

IMPROVING COUNTING ABILITY ON MATHEMATICS SUBJECTS IN ELEMENTARY SCHOOL

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ABSTRAK

Kemampuan berhitung menjadi permasalahan yang dialami oleh siswa kelas II di MI WS Salakbrojo Kecamatan Kedungwuni Kabupaten Pekalongan pada mata pelajaran matematika materi operasi dasar. Oleh karena itu guru kelas berinisiatif menerapkan media sekitar menjadi media alternatif pembelajaran. Macam-macam media alternatif yang digunakan guru antara lain media batang korek api, lidi dan kerikil. Media tersebut mudah dimengerti dan mudah didapatkan karena berada disekitar kita. Tujuan dari penelitian ini adalah untuk mendeskripsikan implementasi media sekitar (batang korek api, lidi dan kerikil) dalam meningkatkan kemampuan berhitung pada mata pelajaran matematika di kelas II MI WS Salakbrojo Kecamatan Kedungwuni Kabupaten Pekalongan. Pendekatan dalam penelitian ini menggunakan pendekatan penelitian kualitatif. Jenis penelitian lapangan (*field research*). Metode yang digunakan yaitu observasi, wawancara, dan dokumentasi. Teknik analisis data yang digunakan yaitu dengan reduksi data, penyajian data dan penarikan data atau kesimpulan. Hasil dari penerapan media sekitar terhadap mata pelajaran matematika materi operasi dasar matematika di kelas II menunjukkan bahwa adanya perubahan pada nilai siswa yang meningkat saat diadakannya test baik berupa kuis, PTS maupun PAS Menurut guru kelas bahwa orang tua siswa sangat terbantu dengan diterapkannya media sekitar tersebut bisa dilihat saat pemberian tugas rumah atau PR siswa antusias mengerjakan PR sendiri dengan bantuan media sekitar (batang korek api, lidi dan kerikil).

Kata Kunci: Implementasi media sekitar (batang korek api, lidi dan kerikil), Kemampuan berhitung pada mata pelajaran matematika

ABSTRACT

Students in class II at MI WS Salakbrojo, Kedungwuni District, Pekalongan Regency, struggle with their capacity to count when learning about basic operations. As a result, the teacher decided to use the media in the area as an alternate form of instruction. Matchstick media, sticks, and pebbles are a few examples of alternative media that teachers employ. Because it is all around us, the media is simple to comprehend and acquire. The purpose of this study is to describe how matchsticks, sticks, and pebbles are used to help students in class II MI WS Salakbrojo, Kedungwuni District,

Pekalongan Regency, improve their numeracy skills. This study employs a qualitative research methodology. Field research methods (field research). Observation, interviews, and documentation make up the technique. Data reduction, data display, and data withdrawal or conclusions are the methods of data analysis utilized. The findings of applying the surrounding media to the class II math lesson on basic mathematical operations revealed a change in student performance that improved when the exams were administered as quizzes, PTS, and PAS. Students are passionate about performing their own homework with the assistance of the surrounding media, as may be observed while assigning homework or assignments (matchsticks, sticks and pebbles).

Keywords: *Using the environment's materials (matchsticks, sticks, and gravel), and being able to count in math classes*

INTRODUCTION

Teachers use media as a tool to effectively subject the teaching process. Along with serving as a form of media, stimulations embodied by a teacher's concern for students' minds and emotions are also utilised. Because the media can boost students' spirits, they play a crucial part in the teaching and learning process. Thus, it may be claimed that students can comprehend the subject because it serves as their foundation for understanding the stuff that comes after. Chapter XII, Article 45, Paragraphs 1 and 2 of the UUD RI Number 20 of 2003 on the National Education System made reference to it. In accordance with the growth and development of students' physical potential, intellectual capacity, social, emotional requirements, and obligations, every normal formal education unit offers facilities and infrastructure that meet those demands. Verse 2 Government laws also dictate how educational infrastructure and facilities are

provided for all of the educational entities mentioned in paragraph 1.

Media may pique students' interest in studying, even in abstract and challenging subjects like mathematics. Lessons in mathematics require strong computational skills from the pupils. The ability of the county refers to people's proficiency with performing fundamental mathematical operations in order to complete the task or evaluation. Because counting can train the brain to be logically mindful in all aspects of life, the calipenic ability is positioned as a fundamental skill that is taught.

Learners Under-understanding mathematics is typically caused by a number of issues, including the lack of teachers used in the teaching process, the low motivation of self-students, the monotonous nature of the teaching method, which consists solely of lectures and question-and-answer sessions, and the problem that is most prominent among these issues: the media, which has replaced the teaching method. Therefore, it is

necessary for teachers to use media in more inventive ways in order to facilitate learning.

Regarding the topics of mathematical materials and basic operations, the class II pupils in MI WS Salakbrojo Kedungwuni District Pekalongan Regency also encounter this issue. As a result, the grain-class engineers use the media as a substitute for traditional learning methods. The match of the match, river, and liveli pop are just a few examples of the numerous forms of alternative media employed by teachers. Because we are surrounded by the media, it is simple to understand and access them. Utilizing educational media is currently a learning process. Based on the aforementioned context, researchers are interested in demonstrating how the use of media (rod matting, lid, and gravel) has improved students' capacity to count on mathematics topics in class II MI WS Salakbrojo Kedungwuni District Pekalongan Regency. The major goal of this study is to describe how the use of nearby media (rod matches, lid, and gravel) improved class II MI WS Salakbrojo Kedungwuni Kabungwuni Kabupaen Pekalongan students' capacity to count on mathematical topics.

This study employs a qualitative approach, which is a study that gathers data and information by examining the actual events through the use of observational data gathering techniques, interviews, and recording. During the interview, the principal, students, and teachers in the class

serve as resources. Data reduction, data presentation, and data withdrawal or conclusion are some of the data analysis approaches employed. In order to improve the proficiency of the mathematical topics in the Class II MI WS Salakbrojo Kedungwuni District Pekalongan Regency, data reduction by manufacturing summaries and produce specific data from the media implementation surrounding (matchmo, liid, and gravel). The field record is then briefly summarized for the purpose of presenting the data in the form of a brief description, followed by the conclusion of the result in the form of narrative text. To generate a description of the media implementation around (rod of match, liid, and gravel) in improving the capacity to count on mathematical subjects, describe the answer to the formulation of the issue that has been submitted if the data contain conclusions or conclusions in the load of research results.

DISCUSSION

The results are described and discussed in light of how the problem has been formulated, taking into account the study team's observations, interviews, and documentation. According to the data, learning planning, implementation, and evaluation are all parts of the learning process in class II MI WS Salakbrojo, Kedungwuni District, Pekalongan Regency.

Analysis of the planning step for learning Making a plan before beginning the learning process is the

first step performed by the class II teacher at MI WS Salakbrojo to ensure that it proceeds as expected and that the learning objectives are met. By utilizing both the media in the immediate environment and educational materials or tools, the teacher creates a lesson plan that outlines the steps of the learning process.

In the Scientific Study journal article *Implementation of Learning Planning Using the Group Investigation Model With Interactive Media in Improving Listening Skills in Class 2 SDIT Bait Adzkiya Islamic School*, sister Ana Nur Khasanah and colleagues apply their theory to the planning stage. Lesson plans are created by teachers during the planning stage, and then learning media is created as a medium of communication between teachers and students.

The next step is to analyze the learning process' implementation stage, which consists of opening, middle, and closing activities. Important points are made in the closing activity, including the fact that the teacher provides material reinforcement and assignments in the form of descriptions of arithmetic problems, and that the students summarize the key ideas from the recently covered content. The teacher then assigns homework with the intention of gauging the pupils' comprehension and sincerity in solving the issue.

The task is carried out in accordance with Sister Stud Miscikhah's theory as presented in the journal article *Implementation of*

the Resitua Method in Learning in Madrasah Ibtidaiyah Negeri 2. According to Jember, the ritual method or assignment is one that calls for students to participate actively in both individual and group activities when it comes to resituate or administration for a variety of activities that aren't just assigned outside of lessons (PR), but can also be found in libraries and other locations. With tasks or homework, kids will learn how to make the most of their time and limit the amount of time they spend playing outside of class (or at school), concentrating on projects that are more beneficial to their future studies of science and the topic at hand.

The examination of learning assessment also comprises two different categories of evaluation activities: learning evaluation for teachers and learning evaluation for students. The first semester of the year's evaluations for teachers, which were conducted twice, were done under the direction of the class teachers, with the participation of administrators and students. After the completion of the learning materials and sharing, the learning evaluation for the students is conducted. The evaluation takes the form of rating student writing with the goal of determining the level of material knowledge attained by the pupils.

The activity is based on the theory of R. N. Friantini's sister and colleagues in the *Jinnal Abdimas Bina Nation*, who wrote a paper titled *Strengthening the Basis of Basic Mathematics in Elementary School Children*. They argue that

evaluation is crucial to the learning process because it allows students to acquire or present information that can be used to make alternative decisions. In order to gather knowledge and benefit from improving the standard of learning, evaluation is necessary.

CONCLUSION

The findings of research and analysis of research indicate that there are various stages or steps in the learning process, such as planning, implementing, and evaluating learning.

The teacher gets ready to create RPP initially during the planning phase of the lesson. At the implementation stage, learning is broken down into three activities, namely: a) introduction, which includes: greeting, asking for news, checking on student attendance, announcing today's lesson plan, reading prayers, connecting earlier lessons to the material being studied, expressing learning objectives, and giving an overview of how applying the lessons being learned in daily life will benefit students. b) In order to complete the core activities, all students must open their textbooks and remove any accompanying materials. The teacher then presents

the material, writes it on the board, and explains it. Next, the teacher writes the questions on the board, which all students copy into their respective books. Finally, the students solve the problem with the aid of the accompanying materials. c) The teacher gives students the chance to express their opinions and ask questions about the lessons they have learned. the teacher gives homework with the aim of knowing the understanding and honesty of students in working on the assignments. closing activities include: the teacher gives reinforcement of material and assignments in the form of a description of math problems. students summarize significant points about the material just learned with the teacher's guidance.

When the examinations were administered as quizzes, PTS, and PAS, student scores changed and improved, according to the results of the application of the surrounding media to the mathematics subject matter of basic mathematics operations in class II. When given homework, children are eager to complete it on their own and with the assistance of the media in their environment (matchsticks and pebbles).

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