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IMPROVING MATHEMATICS TEACHING TEACHER PERFORMANCE IN CLASS ON LEARNING APPLICATIONSACTIVE LEARNING METHOD JOINT MODEL LECTURES AND GROUP WORK IN ELEMENTARY SCHOOLS STATE 022 TAMBUSAI

Tommi Sari
State Elementary School Teacher 022 Tambusai
Email : tommi022tbs@gmail.com

Abstrak, This study aims to improve the performance of teachers in teaching mathematics in the classroom by using the combined active learning method model of lectures and group work. This research was carried out in three cycles, because from the results of research and data analysis, it turned out that in the second cycle, teacher professionalism had increased, so this research was continued to cycle III to make it more perfect. From the results of this study, it can be concluded that to improve the professionalism of teachers in teaching and learning activities, it can be done by applying the effectiveness of teaching models and learning methods to teachers.

Keyword : Professionalism, Model, Teacher.

I. INTRODUCTION

The end of the series of teaching and learning processes is the final test of a subject which is carried out through exam questions, end of semester tests, end of semester tests or tests of grade promotions for sixth grade elementary school students. In facing the test for grade 5 students in elementary school, it is necessary to refresh the teaching materials that have been received by students during the teaching and learning process.

One of the teaching methods that can make children able and should recall the subject matter they have received is the active learning method of the Combined Lecture and Group Work model.

Learning requires mental involvement and students' own work. Explanation and demonstration alone will not produce teacher performance which is only an active learning activity.

In order for learning to be active, students have to do a lot of assignments. They have to use their brains, examine ideas, solve problems, and apply what they learn. Active learning should be agile, fun, passionate and passionate. Students often even leave their seats, move freely and think hard (*moving about and thinking aloud)*.

The formulation of the problem in this research is how the effect of the active learning method combined model of lectures and math group work directed at the 022 Tambusai Elementary School Teacher.

The purpose of this study was to improve the performance of teachers in teaching mathematics in the classroom by using an active learning method with a combined model of lectures and group work.

II. METHOD

The type of research that will be used is classified as classroom research that collaborates with school actions, where the author as the researcher only makes observations in class and the mathematics subject teacher performs classroom action, this research is commonly called collaborative action research.

The subjects of this research are several teachers who are currently and have taught mathematics at the 022 Tambusai State Elementary School, Rokan Hulu Regency.

The data needed in this study were obtained through observation of the processing of active learning methods in the Combined Lecture and Group Work model on subject matter, and exam questions.

The research procedure consisted of three cycles and the stages were Cycle I, Cycle II and Cycle III.

III. RESULT AND DISCUSSION

The implementation of this research consisted of three cycles, namely cycle 1,cycle II and cycle III.

a. Cycle I

The research data in the first cycle are as follows:

Table 1. Exam Scores in Cycle I

Respondent	Value	Point		Respondent	Value	Point	
		B	KB			B	KB
1	70	√		19	80	√	
2	60		√	20	70	√	
3	70	√		21	40		√
4	80	√		22	80	√	
5	80	√		23	60		√
6	40		√	24	50		√
7	70	√		25	80	√	
8	50		√	26	60		√
9	80	√		27	80	√	
10	40		√	28	70	√	
11	70	√		29	80	√	
12	50	√		30	80	√	
13	70	√		31	80	√	
14	60		√	32	70	√	
15	70	√		33	40		√
16	80	√		34	80	√	
17	80	√		35	60		√
18	60		√	Total	1160	11	6
Total	1180	12	6				

From the table above, it can be explained that by applying the active learning method of the Combined Lecture and Group Work model on the subject matter, the average score of students is 66.80 and learning completeness reaches 64.00% or there are 16 students from 35 students who have finished studying. These results indicate that in the first cycle classically students have not finished studying, because students who get a score of 65 are only 65.71% smaller than the desired completeness percentage, which is 85%. This is because many students forget the subject matter that has been taught for almost a semester.

b. Cycle II

The research data in cycle II are as follows.

Table 2. Exam Scores in Cycle II

Respondent	Value	Point		Respondent	Value	Point	
		B	KB			B	KB
1	80	√		19	70	√	
2	70	√		20	80	√	
3	60		√	21	70	√	
4	70	√		22	50		√
5	60		√	23	70	√	
6	70	√		24	70	√	
7	70	√		25	60	√	
8	80	√		26	50		√
9	70	√		27	70	√	
10	70	√		28	80	√	
11	50		√	29	90	√	
12	50		√	30	80	√	
13	70	√		31	70	√	
14	80	√		32	80	√	
15	70	√		33	70	√	
16	60		√	34	50		√
17	70	√		35	70	√	
18	70	√		Total	1180	14	3
Total	1220	13	5				

From the table above, the average value of students is 68.57% and learning completeness reaches 77.14% or there are 27 students out of 35 students who have finished studying. These results indicate that in cycle II, classical learning completeness has increased slightly better than cycle I. This increase in student teacher performance is because students have started repeating the lessons they have received so far so that some students have remembered the material they have learned. taught by the teacher.

c. Cycle II

The research data in cycle III are as follows.

Table 2. Exam Scores in Cycle III

Respondent	Value	Point		Respondent	Value	Point	
		B	KB			B	KB
1	90	√		19	50		√
2	70	√		20	80	√	
3	70	√		21	80	√	
4	70	√		22	70	√	
5	80	√		23	80	√	
6	70	√		24	80	√	
7	60		√	25	70	√	
8	80	√		26	80	√	
9	70	√		27	60		√
10	90	√		28	80	√	
11	70	√		29	80	√	
12	70	√		30	90	√	
13	90	√		31	50		√
14	90	√		32	80	√	
15	70	√		33	80	√	
16	70	√		34	70	√	
17	70	√		35	80	√	
18	80	√		Total	1260	14	3
Total	1360	17	1				

Based on the table above, the average value of the exam questions is 74.85 and from 35 students who have completed as many as 31 students and 4 students have not achieved complete learning. So classically, the learning completeness that has been achieved is 88.57% (including the complete category). The results in the third cycle increased better than the second cycle. The increase in teacher performance in cycle

III is influenced by the students' efforts to re-learn the teaching material that has been delivered by the teacher. Besides that, students also feel that learning to repeat this is also a preparation for the upcoming class promotion exam.

The results of this research show that the active learning method of the Combined Lecture and Group Work model on subject matter has a positive impact on improving student teacher performance. This can be seen from the more stable students' understanding of the material presented by the teacher to face the class promotion exam (study mastery increases from cycles I, II, and III) which are 65.71%, 71.14%, and 88.57 respectively. %. In cycle III, classical student learning completeness has been achieved.

Based on data analysis, it was found that the activity of students in the active learning method of the Combined Lecture and Group Work model on the subject matter in each cycle experienced an increase. This has a positive impact on student teacher performance, which can be shown by increasing the average score of students in each cycle which continues to increase.

Based on the data analysis, it was found that the students' activities in the mathematics learning process with the active learning method of the Combined Lecture and Group Work model on the most dominant subject matter were working using tools, listening to teacher explanations, and discussions between students/between students and teachers. So it can be said that student activities can be categorized as active.

Meanwhile, the teacher's activities during learning have carried out the steps of the active learning method of the Combined Lecture and Group Work model on the subject matter well. This can be seen from the teacher's activities that appear including guiding and observing students in doing learning activities, explaining difficult material, giving feedback/evaluation/questioning
questions where the percentage for the above activities is quite large.

IV. CONCLUSION

From the results of learning activities that have been carried out for three cycles, and based on all the discussions and analyzes that have been carried out, it can be concluded as follows:

1. Learning with the active learning method of the Combined Lecture and Group Work model on subject matter has a positive impact on improving teacher performance which is marked by an increase in

student learning mastery in each cycle, namely cycle I (65.71%), cycle II (77.14 %), third cycle (88.57%).

2. The application of the active learning method of the Combined Lecture and Group Work model on the subject matter has a positive influence, namely it can increase students' learning motivation as indicated by the average student answers stating that students are interested and interested in the active learning method of the Combined Lecture and Group Work model. on the subject matter so that they become motivated to learn.
3. The application of the active learning method of the Combined Lecture and Group Work model on the subject matter is effective to remind students of the teaching materials that have been received by students so far, so that they feel ready to face the class promotion exam that will soon be implemented.

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