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PREFACE

We are delighted to present Volume 5, Number 3 of the Journal of Didactic Mathematics, December edition. This issue brings together a diverse selection of articles, showcasing innovative research and practical insights in the field of mathematics education. These contributions reflect our commitment to advancing the understanding and practice of mathematics teaching and learning across various educational contexts. This issue comprises five scholarly outputs employing diverse empirical and analytical methodologies. These contributions are authored by researchers and scholars from various backgrounds. Notably, all five research articles in this issue involve contributions from 15 authors originating from two countries: Indonesia and Mexico.

The first article, *Students' conceptual understanding in analytic geometry of planes based on their prior mathematical ability* by Habibi Ratu Perwira Negara, Farah Heniati Santosa, Ade Evi Fatimah, and Ahmad Nasrullah, explores the relationship between students' prior mathematical abilities and their understanding of analytic geometry. The findings contribute to strategies for addressing diverse learning needs in this complex area of mathematics.

In the second article, *The teaching-learning process of the continuity of real variable functions: A literature review*, authors G. Elizabeth Maxil-Cardoso, Felipe Castro-Fernández, and José Antonio Juárez-Lopez present a comprehensive synthesis of research on the continuity of real variable functions. This literature review provides valuable insights into effective teaching approaches and the challenges educators face in this domain.

Herawati Herawati, Virda Putri Septiarini, Mimi Hariyani, and Zikra Hayati contribute the third article, *Interactive animation media and students' learning interest in learning mathematics in elementary schools*. This study examines the role of interactive animation media in fostering students' interest in mathematics, offering practical recommendations for integrating technology into elementary mathematics classrooms.

The fourth article, *Learning obstacle instrument analysis of proportion concept with praxiology framework*, by Septiani Yugni Maudy and Redo Martila Ruli, employs the praxiology framework to identify and analyze learning obstacles in the proportion concept. This research underscores the importance of tailored instructional designs to overcome common obstacles in mathematics learning.

Finally, Lili Nur Indah Sari and Diyah Hoiriyah present *Enhancing geometry learning through project-based teaching materials: A focus on circumference and area of circles*. Their work highlights the potential of project-based teaching materials to enrich students' engagement and understanding of geometric concepts.

We extend our deepest gratitude to the authors for their insightful contributions, the reviewers for their rigorous assessments, and our readers for their continued support and interest. We hope that the articles in this issue will inspire and inform your work in mathematics education, sparking further research and innovation in the field.

Muhammad Daut Siagian
Editor in Chief

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