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EFFORTS TO IMPROVE THE PROCESS MATHEMATICS LEARNING AT MIN 49 BIREUEN

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ABSTRACT

This study aims to analyze efforts to improve the process of learning mathematics at MIN 49 Bireuen. This study used a qualitative method and the subjects were taken by students of grades 3, 4, 5 and 6 MIN 49 Bireuen. Collecting research data using observation techniques, interviews, and documentation. This study concluded that the results of the interview process at the low and high grade levels were that many of them lacked understanding and lack of interest in learning mathematics at Madrasah Ibtidaiyah. The factors that hinder the process of learning mathematics, including the lack of interest and motivation of students towards learning and the methods used by the teacher are too monotonous so that it makes students less interested and excited to take part in the process of learning mathematics.

Keywords: Mathematics, Learning Process.

INTRODUCTION

The development of mathematics from year to year continues to increase according to the demands of the times. Because of the demands of the times, it encourages people to be more creative in developing or applying mathematics as a basic science. One of the developments in question is the problem of learning mathematics. Mathematics learning is very necessary because it is related to instilling concepts in students. These students will later take part in the further development of mathematics or in applying mathematics in everyday life (Umar, 2012).

Learning mathematics is a process of developing thinking, reasoning, and intelligence in each student. Mathematics learning aims to develop a level of thinking and understanding of each student. In the learning process, children are less encouraged to develop thinking skills. Especially in learning in the classroom, children are directed at the ability to use

formulas, memorize formulas, mathematics is only for doing questions, rarely taught to analyze and use mathematics in everyday life. As a result, when students are given application questions or questions that are different from the practice questions, they will make mistakes (Kurniati, 2015).

Mathematics is the science of logic in the form, arrangement, quantity, and concepts that relate to one another in large numbers and are divided into three fields, namely algebra, analysis and geometry. Mathematics is a science that involves thinking tools and communication tools that aim to solve various practical problems, which has several elements, namely elements of logic and intuition, analysis and construction, generality and individuality, and its branches consist of arithmetic, algebra, geometry and analysis. Meanwhile, according to Juniati (2017: 283-291) argues that mathematics is a science that involves mindsets, as well as patterns of organizing a logical proof.

RESEARCH METHODOLOGY

This study used a qualitative approach with an analytical descriptive study method. The focus of this research describes the process of learning mathematics at MIN 49 Bireuen and efforts to improve it. Data collection techniques used in this study were interviews, observation and documentation. Furthermore, the data were analyzed using data reduction techniques, data display, and drawing conclusions. Finally, the data is declared valid (valid) through triangulation techniques (methods and sources) (Assingkily, 2021).

FINDING AND DISCUSSION

The Nature of Mathematics Learning in Madrasah Ibtidaiyah

Mathematics is an educational science that will never be separated from everyday life. Mathematics has a very important role in solving various problems that are happening in life. Mathematics is a general science that involves the advancement of means in various things that we have experienced to date (Haryono, 2015).

Mathematics is a tool that can develop the mindset of each individual logically and systematically. In this case, students are prepared to be able to use and apply their mathematical thinking tools in everyday life. While learning is a method or effort made by the teacher in conveying the goals of mathematics itself. The purpose of mathematics is to develop a way of thinking in solving various problems (Suwarno, 2017: 1-7).

From the explanation above, it can be concluded that learning mathematics is an important lesson that must be given to students from Madrasah Ibtidaiyah to increase students' skills or skills in counting and in processing data. This ability is needed so that students have the ability to find, process and obtain data in maintaining survival that continues to experience a change. Therefore, learning mathematics is always used to solve a problem with ideas or ideas that are owned by students (Dinni, 2018: 170-176).

Mathematics Learning Objectives at SD/MI

According to Permendiknas number 22 of 2006 page 148, the objectives of learning mathematics at SD/MI include: first, understanding mathematical concepts, expressing dependencies concerning concepts and applying concepts flexibly, thoroughly and precisely in solving a problem. Second, use the intellect to think about models in forming general conclusions by compiling data or conveying mathematical ideas or ideas.

Third, problem solving which includes the ability to digest, make mathematical references, overcome references as well as describe the solutions obtained. Fourth, conveying ideas using tables, symbols and diagrams in explaining situations or problems. Fifth, has a flattering character and views the role of mathematics in everyday life (Wandini, et.al., 2019:182-185).

The objectives of learning mathematics at MI/SD are divided into two parts, including:

1. General objectives: the aim is for students to be able to go through a transitional state, then be able to apply mathematical reasoning methods.
2. Specific objectives: the objectives of learning mathematics aim to improve students' numeracy abilities (skills) and to create students who are disciplined, creative, thorough, and logically critical.

There are also other objectives of learning mathematics which are divided into two, namely: first, students are good at solving problems (problem solvers). In this section, students can apply the basics to learning mathematics with two-way learning. Therefore, students will be able to understand mathematical conceptions correctly. Second, students will be good at counting. That is, students will be proficient in calculating correctly and correctly. Of these goals, students can have them if students can understand the basic operations in mathematics, namely addition, subtraction, multiplication and division (Zamzam, 2017).

Based on the explanation above, the purpose of learning is very important to get in studying it. This is intended so that students can carry out situations (circumstances) that are always changing, and also so that students can improve their skills in calculations and can form the attitude of students who are disciplined, creative, thorough, and logically critical.

Characteristics of Mathematics Learning in SD/MI

Learning mathematics has several characteristics including the following:

1. Learning Using the Spiral Method

Learning using this spiral method has material or materials to be discussed and is always associated with existing materials or materials. Every material discussed is interdependent and bound, so when you want to learn a new material, you need to develop from the previous material.

2. Gradual Learning

Gradual learning is the material that you want to teach and learn will be given in stages starting from the basic stage to the complicated stage. In learning mathematics at MI/SD, it starts with the real thing after students understand, then the next explains the description of an object, after that it goes to the next stage, which is about symbols.

3. Learning Using the Inductive Method

Learning using the inductive method is in this learning using a way of thinking from special circumstances then leads to general circumstances. For example: in flat shape material, it does not start by explaining its meaning but starts with the picture, so that students will better understand the concept of a material.

4. Adhering to the Truth of Consistency

Adhering to the truth of consistency is that with one reality and another, a statement is declared true if the statement has been recognized as true.

5. Meaningful Learning

Learning should be meaningful, in this case teaching a topic or material is more concerned with understanding than memorization (Soedjadi, 1988).

Based on the description or explanation above, it can be concluded that learning mathematics is very easy and not boring, so students will be happy and enjoy learning mathematics. This is based on the function of mathematics material for students' daily lives.

Mathematics Learning Achievement

Mathematics Learning Achievement is the result achieved by students in participating in mathematics learning which results in changes in students in the form of mastery and skills as indicated by the results in the form of scores. Based on the research, there are 2 factors that affect students' delays in participating in learning mathematics, namely:

1. Internal Factors

There are several internal factors that hinder students from participating in mathematics learning, namely:

a. Lack of Student Interest

Based on the research conducted, students of MIN 49 Bireun have 2 different kinds of interests, there are students who have a high interest in learning, and there are also students who have a low interest in learning. There are approximately 60% of students at MIS who have a low interest in learning. While the remaining 40% are students with a high interest in learning. Students who have a high interest in learning can always do the assignments given by the teacher and submit them on time. They also work on it with zeal and finish it to the end.

However, students who have a low interest in learning mathematics, of course it will be difficult for them to do the assignments given by the teacher and they will not understand the material explained by the teacher because they do not pay attention to the teacher's explanation and thirdly, giving assignments, they will copy their friends who have finished doing their homework. That's all because students who have a low interest in learning mathematics are too lazy to do assignments and listen to explanations from the teacher.

This is in accordance with the theory presented by Abin Syamsudin M, who said that the factor that affects student learning difficulties is a lack of interest. The existence of learning difficulties will lead to a situation where students cannot learn as they should so that student achievement is low. There are several symptoms that mark the problem of students' interest in learning, which include:

- 1) The achievements of students are very low and below average with the achievements of other students.
- 2) Results are not balanced with the effort made.
- 3) Very slow in doing learning assignments.

Learning that is not in demand by students may not be in accordance with the talents they have, or not in accordance with their needs so that the lessons given to students cannot be processed in the brain. Therefore, students experience learning difficulties.

So, from the research conducted, we can draw the conclusion that the high percentage of students who experience low interest in learning mathematics at MIN 49 Bireun is because there is no match between the talents and needs of the child so that he experiences learning difficulties.

b. Motivation

Student motivation in learning mathematics is relatively low. This can be seen from the infrequency of students doing homework at home, the infrequency of students studying at home and choosing to play outside more. Even if students don't play outside the house, when their parents tell them to study and do homework, there are always excuses made such as being sleepy, being lazy to do homework, wanting to play PS for a while, and many more. This is in accordance with the theory presented by Ahmadi and Supriyono, motivation is something that can determine whether or not students are good at achieving goals so that the greater the motivation, the greater the level of success in learning (Cahyani, et.al., 2020: 123-140).

A teacher also plays a role as a motivator for his students in learning mathematics. Students who have great motivation or enthusiasm for learning, of course, will be very active in doing schoolwork and homework, doing it with pleasure and not wanting to give up on what they have done. Compared to students who have low motivation and interest in learning, they will easily become discouraged, indifferent to learning, and never focused on explanations by the teacher, which is why many students experience learning difficulties (Iskandar, 2019: 135).

2. External factors

a. Teacher

Based on the results of research at SD Negeri 34 Batang Nadenggan, teachers are one of the external factors that hinder low and high class students in learning mathematics. Why is that? Because of the lack of ways to teach teachers in the teaching-learning process. Teachers only use the lecture method which makes students lazy and sleepy just listening to very long explanations, besides that teachers rarely use learning media that should be needed in teaching and learning activities, such as blackboards and math books.

This is in accordance with the theory put forward by Ahmadi & Supriyono experts, teachers who in their teaching and learning activities have a bad relationship with students can be the reason students experience learning difficulties. This could have happened because the teacher had not had proper preparation in mastering the material, so that the way the teacher explained was not understood by students and was difficult to understand.

So, from the results of the research conducted, that the teachers of SD Negeri 34 Batang Nadenggan did not carry out developmental activities in developing learning strategies which caused learning to be less interesting and students were not enthusiastic about participating in learning mathematics.

b. Social environment

According to Maryani, the existing social environment can have positive and negative influences on students. This is true for students of SD Negeri 34 Batang Nadenggan. Not all students at SD Negeri 34 Batang Nadenggan are good friends. They are very careful in choosing their circle of friends. Moreover, there are students who are picky in making friends.

From the results of this study it can be concluded that the social environment and friendships greatly influence the learning difficulties of low and high class students at SD Negeri 34 Batang Nadenggan because students who have good friends, are diligent and enthusiastic in learning will influence their other friend to be diligent and enthusiasm for learning. Meanwhile, if you have friends who are lazy, not enthusiastic about learning, then they will also be lazy in participating in learning.

Based on the results of the interviews conducted by the researchers on the research subjects who were students at SD Negeri 34 Batang Nadenggan, there were obstacles in the

mathematics learning process in grades 3, 4, 5, and 6, namely the difficulty for teachers to create learning media to be used in the learning process. And the lack of interest in reading and calculating in students.

Based on research, there are 2 factors that affect students' delays in the process of learning mathematics, namely:

1. Internal factors

This factor hinders students from participating in mathematics learning, namely the lack of students' interest in learning mathematics which makes students' thinking processes not develop properly. Then the lack of student motivation makes the way of thinking low. This can be seen from the infrequency of students doing their homework at home, playing more than studying, and feeling lazy to do the assignment.

This is in accordance with the theory presented by Ahmadi and Supriyono, which motivation is something that can determine whether or not students are good at achieving goals. Students whose motivation or enthusiasm for learning is great, of course, will be persistent in doing schoolwork and homework, and do it sincerely, not wanting to give up on what they are doing. Compared to students who have low motivation or interest in learning, they will easily give up and ignore the lesson assignments and find it difficult to do it.

2. External Factors

Based on the results of research at SD Negeri 34 Batang Nadenggan, this is one of the external factors that hinders students in the low and high classes in learning mathematics. Due to the lack of teaching teachers in the process. The teacher only does the lecture method where students will feel bored and sleepy if they listen to explanations with theory alone, besides that the teacher also rarely uses creative learning media in the learning process.

This is in accordance with the theory put forward by Ahmadi & Supriyono experts, where the teacher in his teaching and learning activities has a poor relationship, which is the reason students experience learning difficulties. The social environment also influences the student learning process. Because they are not careful in choosing their friendship environment, especially since there are students who choose the wrong social circle. From the results of this study, it can be concluded that the social environment and friendships are very influential.

DISCUSSION

Based on the research and discussion that has been done, it can be concluded that there is a lack of students' interest in learning mathematics. The factors that hinder the process of learning mathematics include the lack of interest and motivation of students towards learning and the methods used by the teacher are too monotonous, so that students are less interested and excited to take part in the process of learning mathematics. As for the teacher's efforts to overcome the inhibiting factors in learning mathematics, namely: the teacher is more skilled in explaining the material, the teacher can help students find ways to easily understand and remember a material more quickly. Teachers must be creative to create learning media such as creating Educational Game Tools (APE).

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