

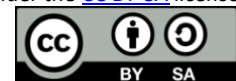
Application Of The Recitation Method To Improve Mathematics Learning Outcomes For Second Grade Students Of SD Negeri 0701 Rotan Sogo

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Abstract, This research is a classroom action research to understand (1) the application of recitation in students' mathematics learning, and (2) the improvement of multiplication and division teaching materials. Using recitation to see the added value of student learning outcomes at SD Negeri 0701 Rotan Sogo Class II. The research tool used is the Learning Implementation Observation Sheet, Student Activity Observation Sheet and Student Learning Outcomes Test. The subjects of this study were second grade students of SD Negeri 0701 Rotan Sogo, totaling 21 students. This research was carried out in two cycles with four stages, namely: 1) planning, 2) action/implementation, 3) observation, 4) reflection. The results of data analysis that has been carried out and the teaching and learning process carried out have resulted in good student learning outcomes and increased in the application of the method. As a result of the first round of research, the data showed that of the 21 students in the second grade, 14 students completed the study, the mastery rate was 67%. As a result of the second round of research, the data showed an increase of 20 students and a completion rate of 95% of the 21 active students. Based on the results of the research that has been done, this study concludes that the use of the recitation method on multiplication and division material can improve mathematics learning outcomes for second grade students of SD Negeri 0701 Rotan Sogo. This is manifested as an improvement in the learning process and an increase in student achievement. **Keywords:** learning outcomes, memorization method, multiplication and division.

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I. INTRODUCTION

To be able to compete in life, quality human resources are needed. Reliable quality, humans who are able to improve and advance the civilization of a nation. One way is to improve the quality of the education system. Education is a place of reference for the formation of quality

human resources. The ongoing learning process will determine the success of the education system. In the learning process, educators play an important role. Educators are one of the determinants of student progress and development. To achieve instructional goals, educators must accurately identify strategies that meet student needs. To enable students to listen

carefully to lectures and understand the material being taught. Synergy is a very important part of learning. There are two activities that must be carried out together, namely teaching teachers and learning students. Educators teach students how to learn, and students then learn how to learn through various experiences. As a result, students experience cognitive, psychomotor, and emotional changes. Competent educators will be better able to create an effective environment and manage the teaching and learning process to maximize student learning outcomes. In an effort to improve the quality of student learning, one of which is the development of learning strategies. Learning strategy is a decisive aspect in achieving learning objectives. At the same time, clear learning objectives are an important requirement for educators to determine appropriate learning strategies. If the learning strategy chosen is not appropriate, it will result in the failure of achieving the learning objectives. Therefore, to prevent this, educators need to have a good understanding and mastery of several strategies, both theoretically and operationally. In this case, educators can use different strategies that are adapted to different student situations (conditions). The choice of strategy greatly affects the spirit of student learning, especially the spirit of learning for elementary school

students. In learning, the use of inappropriate strategies can make it difficult for students to understand the material. As a result, the results of learning mathematics at SD Negeri 0701 Rotan Sogo did not reach the specified KKM value. Mathematics is a very important subject that students must learn in the second grade of elementary school. At SD Negeri 0701 Rotan Sogo, in general, grade 2 students still think that multiplication and division mathematics is a complex subject that requires students to learn and understand it. This is evidenced by the second grader of SD Negeri 0701 Rotan Sogo, the subject of mathematics is still low. Therefore, appropriate strategies are needed for students to improve their learning outcomes in mathematics, especially multiplication and division. The basic problems faced by students in multiplication and division are the lack of interest, motivation, and enthusiasm of students to learn expressed or depicted in the background. Therefore, researchers hope to update learning strategies by using different methods. It is hoped that the different approaches will arouse student interest, foster motivation and motivation, and thereby improve student learning outcomes.

In Learning, results are an important part. Sudjana, (2010) then defines that basically learning outcomes are changes in

student behavior as learning outcomes in a broader sense covering cognitive, affective, and psychomotor aspects. Meanwhile, Dimiyati & Mudjiono, (2006) also state that learning outcomes are the result of an interaction between teaching and learning. From the teacher's side, the evaluation of learning outcomes becomes the end of the teaching act. From the student's perspective, learning outcomes are the end of teaching from the top of the learning process.

Learning outcomes are an indicator of the achievement of learning objectives in the classroom which cannot be separated from several factors that play a role. Sugihartono dkk., (2007), states that there are several factors that have an influence on student learning outcomes, as follows. 1) Internal factors are factors that come from students (individuals) who are studying. Internal factors include 2 aspects, namely psychological aspects (mental) and physical aspects (physical). 2) External factors are factors that come from outside the students. External factors include several aspects, namely the influence of family, school, and community environment. Based on the factors that influence learning outcomes, researchers used external factors in the form of the use of the Jigsaw cooperative learning model and the STAD cooperative learning model. The implementation of these two types of cooperative learning

models requires the active involvement of students in learning Mathematics.

Children with elementary school age are the age of the end of the childhood phase starting from 6 years to 12 years of age. In this phase, the character of elementary school students will generally show individual and personal differences in various fields such as differences in intelligence, personality development and physical development, as well as cognitive and language abilities. The final phase of childhood is also commonly called the elementary school age (SD) phase. Izzaty dkk., (2008), said that the late childhood phase can be divided into two periods, as follows. a. Elementary school low grade stage, where this stage lasts for students sitting in grade 1, grade 2, to grade 3 SD. With a vulnerable age that lasts between the ages of 6/7 years-9/10 years. b. Elementary school high grade stage, where this stage lasts for students sitting in grade 4, grade 5, to grade 6 SD. With an age range that lasts between the ages of 9 or 10 years to the age of 12 or 13 years.

According Sijabat, (1993), teaching method is a way or procedure in managing the interaction between teachers and students for the ongoing learning events. Meanwhile, according to Azhar, (1993), a method is a method with a function as a tool to achieve goals. This applies to teachers in

teaching methods, as well as for students in learning methods. To achieve the goal optimally, the best method is needed.

The recitation method is a method of presenting material, in this case the educator gives certain tasks so that students learn and the tasks given can be done in the classroom, laboratory, library, or yard as long as the task can be completed. Tasks (recitations) are different from homework, and are much broader than that. This is because the task can be carried out at school, library, home, or other places.

Individually and task groups (recitation) are able to stimulate children to learn well actively. The recitation method is generally used with the aim that students are able to improve learning outcomes for the better. This is realized by students by doing exercises while doing the task. So that in learning something, the experience of students becomes more integrated.

II. RESEARCH METHODS

This research includes classroom action research (CAR), which is research that aims to make a real contribution to increasing teacher professionalism, preparing knowledge, understanding and insight into the behavior of teachers and students learning. Classroom action research is part of the action (action research). This action research is part of

research in general and has a very important and strategic role to improve the quality of learning if it is implemented properly and correctly.

This class action research (CAR) was carried out in a cyclical manner, namely between the first cycle and the next second cycle, they were interrelated. The implementation of CAR begins in the first cycle which consists of four activities. The second cycle activity is the same activity as the previous activity if it is aimed at repeating success, or to convince or strengthen results. The following is an overview of the PTK cycle that illustrates the flow below.

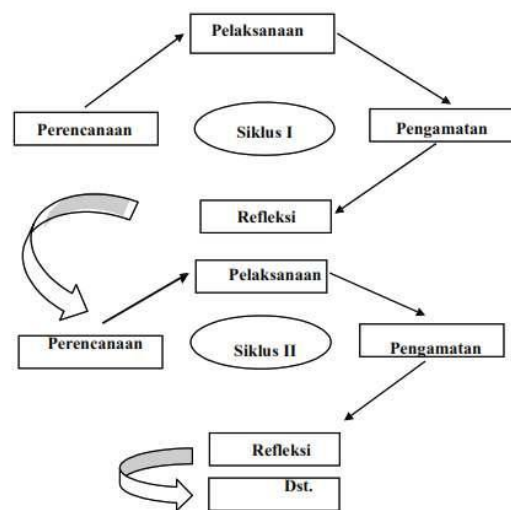


Figure 1. Classroom Action Research Cycle (CAR) Spiral Model Kemmis and Mc Taggart (Suharsimi, 2006)

The research subjects were second grade students of SD Negeri 0701 Rotan Sogo, totaling 21 students consisting of 10 male students and 11 female students. The

subjects that are the target of the research are Mathematics for class II, especially on the subject of Multiplication and Division.

The success indicator of this research is if there is an increase in the learning outcomes of second grade students at SD Negeri 0701 Rotan Sogo, after the application of the recitation method learning model in multiplication mathematics learning and the distribution of test results from the first cycle to the second cycle, as well as the quality of the learning process and student interest. so that it can provide mathematics learning outcomes. Students are said to be successful if they reach 75% and vice versa if they are less than 75% of the KKM score of 65

III. RESEARCH RESULTS AND DISCUSSION

Classroom action research with the subject of efforts to improve students' mathematics learning outcomes by using the recitation method in learning. The research that has been carried out includes 2 cycles consisting of cycle I and cycle II. Cycle I consisted of 2 meetings and cycle II also consisted of 2 meetings. The data that has been collected from the research results are presented and conclusions are drawn. The data in this study include data on the success of the process and results. The success of the process is the success in the

process of learning mathematics in the material of multiplication and division by applying the recitation method in learning. Data on the success of the process was obtained from observing the activities of students and teachers. The success of the results obtained from the test of student learning outcomes with the recitation method. The increase in the success of the process and results can be seen from the following description.

The initial condition of the mathematics learning process was very low. The average value of the test results is only 49 out of 21 students, there are 18 students who have not met the KKM score, which is 65. The value of the second grade student learning outcomes of SD Negeri 0701 Rotan Sogo increased in the first cycle. student learning increased to 65.45. Of the 18 students who had not completed the KKM in the pre-action, in the first cycle an additional 7 children had fulfilled the KKM. So that students who have reached the KKM in the first cycle are 50%. By using the recitation method in learning multiplication and division in cycle I.

Based on the explanation above in the first cycle, it shows an increase in the student learning process. The application of the recitation method in learning multiplication and division is a type of cooperative learning designed to influence

the pattern of student learning outcomes. However, in the first cycle they still did not meet the success criteria because there were still some students who had not achieved the KKM score. This is indicated by the test results of student learning outcomes in the first cycle which have not reached the predetermined KKM 65 score.

For this reason, the research was continued in cycle II, with improvements to the results of the reflection of cycle I. From the reflection of cycle I, students still lacked confidence to complete the given task, so the time used was less effective.

The results of student observations in the second cycle obtained a percentage of 88% and included in the very good category (80%-100%). This percentage increased by 18% from cycle I. The application of the recitation method in learning multiplication and division can increase the value of student learning outcomes, as many as 95% of students have reached the KKM. The average score of students' test results also increased to 80.91. This is in accordance with Slavin's opinion that by learning the recitation method, it can increase the achievement of student learning outcomes.

The increase in student activity and the results of student learning scores in the second cycle has met the established indicators of research success. Based on the results of the discussion above, it can be

concluded that the application of the recitation method in learning multiplication and division in class II SD Negeri 0701 Rotan Sogo can be increased.

IV. CONCLUSION

Based on the results of the research that has been carried out, the conclusions that can be drawn in this study are: 1) The application of the recitation method in mathematics learning for class II students in the multiplication and division material at SDN 0701 Rotan Sogo can improve learning outcomes. This is indicated by an increase in the learning process and an increase in student scores. 2) The mathematics learning outcomes of grade II students in multiplication and division materials can be improved through the application of the recitation method at SDN 0701 Rotan Sogo. The increase in learning outcomes is indicated by the average value and mastery of students' mathematics learning which increases each lesson in each cycle. Before the action was carried out, the average value obtained by class II students was 40 with a percentage of student learning completeness of 20%. After that, the action was taken in the first cycle, the average value increased to 65.45 and increased again to 75.91 in the second cycle. The percentage of KKM achievement also showed an increase. In the

pre-action, students who achieved the KKM by 20% increased to 50% in the first cycle and increased again to 86% in the second cycle. Based on the information above, the results are satisfactory for the researcher, because the success indicator of 75% has been achieved, so it can be concluded that by applying the recitation method to the multiplication and division material, it can increase the value of student learning outcomes.

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