



Improving Student Learning Outcomes In Fractional Theme Using Discussion Method In Class V At Sd Negeri 076731 Teluk Limo, South Nias District

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Abstract

This study aims to determine the application method discussion to increase students ' understanding of fractional material in grade V SD COUNTRY N o . 076731 Teluk Limo, PP Batu Utara District , Regency South Nias . This study uses process assessment, assessment of student learning outcomes and reflection on learning by the teacher. This research was conducted in elementary school COUNTRY N o . 076731 Teluk Limo, PP Batu Utara District Regency South Nias in Mathematics subject. The research subjects were 20 grade V students consisting of 9 boys and 11 girls. When the research was conducted in April 2023 (starting from preparatory activities to implementing actions). From the results of the study the authors made observations of 2 cycles, where at the pre-cycle stage only 8 (40%) students who complete learning. Seeing this fact, the writer made learning improvements at the stage of cycle I. At this stage, the classical completeness of student learning was 70%, which means that there were 14 students who were included in the complete category, so that students could achieve the KKM score that had been set, which was 85%, so the writer did improvement of learning in cycle II by using the discussion method and it turned out that satisfactory results were obtained for all 20 students who had completed the expected KKM scores. For this reason, learning improvement research ends in cycle II.

Key words: Improving , Learning Outcomes , Mathematics





INTRODUCTION

As one of the components in education, the role of the teacher is very important. The teacher is not only in charge of planning and carrying out the teaching and learning process in the classroom, but is also responsible for the success of the teaching and learning process. Therefore, even though in essence it is students who learn, it is the teacher who is responsible that the learning process occurs properly for each student. Thus it can be said that the quality of education depends a lot on the quality of teachers in guiding the student learning process. Learning in schools should not only be focused on giving (debriefing) theoretical knowledge skills, but how so that the learning experiences students have are always related to actual problems that occur in their environment (Nurdyansyah and Eni Fariyatul Fahyuni, 2016 : 36). Based on the thoughts of Nurdyansyah and Eni Fariyatul Fahyuni (2016: 36), it can be concluded that learning carried out in schools can be done by making practical teaching which also has the same - the same as having a more enjoyable learning experience because it is related to the environment in which they live Mathematics is a universal science that underlies the development of modern technology, has an important role in various scientific disciplines and advances human thought. Mathematics is a lesson that is logically arranged, tiered from the easiest to the most complex . Russefendi (1984: 25) says that: Mathematics programs should be given in stages so that the child can gradually condition the concepts through practical and theoretical activities. Based on understanding Russefendi (1984: 25) can concluded that learning math done _ at school must conditioning students to be able understand concepts mathematics from the easiest to the most difficult so that student can think in a manner logical . The purpose of mathematics lessons is essentially to motivate and equip students with mathematical skills in number theory, algebra, probability theory and discrete mathematics, as well as to think logically, analytically, systematically, critically, and creatively, and have the ability to work together. As knowledge, mathematics has special characteristics, including abstract, deductive, consistent, hierarchical, and logical.

To gain competency in learning mathematics, students must be able to master the concepts of addition and subtraction, one of which is about decimal fractions. In learning decimal fraction material, students must be able to master the concepts of addition and subtraction, especially about the location of the comma behind the number, and be able to use it in solving everyday problems. To overcome these problems in learning mathematics, researchers are required to improve the learning process about fractions. For this reason, researchers conducted a study entitled "Improving Student Learning Outcomes in Fractions Material Using the Class V Discussion Method at SD Negeri 076731 Teluk Limo, PP Batu Utara



District, South Nias Regency" .

RESEARCH METHODS

Study This useapproach Study ActionClass (PTK) Research This including study action which class shaped collaborative betweenresearcher with Wrong one teacher at SD Negeri No. 076731 Limo Bay District of PP Batu Utara Regency South Nias . Design study This using the Arikunto diagram research model . those models consists from 4 stages that is planning , implementation , observation And reflection.

This research was conducted at SD Negeri No. 076731 Teluk Limo in Mathematics . The research subjects were fifth grade students of SD Negeri No. 076731 Teluk Limo. The time of the research was carried out in April 2023 (starting from preparatory activities to implementing the action). Technique collection datacarried out in this study that is observation, test, And documentation. Instrument study This that is sheet observation Teacher, student, and evaluation question sheets. This study used qualitative and quantitative data analysis techniques. Qualitative analysis is used to analyze observational data used to capture student learning activities and teacher performance in the learning process. Meanwhile, quantitative analysis will be used to describe student learning outcomes in relation to mastery of learning material.

This qualitative information is obtained from observations using observation guide sheets. Observational information is used to identify the extent to which student activity and teacher performance have been implemented with education method discussion . The analysis was carried out by combining the data as a whole. The analysis and description of non-test data aims to reveal all student behavior and changes during the learning process pre-cycle , cycle I And cycle I I. The evaluation formula of student activity and teacher performance above is as follows:

$$XR = \frac{M}{MS} \times 100 \%$$

Information:

XR = Expected value

M = Mark beginning

Ms = Mark Maximum

100 = Index fixed (Adaptation from Purwanto, 2009: 102)

Quantitative data can be obtained from the test results what students will do in the pre-cycle, cycle I and cycle II. This quantitative data is obtained by calculating the class average value from the test results given to students using the following formula:

$$\text{formula: } X = \frac{\sum X_1}{N}$$

Information:

X = Average Value counted

N = Amount Student

X₁ = Value Student (Adaptation from Herrhyanto et al., 2009: 4.2).

The formula for getting the total percentage of learning completeness is as follows:

$$P = \frac{\sum \text{Siswa yang tuntas belajar}}{\sum \text{Siswa}} \times 100\%$$

The results of calculating the learning completeness in the class with the table of students' learning completeness criteria are grouped into 2 categories, namely complete and incomplete with the following criteria:

Table 1 Learning Mastery Criteria

Completeness Criteria	Qualification
0 - 76 %	Not Completed
76% - 100%	complete

RESEARCH RESULTS AND DISCUSSION .

Stage activity And implementation learning in class V SD Negeri No. 076731 Teluk Limo, with amount student 20 children. Researcher Act as a teacher, observation held during the learning process going on. Obtained data after the learning process are:

Table 2. Recapitulation Mark Student before Repair Learning Mathematics

Class V

No.	Student's name	KKM	MARK	COMPLETENESS
1	NATASYA GIFTS	70	60	Not Completed
2	JODA KURNIAWATI	70	50	Not Completed

3	JUMIATI	70	80	complete
4	KARAM RAMADHAN	70	70	complete
5	KESYA YULIA	70	60	Not Completed
6	CHARISMA	70	60	Not Completed
7	LUTFI	70	50	Not Completed
8	MELISA	70	60	Not Completed
9	MIRNA	70	80	complete
10	M. RIDHO	70	60	Not Completed
11	M. HAFIZ	70	70	complete
12	NADYA	70	70	complete
13	PAJRU	70	60	Not Completed
14	RADITYA	70	80	complete
15	RAHMAN	70	50	Not Completed
16	REHAN	70	70	complete
17	RISMA	70	60	Not Completed
18	RAJID	70	60	Not Completed
19	SALWA	70	70	complete
20	SHILA	70	60	Not Completed
AMOUNT			1280	
AVERAGE			64.00	
Completeness Percentage			40%	

Based on the data above, it can be explained that 12 students have not been able to do the math test questions correctly, this is because students have not mastered the material and students have not understood the concept of fractions. The data shows that classically students have not achieved learning mastery, because students who get a score of ≥ 70 are 40% smaller than the desired mastery of 85%. For this reason, researchers made improvements to learning in cycle 1.

The activity stage and the implementation of learning improvement in cycle 1 were carried out in class V SD Negeri No. 076731 Teluk Limo, with a total of 20 students. Researcher Act as a teacher, and observer implemented during the learning process going on. Activity process Study teach guided on results learning beginning And on Plan Implementation Improvements that have made . Obtained data after process repair is as below this .

**Table 3. Recapitulation Mark Student on Repair Learning Mathematics
Cycle 1 Class V**

No.	Student's name	KKM	VALUE	COMPLETENESS
1	NATASYA GIFTS	70	80	complete
2	JODA KURNIAWATI	70	60	Not Completed
3	JUMIATI	70	80	complete
4	KARAM RAMADHAN	70	90	complete
5	KESYA YULIA	70	90	complete
6	CHARISMA	70	60	Not Completed
7	LUTFI	70	80	complete
8	MELISA	70	80	complete
9	MIRNA	70	100	complete
10	M. RIDHO	70	60	Not Completed
11	M. HAFIZ	70	70	complete
12	NADYA	70	70	complete
13	PAJRU	70	60	Not Completed
14	RADITYA	70	80	complete
15	RAHMAN	70	80	complete
16	REHAN	70	70	complete
17	RISMA	70	80	complete
18	RAJID	70	60	Not Completed
19	SALWA	70	70	complete
20	SHILA	70	60	Not Completed
AMOUNT			1,480	
AVERAGE			74.00	
Completeness Percentage			70%	

The results of the data above can be explained that students are still not able to understand the concept of mathematics totaling 6 students, this shows an increase. Before held repair students who get value above 70 only 40 %, after held repair First increase to 70 %. Even though there is an increase, classically students have not achieved learning mastery because students who score ≥ 70 are still 70%, which is smaller than the desired percentage of completeness, which is 85%. On process assessment during the learning process Still found less

students active, working same Also not enough And time demonstrate Still not enough seriously. this show understanding student Still less . For this reason, the researcher continued the research in cycle 2 .

Stage implementation learning repair cycle 2 in Class V SD Negeri No. 076731 Teluk Limo with amount student 20 student . Activity process Study teach guided on results repair 1 (cycle 1) and on Plan Implementation The 2 fixes that have been made . Test evaluation given on the end of the learning process with objective For know level understanding And success student in understand material that has given . Obtained data after process fix 2 is as below this.

Table 4. Recapitulation Mark Student on Repair Learning Mathematics
Cycle 2 Class I V

No	Student's name	KKM	VALUE	COMPLETENESS
1	NATASYA GIFTS	70	100	complete
2	JODA KURNIAWATI	70	80	complete
3	JUMIATI	70	80	complete
4	KARAM RAMADHAN	70	100	complete
5	KESYA YULIA	70	90	complete
6	CHARISMA	70	80	complete
7	LUTFI	70	80	complete
8	MELISA	70	90	complete
9	MIRNA	70	100	complete
10	M. RIDHO	70	80	complete
11	M. HAFIZ	70	70	complete
12	NADYA	70	80	complete
13	PAJRU	70	70	complete
14	RADITYA	70	80	complete
15	RAHMAN	70	80	complete
16	REHAN	70	70	complete
17	RISMA	70	80	complete
18	RAJID	70	80	complete
19	SALWA	70	70	complete
20	SHILA	70	90	complete
AMOUNT			1,650	

AVERAGE		82.50	
Completeness Percentage		100%	

Based on analysis results study above can explained that students as a whole have achieved the maximum completeness criteria , matter This show exists enough improvement significant. Before the improvement was carried out the percentage of learning completeness was only 40%, after the first improvement it increased to 70%. Then the researcher carried out the second improvement with very good results. The percentage of completeness reached 100%. Demonstrates good cooperation in class.

CONCLUSION

Based on stage implementation start from pracycle until with Cycle II (two). Writer interesting something conclusion that after carry out results pre-cycle activities value obtained is an average of 64 .00 with percentage completeness 40 %. this Not yet max, students Not yet concentrated with well , so Still Lots less students hear teacher explanation. On Cycle I results value obtained students average 74 ,00 , with percentage completeness 70 %, which here there is improvement, though No so significant. Cycle II experienced enhancement results very study Good This seen from results value obtained student average 82.50, with percentage completeness 100 % so increase This very ok , value This obtained Because student Already Can answer given question by the teacher with Good And right. understanding material lesson can improved through use method and various teaching media optimally possible give stimulation creativity students, so atmosphere class conductive, then splashed atmosphere p learning a active, creative And it's fun .

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