

## Bukti Korespondensi Jurnal Sinta II: Journal of Education Research and Evaluation

The screenshot shows the author dashboard for the Journal of Education Research and Evaluation. The page title is "Journal of Education Research and Evaluation" and the URL is "https://ejournal.undiksha.ac.id/index.php/JERE/authorDashboard/submission/66629". The submission ID is 66629, and the author is Natalia et al. The submission title is "Learning Obstacle to Ontogeny of Mathematics Teacher Candidates on Number Theory". The dashboard shows the submission workflow, including the submission files and pre-review discussions. The submission files section shows a file named "Artikel Sinat 2\_Stevi Natalia - English.docx" submitted on July 29, 2023. The pre-review discussions section is currently empty.

66629 / Natalia et al. / Learning Obstacle to Ontogeny of Mathematics Teacher Candidates on Number Theory

Workflow: Publication

Submission Files

File Name	Submitted	Type
Artikel Sinat 2_Stevi Natalia - English.docx	July 29, 2023	Article Text

Pre-Review Discussions

Name	From	Last Reply	Replies	Closed
No Items				

The screenshot shows an email acknowledgement from I Gusti Lanang Agung Parwata to Stevi Natalia. The email is titled "[JERE] Submission Acknowledgement" and is dated Saturday, July 29, 2023, at 8:25 PM. The sender's email address is <ejournal@undiksha.ac.id>. The email content expresses gratitude for the submission of the manuscript "Analysis of Learning Obstacle to Ontogeny of Mathematics Teacher Candidates on Number Theory" to the Journal of Education Research and Evaluation. It provides the manuscript URL and the author's username. The email concludes with contact information for I Gusti Lanang Agung Parwata and the journal's website.

[JERE] Submission Acknowledgement

I Gusti Lanang Agung Parwata <ejournal@undiksha.ac.id>  
To: Stevi Natalia

Sat 7/29/2023 8:25 PM

Stevi Natalia:

Thank you for submitting the manuscript, "Analysis of Learning Obstacle to Ontogeny of Mathematics Teacher Candidates on Number Theory" to Journal of Education Research and Evaluation. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL: <https://ejournal.undiksha.ac.id/index.php/JERE/authorDashboard/submission/66629>  
Username: stevi\_natalia23

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

I Gusti Lanang Agung Parwata  
Journal of Education Research and Evaluation  
<http://ejournal.undiksha.ac.id/index.php/JEE>

Completed. Thank you for your confirmation. Thank you!

Reply Forward

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Workflow: Submission, Review, Copyediting, Production

Round 1

**Round 1 Status**  
Submission accepted.

**Notifications**

[JERE] Editor Decision	2023-07-29 03:18 PM
[JERE] Editor Decision	2023-07-30 02:08 PM

**Reviewer's Attachments**

198845	66629	December 4, 2023
198846	66629	December 4, 2023

**Revisions**

198847	JERE-Stevi Natalia.docx	December 4, 2023	Article Text
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[JERE] Editor Decision



I Wayan Widiana <ejournal@undiksha.ac.id>

To: Stevi Natalia; Darhim Darhim <darhim\_55@yahoo.com>; Yaya S. Kusumah <yskusumah@upi.edu>; Candra Ditasona

Sun 7/30/2023 9:08 PM

Stevi Natalia, Darhim Darhim, Yaya S. Kusumah, Candra Ditasona:

The editing of your submission, "Analysis of Learning Obstacle to Ontogeny of Mathematics Teacher Candidates on Number Theory," is complete. We are now sending it to production.

Submission URL: <https://ejournal.undiksha.ac.id/index.php/JERE/authorDashboard/submission/66629>

Journal of Education Reseach and Evaluation  
<http://ejournal.undiksha.ac.id/index.php/JEE>

Thank you! Thank you for your confirmation. Great, thank you so much!

Reply Reply all Forward

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Status: **Published**

This version has been published and can not be edited.

Workflow Publication

Title & Abstract

Contributors

Metadata

References

Galleys

Prefix  
Examples: A, The

Title  
Learning Obstacle to Ontogeny of Mathematics Teacher Candidates on Number Theory

Subtitle

Abstract

Prospective mathematics teachers must have the characteristics of mathematical science, namely systematic, logical, and critical. This study aims to reveal the analysis of learning obstacles experienced by prospective mathematics teachers in number theory lectures with sub-material of division relations, FPB and KPK. This research uses a qualitative approach method in descriptive form. This research was conducted by collecting data through questionnaires and interviews and validated using the triangulation method. The study was limited to the analysis of ontogenic learning obstacles according to Brosseau. The results of this study were that 4 out of 6 research subjects experienced the

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