

Efforts to Improve Student Learning Outcomes Using Visual Media in Mathematics Subjects for Class IV Students at SD Negeri 1 Genggelang Academic Year 2022/2023

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Abstract

This research aims to improve student learning outcomes through the use of multiplication and decimal division boards in multiplication and decimal division material for Class IV students at SD Negeri 1 Genggelang, Gangga District. This research was carried out in the classroom on class IV students in the second semester of the 2022/2023 academic year with a population of 16 students and 1 class teacher. This type of research is classroom action research in the form of collaboration carried out over 2 cycles. The research design used Zainal Aqib's classroom actions which consisted of 4 stages; planning, implementation, observation and reflection. Data on student learning outcomes was collected through observation sheets and pre-test and post-test student learning outcomes in Mathematics, multiplication and division of decimals. The data that has been collected is analyzed descriptively qualitatively. The results of the research showed that the student learning outcomes in cycle I included 6 students who completed (37.5%), and 10 students who did not complete (62.5%) with an absorption capacity of 38%. and in the second cycle the number of students who completed it was 15 people (93.75%), and 1 student who did not complete it (6.25%) with an absorption capacity of 94%.

Keywords: Media Board for Multiplication and Division of Decimals, Mathematics Learning Results.

INTRODUCTION

Education is an important part of human existence and development, where education cannot be separated from the teaching and learning process of an educator which contains many elements that can be used as support to achieve learning targets in the learning process. Therefore, advancing the quality of education must be accompanied by progress in the quality of students. Where the quality progress of students can be seen from the high level of student learning outcomes. Meanwhile, high student learning outcomes can be known from the students' interests and learning activities, where students' interests and learning activities can be known from the teacher's strategies in the learning process.

Rostina argues Mathematics Education is a field of study that upholds scientific progress and innovation. However, until now there are still many students who find learning Mathematics very difficult and difficult not liked, as well as subjects that are among those that students are afraid of, apart from that it can also be said that studying Mathematics is very boring because there are still many students who experience difficulties in dealing with numerical questions.

Learning media is one of the tools used by teachers so that learning practices occur in a real way. Media is anything that can be used to communicate messages from educators to students, so that they can animate students' thoughts, interests and considerations so that a developing experience occurs. Media is a real tool that can introduce messages and encourage students to learn. With regard to correspondence, media is one part of learning techniques which is a container for information or wholesale that is sent to the destination or recipient of the message, and the material to be conveyed is an educational experience.

Supatminingsih argue that the research results show that there is a relationship between the use of educational media and the quality of student learning in determining student learning outcomes. This means that students will get enormous benefits if learning using media matches the quality of their type or learning style. Students who choose the visual type of learning will find it more helpful if learning uses visual media, such as pictures, charts, recordings, or films.

Initial observations made by researchers on teachers and students of class IV SD Negeri 1 Genggelang, that most class IV students have the same problem, namely the lack of use of

learning media in the school, especially the lack of use of varied learning media in Mathematics learning so that students tend to look less enthusiastic in participating in the process of learning activities. students are often sleepy, play around and don't pay attention to the teacher when the teacher delivers the material being taught, thus making students feel indifferent and bored, this affects students' cognitive scores in Mathematics subjects to decline. proven when completing exercises in the initial test which was attended by 16 students, 6 men and 10 women. It has been seen that the initial test results obtained an overall score of 32.8% which was stated to be very poor, where the students with very poor abilities were 14 students or 87.5%, and 2 students or 12.5% were good. This is because many students experience difficulties in doing multiplication and division, such as in the material on multiplication and division of decimal numbers, problems experienced by students such as; difficulties in performing multiplication and division calculation operations, students' difficulties when changing decimal fractions to ordinary fractions, ordinary fractions to decimal fractions, students' difficulties in placing commas, difficulties in writing the process, and students' difficulties in understanding the meaning of the questions. which is caused by students' learning attitudes which tend to be indifferent and lack discipline, low interest in

learning, learning concentration does not last long, and some students' ability to remember is low. This means that it has a big influence on student learning outcomes. It is known that factors causing low student learning outcomes include: lack of use of varied media in Mathematics learning.

Based on the problems and basic ideas explained above, the author is interested in carrying out Classroom Action Research (PTK), with the title:

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RESEARCH METHODS

The type used in this research is classroom action research (PTK). Classroom action research is action research carried out in the classroom when learning takes place. TechniqueThe collection of information carried out in this research depends on the type of information obtained, especially through interviews, observations, documentation and tests.

RESEARCH RESULTS AND DISCUSSION

Table: Pre-Cycle Research Results, Cycle I and Cycle II.

| No | Student Name | SCORE | | |
|---------------------|----------------------|-----------|---------|----------|
| | | Pre cycle | Cycle I | Cycle II |
| 1 | Amdan is beautiful | 30 | 40 | 60 |
| 2 | Anxious Wulandari | 70 | 75 | 90 |
| 3 | Guntara Saputra | 40 | 60 | 85 |
| 4 | Haining mardatilah | 40 | 65 | 90 |
| 5 | Hanifa Secilia Putri | 30 | 65 | 85 |
| 6 | Ikhidina | 20 | 60 | 80 |
| 7 | Jinan mahesa | 20 | 55 | 70 |
| 8 | Juita Saufi Nazati | 20 | 60 | 70 |
| 9 | Maorey city of utary | 20 | 60 | 75 |
| 10 | M faiz annadhir | 20 | 50 | 65 |
| 11 | Mistiani | 30 | 60 | 85 |
| 12 | Qonita Syakiro | 35 | 65 | 65 |
| 13 | Pratama son's risk | 45 | 70 | 90 |
| 14 | Salahudin ahlul bait | 70 | 75 | 90 |
| 15 | Uzlifatul Azmiati | 20 | 50 | 75 |
| 16 | Vera Medina | 15 | 50 | 75 |
| Amount | | 525 | 960 | 1245 |
| Average value | | 32.81 | 60 | 77.81 |
| Completed Students | | 2 | 6 | 14 |
| Students Incomplete | | 12 | 10 | 1 |

| | | | |
|------------------------|-------|-------|--------|
| Classical Completeness | 12.5% | 37.5% | 93.75% |
| Absorption | 13% | 38% | 94% |

With the number of students in carrying out this research, students were given test questions with the final result being 6 students (37.5%) who completed it, while the remaining 10 students (62.5%) had not yet completed it with an absorption capacity of 38%. In the second cycle, the number of students who completed it was 15 students (93.75%) while the remaining 1 student (6.25%) had not yet completed it with an absorption capacity of 94%. Thus the average value of student learning outcomes in cycle I was 60% and in cycle II the average value of student learning outcomes experienced increase the significant one is 77.81. Meanwhile, the percentage of student activity scores was 58.3% in the pre-cycle, 79% in the first cycle and 94% in the second cycle. Meanwhile, the percentage of teacher activity was 50% in the pre-cycle, 78% in the first cycle and 92%.

Badan Penerbit Universitas Negeri Makasar.

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