

# **Diagnosing students' learning difficulties in the eyes of Indonesian and Japanese mathematics teachers**

**by Ariyadi Wijaya,\*; Kazuhiro Aoyama; Heri Retnawati; Wahyu Setyaningrum; Sugiman**

## **ABSTRACT**

The purpose of this study was to explore teachers' perception and practices regarding diagnosing students' learning difficulties. The participants of the study were 28 Indonesian mathematics teachers and 10 Japanese mathematics teachers. The data was collected through a Focus Group Discussion and a teacher questionnaire. The data was analyzed qualitatively to describe how the teachers perceive learning difficulties and how the teachers diagnosed students' learning difficulties. The results of analysis reveal that the teachers do not yet perform an in-depth diagnosis of students' difficulties in learning mathematics. The teachers only focus on the mathematics topics and non-mathematical issues, instead of on students' thinking process. The teachers also do not differentiate diagnosis, evaluation, and prediction test. With regard to the strategies used by the teachers to diagnose students' difficulties, analyzing students' responses to tests was the majority. The results of the diagnosis are mainly used as the basis for remedial and drill and practices.

*Kata Kunci: Diagnosis, learning difficulties, teachers' perception, teachers' practices*