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IMPROVING MATHEMATICS LEARNING OUTCOMES USING CONCRETE MEDIA (REAL) KPK AND FPB MATERIALS ON STUDENTS OF CLASS VI SD STATE 001 KEPENUHAN DISTRICT OF KEPENUHAN DISTRICT ROKAN HULU

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Abstrak, *This study is to improve the learning process in terms of teacher and student activities so as to find out whether there is an increase in student mathematics learning outcomes after implementing the application of learning using concrete (real) media in class VI students of SD Negeri 001 Kepenuhan District Kepenuhan, Rokan Hulu Regency totaling 31 students. This research is a Classroom Action Research (CAR) which consists of two cycles. Data collection techniques in this study were carried out by observation techniques (field notes, observations, interviews, photos) and performance tests. The results showed that there was an increase in the mathematics learning outcomes of sixth grade students at SD Negeri 001 Kepenuhan District Kepenuhan Rokan Hulu Regency. This can be seen in student learning outcomes in the test in the first cycle and the daily test in the second cycle, where the average value of student learning outcomes in the pre-cycle is 55.81, in the first daily test the average value of student learning outcomes is 64.84 and on the second daily test the average value of student learning outcomes is 77.74.*

Keyword : *Learning, Mathematics, Concrete Media (Real*).

I. INTRODUCTION

Education in the school environment is essentially intended to realize the goals of national education as in the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, it is emphasized that the function of national education is to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life. To develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

It is undeniable that the existence of the media can affect a person's life, especially elementary school students. With the existence of learning media, children will more easily understand what they are learning because they can see

directly either through pictures or through concrete objects (real).

In learning mathematics. Many things require students to look for something that was not known before. On the other hand, the teacher tries to clarify and give a meaningful impression to students to understand the material being studied. Learning will be more meaningful if students experience what they learn for themselves.

Based on the observation of mathematics learning outcomes on daily tests of 31 students who achieved the minimum completeness criteria 65 as many as 10 students (32.26%) while students who had not reached the KKM were 21 students (67.74%) with an average grade 55.81.

To improve student learning outcomes, one way is to use concrete (real) media which makes it easier for students to understand and understand the material presented by the teacher because concrete (real) media can have direct contact with students. So far SDN 001 Kepenuhan District Kepenuhan, Rokan Hulu Regency does not use this media so that students do not understand the material presented.

The formulation of the problem in this study is whether using concrete (real) media can improve the mathematics learning outcomes of KPK and FPB material for sixth graders at the State Elementary School 001 Kepenuhan District Kepenuhan Rokan Hulu Regency.

The purpose of this study was to improve the mathematics learning outcomes of the KPK and FPB material for sixth graders at the State Elementary School 001 Kepenuhan by using concrete media.

II. METHOD

This research was conducted using a classroom action research method which lasted for two cycles. Each cycle consists of stages of implementation, observation and reflection.

The research subjects were 31 students consisting of 17 male students and 14 female students. The source of data from this research is primary data obtained from research subjects.

Data collection was obtained through observation of simulation learning method processing, observation of student and formative tests.

The research procedure consisted of two cycles and the stages were Cycle I and Cycle II.

III. RESULT AND DISCUSSION

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

a. Cycle I

The increase in student learning outcomes in the material for determining the FPB and KPK numbers can be seen from the daily test scores. The increase in student learning outcomes can be seen in the Table below:

Table 1. Improving Student Learning Outcomes in Cycle I

No	Student Group	Student	Pra Cycle	Cycle I	Gain	%	Ket
1	Tall	Student 07	80	90	10	10%	Ride
2		Student 22	80	90	10	10%	Ride
3		Student 28	70	90	20	20%	Ride
4		Student 02	70	80	10	10%	Ride
5		Student 15	70	80	10	100/-0	Ride
6		Student 18	70	80	10	100,10	Ride
7		Student 19	70	80	10	10%	Ride
8		Student 27	70	80	10	10%	Ride
9		Student 30	70	80	10	20%	Ride
10		Student 13	70	70	0	0%	Permanent
Average			72,00	82.00	10,00	10.00%	Ride
11	Currently	Student 01	60	70	10	10%	Ride
12		Student 04	60	70	10	10%	Ride
13		Student 08	60	70	10	10%	Ride
14		Student 10	60	70	10	10%	Ride
15		Student 14	60	70	10	10%	Ride
16		Student 23	60	70	10	10%	Ride
17		Student 29	60	70	10	10%	Ride
18		Student 25	60	60	0	0%	Permanent
Average			60,00	68,75	8,75	8,75%	Ride
19	Low	Student 05	50	60	10	10%	Ride
20		Student 06	50	60	10	10%	Ride
21		Student 16	50	60	10	10%	Ride
22		Student 03	50	50	0	0%	Permanent
23		Student 17	50	50	0	0%	Ride
24		Student 20	40	60	20	20%	Ride
25		Student 21	40	50	10	10%	Ride
26		Student 24	40	50	10	10%	Ride
27		Student 09	40	40	0	0%	Permanent
28		Student 11	30	50	20	20%	Ride
29		Student 12	30	50	20	20%	Ride
30		Student 31	30	50	20	20%	Ride
31		Student 26	30	30	0	0%	Permanent
Average			40.77	50,77	10.00	10,00%	Ride
Total			1.730	2.010	300	300%	Ride
Average			55.81	64,84	9.69	9,69%	Ride
Complete					17(54,84%)		
Not Complete					14 (45,16%)		

cycle and with the pre-cycle learning outcomes, it can be concluded that the high student group in the pre-cycle amounted to 10 people, the medium student group amounted to 8 people, and the low student group amounted to 13 people. while in cycle 1 the group of high students was 17 people with a percentage of 54.84% who contributed the highest score in the high group was Student 28 because of gain 20, the medium group of students amounted to 5 people with a percentage of 16.13% who contributed the highest score to the medium student group. 20 with a gain of 20, the group of low students amounted to 9 people with a percentage of 29.03% and those who contributed the highest score in the group of low students were: Student 11, Student 12 and Student 31 with a gain of 20.

Students 28 in the first cycle gained 20, this is because these students are basically already superior from the cognitive aspect, so these students are easier to absorb the material taught by learning using concrete (real) media. These 28 students are more active in the learning process as group leaders. Students in the low group, namely: Student 11, Student 12, Student 20 and student 31 also gained 20 but the score they got had not reached the specified KKM so that in the next cycle the teacher tried to increase the value of children who had not reached the KKM.

In the pre-cycle daily test the average increase in student learning outcomes was only 55.81 while in the first cycle the average was 64.84. The average student gain is 9.68 and the percentage is 9.68%. The daily test value in cycle I can be said to increase. From the beginning, only 10 students out of 31 students completed the score, so in the Daily Test Cycle scores the

number of students who completed was 17 students out of 31 students with a percentage of 54.84 while students who did not complete reached 14 students out of 31 students with a percentage of 45.16. This increase is due to the karma of students starting to understand and being able to draw their own conclusions so that they can think of answers to the questions given.

b. Cycle II

The increase in student learning outcomes in the material for determining the GCF and KPK numbers can be seen from the daily test scores. The increase in student learning outcomes can be seen in the table below:

Table 2. Improving Student Learning Outcomes in Cycle II

No	Student Group	Student	Cycle I	Cycle II	Gain	%	Ket
I	Tall	Student 07	90	100	10	10%	Ride
2		Student 22	90	100	10	10%	Ride
3		Student 28	90	too	10	10%	Ride
4		Student 02	80	90	10	10%	Ride
5		Student 15	80	90	10	10%	Ride
6		Student 18	80	90	10	10%	Ride
7		Student 19	80	90	10	10%	Ride
8		Student 27	80	90	10	10%	Ride
9		Student 30	80	90	10	10%	Ride
10		Student 13	70	80	10	10010	Ride
Avarage			82,00	92,00	10,00	10,00°10	Ride
11		Student 01	70	80	10	10%	Ride
12		Student 04	70	80	10	10%	Ride
13		Student 08	70	80	10	10°o	Ride
14		Student 10	70	80	10	10%	Ride
15		Student 14	70	80	10	10%	Ride
16		Student 23	70	80	10	10%	Ride
17		Student 29	70	80	10	10%	Ride
18		Student 25	60	70	10	10%	Ride
Average			68,75	78,75	10.00	1 0.00%	
19		Student 05	60	70	10	10%	Ride
20		Student 06	60	70	10	10%	Ride
21		Student 16	60	70	10	10%	Ride
22		Student 03	50	70	20	20%	Ride
23		Student 17	50	70	20	20%	Ride
24		Student 20	60	70	10	10%	Ride
25		Student 21	50	70	20	20%	Ride
26		Student 24	50	70	20	20%	Ride
27		Student 09	40	60	20	20%	Ride
28		Student 11	50	70	20	20%	Ride
29		Student 12	50	60	10	10%	Ride
30		Student 31	50	60	10	10%	Ride
31		Student 26	30	50	20	20%	Ride
Average			50.77	66,15	15.38	15,380,,o	Ride
Total			2.010	2.410	400	400%	Ride
Average			64,84	77,74	12,90	12.90%	Ride
Complete					27 (87,10%)		
Not Complete					4(12.90°0)		

From the table above, when compared with the results of the daily test (UH) cycle I, it can be concluded that the high student group in the first cycle amounted to 17 people, the medium student group, amounted to 5 people, in the low student group amounted to 9 people. while in the second cycle the high student group was 27 people with a percentage of 87.10% contributing the highest score in the high group, namely: Student 03, Student 11, Student 17 and Student 21 with a gain of 20, the medium group of students amounted to 3 people with a percentage of 9.68% which contributed the highest score to the medium student group was Student 09 with a gain of 20, the low student group consisted of 3 people with a percentage of 3.26% and was the highest score contributor with a gain of 20.

Cycle II the average gain of students increased, this was due to the use of concrete (real) media in learning so that students were motivated to get good grades. However, there were some students who got scores that did not reach the KKM, namely Student 09. Student 12, Student 26 and Student 31. This was because the four students lacked cognitive skills. The four students will participate in a remedial program. Student 09 and student 26 gain 20 this is because these

students play an active role in study groups.

In the first cycle of daily tests the average student absorption was 64.84, while in the second cycle the average student's absorption was 77.74. The average student gain is 12.90 and the percentage is 12.90%. The daily test value in cycle II can be said to increase. From the beginning the score was completed by 17 students from 31 students, then in the daily test scores of Cycle II the number of students who completed was 27 students out of 31 students with a percentage of 87.10% while students who did not complete reached 4 students out of 31 students with a percentage of 12.90 %. This increase was due to the fact that students had begun to understand and were able to draw their own conclusions so that they could think of the answers to the questions given.

IV. CONCLUSION

Based on the results of the study, the conclusions of this study were obtained as follows:

1. The use of concrete (real) media can improve student learning outcomes.
2. Student learning outcomes before using concrete (real) media had an average score of 55.81 students in the pre-cycle and an average score of 64.84 in cycle 1.
3. Student learning outcomes after using concrete (real) media have an average student score of 64.84 in the first cycle and 77.74 in the second cycle.
4. Increased student learning outcomes from pre-cycle to cycle I by 9.69% and from cycle I to cycle 11 by 12.90%.
5. The factors that influence student learning outcomes in this study are learning materials, learning media. and teacher approach..

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