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EDUCATIONAL MATHEMATICS ISSUES IN ELEMENTARY SCHOOLS

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ABSTRACT
Education has the responsibility of preparing human resources to support national development. The progress of development is continuously aligned with the demands of the times. Rapid social and technological changes consistently give rise to new educational challenges that were previously unforeseen. This article discusses the major problems in education, the interrelationships among these issues, the factors influencing their development, and current educational challenges along with possible solutions. Educational problems refer to the various issues encountered within the education system, particularly in Indonesia. The Indonesian education system continues to face numerous internal and complex challenges that extend from elementary education to higher education. The low quality of education at the elementary school level requires immediate attention because it significantly influences students' future educational success.

Keywords: *Education; Elementary School Problems, Mathematics Issues.*

INTRODUCTION

Educational issues have long been a major concern for scholars and educational practitioners. Education serves as a fundamental means of improving both the material and spiritual well-being of a nation and its people. Since education greatly influences national development, wise and effective thinking is essential in addressing the challenges that arise within the educational system.

Indonesia has established clear national goals for education. Achieving these goals requires collaboration among all members of society. Teachers play a particularly significant role in

shaping children's educational experiences, especially elementary school teachers who lay the foundation for children's intellectual development.

Education is one of the most important aspects of human life. Its importance is reflected in various social contexts, including employment opportunities, where educational qualifications often determine career prospects. Higher positions generally require higher educational attainment, as demonstrated through academic certificates. However, an important question remains: does an educational certificate always reflect an individual's actual knowledge and competence? This issue deserves careful attention, particularly in today's highly competitive era of globalization, where some individuals may resort to unethical practices to gain advantages.

Education has the responsibility of preparing competent human resources for national development. Development efforts continue to evolve alongside societal changes, while advances in science, technology, and globalization continually create new educational challenges. Therefore, understanding the major educational issues, their interrelationships, the factors influencing them, and possible solutions has become increasingly important.

Government attention toward educational problems remains relatively limited. This situation is reflected in the growing complexity of educational issues, including low student achievement, insufficient teacher professionalism, expensive educational costs, and inconsistencies in educational policies and regulations. If these challenges remain unresolved, they may negatively affect the nation's future development.

National development without corresponding educational development would produce limited long-term benefits. Even if physical infrastructure continues to improve, national progress cannot be sustained without strong moral values and quality education. Weak educational systems may contribute to broader economic and social problems, including unethical behavior such as corruption. Therefore, education must remain one of the highest priorities in national development policies.

METHOD

This study employed a library research method by analyzing data derived from published sources, including books, academic journals, articles, and other relevant literature.

DISCUSSION

A. Difficulties in Beginning Reading

According to E. Mulyasa (2006, pp. 22–23), students develop optimally when they receive positive attention from their teachers, and the opposite is equally true. Furthermore, Mulyasa explains that one of the seven common mistakes made by teachers is waiting until students exhibit negative behaviour before giving them attention. Many teachers neglect to monitor their students' learning progress consistently. They tend to pay attention only when students become disruptive, inattentive, or create problems in the classroom. Likewise, teachers often intervene only after students experience difficulties in learning to read. As a result, the initial reading difficulties experienced by students frequently go unnoticed, causing the problems to become more severe. Therefore, teachers should continuously monitor and support students' academic development to identify learning difficulties at an early stage.

According to Fountas and Pinnell (as cited in Steme, P., 2010, p. 11), literacy serves three primary functions. First, developing comprehension. Comprehension is fundamental because it forms the core of broader and more complex reading abilities. Strategies for developing comprehension include improving reading fluency, identifying reading errors and accuracy, and applying strategies to solve unfamiliar word problems. Second, developing literacy skills. Literacy skills develop through learning the relationships between letters and words, which ultimately support reading and writing proficiency. Building the ability to understand words, sentences, and correct spelling constitutes an essential aspect of literacy development**.** Third, creative application. Creative application promotes a deeper understanding of texts and facilitates the synthesis of ideas and information.

Numerous studies have investigated the difficulties encountered by elementary school students in beginning reading. These studies provide empirical support for the theoretical framework regarding early reading difficulties.

Alwisia Meo, Maria Patrisia Wau, and Yosefina Uge Lawe (2021), in their study entitled *"Analysis of Beginning Reading Learning Difficulties among First-Grade Students at SDI Bobawa, South Golewa District, Ngada Regency,"* aimed to analyse the beginning reading difficulties experienced by first-grade students at SDI Bobawa. The study employed a descriptive qualitative approach, with data collected through tests, observations, and documentation. The findings revealed that students experienced several difficulties in beginning reading, including poor reading fluency, frequent reading errors, difficulty distinguishing visually similar letters, weak visual memory, and an inability to recognize sound symbols. The characteristics of students' beginning reading difficulties included problems identifying and combining letters, letter reversals, word substitutions, omissions of letters within words, hesitant spelling, incorrect pronunciation, limited attention to punctuation, poor reading comprehension, and difficulty

maintaining concentration. The study concluded that these difficulties resulted from students' inability to analyse letters, recognize letters and words holistically, understand letter omissions, and comprehend the relationship between letters and sounds, including consonants, vowels, consonant clusters, silent sounds, complete sounds, and other phonological elements. Furthermore, students demonstrated weaknesses in letter recognition, phonological awareness, and word formation.

Sri Dewi Nirmala (2022), in the article entitled *"Problematics of Students' Low Literacy Ability in Elementary School,"*analysed the problems and contributing factors associated with low literacy achievement among elementary school students. The research employed a descriptive qualitative approach using questionnaires, interviews, and classroom observations. The study was conducted in six elementary schools implementing the School Literacy Movement (Gerakan Literasi Sekolah/GLS) in Sukabumi Regency, West Java. Participants included fourth-grade students and their parents, who were classified into three categories based on their Early Literacy Ability (ELA): high, moderate, and low. The findings indicated that students' low literacy achievement was influenced by several factors: (1) the family's socio-economic condition; (2) communication and parental guidance during early childhood; (3) communication and learning guidance during the school years; (4) the availability of reading materials at home; (5) access to mobile phones, computers, and television; (6) gender; (7) collaboration among families, schools, and communities; and (8) the teaching strategies and instructional models used in reading instruction. Based on these findings, the study recommended improving literacy-supporting facilities and resources, providing intensive reading guidance at home, strengthening the implementation of the School Literacy Movement, and adopting more effective reading instructional models in elementary schools.

Riska Septiana Soleha, Enawar, Dilla Fadhillah, and Sumiyani (2022), in their study entitled *"Analysis of Beginning Reading Difficulties among Second-Grade Elementary School Students,"* focused on identifying the factors contributing to beginning reading difficulties and describing the nature of these difficulties among second-grade students. The study employed a qualitative descriptive approach, with data collected through tests, observations, interviews, and documentation. Data were analysed through data reduction, data presentation, and conclusion drawing, while data validity was established through credibility, transferability, dependability, and confirmability tests. The findings showed that beginning reading difficulties were influenced by intellectual, environmental, and psychological factors, including students' motivation, interest, and emotional conditions. The severity and forms of reading difficulties also varied among students. One student had difficulty recognizing letters, three students still read word by word, six students demonstrated weak paraphrasing skills, five students had poor pronunciation, five students omitted words while reading, four students exhibited letter reversals, three students inserted additional words or letters, two students substituted meanings, one student showed excessive body movements during reading, five students experienced difficulties with consonants, two students struggled with vowels, and five students had difficulty reading consonant clusters. These findings suggest that beginning reading difficulties are multidimensional and require comprehensive instructional interventions that address both cognitive and environmental factors.

B. Difficulties in Early Writing

According to Nyoman Suastika (2019), writing is the product of meaningful thought that enables individuals to express their ideas, feelings, and emotions. Through writing, students are able to

communicate messages and convey their thoughts in written form. Therefore, elementary school students' writing skills require special attention to ensure that they can participate effectively and optimally in classroom learning activities. In beginning writing instruction, letter recognition constitutes the initial stage that students must master before progressing to writing practice (Hadyanti, 2022). Beginning writing refers to the writing skills taught during the early grades of elementary school, particularly Grades I and II. Writing ability is closely related to composition skills, which involve expressing thoughts and feelings through written language (Jamaris, 2015). Writing proficiency develops through continuous learning and practice. When students experience difficulties or impairments, these problems are often reflected in poor handwriting that may even become illegible. Learning difficulties occur when students encounter obstacles that hinder their learning process. According to Septy Nurfadhillah et al. (2022), learning difficulties refer to conditions in which students experience barriers that prevent them from learning effectively and interfere with their academic progress.

Learning difficulties may occur simultaneously with other challenges, such as sensory, social, and emotional disorders, or may result from environmental influences, including cultural differences or inappropriate instructional practices (Rafendi, Pridana, & Maula, 2020). When such difficulties occur, students often produce poor-quality handwriting that may be difficult or impossible to read (Kadek Yati Fitria Dewi, 2021). According to Aphrodita (as cited in Septy Nurfadhillah, 2022), students experiencing writing difficulties commonly display inconsistent letter formation, improper use of uppercase and lowercase letters, disproportionate letter size and shape, difficulty holding a pencil correctly, and inconsistent handwriting. They may also experience considerable difficulty copying text from textbooks or the classroom board. Given the wide variety of learning difficulties encountered by students, teachers should continuously expand their knowledge and understanding of different types of learning difficulties in order to provide appropriate instructional support (Utami, 2020).

Several previous studies have examined beginning writing difficulties among elementary school students. These studies provide empirical evidence that strengthens the theoretical framework regarding beginning writing difficulties.

Basmah Hulwah and Mubarak Ahmad (2022), in their study entitled *"Analysis of Beginning Writing Learning Difficulties among Second-Grade Elementary School Students,"* explained that beginning writing refers to the writing skills introduced during the first and second grades of elementary school. Writing proficiency develops through continuous practice and systematic learning. The purpose of the study was to describe beginning writing difficulties and identify the factors contributing to these difficulties among second-grade students at SD Negeri Cengkareng Timur 18 Pagi. The researchers employed a descriptive qualitative research design, collecting data through observations, interviews, and documentation.

The findings revealed several writing difficulties experienced by second-grade students, including disproportionate letter size and shape, handwriting that extended beyond the writing lines, omitted letters within words, incorrect letter formation, slow writing speed, the absence of spacing between words, and handwriting that was unclear or illegible. Furthermore, the study identified both internal and external factors contributing to beginning writing difficulties. Internal factors included weak fine motor skills, poor visual memory, low interest and motivation to learn, and ineffective learning habits both at school and at home. External factors included limited parental attention, an unsupportive home environment, surrounding environmental

conditions, and the influence of social media. These findings indicate that beginning writing difficulties arise from a combination of cognitive, motor, motivational, familial, and environmental factors, highlighting the need for comprehensive support from teachers, parents, and schools to improve students' early writing skills.

C. Factors Contributing to the Decline in Students' Learning Motivation

Learning is a process of change within an individual's personality, reflected in improvements in both the quality and quantity of behaviour, including the development of knowledge, skills, attitudes, habits, understanding, critical thinking, and other abilities (Ardiansyah, 2016; Festiawan, 2020; Muntahanah, 2021). Learning does not merely involve the acquisition of knowledge but also encompasses the development of competencies, skills, attitudes, self-esteem, interests, character, and adaptability (Firmansyah, 2017; Herawati, 2020; Mursyidi, 2019). It is a comprehensive psycho-physical process that promotes holistic personal development by integrating cognitive, affective, and psychomotor domains, as well as creativity, emotion, and intention (Sardiman, 2012; Suhendrayani, 2018).

Every individual possesses different internal conditions that influence their learning activities, one of which is motivation. Motivation is the fundamental drive that directs an individual's behaviour (Sani et al., 2020). It is also defined as the process of encouraging individuals to perform specific tasks in order to achieve desired goals (Ariyanto & Sulistyorini, 2020; Winata, 2021). Essentially, motivation is an internal force that encourages individuals to improve their behaviour in order to satisfy their needs. In the educational context, motivation serves as one of the primary driving forces that encourages students to participate actively in learning activities and strive to achieve desired learning outcomes (Arianti, 2019). Students' motivation can be enhanced through external factors, such as creatively designed instructional materials and parental support, while internal motivation is primarily influenced by students' own interest in learning.

In classroom instruction, teachers play an essential role in motivating students. Providing motivation means encouraging students to take action and develop the willingness to engage in learning activities (Rumhadi, 2017; Sumiati & Triposa, 2021). At the initial stage of learning, students become motivated when they recognize a need to learn. Individuals are naturally encouraged to act when they perceive that a particular need must be fulfilled. Therefore, the relationship between motivation and learning lies in creating learning conditions that encourage students to participate actively in educational activities (Mustika, 2015). Teachers play a crucial role in fostering students' motivation by creating positive learning environments and implementing instructional strategies that encourage active participation and meaningful learning.

Several previous studies have examined the factors contributing to the decline in students' learning motivation. These studies provide empirical evidence that strengthens the theoretical framework regarding students' learning motivation.

Reni Hidayati, Muchamad Triyanto, Andi Sulastri, and Muhammad Husni (2022), in their study entitled *"Factors Causing the Decline in Learning Motivation among Fourth-Grade Students at SDN 1 Peresak,"* reported that low learning motivation remains a significant issue among elementary school students in Indonesia, including fourth-grade students at SDN 1 Peresak,

Sakra District. The study aimed to identify the factors contributing to the decline in students' learning motivation. A descriptive qualitative research design was employed, involving 11 fourth-grade students identified as having low learning motivation. Data were collected through observations, interviews, and documentation, and analysed using data reduction, data presentation, and conclusion drawing.

The findings revealed that the decline in students' learning motivation was primarily caused by reduced learning interest, negative attitudes toward learning, and students' physical conditions. Other contributing factors included the family environment, social environment, and school environment. Based on these findings, the researchers recommended that teachers enhance students' learning motivation by creating enjoyable learning environments, employing a variety of instructional methods, and utilizing concrete and engaging learning media to improve students' participation and enthusiasm for learning.

D. Students' Learning Difficulties in Online Mathematics Learning

Mathematics is a core subject taught at every level of education, from the early years of schooling to higher education (Ulkhaq, 2023). Mathematics education equips students with critical, systematic, logical, and creative thinking skills while also fostering collaboration and problem-solving abilities (Nahdi, as cited in Putri, Arifin, & Tri, 2019). These competencies are essential for enabling students to adapt to rapidly advancing technology and to cope effectively with the continuous changes brought about by modern society (Machmud, Pusi, & Pauweni, 2022).

Mathematics is often considered a challenging subject because it involves numerical concepts, relationships among numbers, and operational procedures required to solve mathematical problems (Sarah, Nyoman, & Awal, 2021). Therefore, effective instructional strategies are essential to help students develop mathematical competence (Nissa, Febrilia, & Pangga, 2023). In addition, students' interest and engagement in mathematics learning play a crucial role in achieving the intended learning objectives.

According to Sofyana and Abdul (2019), **online learning** is a learning system conducted without direct face-to-face interaction by utilizing digital platforms that facilitate teaching and learning activities remotely. The primary objective of online learning is to provide accessible and high-quality educational services through internet-based instruction, thereby expanding learning opportunities for a broader range of students regardless of geographical limitations.

Several previous studies have investigated students' learning difficulties in online mathematics instruction. These studies provide empirical evidence supporting the theoretical framework regarding the challenges of online mathematics learning.

Umi Habibah, Rani Santika, Panut Setiono, Nani Yuliantini, and Wurjinem Wurjinem (2021), in their study entitled *"Analysis of Elementary School Students' Learning Difficulties in Online Mathematics Learning,"* aimed to analyse the challenges encountered by elementary school students during online mathematics instruction. The researchers argued that learning difficulties experienced during the COVID-19 pandemic were understandable because many teachers and students had limited technological knowledge and experience. The study employed a descriptive

qualitative research design, with data collected through observations, interviews, and documentation.

The findings revealed several challenges faced by both teachers and students during online mathematics learning. Teachers experienced difficulties in mastering educational technology, as many were unfamiliar with digital platforms such as Google Forms and relied primarily on WhatsApp to deliver instruction. In addition, many elementary school students did not own mobile phones, while others faced limited internet connectivity because they lived in remote rural areas with poor network coverage. Although internet data packages provided by the Indonesian Ministry of Education, Culture, Research, and Technology occasionally helped students access online learning, connectivity problems still prevented some students from participating fully in instructional activities. Communication and interaction between teachers and students were also considerably reduced during the pandemic. Furthermore, students were often overwhelmed by the large number of assignments given by teachers, leading to boredom and frustration, while many students struggled to understand the tasks assigned due to the limited guidance available in the online learning environment. Keywords: Mathematics, Online Learning, COVID-19 Pandemic.

E. Low Students' Interest in Learning Mathematics

Mathematics is a core subject taught at every level of education, from the beginning of formal schooling through higher education (Ulkhaq, 2023). Mathematics education equips students with critical, systematic, logical, and creative thinking skills while also developing their ability to collaborate effectively (Nahdi, as cited in Putri, Arifin, & Tri, 2019). These competencies are essential for preparing students to adapt to rapidly advancing technology and to respond effectively to the continuous changes occurring in modern society (Machmud, Pusi, & Pauweni, 2022).

Mathematics plays an important role in everyday life, as the knowledge and skills acquired through mathematics education are widely applied in various real-life situations. Nevertheless, many students dislike mathematics because they do not fully understand its practical value and relevance. In addition, students often perceive mathematics as a subject that can only be mastered by highly intelligent individuals and consider it to be an abstract and difficult discipline (Putri, Arifin, & Tri, 2019; Yulianto, Sisworo, & Hidayanto, 2022).

Mathematics is frequently regarded as a difficult subject because it involves numerical concepts, relationships among numbers, and operational procedures required to solve mathematical problems (Sarah, Nyoman, & Awal, 2021). Consequently, effective instructional strategies are essential to help students develop mathematical competence (Nissa, Febrilia, & Pangga, 2023). Furthermore, students' interest in mathematics learning is an important factor in achieving successful learning outcomes.

Interest can be defined as an individual's need or desire toward a particular object or activity, resulting in feelings of enjoyment and attraction (Baringbing, Antonius, & Patri, 2022; Sofiani, Nurjamil, & Nurhayati, 2023). Students who demonstrate positive attitudes and pay close attention to their teachers during classroom instruction generally exhibit a higher level of interest in learning (Sadiah & Afriansyah, 2023). Therefore, learning interest serves as a crucial

supporting factor in the educational process. Students' academic success is strongly influenced by the extent of their interest and engagement in learning activities.

Several previous studies have examined the factors contributing to students' low interest in learning mathematics. These studies provide empirical evidence supporting the theoretical framework concerning students' learning interest in mathematics.

Wafiq Andriani Putri (2023), in the study entitled *"Factors Contributing to the Low Interest in Learning Mathematics among Fifth-Grade Elementary School Students,"* analysed the factors responsible for students' low interest in mathematics learning. The research employed a descriptive qualitative approach. The study aimed to identify and examine the factors contributing to students' low interest in mathematics. Data were collected through interviews with ten students from two elementary schools—five students from SDN 024 Tarai Bangun and five students from SDN 187 Pekanbaru—as well as through an analysis of students' mathematics textbooks.

The findings indicated that several factors contributed to students' low interest in learning mathematics. These included excessively long learning sessions, students' dislike of mathematics as a subject, difficulties in understanding mathematical concepts, distractions from classmates during lessons, teacher-centred instructional practices in which teachers primarily explained the material while students passively listened, and mathematics problems presented in textbooks that were overly abstract and insufficiently connected to students' everyday experiences. These findings suggest that increasing students' interest in mathematics requires more engaging instructional approaches, meaningful real-life applications of mathematical concepts, interactive classroom activities, and student-centred learning strategies that actively involve learners in the learning process.

F. Bullying Behaviour among Elementary School Children

Bullying refers to deviant behaviour that causes harm or negative effects on other individuals. Bullying may take the form of verbal abuse, either directly or indirectly, as well as harmful attitudes or actions. Bullying often occurs when perpetrators take advantage of a victim's perceived weaknesses or vulnerabilities. According to Nanda (2015), bullying has become a global issue of concern among adolescents, parents, teachers, and schools. Bullying can occur anywhere and may affect individuals of all ages, including elementary school children, adolescents, and adults.

Field (2007) classified bullying into four main categories: teasing**,** exclusion**,** physical bullying, and harassment**.** Teasing includes mocking, insulting, ridiculing, shouting at, or harassing victims through communication media. Exclusion involves socially isolating victims by excluding them from peer groups, conversations, or games. Physical bullying includes behaviours such as hitting, kicking, pulling hair, pushing, disturbing others, and damaging the victim's belongings. Harassment refers to offensive or abusive remarks related to sexuality, gender, race, religion, or nationality. Such bullying behaviours are not limited to adults but also frequently occur among children, particularly elementary school students.

According to Amalia et al. (2016), bullying is a highly dangerous behaviour that should never be imitated because it can cause severe psychological trauma to victims. Although the definition of bullying may vary across countries, it is generally understood as repeated acts of oppression or intimidation carried out by an individual or a group against another person. Bullying has numerous negative consequences for victims, including diminished self-confidence and difficulties in social interaction.

According to Iswidharmanjaya (2014, pp. 20–21), self-confidence is a stable self-evaluation concerning an individual's leadership abilities, initiative, and other personal characteristics.

Individuals with high self-confidence are generally able to interact comfortably with others because they possess strong personal beliefs and are willing to work hard for both their own development and that of others. Similarly, Setiawan (2014, p. 14) defines self-confidence as a mental or psychological condition in which individuals evaluate themselves positively in order to undertake various actions aimed at achieving their life goals. Fatimah (2010, pp. 153–155) suggests that self-confidence can be developed through several indicators, including objective self-evaluation, honest self-appreciation, positive thinking, the use of self-affirmation, and the courage to take risks.

Simbolon (2012) argues that children who engage in bullying behaviour often come from families characterized by disharmonious relationships. As a result, these children may seek emotional outlets, one of which is bullying others. Research on bullying is therefore essential because bullying frequently occurs and has significant negative effects on victims, particularly on their psychological development.

Several previous studies have examined bullying behaviour among elementary school children. These studies provide empirical evidence supporting the theoretical framework concerning bullying in elementary schools.

Novia Aristiani, Mohammad Kanzunnudin, and Nur Fajrie (2021), in their study entitled *"Bullying Behaviour among Elementary School Children in Gribig Village, Kudus,"* aimed to analyse bullying behaviour among elementary school students in Gribig Village. The study employed a qualitative narrative research design. Data were collected through triangulation methods, including observations, in-depth interviews, and documentation. The participants included students, parents, and teachers in Gribig Village. Data analysis involved data reduction, data presentation, and conclusion drawing.

The findings indicated that bullying in Gribig Village occurred in physical, verbal, and psychological forms. Verbal bullying included name-calling, shouting, insults, public humiliation, and slander. Physical bullying involved direct physical contact such as hitting, kicking, pushing, and other aggressive behaviours toward victims. Psychological bullying consisted of behaviours intended to intimidate or emotionally harm victims.

The researchers also identified the characteristics of both victims and perpetrators of bullying. Children who became victims were generally passive, submissive, lacked self-worth, and were unlikely to retaliate when mistreated. They also tended to avoid aggression, withdraw from social interactions, remain quiet, and experience anxiety. In contrast, children who engaged in bullying were generally physically stronger than their peers, demonstrated limited empathy, displayed positive attitudes toward violence, behaved aggressively toward peers and adults, had poor self-control, were less susceptible to social influence, often came from authoritarian family environments, and frequently had previous experiences of bullying either as perpetrators or victims.

Trisca Camelia (2019), in the study entitled *"Analysis of School Bullying Behaviour at SD Muhammadiyah 17 Semarang,"*aimed to identify the forms of school bullying among third-grade students. The study employed a qualitative descriptive approach supported by percentage analysis. Data were collected through questionnaires administered to third-grade students, as well as interviews with the school principal, teachers, and parents.

The study involved 35 third-grade students, consisting of 26 boys and 9 girls, who were identified as either perpetrators or victims of bullying. Among boys, the most common form of physical victimization was being hit (100%), while among girls it was being pushed (88.9%). The most frequent form of verbal bullying experienced by boys was being mocked (96.2%), whereas girls most frequently experienced being shouted at (89.9%). Regarding psychological bullying, boys most commonly experienced mocking gestures (80.2%), while girls most frequently experienced intimidation (55.6%).

Among perpetrators, the most common form of physical bullying was hitting, committed by 69.2% of boys and 22.2% of girls. The most frequent verbal bullying behaviour among both boys and girls was mocking, reported by 73.1% of boys and 33.3% of girls. In terms of psychological bullying, the most common behaviour among boys was intimidation (42.3%), whereas girls most frequently engaged in mocking through body gestures (22.2%). The study further found that the most common consequence experienced by female victims was psychological trauma after being physically assaulted, while male victims most frequently suffered physical injuries as a result of bullying.

CONCLUSION

Educational problems refer to the various challenges and issues encountered within the educational system. Education itself is a deliberate and systematic process aimed at developing individuals' cognitive, affective, and psychomotor competencies to enable them to achieve their full potential. Therefore, educational problems encompass all obstacles that hinder the achievement of educational goals and the overall improvement of educational quality.

In Indonesia, the education system continues to face numerous internal and complex challenges across all levels of education, particularly at the elementary school level. These challenges include difficulties in beginning reading and writing, declining student motivation, learning difficulties in online mathematics instruction, low interest in mathematics, and bullying among elementary school students. These issues are interconnected and significantly affect students' academic achievement, personal development, and overall educational outcomes.

Improving the quality of elementary education is crucial because it forms the foundation for students' future learning experiences. Addressing these educational problems requires collaborative efforts among teachers, parents, schools, communities, and policymakers. Through effective instructional strategies, supportive learning environments, adequate educational resources, and strong cooperation among all stakeholders, the quality of elementary education can be enhanced, thereby contributing to the development of competent, responsible, and well-rounded individuals capable of meeting the demands of an increasingly dynamic and competitive world.

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Nirmala, S. D. (2022). Problematics of students' low literacy ability in elementary school. *Primary: Jurnal Pendidikan Guru Sekolah Dasar, 11*(2), 394–402.

Note: If you are submitting this paper to an international journal that follows APA 7th Edition, it is generally recommended to keep the original titles in Indonesian unless the journal specifically requests translated titles. If translated titles are included, they are often placed in square brackets, for example:

Putri, W. A. (2023). Factors contributing to the low interest in learning mathematics among fifth-grade elementary school students. *PowerMathEdu (PME): Jurnal Inovasi Pembelajaran Matematika, 2*(2), 123–128.

Soleha, R. S., Enawar, Fadhillah, D., & Sumiyani. (2022). Analysis of beginning reading difficulties among second-grade elementary school students. *Berajah Journal, 2*(1), 58–62.