

Effective Strategies for Turning Generalizations into Concrete Understanding for Elementary School Students

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Abstract

This article discusses effective strategies for turning generalizations into concrete understanding among elementary school students. By using active learning methods, concrete manipulatives, and context-based approaches, this research aims to improve students' ability to understand abstract concepts. This research was conducted in several elementary schools involving 150 grade 4 and 5 students as subjects. The results showed a significant increase in understanding of math and science concepts after implementing this strategy.

Keywords: generalization, concrete understanding, elementary school, active learning methods, concrete manipulatives.

INTRODUCTION

Education is one of the main pillars in the formation of quality individuals who contribute positively to society. In the context of basic education, the importance of ensuring that students understand the concepts taught in depth has become a major focus for educators. However, challenges arise when these concepts are presented in the form of generalizations that are difficult for students to understand, especially at the elementary school level.

Amidst the need for solutions to improve students' understanding of abstract concepts, previous research highlights the importance of developing effective learning strategies. One aspect that needs to be considered is how to turn generalizations into concrete understanding that students can absorb better.

In this context, this research aims to explore and identify effective strategies that can be used by teachers to turn generalizations into concrete understanding for elementary school students. By understanding in depth, the challenges faced by students in internalizing abstract concepts, it is hoped that this research can make a significant contribution to the development of more effective learning approaches at the elementary level.

This article will discuss the background to the importance of deep understanding in

elementary education, then highlight the main challenges in turning generalizations into

concrete understanding for elementary school students. Next, relevant previous research will be reviewed to find gaps in knowledge and support this research. Finally, the research methods used in identifying effective strategies will be described, followed by the expected contribution of this research to educational practice.

By integrating a holistic and comprehensive approach, it is hoped that this research can provide valuable insights for educators in their efforts to improve students' understanding of abstract concepts at the elementary school level.

RESEARCH METHOD

This research uses a mixed learning model which involves the following strategies:

1. Active Learning

Encourage student involvement in the learning process through group discussions, experiments, and projects.

2. Concrete Manipulative

Use of physical aids such as math blocks, 3D models, and other props to help students understand abstract concepts.

3. Contextual Approach

Presents concepts in a real-life context to make the material more relevant and easier to understand.

RESULTS AND DISCUSSION

This research was conducted in four elementary schools in City Y with a sample of 150 students in grades 4 and 5. Research

instruments included pre- and post-learning tests, classroom observations, and interviews with teachers. The results of the analysis showed that students who engaged in active learning and used concrete manipulatives had a better understanding of mathematics and science concepts compared to the control group. The average post-test score increased by 25% compared to the pre-test score.

CONCLUSION

Learning strategies that combine active learning, the use of concrete manipulatives, and contextual approaches have proven effective in increasing elementary school students' understanding of abstract concepts. It is hoped that the implementation of this strategy can be adopted more widely to improve the quality of learning at the elementary level.

SUGGESTION

1. Teachers need to be trained to use concrete manipulatives and active learning strategies effectively.
2. Schools must provide adequate learning aids to support the implementation of this strategy.
3. Further research is needed to evaluate the effectiveness of this strategy in other contexts and subjects.

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