

## Efforts To Increase The Effect Of The Disciplinary Development Program In The Teaching And Learning Process On The Independent Work Ethic Of Teachers At SD Negeri 026 Rambah, Rambah District, Rokan Hulu Regency

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**Abstract,** This study aims to determine whether there is an increase in interest in learning mathematics in class VI students of 003 Kunto Darussalam Public Elementary School through the Application of Cooperative Learning Techniques of Sending Greetings and Questions. In this study, the formulation of the problem was How to Increase Students' Interest in Learning Mathematics Through the Application of Cooperative Learning Techniques of Sending Greetings and Class VI Questions at Public Elementary School 003 Kunto Darussalam on the subject of fractional arithmetic operations. This research was a classroom action research. The subjects in this study were grade VI students of SD Negeri 003 Kunto Darussalam and the object was the application of cooperative learning techniques of sending greetings and questions to increase students' interest in learning mathematics. The research begins with an initial meeting (without action) and three cycles (with action). The data collection technique in this study was once before the action, the researcher made initial observations during the learning process by filling in the interest observation sheet, then the researcher applied cooperative learning techniques by sending greetings and questions, and observing the development of student interest by filling out the observation sheet. Based on this analysis, it can be concluded that there is an increase in interest in learning mathematics for class VI students of SD Negeri 003 Kunto Darussalam through the application of cooperative learning techniques by sending greetings and questions.

Keywords : Interest in Learning, send greetings

### I. INTRODUCTION

Mathematics is one of the subjects that has a very broad role in human life and in schools. One of them is the role of school mathematics as an element of instrumental input, which has an abstract basic object and is based on a consistent foundation of truth, in the system of teaching and learning processes to achieve educational goals. Mathematics and problem-solving skills are

necessary for lifelong learning (Effendi, 2007).

In the world of education, mathematics is one of the means used to shape students to think scientifically. Mathematics is also one of the means to be able to shape students to develop reasoning. One of the means to be able to form students to develop reasoning, namely thinking systematically, logically and critically in

communicating ideas or in problem solving (Mulyasa, 2005).

From the quote above, mathematics is expected to shape the personality of students, who are able to face changes and technological advances. Mathematics is also expected to form a high sense of self-confidence for students in acting to face the progress of the times. The above educational goals will not be easily achieved if there is no interest in student learning, especially in mathematics.

To achieve this goal, the role of the teacher is very important. Where, the teacher is one of the most decisive factors in student success. Therefore, teachers must be able to find effective and efficient teaching methods. So that the fulfillment of active students and enjoys studying mathematics, as well as the achievement of teaching goals and the material planned to be completed (Effendi, 2007). One of them is to develop strategies that are directed at the target of classroom learning methods to increase students' interest in learning.

Based on the experience of researchers as teachers at State Elementary School 003 Kunto Darussalam, especially in class VI, symptoms were encountered, namely there were still students who did not want to complete the tasks given by the teacher, students who did not understand the material taught did not take the initiative to ask teachers or friends who understood better, besides that there were still Students do not want to pay attention to the lesson when the teacher delivers

the material taught, this can be seen from the fact that there are still students who tell stories when the teacher delivers the material.

Based on these problems, the problem that arises is how teachers can increase students' interest in learning mathematics by using the right strategies or methods. Because the application of appropriate methods and strategies is the first step in achieving the expected learning objectives, therefore it is always a concern for teachers in learning. In addition, teachers are required to be able to carry out these learning strategies or methods in a professional manner.

As Sabri said, (2007) "teachers are the determinants of the success of the teaching and learning process, therefore a teacher must have some skills so that the goals of some teaching and learning processes can be achieved." Seeing the conditions above, the author tries to provide a solution with one way of learning that emphasizes various activities working together. One of the learning models that is expected to activate students in the learning process is cooperative learning. One of the cooperative learning techniques is the technique of sending greetings and questions. In the cooperative learning of greeting and questioning techniques, students will be more responsible in doing the questions and be more courageous to express their opinions because the answers

will be shown to other groups. Djamarah, (2002) said that giving tasks will raise awareness to students to feel the importance of the task and accept it as a challenge so that they work hard by risking self-esteem. Cooperative learning of greeting and question sending techniques can strengthen group relationships by creating a typical group greeting so that when students feel bored and saturated the group greetings that have been created and sending questions to each other between groups will make the classroom atmosphere fun. Sometimes the classroom atmosphere becomes saturated and boring, times like this the teacher can arouse students' interest and enthusiasm for learning with group greetings (Lie, 2002).

According to Nasution, (1995) interest can be increased by using different forms of teaching such as group work, games, demonstrations and so on. In group work emphasizes the activeness of students in solving problems, in itself boredom will disappear and cause joy and interest to students. Thus, through the application of cooperative learning, greetings and questions are expected to increase students' interest in learning.

Based on the description above, researchers are interested in conducting research with the title: "Application of Cooperative Learning of Greeting And Problem Sending Techniques to Increase

Students' Interest in Learning Mathematics through Class VI State Elementary School 003 Kunto Darussalam"

Interest is one of the factors supporting success in the learning process. According to Slameto, (2003) interest is a sense of liking and a sense of attachment to a thing or activity, without anyone telling. Interest is basically the acceptance of a relationship between oneself and something outside the self. The stronger or closer the relationship, the greater the interest. Djamarah, (2002) Syaiful also suggests interest is a sedentary tendency to maintain and reminisce about some activities.

An interest can be expressed through a statement that indicates that a person prefers one thing over another, it can also be manifested through his participation in an activity. A person who has an interest in a particular subject tends to pay greater attention to that subject. Slameto expresses that a great interest in something is a great capital meaning to achieve/obtain the object or goal of interest (Slameto, 2003). The emergence of interest in learning is caused by various things, including a strong desire to raise dignity or get a better job and want to live happily and happily. High interest in learning results in high achievement, on the contrary, less interest in learning will produce low achievement, further

suggesting that interest arises because of something that.

From the opinions above, it can be concluded that interest is an aspect of personality that concerns liking or liking an object or activity that it undergoes, which will give a meaningful meaning between oneself and something outside the self. In other words, interest is a high desire or tendency towards an object or activity. Because people who have an "interest" in an object or activity will pay more attention to that object or activity.

According to Winkel in Gimin, (2008) posits that indicators of interest in learning are indicated by the presence of attention (paying serious attention, arguing according to the material), curiosity (perseverance in learning and asking difficulties) and feeling happy (learning happily and not being afraid of the teacher). In connection with this research, to find out the interest in learning students are known from the indicators that have been presented. Slameto is like learning, so interest is also influenced by two factors, namely internal factors and external factors. Internal factors are factors that exist in students, while external factors are factors that exist outside of students (Slameto, 2003).

According to Slavin cooperative learning is a learning model in which

students in small groups of 4-6 people, students learn and work collaboratively with a heterogeneous group structure (Slavin, 2013). Cooperative learning will make it easier for students to find and understand difficult concepts if they discuss the problem with their friends.

The characteristics of the cooperative learning model are (1) students work together in groups cooperatively to complete their learning materials, (2) groups are formed from students with high, medium, and low academic abilities, (3) where possible group members come from different races, cultures, tribes, genders, (4) awards are more group-oriented than individuals (Ibrahim & Nur, 2000).

## **II. RESEARCH METHODS**

This class action research was carried out in the 2021/2022 school year in semester 2. And research time refers to the school's academic calendar, because Classroom Action Research requires several cycles that require an effective teaching and learning process in the Classroom.

In carrying out this class action research, the researcher will carry out several cycles. The cycle is stopped if the interest in learning has reached the target set by the researcher. The target is that if student interest increases by 75% then the

cycle will be stopped. And each meeting will see the student's learning interest on the observation sheet that has been provided.

The data that have been obtained are analyzed using descriptive statistical analysis. Descriptive statistics are statistical activities that start from the activities of collecting data, compiling or measuring data, processing data, presenting and analyzing numerical data to provide an overview of a symptom, event or situation (Hartono, 2003).

Descriptive statistical analysis aims to descriptively data about students' interests during the learning process. Analysis of data on this interest is carried out by looking at the suitability between planning and the implementation of actions. This data analysis is carried out perindividu the subject as a whole, both from data during the learning process without action, and during the learning process with action. To determine the success of teacher activities and student activities, as well as student interest in learning during the learning process is processed using a percentage formula, which is as follows:

$$p = \frac{F}{N} \times 100\%$$

Information:

$F$  = Frequency being searched for percentage

$N$  = Number of Cases (number of frequencies/lots of individuals)

$P$  = Percentage number

100% = Fixed numbers (Sudjono, 2010)

### III. RESULTS OF RESEARCH AND DISCUSSION

The data to be analyzed are data from the results of observations that have been collected during the continuous learning process, both without the application of cooperative learning of greeting and question sending techniques and through the application of cooperative learning of greeting and question sending techniques.

Based on the results of data analysis, it can be concluded that students' mathematics learning interest scores through the application of cooperative learning greeting and question techniques are higher than students' mathematics learning interest scores without the application of cooperative learning greetings and questions techniques. This shows that there is an increase in students' interest in learning mathematics, especially in the subject matter of fractional calculation operations through the application of cooperative learning of greeting and question sending techniques in Class VI of State Elementary School 003 Kunto Darussalam. Research findings that there is an increase in students' interest in

learning mathematics. Where the student's mathematics learning interest score is higher with the application of cooperative learning greeting and question sending techniques than the student's learning interest score before using the application of cooperative learning greeting and question sending techniques. Before the application or meeting of one student interest with a percentage of 54%, cycle I of student interest with a percentage of 62%, cycle II of student interest with a percentage of 71% and in cycle III of student interest with a percentage of 79%.

#### IV. CONCLUSION

Based on the analysis obtained, it can be concluded that the application of cooperative learning techniques for sending greetings and questions can increase the interest in learning mathematics for grade VI students of State Elementary School 003 Kunto Darussalam on the subject matter of fractional counting operations. The increase in interest in learning occurs during the learning process in cycle I, cycle II, and what is very satisfying takes place in cycle III with a maximum increase in achieving the predetermined target of 75%.  $\geq$

From the results of the data analysis obtained, the increase in the achievement of student interest in learning starts from the success of reaching 54% (before the action),

increasing to 62% (cycle I), then to 71% (cycle II), and 79% (cycle III). From the difference in percentage results obtained by the researchers, it was concluded that the application of cooperative learning techniques for sending greetings and questions can increase the interest in learning mathematics for grade VI students of State Elementary School 003 Kunto Darussalam.

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