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APPLICATION OF DEMONSTRATION METHOD TO IMPROVE MATHEMATICS LEARNING ACHIEVEMENT OF CLASS 1 STUDENTS SD 0511 BATANG TANGAL JAS T.P 2020/2021

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Abstract, *This research is Classroom Action Research which is motivated by the low achievement of students in mathematics. The formulation of the research problem is how to apply the demonstration method to improve mathematics learning achievement for grade 1 students at SD Negeri 0511 Batang Tangal Jas for the 2020/2021 academic year. The purpose of this study was to describe the implementation of the Demonstration method strategy that could improve the mathematics learning achievement of the first graders of State Elementary School 0511 Batang Tangal Jas. The research subjects were the first grade students of the 0511 Batang Tangal Jas State Elementary School, which amounted to 20 people. The object of the research is the application of the Demonstration method and the achievement of learning mathematics. This research was conducted in two cycles. Data collection techniques used are tests, observations, and documentation. The data analysis technique in this research is descriptive analysis. Based on the results of the study, it was concluded that the application of the Demonstration method could improve the mathematics learning achievement of class I students Sekolah Dasar Negeri 0511 Batang Tangal Jas.*

Keywords *: Learning Achievement, Demonstration Method.*

I. INTRODUCTION

Basic education is the beginning for the next level of education, and is an inseparable part of the overall national education system. To improve the quality of education, the government has launched 9 years of basic education, 6 years at the elementary school level and 3 years at the junior high school level. Basic education provides basic provisions for students to be able to develop their lives and be ready to follow further education. With this provision, it is hoped that children will be able to realize themselves as individuals, members of society, citizens and members of humanity in developing the life around them.

According to H.M. Surya (2008) the objectives of basic education are divided into 3 groups, namely: 1) Instilling the ability to read - write - count (calistung). The ability to read and write arithmetic (calistung) is the main prerequisite for everyone to be able to live normally in a society that is always evolving. 2) Provide / impart basic knowledge and skills that are useful for students according to their

development. The main emphasis in this goal is basic knowledge and skills. 3) Prepare children to attend junior high school education. Activities related to this goal are carried out in high grades, especially grade VI.

In PP No. 19 of 2009 the purpose of National Education is to ensure the quality of national education in order to educate the nation's life and shape the character and civilization of a dignified nation. Meanwhile, the purpose of education in elementary schools includes the basis for forming the basic personality of students as fully Indonesian human beings in accordance with their level of development (Agus Taufiq, 2011).). At the basic education level, education has the aim of providing basic skills to students to develop their lives as individuals, community members and citizens. One of its manifestations is through quality education at every level of education. Mathematics is one of the subjects that make a positive contribution to the achievement of an intelligent society as mandated in the 1945 Constitution.

Mathematics subjects, are subjects that discuss problems about the ability to add, subtract, multiply, divide, measuring and understanding geometric shapes, needs to be given to all students starting from the elementary school level in order to equip students to be able to think logically, analytically, systematically, critically and creatively and be able to work together. These competencies are needed so that students have the ability to obtain, manage and utilize information in this era of globalization. In elementary mathematics learning, so that the teaching materials delivered are more easily understood by students, learning aids are needed, as well as the selection of interesting and appropriate strategies, approaches, methods and learning techniques that can help writers and students achieve learning goals.

In order for students to achieve the expected competencies in mathematics, writers are required to have competence in their duties. One of them is that the author must be able to use various learning approaches so that students do not become bored. Inviting and keeping students learning is the author's task in order to maintain the spirit of student learning. It is not only limited to how much material he masters, it is no less important to master, namely how to use a certain approach in the learning process. Choosing the right learning approach in a learning process means that the author is setting a learning strategy. As for what is meant by strategy in Big Indonesian Dictionary strategy is a careful plan of activities to achieve specific goals. However, there are still many schools or madrasas whose students cannot reach the KKM or complete, even though the

authors have used learning strategies well, using methods and teaching aids that are needed according to the needs of children, but learning outcomes are still low, especially in Mathematics. Likewise, the learning outcomes experienced by elementary school students where the author is the author also experience low results or below the KKM.

Regarding the low learning outcomes of Mathematics regarding the measurement of time units that we did, after correcting the written test results of 20 first grade students who took the test, 12 students (60%) had not obtained the expected results (completed). At the author's elementary school, the Minimum Completeness Criteria (KKM) set for Mathematics is 70. So if the child's score is less than 70, it is declared incomplete. This needs serious attention from the author. The author as an educator must be responsible for improving so that learning can achieve its goals properly.

Therefore, the authors reflect on what has happened during the lesson. Because this material is the basis for the next material, so that if it is not solved immediately, the results of subsequent learning will be worse. Based on the background and identification of the problems mentioned above, the formulation of the problem proposed is "Is the demonstration method in learning mathematics about units of time able to improve student achievement in grade I SD Negeri 0511 Batang Tangal Jas?

Improvements in learning Mathematics for class I at SD Negeri 0511 Batang Tangal Jas aim to: 1) Describe the most effective way of learning Mathematics in terms of units of time. 2) Improve student learning outcomes in Mathematics. 3) Generating student motivation in Mathematics.

According to Agus Taufiq (2011) there are 9 principles of learning, namely: 1) Learning can help the optimal development of individuals as whole human beings. 2) Learning as an integrated process must prioritize the child as the central point. 3) Learning activities that are created must make children fully involved, actively using their potential. 4) Learning as an integrated process can not only be carried out individually and competitively but also can be done cooperatively. 5) The learning sought by the author must encourage children to learn continuously. 6) Learning in schools must provide opportunities for every child to progress continuously according to their potential and their respective learning speed. 7) Learning as an integrated process requires the support of physical facilities as well as the support of a conducive policy system. 8) Learning as an integrated process, allows learning in the field of study to be carried out in an integrated manner. 9) Learning as an

integrated process allows for good relations between school and family.

Sri Anitah (2008) states that there are 4 pillars that need to be considered in learning, namely: 1) Learning to know. It means learning to know. The target in learning is the understanding process so that learning can lead students to know and understand the substance they are learning. 2) Learning to do. It means learning to do. The target in learning is the process of doing or the process of doing. 3) Learning to live together. It means learning to live together. The target in learning is that students have the ability to live together or are able to live in groups. 4) Learning to be. It means learning to be. The target is to deliver students to become complete individuals according to their potential, talents, interests and abilities.

According to Sri Anitah (2008) learning outcomes related to critical and scientific thinking skills of elementary school students can be assessed based on: 1) Ability to read, observe and or listen to what is explained or informed. 2) The ability to identify or create a number of (sub) questions based on the substance that is read, observed and or heard. 3) The ability to organize the results of identification and study from the point of view of similarities and differences. 4) Ability to conduct a thorough study.

H.M. Surya (2008) states that learning outcomes are characterized by changes in overall behavior. Changes in behavior as a result of learning include aspects of cognitive, connotative, affective or motor behavior. Learning that only produces changes in one or two aspects of behavior is called partial learning and not complete learning.

There are several factors that affect student learning outcomes. By using a systems approach, Abin Syamsudin Makmun (1995) suggests that there are 3 factors that influence student learning outcomes in schools, namely: a) Input factors include: 1) Raw input or basic input that describes the individual condition of the child with all physical characteristics and his psyche. 2) Instrumentasl input (instrumental input), includes: authors, curriculum, materials and methods, facilities and facilities. 3) Environmental input (environmental input), including: physical environment, geographical, social and cultural environment. b) Process factors that describe how the three types of input interact with each other on children's learning activities. c) Output factors are changes in behavior that are expected to occur in children after children carry out learning activities.

Characteristics of elementary school age children are happy to play, love to move, love to work in groups and like to do

things directly. This requires elementary school writers to carry out learning activities that contain games, especially low grade students. The author should design a learning model that is fun and has elements of the game in it, for this reason the demonstration learning method was chosen. Demonstration learning method is learning that presents lesson material by showing directly the object or how to do something so that you can learn it in a process. To achieve the expected competence with the demonstration method, the author is required to master the subject matter and be able to organize the class.

According to Sri Anitah (2008) demonstrations are only used to: 1. Concrete an abstract concept or procedure. 2. Teach how to do or use procedures appropriately. 3. Ensure that the tools and procedures can be used. 4. Generating interest in using tools and procedures.

Low grade learning (1, 2, 3) is carried out based on the plan developed by the author. The learning process can be directed so that students carry out creative activities according to their level of development. The characteristics of low grade students (1, 2, 3) are happy to play, happy to move, happy to work in groups and happy to do things directly. Therefore, the author is required to be able to carry out learning that contains games. For this reason, the demonstration method was chosen, in which students were invited to leave the class by forming a large circle. The steps are: 1. The author submits several cards containing several concepts or topics that are suitable for the review session. On the other hand, one part of the question card and the other part of the answer card. 2. Each student gets one card. 3. Each student thinks about the answer/question from the card they are holding. 4. Each student looks for a partner who has a card that matches the card (answer question). 5. Each student who can match his cards is given points.

II. RESEARCH METHODS

The type of research conducted is classroom action research, namely research using an action to overcome learning obstacles in the classroom in an effort to improve the learning process. Classroom action research is the application of various facts found to solve problems in social situations to improve quality. actions taken by involving the collaboration and cooperation of researchers and practitioners. With this, the authors can conclude that action research is a form of inquiry or investigation conducted through self-reflection (Kunandar, 2012).

This research is a reflective research by taking certain actions in order to improve and remember the quality of learning in the classroom aiming to improve and improve

the quality of lessons. The implementation of CAR is not only time-consuming because research is carried out without leaving teaching activities in addition to implementing actions to solve problems.

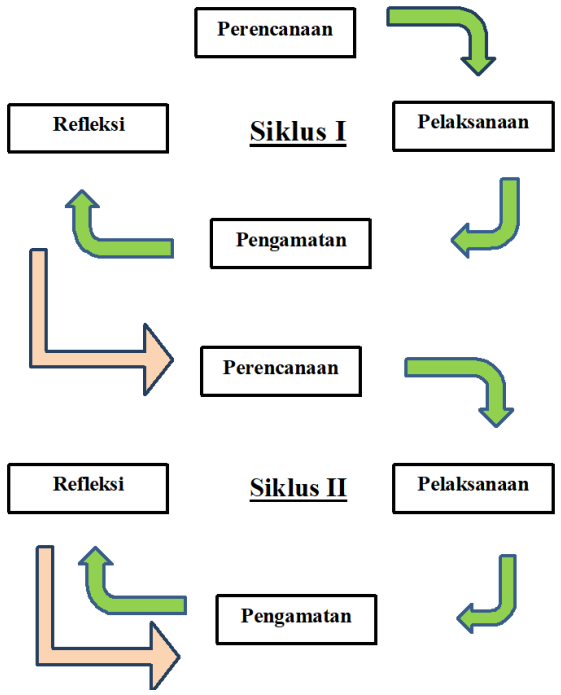

Figure 1. Learning Improvement Implementation Procedures

III. RESEARCH RESULTS AND DISCUSSION

After learning takes place and seeing the results obtained by students from each cycle, it can be explained as follows:

Judging from the results of the first data, learning is still not successful because many students get scores below the standard and the average value is only 62.27, active students are 11 children (33.33%) students are not active 22 children (66.67 %). This happens because during the learning process, the author uses the lecture method more, so students get bored quickly. Moreover, grade 1 students who still like to play alone. Based on these findings, the writer needs to change the learning strategy, which is no less important is the improvement of literacy and numeracy skills (calistung). Changes in learning methods will be implemented in the improvement of learning I/cycle I.

At this stage students have made progress in learning, namely the average score obtained by students is 70.91, completeness is 69.70%, more students are active (75%) students are not active (25%) more students are active because of learning This is felt by the children to be fun, even though there has been an increase in the author's hope that the desired completeness can be even better. Therefore, the writer needs to correct himself personally in the learning process. Finally, the author made improvements again by pressing the use of learning strategies to find a partner optimally in the next lesson.

This learning improvement was carried out in cycle II with the hope that it would be clearer in understanding the learning material about the unit of measurement of time regarding the order of the names of the days and the results of completeness would increase even more.

After carrying out the second cycle, it turned out to be further improving

learning outcomes and students were getting clearer in the results of applying the material, it was proven that the average value increased from 70.91 to 80.61 so that the completeness reached 69.70% of students 90.91% of all students were very active in the process. learning. They tried to quickly match question cards and answer cards, so the efforts made by the author were quite good and this improvement was stopped here. There are still 3 students who have not finished this is because these students cannot read and write correctly so they cannot answer questions or match question cards with answer cards.

From this description, there are benefits from improving learning with demonstration learning strategies including: a) The student learning process has played an active role. b) Students in looking for pairs of question cards or answers seem excited and excited to find their partner immediately. c) The average yield of the cycle is always increasing.

IV. CONCLUSION

Based on the things found during the learning process, the following conclusions are drawn: 1) The demonstration learning method is a learning method that can improve students' thinking skills to solve the problems they face. 2) By using the demonstration method, student learning outcomes each cycle experience changes and improvements. This is proven by the achievement of pre-cycle test results, the average percentage is only 57% and at the end of the second cycle it reaches 90%. 3) The application of the demonstration method can improve the competence of class students 1 SD Negeri Negeri 0511 Batang Tangal Jas.

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