Characteristics of students who experience mathematics learning difficulties (MLD) at SDN 1 Kadugede, Kadugede subdistrict, SDN 2 Ciporang, Kuningan District and SDN 3 Susukan, Kecamatan Cipicung, divided into

   a. weak in the development of mathematical concepts;
   b. confusion in interpreting certain signs and symbols;
   c. weak in the multiplication;
   d. weaker in numeracy and often frustrating;
   e. are not able to determine which one is the right way to solve a problem;
   f worksheet look garbled;
   g. difficult to read and interpret the word problems;
   h. are not able to determine how to resolve the problem
   i. does not use math skills taught at school in everyday life.

3. There are several factors that cause mathematics learning difficulties (MLD):

   a. Weak concentration power
   b. Low motivation,
   c. Less learning readiness
   d. Low self-esteem
   e. A mindset that is not coherent and not systematic
   f Lack of attention from parents

Acknowledgements

This research is supported by DIKTI

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