

THE EFFECT OF DISTANCE TO SCHOOL ON MATHEMATICS LEARNING OUTCOMES FOR CLASS IV STUDENTS OF SDN LAWANGAN DAYA 2

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Abstract, SD Negeri Lawangan Daya 2 is located, located in the middle of the city, precisely on Jalan Stadion, No. 45, Pademawu Subdistrict, Pamekasan Regency, East Java, where the distance to school varies greatly from closest to furthest. Does the distance students travel to school can affect student learning outcomes. This study aims to determine the distance traveled by each student and whether there is an effect on students' mathematics learning outcomes. Learning outcomes are measured by tests, namely by attaching PTS (Middle Semester Assessment) scores. This research is a research that uses a qualitative-descriptive approach, which was carried out at SDN Lawangan Daya 2 for the academic year 2021/2022 with documentation and questionnaire techniques to 32 students on 27 to 28 September 2021. Based on the results of the study, it was concluded that the difference in distance to school did not affect the students' mathematics learning outcomes (fourth graders at SDN Lawangan Daya 2). There are some that are more influential on student learning outcomes, including students' internal motivation, physical, mental, family, and parents' economics.

Keywords: Mileage; Learning achievement; SDN Lawangan Daya 2

I. INTRODUCTION

Learning has a very important role in human life, especially in modern society as it is today, learning can be interpreted as an activity that can determine the success or failure of a person to choose the next step in life. Each person must learn without being hampered by time and age. According to the KBBI in learning a person will try to gain intelligence or knowledge and by learning, a person can improve behavior or responses caused by experience. In the learning stage, it is not always successful, because one student

with another student has a variety of different factors. The teaching and learning process is said to be successful or not, it can be seen from what factors influence the stages of student learning. The need to know what factors influence learning outcomes is very important to support students to achieve maximum learning outcomes.

In order to achieve good learning outcomes, various factors influence it, including; External factors are factors that come from outside a person, for example from family factors, school factors, and community

factors. The internal factors that come from within a person, such as physical factors, psychological factors, and fatigue factors. There are various factors that need to be looked at carefully, of course not all factors can be implemented in full and perfectly, but we can try to fulfill them as much as possible.

One of the environmental factors is residence. According to the Big Indonesian Language Dictionary (KBBI), it is an interlude that shows the length and breadth of one point to another. One of the factors that affect the distance to school is the facilities used. If this facility is an obstacle for distance travel, then the distance from the residence will hinder and disrupt the stages of student learning at school. Therefore, the proximity of the residence can affect the condition of students, especially in getting good learning outcomes. The farther the distance from home to school, the more time and energy wasted, affecting the student.

Lawangan Daya 2 Elementary School is located in the center of the city, precisely on Jalan Stadium, No. 45, Pademawu District, Pamekasan Regency, East Java. students have varying distances, starting from the closest, namely Jalan Stadium Gg. 8 to the furthest from the school, namely from Konang, Galis. During the learning process, students seem less enthusiastic in participating in learning, possibly influenced by long distances, which

makes students tired when traveling to school, so these students are not active and enthusiastic when learning takes place. With this, whether students with long distances compared to students who have closer distances from home to school have differences in learning outcomes. From the explanation of the problem, in this study the aim is to be able to see the distance traveled by students to school. Furthermore, proving the various distances traveled by one student to another and equated with their learning outcomes, in this case the value used is the PTS score for mathematics.

II. RESEARCH METHODS

This research is a descriptive-qualitative type of research conducted at SD Negeri Lawangan Daya 2 by using data collection techniques with documentation to teachers and questionnaires to students. The research population was 32 students, which began on the 27th and 28th of September 2021. The instruments used were questionnaires and authentic documents, in the form of test sheets and a list of grades from the teacher. the results of the data from the distance traveled to school were obtained from filling out questionnaires while the learning outcomes data were obtained from the value of the Mid-Semester Assessment

(PTS). The results of the midterm scores will then be equated with the distance traveled from home to school. The equation is poured into the form of a comparison. The results of filling out authentic questionnaires and documents will also be used to assess the data qualitatively.

III. RESULTS AND DISCUSSION

Based on the results of the observations of the researchers, the distance to school both far and near, almost all use motorized vehicles (accompanied by parents) so the fatigue factor due to going to school may not occur because they use motorbikes, unless they walk from home to school. school maybe this student is tired. Therefore, it is possible that there are other factors that can influence students not to be enthusiastic when participating in classroom learning, for example, students do not eat breakfast which makes them tired easily so that students are not excited and fail to focus or maybe it is also a factor from family problems. When they are tired, students are not enthusiastic to participate in learning activities (Sardiman, 2010).

To see the relationship between the distance from school to students' homes and learning outcomes, in this case using the PTS (Middle Semester Assessment) scores, data

were obtained from the results of filling out questionnaires by students which were written in a table for the distance traveled by fourth grade students at SDN Lawangan Daya 2 to school, which were compared with student learning outcomes from the value of the Mid-Semester Assessment (PTS).

Table 1. Mileage and PTS grades for fourth grade students at SDN Lawangan Daya 2

Distance	Student	Grade
0-0,5 km	Arsyil, Eliana, Nuri, Rheina, Shevi, Syifa, Mufida, dan Adnin.	74-96
0,5-1 km	Ach. Kholid, Al akbar, Albana, Alvin, Irsyal, Bagus, Ningtyas, Putri, Dimas, Talita, Renza, Savira, Silvia, Bintang, Tania, Yolanda, Tara, dan Alvia	48-100
>1 km	Alissya, Fiona, Khanza, Fitrah, Fahmi, Nayla,	70-100

From the results of the data in the table, it can be seen that there are 2 students who have the longest distance from home to school, namely Alissya's name with a distance of 7 km from home to school from Konang, Galis and Nayla with a distance of 3 km from school. originating from Blumbungan. Then there are also students with the closest distance, namely

on behalf of Arsyil with a distance of 500 m from the school from Jalan Lawangan Daya and Mufida with a distance of 500 m from the school from Jalan Stadium Gg. 8 No. 53.

The student has the farthest distance from home to school, namely Alissya, having her address in Konang village, Galis sub-district, Pamekasan regency, which has a distance of 7 km from Lawangan Daya 2 Elementary School. From the results of the questionnaire data it can be seen that Alissya is usually accompanied by her parents by use motorbikes. The answer from the student in the questionnaire sheet that has been done has the result that Alissya always understands the material presented by her teacher in mathematics. Then the second answer from Alissya, she can always do math practice questions by the teacher. And the next answer is that the student sometimes applies the math material she gets at school in her daily life. And the last question, he never asked or asked about answers to other friends during the test. To see student learning outcomes, researchers used the scores from the Mid-Semester Assessment (PTS) for this student named Alissya who got a fairly high score of 96 for mathematics.

The second student who has the furthest distance from home to school is named Nayla, having her address in Blumbungan village, Larangan sub-district,

Pamekasan district with a distance of about 3 km from SDN Lawangan Daya 2 and being escorted by parents using a motorized vehicle. From the results of the answers to the questionnaire from the student, the result is that this Nayla student does not always understand the mathematical material presented by the teacher. However, Nayla is always able to work on the math practice questions distributed by the teacher. For the application of mathematical material in everyday life, Nayla only applies it occasionally. During the test or exam, Nayla never asked or asked her friends for answers. To find out the learning outcomes of Nayla's students, it can be seen from the Middle Semester Assessment (PTS) score for mathematics subjects with a fairly good score of 78.

The first student who travels from home to the nearest school is Arsyil, whose address is at Jalan Lawangan Daya, Pamekasan district, about 500 m from SDN Lawangan Daya 2 and is picked up by his parents by motorbike. From the results of the questionnaire, it was found that Arsyil's students did not always understand the mathematics subject taught by the teacher. However, these students can always work on the math practice questions given by the teacher. Arsyil also rarely applies mathematical material in his daily life. At the time of the math test, the student occasionally

asked or asked about the answers to other friends. The learning outcomes obtained by Arsyil in the Mid-Semester Assessment (PTS) in mathematics are very good, namely 96.

The student with the second closest distance is Mufida, whose address is at Jalan Stadion Gg. 8 No. 53 Pamekasan districts with a distance of about 500 m from SDN Lawangan Daya 2 and usually being picked up by parents using motorized vehicles. This Mufida student always understands the subject matter presented by the teacher in class. However, this Mufida is not always able to work on the practice questions for the math subject matter distributed by the teacher. In the application of mathematical material in everyday life, Mufida always applies it. During the math test, he occasionally asked or asked his friends about answers. The learning outcomes obtained by Mufida from the Mid-Semester Assessment (PTS) in mathematics are quite good, namely 74.

In the learning process students have learning difficulties. Many experts put forward the factors that influence learning difficulties, according to Syah (2008: 173) "factors of student learning difficulties include students' psycho-physical disorders or disabilities" which are cognitive, affective, and psychomotor. Cognitively, it could be from the low capacity of intelligence or intelligence of students so that students find it

difficult to catch up with the material. Affective in nature, comes from the emotions, interests and attitudes of students, if students are not interested or have the motivation to be able to or like these subjects, students will have low achievement or learning outcomes. Psychomotor in nature, namely the disruption of the senses of sight and hearing so that students cannot learn optimally.

Then as for external factors that affect learning difficulties, according to Syah (2008: 173) "Student external factors include all situations and environmental conditions that do not support student learning activities", these factors are divided into three, among others:

1. The school environment, for example, the condition and location of the school is bad, for example, the school is close to crowded places, the condition of teachers and learning tools are still lacking, and so on.
2. Family environment, for example students have families that are not harmonious or lack of family economy.
3. The community environment, for example students living in a slum environment and bad playmates will greatly affect students' attitudes.

From the table above, it is obtained that student learning outcomes in mathematics subjects were observed from the Mid-Semester Assessment (PTS), that students on behalf of Al Akbar, Fahmi, Putri, Savira, and Silvia got perfect results with a score of 100. Students on behalf of Ach. Kholid, Talita, and Alvia who got PTS mathematics scores below the KKM. The learning outcomes obtained by an individual are the result of links between various factors that influence from within (internal factors) to outside (external factors) of a person. Internal factors are very influential on student learning, but the internal factors themselves are also influenced by external factors. The learning and learning process is influenced by the readiness and health of students' subjects (Hasibuan & Moedjiono, 2006).

IV. CONCLUSION

From the results of the research that has been done, it can be concluded that the distance from the student's home to school cannot be related to learning outcomes in mathematics for fourth grade students at SDN Lawangan Daya 2, but various other factors can be found that can affect student learning outcomes. Among them are students' internal motivation, family, physical, mental, and also family economy.

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