**ABSTRACT**

*Mathematics plays a pervasive role in daily life, extending beyond the confines of traditional classrooms. Serving as an indispensable tool for navigating life's complexities, mathematical calculations and concepts find application ubiquitously. This study explored the online learning experiences of high school students in the field of mathematics that comprehensively identified the challenges faced and the coping mechanisms employed by students within the online learning environment. Descriptive qualitative research design was utilized in this study. A total of twelve participants were chosen using purposive sampling. The study employed semi-structured face-to-face interviews as the primary data collection method, extracting insights from the participants. Thematic analysis was utilized to categorize and analyze the participants' responses, revealing common challenges faced during online mathematics learning, including issues such as Wi-Fi instability, lack of focus, and limited interaction and understanding. The participants exhibited diverse challenges, each adopting distinct coping mechanisms. Among the coping strategies identified were brain-boosting mock quizzes, leveraging educational resources on platforms like YouTube, and employing a regimen of reviewing and repetition. Importantly, participants demonstrated varying levels of efficacy in response to different teaching methods. This study revealed the necessity of addressing the multifaceted challenges associated with online mathematics learning, advocating for the development of academic approaches that empower students to succeed in this essential subject. This study recommends that future researchers should use a quantitative study approach, diving into the study's numerical data to gather more absolute and generalized data.*

**Keywords:** *Mathematics, experiences, online learning, coping mechanisms, challenges*