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KARYA ILMIAH : JURNAL NASIONAL

Judul Jurnal Ilmiah (Artikel) : Prime ideal on the endomorphism ring of $End_{\mathbb{Z}}(\mathbb{Z}^n)$

Nama/ Jumlah Penulis : Nikken Prima Puspita/3

Status Pengusul : penulis ke-2

Identitas Jurnal Ilmiah :

a. Nama Jurnal : Al-Jabar

b. Nomor ISSN : p-ISSN: 2086-5872/ e-ISSN: 2540-7562

c. Vol, No., Bln Thn : Vol. 13, No.2, Desember 2022

d. Penerbit : Universitas Islam Negeri Radin Intan, Lampung

e. DOI artikel (jika ada) :

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Alamat Artikel : [Prime ideal on the end \$\mathbb{Z}\(\mathbb{Z}^n\)\$ Ring | Ikhtiyar | Al-Jabar : Jurnal Pendidikan Matematika \(radenintan.ac.id\)](#)

g. Terindex : Sinta 2

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a. Kelengkapan unsur isi Prosiding (10%)	2,4	2,4	2,4
b. Ruang lingkup dan kedalaman pembahasan (30%)	7,4	7,4	7,4
c. Kecukupan dan kemutahiran data/informasi dan metodologi (30%)	7,2	7,3	7,25
d. Kelengkapan unsur dan kualitas terbitan/ Prosiding (30%)	7,4	7,4	7,4
Total = (100%)	24,4	24,5	24,45
Nilai Pengusul = 40% x 24,45 / 2 = 4,89			

Reviewer 1



Nama : Prof. Dr. Sunarsih, M.Si

NIP. : 195809011986032002

Unit Kerja : FSM Undip

Bidang Ilmu: Matematika

Semarang,

Reviewer 2



Nama : Bayu Surarso, Ph.D

NIP. : 196311051988031001

Unit Kerja : FSM Undip

Bidang Ilmu: Matematika

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	☐	25	☐	
a. Kelengkapan unsur isi jurnal (10%)		2,5		2,4
b. Ruang lingkup dan kedalaman pembahasan (30%)		7,5		7,4
c. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)		7,5		7,2
d. Kelengkapan unsur dan kualitas terbitan/jurnal (30%)		7,5		7,4
Total = (100%)		25		24,4
Nilai Pengusul = 40%/2 x 24,4 = 4,88				
Catatan Penilaian artikel oleh Reviewer :				
1. Kesesuaian dan kelengkapan unsur isi jurnal: Artikel pada jurnal nasional sinta 2 ini telah dilengkapi dengan komponen kelengkapan yang baik berupa abstrak, pendahuluan, hasil utama, penutup dan referensi. 2. Ruang lingkup dan kedalaman pembahasan: Artikel ini membahas tentang ideal prima yang atas ring yang dikonstruksikan dari himpunan-himpunan homomorfisma dari ring kartesian produk dari sejumlah n-integer number. Dari teorema/proposisi yang dibuktikan, ideal prima padastruktur endomorfisma ini, diperoleh karakteristik yang sangat jelas yang dapat dipandang sebagai kejadian abstrak dari kondisi keprimaan pada suatu bilangan. 3. Kecukupan dan kemutakhiran data/informasi dan metodologi: Kecukupan dan kemutakhiran data berasal dari berbagai sumber dari referensi yang digunakan. Terdapat sebanyak 9 referensi dengan 7 referensi yang sudah out of date <10 tahun, karena paper ini kajian teori untuk dicitasi dan diikuti dengan metodologi yang cukup jelas. 4. Kelengkapan unsur dan kualitas terbitan: Kelengkapan unsur dan kualitas terbitan adalah baik dengan similarity adalah 0 (nol) persen.				

Semarang, 12 Maret 2023

Reviewer 1



Nama : Prof. Dr. Sunarsih, M.Si

NIP. : 195809011986032002

Unit Kerja : FSM Undip

Bidang Ilmu: Matematika

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Jurnal Ilmiah Nasional Terakreditasi (sinta 2)

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e. Kelengkapan unsur isi jurnal (10%)		2,5		2,4
f. Ruang lingkup dan kedalaman pembahasan (30%)		7,5		7,4
g. Kecukupan dan kemutakhiran data/informasi dan metodologi (30%)		7,5		7,3
h. Kelengkapan unsur dan kualitas terbitan/jurnal (30%)		7,5		7,4
Total = (100%)				24,5
Nilai Pengusul = (40/2)% x 24,5 = 4,9				

Catatan Penilaian artikel oleh Reviewer :

5. **Kesesuaian dan kelengkapan unsur isi jurnal:**

Artikel membahas materi bidang aljabar, telah dilengkapi dengan komponen kelengkapan yang cukup berupa abstrak, pendahuluan, hasil utama, penutup dan referensi.

6. **Ruang lingkup dan kedalaman pembahasan:**

Pada artikel ini dibahasv tentang ideal prima yang atas ring yang dikosntruksikan dari himpunan-himpunan homorfisma dari ring kartesian produk dari sejumlah n-integer number. Dari teorema/proposisi ideal prima pada struktur endomorfisma ini, diperoleh karakteristik yang dapat dipandang sebagai kejadian abstrak dari kondisi keprimaan pada suatu bilangan.

7. **Kecukupan dan kemutakhiran data/informasi dan metodologi:**

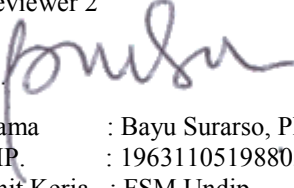
Kecukupan dan kemutakhiran data dan metodologi cukup jelas. Artikel didukung 9 referensi dengan 2 referensi yang cukup up of date.

8. **Kelengkapan unsur dan kualitas terbitan:**

Artikel diterbitkan pada jurnal terakreditasi sinta2 Prodi Pendidikan Matematika UIN Raden Intan Lampung dengan simililarity artikel sebesar 0%.

Semarang, Maret 2023

Reviewer 2



Nama : Bayu Surarso, Ph.D

NIP. : 196311051988031001

Unit Kerja : FSM Undip

Bidang Ilmu: Matematika

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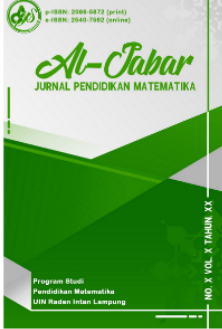


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Al-Jabar : Jurnal Pendidikan Matematika

Al-Jabar : Jurnal Pendidikan Matematika [Journal of Mathematics Education] with the registered number e-ISSN: 2540-7562 (online), is a scientific journal published by Mathematics Education UIN Raden Intan Lampung. The publication of this journal aims to disseminate new theories and research results that have been achieved in the field of mathematics education and applied mathematics.

Al-Jabar : Jurnal Pendidikan Matematika [Journal of Mathematics Education] covers issues such as improving mathematics learning techniques including the development of mathematics evaluation instruments, developing mathematics learning media, and developing mathematics learning models taking into account local wisdom and enriched with religious and cultural principles. However, research regarding Al-Jabar materials will be preferred. Research on theoretical Al-Jabar issues and current applied mathematics issues is also welcome. Development and psychology of education in the context of learning mathematics such as: learning mathematics in early education, learning mathematics in primary and secondary education, and learning mathematics in higher education.



Journal title	Al-Jabar: Jurnal Pendidikan Matematika
Initials	AJPM
Accreditation	Sinta 2 by Ministry of Research, Technology, and Higher Education of the Republic of Indonesia
Frequency	2 issues per year (June and December)
DOI	Prefix 10.24042 by Crossref
Online ISSN	2540-7562
Editor-in-chief	Fredi Ganda Putra
Publisher	Pendidikan Matematika, UIN Raden Intan Lampung in collaboration with ADMAPETA (Asosiasi Dosen dan Program Studi Matematika dan Program Studi Matematika PTKIN)
Citation Analysis	Google Scholar Dimensions
Submissions	This journal welcomes submissions all year round. Submissions are reviewed upon receipt. The template manuscript can be downloaded Here . Manuscript Published is written in standard English.

Announcements

No announcements have been published.

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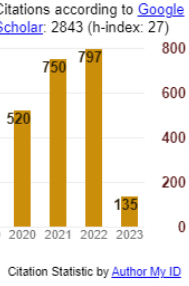
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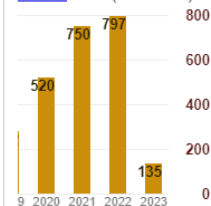
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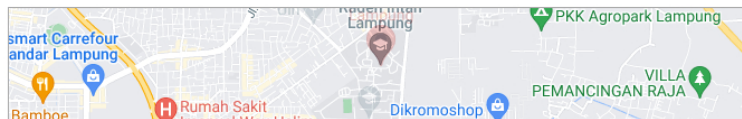
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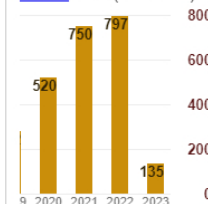
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674	76
674	70
591	68
538	62
377	61
341	56



Mathematics teachers' knowledge of indigenous games in teaching mathematics

Michael Tangkur¹, Michael Johnson Nabie¹, Clement Ayarebilla Ali^{1*}

University of Education, Winneba, Ghana.

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Artikel Information

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Indigenous Games;
Indigenous Knowledge;
Mathematical Concepts;
Mathematics Teachers;
Phenomenological Design.

Abstract

The purpose of this study was to explore junior high school teachers' knowledge and the impact of indigenous games in teaching basic mathematical concepts. The researchers employed the qualitative phenomenological design to address the purpose, objectives and research questions. The accessible sampling was used to sample 70 teachers (65 males, 5 females) for phase one of the study. Out of 70 teachers, five (three males and two females) were purposively sampled for the study's second phase. Two instruments, a semi-structured interview guide and an observation checklist were used to collect data. The data was analyzed thematically to reflect the research questions. The findings of both phases revealed that most teachers had adequate knowledge of indigenous games and knew the impact of indigenous games on students' learning of mathematics. In particular, the observation checklist showed that some teachers still adhered to the traditional approach (a direct teaching method) and required the knowledge of indigenous games to enhance their teaching skills and techniques. Therefore, in-service training, workshops and other continuous professional development should be organized to update teachers' knowledge on the effective use of indigenous games in the teaching and learning of mathematics.

INTRODUCTION

Research Akayuure & Ali, (2016) and Mpofu, (2016) has shown that the cultural placement of an educational system is probably the most appropriate way in modern educational development in the undeveloped part of the world. Therefore, mathematics teaching must be related to the cultural and geographical context. Moloi (2015) note that indigenous games are part of indigenous knowledge systems. International world organizations have recently established these indigenous knowledge systems as a top global priority for empowering traditional and local communities in their quests toward sustainable development. Chahine (2011) opines that the over-marginalization of the contributions of indigenous communities to the development of mathematics and scientific knowledge remains a threat to the teaching and learning of mathematics. When one considers the nature of mathematical knowledge and who produces it, one will enter into an ambiguous realm of doubts. This historical reduction has been partly due to a rather limited view of what counts as mathematics on the one hand and to a lack of understanding of living indigenous practices on the other hand. Harmonizing indigenous community knowledge with contemporary ideas in our formal education should be the best method and technique for teaching mathematics (Machaba, 2013).

Ali (2021) contends that many developing countries have indigenous resources that could be explored to teach mathematics. However, little literature has been conceptualized, concretized and indigenized mathematical conceptions. Games as indigenous resources are usually viewed



The effect of hawgent dynamic mathematics software on mathematics achievement: A meta-analysis

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Abstract

In recent years, ICT development has greatly affected the education sector. The development has provided many opportunities to innovate and improve the quality of education. Dynamic mathematics software is one of the learning media that is widely used in mathematics lessons. China has always wanted to be innovative by developing Hawgent Dynamic Mathematics software with more features than other dynamic mathematics software. This research aims to determine the effect of Hawgent Dynamic Mathematics software on mathematics achievement and analyze the advantages of Hawgent compared to other dynamic mathematics software. This research employed a meta-analysis approach by analyzing 28 empirical research articles published in both Chinese and foreign journals. There are 46 effect sizes with 4137 students from 2018 to 2021. Furthermore, the data was obtained using CMA software. The results showed that the effect size of Hawgent on mathematics achievement was 2.11 ($P=0.00<0.1$), within the very high category. Further analysis showed that the number of students did not affect Hawgent's effect size. The effect of Hawgent at the senior high school level was greater than at the elementary and junior high school levels. Furthermore, Hawgent's effect on geometry and algebra subjects was greater than any other subjects. This research can be useful as information on the development of dynamic mathematics software since many countries tend to use Geogebra and Geometric Sketchpad.

INTRODUCTION

Since technological developments are increasingly advanced, the internet, computers, and tools related to technology also develop and help facilitate social and encourage social progress (Aixia et al., 2020). Technological developments unconsciously continue to influence education and reform education (Depaepe et al., 2007; KPMG, 2016; Maeng et al., 2013). Many learning media, such as videos, animations, sounds, and so on, come from technological developments (Weinhandl et al., 2021; Wijaya, Li, et al., 2021; Wijaya, Zhou, et al., 2021). This development can change students' views to better appreciate mathematics (Bouma et al., 2010; Imansari et al., 2019; Wijaya, Ying, et al., 2020). For teachers, ICT development helps to transfer mathematics material to students (Shute & Emihovich, 2018; Yildiz Durak, 2019). Dynamic mathematics software, as a product of the development of technology and information, can efficiently enter teaching and learning activities and help teachers visualize measure, and animate abstract mathematical topics to be easier to understand (Wijaya, Tang, et al., 2021; Wijaya, Zhou, et al., 2021). Many studies have proven that dynamic mathematics software can increase students' interest in learning, make students more active, and make learning more effective and efficient