"Analysis of the Relationship Between the Mathematics Learning Process and the Daily Life Skills of Class I Min 2 Students in West Lombok"

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Abstract

This research aims to analyze the relationship between the mathematics learning process and the daily life skills of class I MIN 2 West Lombok students. The method used in this research is qualitative with approach, observation, interviews and documentation. The subjects of this research consisted of the IC class and the homeroom teacher of MIN 2 West Lombok. Data collection was carried out through direct observation during the learning process, interviews with teachers to find out teaching methods and challenges faced, as well as interviews with students to find out their experiences in learning mathematics. From the results of documentation and field notes and the results of student work are also used to support the analysis. The research results show that the majority of students have difficulty understanding mathematics learning material. Connecting learning material to daily life skills can help students understand them. Additionally, using mathematics in real-world situations helps students understand the meaning of their learning, which can increase learning motivation.

Keywords*: The relationship between the mathematics learning process and the daily life skills of class I MIN 2 West Lombok students*

INTRODUCTION

Almost all students around the world face mathematics as a subject. However, most students do not understand the real-life benefits of mathematics, which reduces their desire to study seriously. In contrast, everyday skills require skills that are actually close to mathematical concepts. For example, people who work in finance must have basic mathematical knowledge such as addition, subtraction, and percentages.

Mathematics learning plays an important role in building skills that are useful for students' daily lives. Mathematics education not only teaches students to master theoretical concepts and solve problems, but also teaches them to think critically, logically and systematically. These skills help students deal with everyday problems such as financial management, making rational decisions, and solving complex problems.

This study was conducted at MIN 2 West Lombok using observations, tests and interviews with first grade students and teachers. The aim is to find out more about the relationship between mathematics learning and students' daily life skills and the benefits of their learning. with this method. Please not only understand mathematical theory in the abstract, but also see how mathematics is used for everyday skills, namely grades.

The research results show that the majority of students have difficulty understanding mathematics learning material. Connecting learning material to daily life skills can help students understand them. Additionally, using mathematics in real-world situations helps students understand the meaning of their learning, which can increase learning motivation. and how the development of relevant teaching methods can increase the effectiveness of learning

Based on this phenomenon, researchers are interested in conducting research with the title. Analysis of the Relationship Between the Mathematics Learning Process and the Daily Life Skills of Class I MIN 2 West Lombok Students.

The aim of this research is to explain the relationship between mathematics learning and daily living skills for class I MIN 2 West Lombok students.

METHOD

This research is a type of qualitative research carried out with a descriptive approach. First grade students and teachers at MIN 2 West Lombok are the subjects of this research. To collect data, initial observations of the learning process, interviews with teachers to find out the learning approach and problems faced, and

interviews with students to find out their experiences with mathematics. The analysis is also supported by field notes and student work. Descriptive analysis was carried out to identify the relationship between mathematics learning and daily life skills. In this way, students can achieve satisfactory results, it is hoped that the teaching and learning process will be more effective.

RESULTS AND DISCUSSION

Observation results show that students face difficulties in understanding mathematics material, especially addition and subtraction. Many students cannot explain the difference between subtraction and addition if it is not related to everyday life. When given an assignment, many students are confused about answering it, and some are lazy about doing the assignment because they don't understand or understand it. However, students tend to understand more quickly when given examples related to their daily lives. Everyday situations like this attract students to participate actively in the mathematics learning process.

1. Level of learning

Learning begins with the teacher explaining the material thoroughly. At this stage, the teacher explains the steps used to add numbers. To make the lessons easier to understand, they also use examples related to everyday life.

Figure 1. Learning process

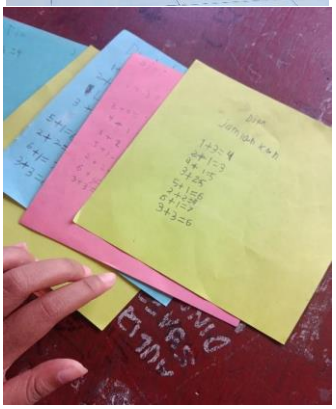
After the explanation is complete, students are given the opportunity to ask questions and discuss with the teacher and classmates. After this learning session, students are asked to take individual tests on the sheets of paper that have been provided. The questions consist of additions under 10

2. Results of observations during learning

During the learning process, around 75 ٪ students showed high attention and were actively involved in discussions. Students who show a high interest in learning tend to follow and listen to the teacher's explanations well. So when asked to work on questions on the blackboard they are hesitant to move forward in a scramble. However, there are some students who lack focus when studying and pay less attention to the teacher. They tend to remain silent when asked to answer the questions in front of them, even though they have been explained several times.

3. Test results

After the learning session, written tests are given individually to assess each student's abilities. The test consists of several questions which include material about adders under 10. Before working on the questions, the teacher gives directions to answer the questions so that students count using the sticks they have or objects around them.



The test results show that many students were able to solve the questions correctly. This shows that they are able to comprehend and understand the material presented by the teacher. However, there are still some students who still have difficulty answering questions if they are not given clear examples such as examples in everyday life, for example buying and selling for addition. Having examples from everyday life makes it easier for students to complete assignments given by the teacher and understand the material well and correctly.

RESULTS AND DISCUSSION

From the results of observations and tests, it can be concluded that there is a very strong relationship between mathematics learning and daily life skills. Around 75 percent of students show high attention and are actively involved in discussions during the learning process. Students who really want to learn tend to follow and listen to the teacher well. Because of this, they did not hesitate to advance in a scramble when asked to work on questions on the blackboard. However, some students who are not focused while studying and do not pay attention to their teacher tend to remain silent when asked to answer the questions in front of them, even though this has been explained repeatedly. This can be caused by many things, such as a lack of focus during study sessions, difficulty understanding mathematics as a whole, or a lack of in-depth practice at home

In the context of mathematics learning, connecting material with real situations provides several benefits: Relevance of concepts: Students can understand that mathematical concepts, such as calculation, algebra, geometry and statistics, are not just theory, but can be applied in various aspects of everyday life. . Development of social skills through real problem-based learning, students can work in groups, discuss and share ideas that help develop their social and collaboration skills.

Increasing self-confidence in daily life-based learning helps students feel more confident in facing real-world challenges, such as managing finances, planning activities, or solving other practical problems. The development of mathematical life skills linked to life skills provides opportunities for students to develop various skills such as decision making, time management, and the ability to solve problems logically.

CONCLUSION

This research shows that connecting mathematics learning with everyday life skills can help students understand the material better. Although most students have difficulty understanding mathematical concepts, the use of concrete examples from everyday life, such as buying and selling, makes it easier for them to understand the concepts of addition and subtraction. Real-life based learning also increases student motivation and engagement. However, challenges such as limited resources and conventional teaching methods need to be overcome to increase learning effectiveness**.**

SUGGESTION

Some of the challenges faced in implementing life skills-based mathematics learning include limited resources, as well as conventional teaching methods. Therefore, training is needed for teachers, development of relevant teaching materials, and support from various parties to optimize this learning process.

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