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ANALYSIS OF FACTORS IN IMPROVING MATHEMATICS LEARNING THROUGH HOMEWORK FOR GRADE IV STUDENTS AT MIM AL MUNAWARAH KABILA DISTRICT, BONE BOLANGO REGENCY

ANALISIS FAKTOR-FAKTOR USAHA MENINGKATKAN BELAJAR MATEMATIKA MELALUI PEKERJAAN RUMAH PADA SISWA KELAS IV MIM AL MUNAWARAH KECAMATAN KABILA KABUPATEN BONE BOLANGO

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Abstract

This study aimed to describe the implementation and obstacles in enhancing mathematics learning through homework at MIM Al Munawarah. The research employed a qualitative approach with subjects consisting of fourth-grade teachers, students, and parents. The research instruments used were interviews, documentation, and observation. The data analysis steps included data reduction, data presentation, and verification. The results indicated that efforts to enhance mathematics learning were perceived as relatively low, as students showed a lack of interest in mathematics, difficulties in understanding the material, and feelings of boredom with the lessons provided. In implementing the program to improve mathematics learning through homework, teachers faced challenges such as limited school facilities, infrastructure, and a conventional teaching model.

Keywords : Mathematics Learning, Homework, Students.

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pelaksanaan dan hambatan pelaksanaan meningkatkan belajar matematika melalui pekerjaan rumah di MIM Al Munawarah. Penelitian ini menggunakan pendekatan kualitatif dengan subjek penelitian terdiri dari guru kelas IV, siswa dan orang tua siswa. Instrumen penelitian yang digunakan adalah wawancara, dokumentasi, observasi. Langkah analisis data meliputi reduksi data, penyajian data, dan verifikasi. Hasil penelitian menunjukkan bahwa usaha

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untuk meningkatkan belajar matematika dipandang cukup rendah, dimana siswa kurang senang pada mata pelajaran matematika, ketidak fahaman pada materi, serta merasa bosan dengan pelajaran yang diberikan. Dalam melaksanakan program meningkatkan belajar matematika melalui pekerjaan rumah guru mengalami kendala antara lain keterbatasan sarana dan prasarana sekolah, dan model pembelajaran yang konvensional.

Kata Kunci : Belajar Matematika, Pekerjaan Rumah, Siswa.

1. INTRODUCTION

Mathematics is a subject taught at all levels of education, including elementary school. Mathematics plays a crucial role in developing students' reasoning skills. By studying mathematics, students are expected to apply it in their daily lives. Furthermore, mathematics is a constantly evolving science, both in terms of its content and its benefits to society. (Anggraini, 2020)

Student success in the learning process is strongly influenced by their motivation. One indicator of learning quality is high student motivation. Students who are highly motivated to learn will be motivated or inspired to take action to achieve specific results or goals. This aligns with the National Education System Law, which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state" (Article 1 of Law of the Republic of Indonesia No. 20 of 2003).

According to (Iskandar, 2018), teachers are a key element in the education system, particularly in schools. All other components, from curriculum and infrastructure to funding, will be meaningless if the essence of learning, namely teacher-student interaction, is lacking in quality.

Mathematics is an essential tool for developing intellectual skills and abilities. It is also a science based on modern technological developments and plays a vital role in various fields. It can also enhance human thinking. As we manage and create future technology, strong math skills will be needed from a young age. Mathematics instruction should be provided to students starting in elementary school to help them acquire the skills they need in everyday life.

The goal of learning Mathematics is to develop students' thinking skills and to introduce new and abstract concepts to their minds. Learning Mathematics is about numbers, images, and counting. When students learn Mathematics, it is more effective if they directly practice discovering and studying concepts independently, understanding, and mastering them. For students to retain concepts for a longer period of time, practice by applying the concepts learned is essential.

Mathematics teaching and learning strategies are activities in Mathematics that must be carried out by educators and students to achieve learning objectives effectively and efficiently. Learning strategies are important for instructors or educators to consider during the learning process. There are at least three types of strategies related to learning:

1) Learning Organization Strategies

Learning organization is crucial in the Mathematics teaching and learning process, particularly in developing activity plans (the flow of learning activities). This strategy incorporates integrated learning organization strategy management skills, such as time management, which serves as a benchmark for the implementation of the teaching and learning process and the achievement of predetermined learning objectives. Teaching and learning organization strategies are divided into two types: micro strategies and macro strategies.

2) Learning Delivery Strategy

The delivery of learning content is one component of implementing the learning process method. This aims to ensure that learning content and information are conveyed effectively to learners, thereby improving their understanding of concepts.

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3) Learning Management Strategy

Learning management strategy relates to decisions about which organizational and delivery strategies to use during the learning process, including scheduling, recording student progress, and motivation. Learning management must consider the Characteristics of Mathematics in Elementary Schools.

Homework, commonly referred to as "PR" in English, means doing homework. In this study, homework is defined as a specific written or oral assignment that must be completed outside of school hours (especially at home) related to the lesson taught by the teacher to improve mastery of concepts or skills and simultaneously provide development.

According to Arie (2016), homework is a teacher's effort to address time constraints in mathematics learning at school by providing practice problems for students to complete outside of school hours. Homework is considered effective as a means of improving student learning outcomes because it allows students to review and recall material previously presented by the teacher at school without time constraints. Homework is usually given in the form of questions to be completed at home. In this case, students can think more calmly and relaxed while maintaining concentration on the tasks assigned by the teacher. According to Saragih (2019), homework in learning is a method of assignment, namely the presentation of material where the teacher assigns specific tasks to students to engage in learning activities. The problem is that the assignment can be done at home or anywhere else. By giving homework, students can find out their respective strengths and weaknesses. Students can also form a study group to exchange ideas in doing the tasks given. Homework is not limited by time, so students can do the task calmly without rushing and can think as much as possible in completing their tasks. According to Sabri (Damayanti, 2017) stated that giving homework is a learning method that is expected to improve student learning outcomes, because giving homework can stimulate and motivate students to learn, encourage students to find and process the tasks themselves. The method of giving homework is a method where students are given tasks outside of class hours. This assignment is usually given Homework isn't limited to homework; it can also be done in the library, laboratory, park, etc. The Directorate of National Education (Diknas) states that the homework assignment method is a teaching method involving planning activities between students and teachers regarding a topic that must be completed by students within a certain agreed-upon timeframe. This method is widely used by teachers in the teaching and learning process, especially in schools with limited teachers. Slameto stated that the advantages of giving homework are that it can encourage student initiative, foster student interest and responsibility, and improve student learning outcomes.

The steps for using the homework assignment method are:

1) Assignment Phase

Assignments given to students should:

a) Consider the objectives to be achieved
b) Type of assignment
c) Provide instructions to assist students in completing the assignment.
d) Sufficient time available

2) Steps for Implementing the Assignment

a) Provide guidance or supervision by the teacher.
b) Provide encouragement to encourage children to learn.
c) Students must attempt or complete the work themselves, without requiring others to do so.

3) Assignment Accountability Phase.

Things to consider are:

a) Students report, either verbally or in writing, on their work.
b) Questions and answers and discussions.
c) Assessment of student work, whether through tests or other methods.

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This phase of accountability for assignments is called recitation. A sense of responsibility for students is demonstrated by subject teachers giving assignments in the form of learning tasks, such as homework.

Parents are an important factor in instilling the foundation of personality, which helps determine the character and character of an individual as an adult. However, parents often overly entrust their children's development and education to others.

If this is forced due to circumstances, such as working parents, certain tasks are taken over by others, such as maids or teachers, but the responsibility remains with the parents, and their loving relationship must be maintained, even if physical contact time is limited.

It's never too late or too early to start helping children learn better at school. Even high school students and college students can be helped to improve their academic performance. Even preschoolers can learn attitudes, habits, and skills that are fundamental to success throughout their school years. In short, parents can help their children succeed in school, regardless of their age.

Success in education depends not only on the quality of services and programs offered by the school, but also on the child's efforts to learn optimally and the educational benefits offered by the school. As parents, it's our duty to help our children achieve their best. After all, a child's education is so important that parents cannot avoid being involved.

Observation results at MIM Al Munawarah, Kec. Kabila, Bone Bolango Regency shows that to improve students' numeracy skills through giving homework still really needs to be optimized. Seeing the reality of fourth grade students at MIM Al Munawarah, Kabila District, Bone Bolango Regency, that in the process of teaching and learning Mathematics in general, teachers use methods that are too monotonous and give the impression of being the same. Some students do not want to ask when given the opportunity to ask or answer questions asked by the teacher in learning, students' motivation in learning is lacking, namely in the form of formulas, and real contexts in everyday life, students are less disciplined which is characterized by students who skip class to avoid mathematics lessons, students find it difficult to use formulas and difficulties in the calculation process, to make students bored and reluctant to learn Mathematics, which is characterized by students looking bored in mathematics learning. Personal researcher in the learning process Mathematics in the fourth grade of MIM Al Munawarah, Kabila District, Bone Bolango Regency, revealed that student learning outcomes in Mathematics were not as expected, particularly in understanding multiplication, indicating a low level of mastery of the Mathematics concepts taught. This was demonstrated through observations during Mathematics lessons. A total of 32 students participated, comprising 15 boys and 17 girls. The Minimum Completion Criteria (KKM) for Mathematics was 70. After conducting daily research on their learning outcomes, 18 fourth graders of MIM Al Munawarah, with a score of ≤ 70, and 14 students with a score of ≥ 70, were found to have passed.

Factors contributing to low student learning outcomes include the learning process at MIM Al Munawarah, Kabila District. Teachers lack creativity in exploring methods. They tend to use conventional learning methods that still employ simple methods. They explain the material solely through explanations, without supporting media or teaching aids. They then engage in question-and-answer sessions and assign assignments, believing these methods are the most effective for conveying the material to students. Student engagement is also lacking in these lessons.

Low student learning outcomes are also due to a lack of motivation. This is evident in students' passive listening, who often rely solely on the teacher's dominant teaching style. This leads to more one-way learning, leading to student noise during the teacher's explanations. School facilities that support learning are also inadequate, such as a lack of learning media. Consequently, learning objectives are not effectively achieved.

This situation is truly concerning. One way to boost student learning outcomes in mathematics, especially multiplication, is to encourage students to They are able to actively participate in developing their abilities to comprehend, understand, observe, implement, communicate results, and so on. This requires a teacher's strategy in their teaching and learning activities through methods or models used

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in the learning process that align with the material being taught. Therefore, to address this issue, in this study, the researcher proposes a learning model for fourth-grade Mathematics, including building multiplication, using homework.

2. RESEARCH METHOD

This study employed qualitative research. In this study, the researcher collected descriptive data obtained through a qualitative approach, expressed in words and language within a specific, natural context, utilizing various scientific methods.

The researcher's presence was to obtain data or information necessary for the research. Therefore, the researcher was present to explore the quality of student learning in Mathematics through the implementation of homework assignments. The researcher's presence in this study served as an observer, where the researcher attempted to observe the improvement in fourth-grade Mathematics learning at MIM Al Munawarah, Kec. Kabila, Bone Bolango Regency, and researchers conducted observations with the class teacher as the fourth-grade homeroom teacher at MIM Al Munawarah, Kabila District, Bone Bolango Regency. The results of the observations were written in small notes to be used as material in the literature review section.

The research was conducted in the first semester (odd semester) of the 2023-2024 academic year, namely October to December 2023. The research time was determined based on the school's academic calendar, because qualitative research requires several to require an effective teaching and learning process. The data source for this Qualitative Research was the fourth-grade students of MIM Al Munawarah, Kabila District, Bone Bolango Regency, who also served as research subjects. Through observations and reflections by Researchers, and test results. The data sources in this study were the subjects of the data obtained by the researcher. In this study, the author used both primary and secondary data sources.

3. RESULT AND DISCUSSION

The results show that most students' activity in Mathematics learning has not shown the expected improvement, as the average student learning activity is still low, at 64.00%. This result indicates that student activity during Mathematics learning does not align with the established performance indicators. Students lack a sense of enjoyment and are reluctant to engage in the Mathematics learning process, as they perceive Mathematics as a difficult subject to understand. Furthermore, the lack of interest in solving Mathematics problems stems from feeling exhausted by the full class hours from morning to evening. Students experience feelings of dislike for Mathematics, lack of understanding of the material, and often forget their assigned homework due to the time spent playing with gadgets, making it difficult for them to engage in the Mathematics learning process. Furthermore, the lack of interest in Mathematics is influenced by students feeling exhausted from being at school all day. Furthermore, there is a lack of moral support from parents for their children to review their assigned assignments.

Mathematics is one of the subjects tested in the National Exam, meaning the quality of mathematics instruction should be continuously developed as early as possible so students can succeed on the exam. Otherwise, we will see the same scenario as most schools implementing impromptu enrichment programs supported by all elements of education, parents, and even the community. It's undeniable why this has to happen, as there's no other way to ensure students pass the National Exam by simply providing drill questions. This type of learning is irrelevant to the curriculum's requirements. Competency-Based Curriculum (KBK) and KTSP (Competency-Based Curriculum) are in stark contrast to the goals of National Education.

There are many ways to improve mathematics learning outcomes without sacrificing the rules outlined in the curriculum, one of which is the use of effective and efficient learning methods. Assigning homework is one method teachers use to improve mathematics learning outcomes.

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However, in reality, the implementation of homework assignments at MIM Al Munawarah Kabilla remains ineffective and inefficient.

This is certainly a significant concern for educators, who need to understand how to improve mathematics learning in students, many of whom are relatively low. For various reasons, this lack of alignment with indicators for improving mathematics learning is cited. Some students are reluctant to engage with the learning process due to the dense daily teaching hours; monotonous or unvaried learning models can trigger boredom; others are reluctant to engage in the learning process; and there is a lack of interest in developing their own understanding of mathematics. Based on the indicators proposed by Patonah (2018), the researchers present a description of the research results on factors that contribute to improving mathematics learning in fourth-grade students through homework assignments at MIM Al Munawarah Kabila, as follows:

1. Assignment Assignment Phase, consisting of sub-indicators:

The goal of assigning homework is to motivate students to always be ready to learn. However, fourth-grade students at MIM Al Munawarah Kabila District found it difficult to understand the material presented during the learning process. This was due to students being too tired during class hours, resulting in a lack of interest in learning. Students were found to make many errors in solving math problems due to a lack of conceptual understanding, resulting in conceptual errors.

Low academic achievement is one sign of a student's learning difficulties. Teachers, in this case, are responsible individuals who should be able to understand their students' learning difficulties and then provide assistance to resolve them. In providing this assistance, teachers' knowledge of the background of the learning difficulties is crucial. According to Syaiful Bahri Djaramah (2011: 235), learning difficulties are a condition in which students are unable to learn normally due to threats, obstacles, or disruptions to learning. Learning difficulties occur when students lack understanding of what they are learning.

Some fourth-grade students who lack understanding in Mathematics are reluctant to ask their teachers about material they don't understand. The learning process proceeds as usual without any enthusiasm from students in welcoming Mathematics. Students are reluctant to engage in the learning process due to fatigue from the lessons.

Fourth-grade students at MIM Al Munawarah in Kabila District receive homework based on material previously assigned by the teacher. Each assignment is accompanied by sample problems. However, this does not guarantee student understanding of the material. This is due to learning resources still being limited to textbooks, and the lack of other, more varied learning resources to enhance student learning. In terms of time, students are given free time according to the next Math lesson schedule. However, this actually makes them less inclined to complete their assigned homework. Some students use this time to ask friends if they don't understand the questions.

2. Steps for Implementing Assignments

Students' abilities to absorb material in class vary; some students grasp it quickly, while others still need practice. After explaining the material to students, the teacher then provides practice questions to determine their understanding. After giving homework to students, the teacher frequently checks their work. Homework involves calling students to the front of the class and testing each problem with an explanation of how to complete it. This makes students fearful and anxious, making them afraid to speak in front of the class. Some even frequently skip school in mathematics.

In everyday life, humans are inseparable from anxiety, and this is also true in mathematics learning at school. Students typically feel anxious when given difficult assignments. Some students experience excessive math anxiety because the structure of the mathematics material in the curriculum continues to increase, preventing students from having the opportunity to manage their anxiety. Furthermore, Haralson (2002) states that math anxiety can also be caused by: (1) the attitudes of parents, teachers, or others in the learning environment; (2) certain frightening or embarrassing incidents in the student's mathematics history; (3) poor self-concept caused by a past history of failure.

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Some students also frequently forget their homework assignments, even though teachers have tried to encourage or motivate them to complete them promptly by reminding them not to forget their homework. When students don't understand the assigned assignments, they often procrastinate on completing their homework, ultimately forgetting to do it.

3. Accountability for Assignments

Teaching and learning activities require active participation from students. After the teacher presents the material to the class, discussions or Q&A sessions are necessary. These Q&A sessions help to assess students' understanding. However, this often leads to some fourth-grade students at MIM Al Munawarah, Kabila District, being absent from math lessons because the teacher checks all homework assignments in front of the class.

Generally, asking questions is a way for someone to explore areas they don't understand. The specific areas of inquiry depend on the breadth of a person's understanding of the new material. The broader the material, the more likely they are to understand it. The more closely the questions are connected to their knowledge, experience, and beliefs, the more distant the questions will be. Conversely, the more closely they relate to what they already have, the more closely the questions will be focused on the material being explained. This is reinforced by Morgan & Saxton (2006), who stated that asking quality questions can explore the important role of questions in creating a positive learning environment.

A nearly constant problem is the high number of passive students. They are reluctant to raise their hands to ask questions about things they don't understand. This understanding is only revealed after homework is given. Students who hide their questions and fail to study independently will inevitably receive poor grades. Most fourth-grade students at MIM Al Munawarah, Kabila District, received unsatisfactory grades on their homework assignments, leading teachers to frequently repeat or re-explain previously taught material.

In analyzing the low level of improvement in Mathematics learning, there are certainly contributing factors, as outlined by researchers in the previous section. Conclusions can be drawn at MIM Al Munawarah, Kabila District. Kabila is characterized by inadequate school facilities and infrastructure, monotonous or unvaried learning models that can trigger student boredom, a lack of interest in mathematics, and a lack of concentration when paying attention to teacher explanations. School mechanisms that require students to arrive at 7 a.m. and leave at 4 p.m. can lead to fatigue. Even if the homework assignment is minimal, students still complain and object. As a researcher, I view this phenomenon as a technological leap forward.

When school facilities and infrastructure are inadequate, it can result in a lack of education due to limited school and learning facilities. As researchers found, MIM Al Munawarah in Kabila District does not yet have a library building, one of the elements that support the school's learning system. This is also a possible contributing factor. Students' low ability to understand the material presented in Mathematics is due to the limited learning resources, which can lead to boredom and reluctance to study Mathematics.

This research is supported by research conducted by Widyajayanti and Istiqomah (2018), "Analysis of Homework Intensity in Improving Mathematics Learning Outcomes." The low ability of students to understand the material presented in Mathematics stems from internal factors, namely factors originating from the students themselves, as indicated by students' lack of interest in Mathematics and their perception of it as difficult. Interviews with students indicated that students felt tired and often forgot to complete their homework. Furthermore, parental behavior and attitudes were also influenced, which were deemed inappropriate when teachers assigned homework, namely a lack of attention to children's education, especially in Mathematics. The conclusion of this study is that teachers' efforts to improve students' ability to learn Mathematics are quite good.

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4. CONCLUSION

Based on the results of research conducted by researchers at MIM Al Munawarah, Kabila District, analyzing efforts to improve mathematics learning through homework, the following conclusions can be drawn:

1. Efforts to improve mathematics learning in fourth-grade students through homework are considered quite low and do not contribute positively to student mathematics learning outcomes.
2. Factors contributing to the low mathematics achievement of fourth-grade students through homework at MIM Al Munawarah, Kabila District, include inadequate school facilities and infrastructure, conventional learning models, and students' assumptions that Mathematics is a difficult subject to understand.

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