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## IMPROVING THE ACTIVITY AND ACHIEVEMENT OF MATHEMATICS LEARNING ON THE TOPIC OF ADDITION OF FRACTIONS BY USING VARIOUS METHODS OF GRADE VI STUDENTS OF MIS BANAU ACANGO

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**Abstract:** Teaching is an activity to convey information in the form of knowledge given by teachers to students. Learning is a process of changing student behavior for knowledge, skills, values and student learning achievements. However, there are several factors that affect student learning achievement, namely the teacher's teaching method, inadequate facilities. On the other hand, it is also influenced by the teacher's learning methods that are less varied, resulting in decreased student learning achievement and quickly bored. The purpose of this study is to describe student learning activity in teaching and learning, especially in Mathematics lessons using various methods and to describe student learning achievement in Mathematics lessons. This study uses several research procedures, namely action planning, action implementation, observation and evaluation and reflection. The results of this cycle of research showed satisfactory results for students and student learning achievement in Mathematics lessons increased, this can be seen from the student's score that reached the KKM.

**Keywords:** Learning Activity, Learning Achievement, Various Method.

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### INTRODUCTION

Various factors that can affect student learning achievement, including the facilities available both at home and at school, the student's learning methods and the teacher's teaching methods. Inadequate facilities for student needs, affect students such as dim lighting which can certainly interfere with students' vision. The way students learn when facing exams/tests has a less than good impact on achieving maximum achievement and the teacher's teaching methods that are not varied can cause boredom for students.

However, on the other hand, the use of learning methods that are not varied can cause students to be less interested in learning lessons, resulting in less than optimal learning achievement. In addition, it can also result in a lack of student attention to learning caused by teachers who present material monotonously. Another consequence of learning methods that are not varied is that they can make students indifferent to the learning material given, and as a result students are passive. For this reason, there needs to be an effort by teachers to create a conducive learning atmosphere that can guide students to be active and creative. A learning atmosphere like this will provide hope for achieving

maximum student learning outcomes, in the sense of achieving a number of abilities and process skills. Thus, it is also hoped that students will be able to solve problems in their learning environment.

Based on the results of observations at MIS Banau Acango, Jailolo District, West Halmahera Regency, it was found that the teacher's teaching method still tends to be monotonous with methods that do not vary. Such conditions do not rule out the possibility that student learning achievement will be achieved less than optimally. This is assessed from the student's test scores which are less than optimal and do not reach the KKM. So it is necessary to conduct research to increase student activity and student learning achievement which is significant in mathematics learning.

## METHODS

This research was conducted in class VI MIS Banau Acango, Jailolo District, West Halmahera Regency. In the implementation of learning improvement, different abilities and characters of students were obtained. There are students who quickly accept and understand the lesson material. But there are also attitudes and behaviors of students during the learning process that show varying attitudes. There are several implementation procedures, namely (1) Planning, (2) Implementation of Action, (3) Observation and Observation, (4) Reflection.

## RESULTS

There are two cycles in this implementation stage, namely, Cycle I and Cycle II.

**Table 1.** Mathematics Test Results Data Cycle I

No	Nama Murid	Nomor Soal/Bobot										Skor Maks 10	Nilai
		1	2	3	4	5	6	7	8	9	10		
		1	1	1	1	1	1	1	1	1	1		
1	NUR ASYIFA	1	1	0	1	1	1	0	0	1	0	6	60
2	NAQILA	1	0	1	1	1	0	1	1	0	0	6	60
3	NUR AZMI	0	0	1	0	1	0	1	1	1	1	6	60
4	JIHAN AZAHRAH	0	0	1	1	1	1	0	0	1	1	6	60
5	RAHMA MOLLE	1	0	1	1	1	1	1	0	0	0	6	60
6	SITI FARADILA	1	1	0	1	0	0	1	1	1	0	6	60
7	TRI APRILIA	0	1	1	0	1	1	1	0	1	0	6	60
8	INAYA MUMTAZA	0	1	1	1	1	1	1	1	1	0	8	80
9	SYAKIRA GURET	1	0	1	1	0	0	0	1	1	1	6	60
10	SYAFINATUN GURET	1	1	1	0	1	1	1	0	0	1	7	70
11	PUTRI AZAHRA	1	1	1	1	1	1	1	1	1	0	9	90
12	JUMARDI	1	1	0	0	0	1	1	1	1	0	6	60
13	SUBHAN LAGON	0	0	1	1	1	1	0	1	1	0	6	60
14	ALFIKRI BUCHARI	1	0	1	1	1	0	1	1	0	1	7	70
15	ALFARO	1	1	1	0	1	1	1	0	1	1	8	80
16	ATSAL	1	1	1	1	1	1	1	1	1	1	10	100
17	AIRIN	0	1	1	1	0	1	0	0	1	1	6	60
18	CAHYA	0	1	1	1	1	0	1	0	0	1	6	60
19	NAZRIL BUCHARI	1	1	1	1	1	1	1	0	1	0	8	80
20	SALSABILA	0	1	1	0	1	1	0	0	1	1	6	60

JUMLAH	12	13	17	14	16	14	14	10	15	10	135	1350
<b>RATA-RATA</b>	<b>60</b>	<b>65</b>	<b>85</b>	<b>70</b>	<b>80</b>	<b>70</b>	<b>70</b>	<b>50</b>	<b>75</b>	<b>50</b>		

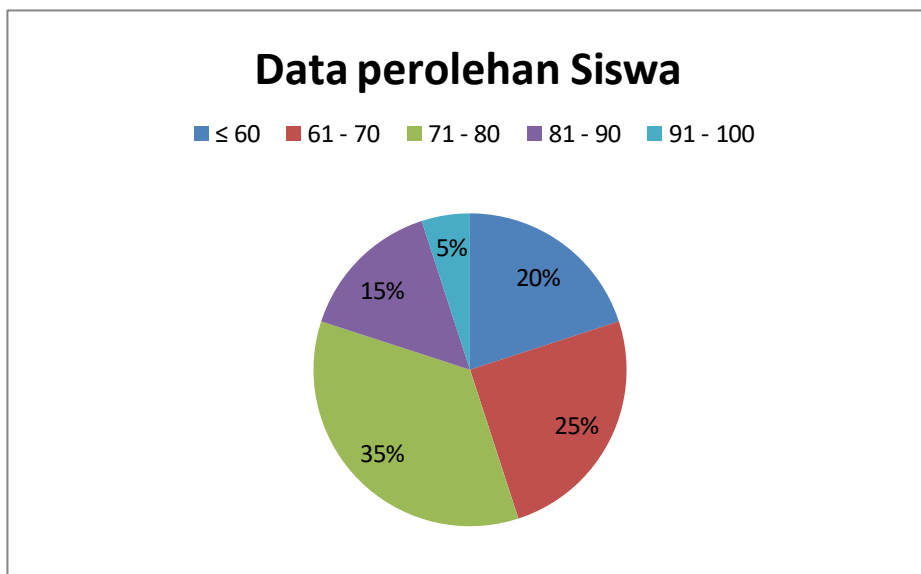
No	Skor / Nilai	Frekuensi	%
1	100 – 91	1	5
2	81 – 90	1	5
3	71 – 80	3	15
4	61 – 70	2	10
5	≤ 60	13	65
Jumlah		20	100

**Table 3. Mathematics Test Results Data Cycle II**

12	JUMARDI	1	0	0	1	0	0	1	1	1	1	6	60
13	SUBHAN LAGON	1	1	1	1	1	1	1	1	1	0	9	90
14	ALFIKRI BUCHARI	1	1	1	1	1	1	1	0	1	1	9	90
15	ALFARO	1	1	1	1	1	1	1	1	1	1	10	100
16	ATSAL	1	1	1	1	1	1	1	1	1	1	10	100
17	AIRIN	1	1	0	0	1	1	1	1	1	1	8	80
18	CAHYA	0	1	1	1	1	1	1	1	0	1	8	80
19	NAZRIL BUCHARI	1	1	1	1	1	1	1	1	1	1	10	100
20	SALSABILA	1	0	1	1	1	1	1	1	1	0	8	80
<b>JUMLAH</b>		<b>16</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>18</b>	<b>17</b>	<b>17</b>	<b>15</b>	<b>168</b>	<b>1680</b>
<b>RATA-RATA</b>		<b>80</b>	<b>80</b>	<b>80</b>	<b>85</b>	<b>90</b>	<b>85</b>	<b>90</b>	<b>85</b>	<b>85</b>	<b>75</b>		

**Table 4.** Student Grade Data Cycle II

No	Skor / Nilai	Frekuensi	%
1	100 – 91	4	20
2	81 – 90	5	25
3	71 – 80	7	35
4	61 – 70	3	15
5	≤ 60	1	5
<b>Jumlah</b>		<b>20</b>	<b>100</b>



## **DISCUSSION**

### **Results of Cycle I Discussion**

The implementation of cycle I, the application of various methods, giving examples and exercises has not been completely perfect. The reflection stage carried out between students and researchers can be concluded that there are still several things that need to be improved. From the students' side, the weaknesses that exist are that there is still an indifferent attitude in receiving the material and there are still students who have not been able to ask questions about the difficulties they are experiencing either to friends or to the teacher. From the teacher's side, the weaknesses that exist are the application of various methods and various examples have not been fully implemented and have not been fully implemented perfectly and in group work activities or discussions, there is less attention to students who are not very active. The success obtained in cycle I of mathematics lessons is that 7 or 35% of students can answer questions above 60, the remaining 13 or 65% answer below or equal to 60. Based on the results of observations, the learning that has been carried out has shown progress. This is indicated by the presence of students who have answered questions and even some students who ask questions. After reflecting and discussing with the teacher, the researcher made a learning plan and implemented a cycle II improvement plan at MIS Banau Acango, Jailolo District, West Halmahera Regency. Based on the performance indicators, learning completion has been achieved, but the planned material has not been presented, so learning continues to the next cycle.

### **Results of Cycle II Discussion**

Implementation in the second cycle stage, students have achieved learning achievement in Mathematics subjects with the following results: (1) students' attention to the teaching and learning process is focused, (2) students' willingness to ask questions, (3) the responses expressed have begun to be in accordance with the problems they respond to and provide good problem solving, (4) students' learning outcomes have increased and are active. In this second stage, the application of varied methods so that the success obtained in this cycle is 19 or 95% can answer the questions given or equal to 60% correctly, the remaining 1 or 5% answered correctly below or equal to 60%.

Based on the researcher's observation in cycle II, there were 19 students out of 20 students who could answer the correct questions. Improvements in this method are that teachers have used varied methods for the continuity of learning. When viewed from cycle I and cycle II in this learning improvement, students' ability to answer and ask questions always increases. This means that varied methods can improve mastery of Mathematics subjects, especially in the material of folding symmetry.

## **CONCLUSION**

Based on the results of the discussion in this classroom action research, it can be concluded that, student success in learning is greatly supported by the teacher's ability to practice various teaching methods, children's insights and thoughts can be developed by providing examples and exercises, in the learning process, by using various methods, student achievement and learning activity are increasing, PTK greatly helps teachers in improving their performance, both as planners, implementers, and as assessors, a pleasant learning situation can help students dare to express their opinions both verbally and in writing.

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