



Bibliometric Analysis of the Ability to Solve Algebra Problems in Elementary School AKM Numeracy Context

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ABSTRACT

Objective: The purpose of this bibliometric analysis is to look at opportunities and trends in research related to the completion of algebra context numeration Assessment of Minimum Competence at the level of Elementary School using the VOS Viewer application. **Method:** The method used in this research is bibliometric, collecting data from articles or journals from 2021 to 2023 through the Google Scholar site using the Publish or Perish software of 500 articles or magazines. **Results:** Similar research results show that in 2021, there were 101 publications; in 2022, there were 166; and in 2023, there were 198. The number of quotes was 2097; the average quotation per year was 699; the quotations per paper was 4.51; the averages per writer were 1,222.65; the median number of papers/writers was 293.32; and the average number of writers/publishers was 2.09. **Novelty:** Variables related to the completion of algebra issues through the Minimum Competence Assessment at the elementary school level that have the opportunity and novelty to be studied in the future are in the context category of numeration consisting of personal, social, cultural, and scientific.

INTRODUCTION

Mathematics will have an influential function in future lives, but today, mathematics is still the bump of most students. Therefore, it is necessary to provide a form of learning that can please students (Wardhani & Oktiningrum, 2022) to understand and master mathematics concepts correctly (Yanti, 2019). Other efforts that could be made should not only focus on improving cognitive abilities (Kusuma & Nurawanti, 2023) but also attempt to enhance the emotional component of students. During teaching activities, teachers must have professional knowledge or classroom management skills to teach the subject matter (Nuzulia & Gafur, 2022) because each student has different abilities and levels of reasoning (Sunhaji, 2014). To do this, teachers must have the appropriate learning style and methods to enable students to understand the subject matter taught (Wirawan et al., 2023). Mathematics has been taught since primary school in Indonesia because it has some urgency (Dwi & Fajar, 2022). The advantages of mathematics are to shape the logic of thinking (Nurfadhillah et al., 2021) systematically needed in solving everyday problems (Sohilait, 2021). Therefore, in the preparation of mathematics curricula in Indonesia, the primary goal of learning math is to help students have the ability to solve problems (Sari et al., 2021).

Mathematics is the universal science and the foundation for advancing modern technology, it plays a vital role in various fields of science (Nurgiyanto et al., 2022) and promotes the development of human thought (Budi et al., 2023). Mathematical subjects must be offered to cultivate students' rational, sharp, systematic, critical, and creative assumption skills (Sari et al., 2021) and collaborative skills starting from elementary school. These skills are needed so that students can acquire, organize, and use

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