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EKSPRIMEN MODEL PEMBELAJARAN PENERAPAN BELAJAR LURING BAGI SISWA KELAS 1 SD PADA PELAJARAN MATEMATIKA DI SD IT LENTERA

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Abstract*, Mathematics is generally defined as a field of sciene that studies patterns of structure of change and space, so informally it can also be referred to as the science of numbers and the pattern referred to hare is in a broad sense that includes almost all types of order that our minds can understand as a child studying mathematics by diligebtly honing his intelligence according to experts, the child is quick to understand problems, devise solutions, and solve problems logically and systematically. This research is a quantitative study that aims to improve the mathematics learning outcomes of grade 1 students at SD IT Lentera. This research is motivated by the low learning outcomes of students, on this basis the researcher applies a direct learning model to improve student mathematics learning outcomes of students, on this basic the researcher applies a direct learning model to improve student mathematics learning outcomes. The problem raised in the study is low competence. Teachers in carrying out offline learning according to standard proces during the Covid-19 outbreak, while one of teacher's duties is to carry out meaning ful learning in order to achieve maimum learning objectives. The purpose of this research is to increase competence in carring out offline learning through guidance with the conssultation method of SD it lantera pasir pangaraian teachers in 2021 this research method is a quantitstive method using the learning for grade 1 students. Predict by class student learning outcomes there is an influence between learning models on studen learning outcomes. There is a creative learning on student learning outcomes,there is creative influence on student learning.there is no interraction between learning models.the results show that the learning outcomes of class i mathematics at SD IT Lentera which are made by means of media learning give better results than written learning.*

Keywords: *Corona virus, the impact of mathematics learning, the process of learning mathematics*

I. INTRODUCTION

(Dewi L. , 2017) The year 2020 is a time when humans are hit by a pandemic of a deadly virus called COVID-19. This virus causes a reduction in contact between humans, this virus spreads to various lives, starting from the reduced number of people leaving the house, decreasing offline learning, increasing non-cash payments so as to create a new life order called the new normal. This new normal changes the system of human life which is usually face to face to learn, offline learning cannot be done to reduce and slow down the spread of this virus.

(Dewi W. , 2020) Currently the face-to-face learning method between teachers and students is still often carried out, it will still be based on research observations when conducting face-to-face learning, it is not enough to discuss one learning material. This is indicated by the

amount of face-to-face learning time being cut off due to holidays, the agenda of school activities is held until Thursday, thus making teachers to catch up on material that is left behind. in the end there were some materials that had not been conveyed due to the pandemic, too many learning holidays. Mathematics so far tends to be developed through theoretical learning patterns, examples of this pattern exercise need to be reviewed in mathematics learning which is based on theory, practice examples only present a narrow view of mathematics.

(Karso H. 2014) Mathematics learning is a process of interaction between teachers and students that involves developing a mindset and processing logic in a learning environment that is intentionally created by the teacher with various methods so that mathematics learning programs grow and develop optimally and students can carry out activities learn effectively and efficiently.

Mathematics has more class hours, but in reality the average score in the field of mathematics is still low compared to the scores of other fields of study. So that students still think that mathematics is a scary subject because the level of difficulty is considered high. Another factor that affects the success of learning is student activity and efforts to trigger student activity are the selection of learning models. The learning model that will be used is offline. This study aims to explain the effect of the learning model on mathematics learning outcomes.

Mathematics is one of the certain sciences. Mathematics comes from the Latin term mathematica which originally took the Greek term mathematike which means relating to learning which is related to the relationship of knowledge. The Greek word has the root word mathema meaning study, study, knowledge or knowledge whose scope is narrowed.

(Nuraini I. , 2005) Mathematics is one of the sciences that has a very important role for human life. Mathematics also emphasizes activities related to reasoning not on the results of experiments or observations but mathematics is formed because of human thinking related to ideas, processes and reasoning. Mathematics makes a very large contribution, ranging from the simple to the complex, from the abstract to the concrete for problem solving in all fields. Mathematics is one of the subjects that has been introduced to students from the elementary level to the higher level of Higher Education.

(Asep J and Abdul H. , 2013) In mathematics there is an exact science that cannot be simply applied without any real proof and cannot change according to the times but can develop mathematical disciplines that apply in the long term. In contrast to the natural sciences and social sciences, which have a high probability of changing in the short term. Mathematics can be said to be an easy science to be obtained and obtained by the wider community. However, in learning mathematics, mistakes in learning a previous concept will affect the understanding of the next concept because mathematics is a structured study / lesson.

Mathematics is often a scourge for students, especially elementary school students. There are even students who have just seen and heard the word mathematics and have complained and do not have the enthusiasm to learn mathematics. For those who do not like mathematics in their minds the thought that mathematics is difficult, mathematics is scary, mathematics is boring and unpleasant because it is filled with numbers and formulas, mathematics teachers are usually evil.

(Bjuri D.A., 2018) This thought can be caused by the teacher's unattractive way of teaching. Teaching mathematics cannot be equated with teaching other disciplines. Teachers must be able to find fun and interesting learning strategies so that students' negative impressions of mathematics do not appear and even increase, but create fun and enthusiasm for students to learn mathematics. Teacher

awareness of students' abilities is very necessary because in general students experience difficulties experienced by students differently. There are students who have difficulty understanding the whole material, there are also those who have difficulty only in certain subjects.

II. RESEARCH METHOD

This research was conducted in grade 1 SD IT Lentera. This research is a research that uses experimental setting method in this research includes: research place, research time, research schedule. Quantitative research at SD IT Lentera aims to improve teacher competence in carrying out active offline learning. This research was conducted in the second semester of 2021. This research method uses a quantitative method whose application is offline using media to test student activity in learning mathematics..

To conduct this research, the research design was chosen as the most suitable research method consisting of the review, design, and experiment stage to investigate the students' initial abilities and adapt them to their respective groups. The next stage is the trial learning in class. This teaching trial is supervised by the homeroom teacher and uses photo documentation. The results of student work are also collected to find out how well they understand the material given. Data or values obtained by classroom learning activities are analyzed and the results of this analysis are also used to plan activities or to develop designs for subsequent learning activities..

This research was conducted to test the activeness of students in learning mathematics. This research was carried out like teaching in a room using media and examples that had been made beforehand and then given the task of testing students' understanding of what had been explained. By giving assignments, we can find out how well students understand the material that has been delivered.

III. RESEARCH RESULTS AND DISCUSSION

Based on the test results, the tasks carried out have experimental capabilities. The instrument was used to collect data to support the implementation of the research, the instrument in this study was a test of mathematics learning outcomes consisting of 5 multiple choice questions which had 18 students.

TABLE I STUDENT LEARNING ACTIVITY DATA

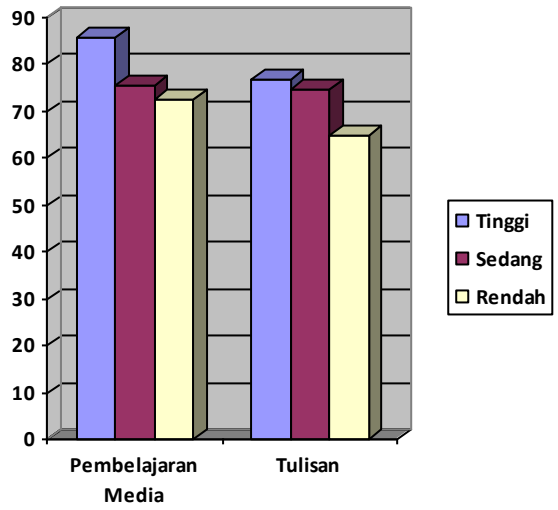
Learning model	Student learning creativity			Total
	High,Medium,Low			
Media learning	3 student	4 student	2 student	9 student
Writing	2 student	3 student	4 student	9 student
Total	5 student	7 student	6 student	18 student

Table 1. can be seen in class 1 learning media obtained high category 3 students, medium 4 students, and low 2 students. The data obtained in writing learning are high category 2 students, moderate 3 students, and low 4 students. Based on the results of the research classified For each group, memory and ability were carried out. The results of memory can be concluded that the mental processes possessed by students are to store and remember knowledge. While the results of ability are an assessment that students can do.

TABLE II STUDENTS' LEARNING AVERAGE

Learning model	Student learning creativity	Average amount
	High,Medium,Low	

Media learning	85,5	75,36	72,5	77,79
Writing	76,67	74,67	64,58	71,81
Average	81,08	74,76	68,54	



Based on the calculations shown in table 2, the average learning outcomes from the media are 77.79 and writing learning is 71.81. The study shows that the learning outcomes of 1st grade elementary school mathematics which are made by means of media learning give better results. compared to writing lessons. The results of the analysis according to the research concluded that the learning outcomes taught through the media were higher than those of students in writing learning. The results of this study are supported by the learning atmosphere in the classroom when learning takes place by using the media in the flat material, students are easier to remember than writing..

IV. CONCLUSION

Based on the results of the research and discussion that has been explained that mathematics learning is a field of study that has abstract objects that are built through a deductive reasoning process, namely the truth of a concept is obtained as a logical result of the previous truth so that the relationship between concepts in mathematics is very strong and clear.

Based on experience in the field, many students think that mathematics is difficult and unattractive, so the researcher assumes that the problem can be solved by using games in learning, namely learning to use the media that has been available after carrying out the research, the results of data analysis and findings during the study can be drawn, conclusions can be drawn. as follows, the analysis of the final test of mathematics understanding ability between grade 1 who can use media learning and those who use writing learning shows different results.

Learning mathematics media has influenced the ability to understand mathematics which is quite good and good. So that the final conclusion shows that the ability to understand mathematics of grade 1 students who use media learning is better than writing learning that uses mathematics learning. Overall, grade 1 students have a positive attitude towards learning mathematics, both towards mathematics subjects that use mathematics learning through media. Almost all students already understand the concept of geometry and flat shapes. This can be seen on the students' attitude scale which after being analyzed, all questions get a very good level of agreement and most students like learning mathematics that uses learning through media and get good final results based on the findings on the implementation of the research and the conclusions described above. , it can be put forward the following suggestions for the need for creative and innovative new learning in order to increase students' interest in learning mathematics. Given the ability to understand mathematics is very important for elementary school students, it is necessary to further studies are held on this basic mathematical ability in other learning materials with a more creative and innovative learning approach. In this research, there are still many obstacles faced, one of which is time constraints.

Therefore, for further research, it is recommended to maximize research time in order to achieve good research results in accordance with the expectations of teachers must use varied teaching strategies so that students are more interested in participating in the learning process so that children are comfortable in learning and are not disturbed in learning based on our results. carefully and what has been described can be concluded as follows: there is an influence between the use of learning models. Media and written learning on students' mathematics learning outcomes have an influence on students' level of activeness on mathematics learning outcomes. Students with high levels of activeness and cognitive abilities obtain good learning outcomes from students with low and moderate levels of activeness. There is no interaction between the learning model and the level of student activity on students' mathematics learning outcomes. The media learning model is better than the written learning model at each level of student activity with a high level of activity having better learning outcomes than students with a low level of activity and medium learning delivery strategies, namely the teacher applies general steps that related to greeting, greeting, taking attendance, and motivating students learning management strategies, namely teachers interact with students such as interactions in class in a relaxed and fun way so that students do not feel bored quickly and can provide thoughts by conveying.

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