



ENHANCEMENT RESULTS STUDENT LEARNING IN COMPLETION QUESTIONS SPLDV MATERIAL THROUGH IMPLEMENTATION LEARNING COOPERATIVE TUTORS PEERS

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Abstract:

This research aims to determine the improvement in class student learning outcomes VII MTs. Darul Ulum Bantaran academic year 2022/2023 in completion questions on material principal SPLDV through implementation learning cooperative with tutors peer.

Subject study is student class VII MTs. Darul Ulum Bantaran number 40 child ,a Teacher Mathematics And a observer. Data Which collected covers results Study student, results observation Teacher, results observation student. Study This is Classroom Action Research (PTK) which is carried out in two cycles.Each cycle includes 4 (four) stages namely planning, implementation action, observation (observation) and reflection. In this research it is said to be successful if at least 85% student obtain mark ≥ 65 . The research results show: (1) Student learning completeness in cycle I was 62.50% with mark average 67.13 And on cycle II as big as 87.50% with mark average 77.88 (2) Score activity student on cycle I as big as 70% And on cycle II amounting to 82.50%. From the data above it clearly shows that in cycle I results Study Not yet according to expectations, which means the indicator success yet achieved while in cycle II the learning outcomes were in line with meaningful expectations indicator success already achieved.

Keywords: *tutors peer, draft, system equality linear two variables*

INTRODUCTION

In learning Mathematics most student consider mathematics is a difficult subject so every time there is a Mathematics lesson generally they Already Afraid formerly, as a result difficult for student For concentrate control material Mathematics during activities Study teach ongoing. Yang what they complain about is how to get students interested, easy understand And Finally So Love mathematics.

The main material for SPLDV which is currently given in class VIII semester 1 is one of the materials where the questions are often presented in the form of about the story. So almost every time we come to this material, many of the students are lacking understand even there are those who don't understand at all. As a result, students do not This ability to solve the questions can be seen every time it is held students obtained unsatisfactory results on tests (retests) on this main material This means that the student's test scores are less than satisfactory, meaning that many of the students' test scores are below 65(65 is limit complete For material principal SPLDV).

Because it's together teachers Other mathematics at VII MTs. Darul Ulum Bantaran collaborates to try to find the right learning methods and models For overcome problems Which There is. Therefore So the researcher tried to apply the learning model, namely Bani cooperative learning model with peer tutors, which hopefully later will can

increase results Study students especially in finishing questions on material principal System Equality Linear Two Variable. For increase results Study student class VII MTs. Darul Ulum Bantaran Sragen in finish questions on material principal SPLDV required model or method learning the new one Which fitting i.e. with model implementation learning, cooperative with tutors peer.

Objective study This is For know And analyze enhancement results Study student class VII MTs. Darul Ulum Bantaran year lesson 2022-2023 in finish questions on material principal SPLDV through implementation learning cooperative with tutors peer. It is hoped that the results of this PTK will provide benefits for students, teachers and school especially in learning Mathematics. As for benefit results study This that is, increase motivation, attitude believe self in finish questions. Practice student active in Study, ask answer discuss in groups and respect other people's opinions. Increase ability in understand and finish question story And can increase performance results Study student like Which expected.

Various definitions of learning and several sources include a. According to Fontana (Suherman, 2003:8) Study is process change Act in demand individual Which relatively still as results And experience. Whereas, learning is effort arrangement environment Which give nuances program order learn to grow and develop optimally. b. Hudojo (1990:1) interprets Study is something process activity Which result change Act in demand. c. Sudjana (1989:99) stated that learning is a process that characterized by changes in a person's self. d. Yarnin (2003: 99) suggests that Study is a change in the behavior of the attack as a result his reasoning can be done through observation, hearing, reading and imitation. From several The definition of learning can be said to be the learning process experienced by students produce changes in aspects of knowledge, skills, values, attitude And characteristic.

Learning outcomes are the abilities that students have after receiving them experience learn it. Kingsley (Sudjana, 2001:22) share three type understanding; three attitudes and that ideal each groups can be filled in with material Which There is on curriculum school. The strategy in its activities with learning is a strategy/trick deliberately planned by the teacher, regarding all learning preparations so that the implementation of learning runs smoothly and the objectives are: results Study can achieved in a way maximum. (Sari, 2006:26)

So that learning Mathematics can absorbed with Good by student, besides strategy also needs learning methods and models. The learning model is pattern interaction student with Teacher in class Which shoulder strategy, approach to learning methods and techniques applied in implementation activity Study teach. (Sari, 2006: 26) Model learning have four characteristic special that is: a. Rational theoretical Which logically arranged by its authors. b. Goals to be achieved. c. Behavior teach And Study. d. Environment Study Which required so that objective achieved.

Model learning cooperative is model learning Which placing students studying together in groups whose members three to five students with ability level or gender or background different rear. This learning emphasizes cooperation in groups to complete the tasks that have been given. Apart from that before learning If cooperative is implemented, students should be introduced to cooperative skills which will be used in study groups later. Those cooperative skills between other value opinion person other, push participation, brave ask, push Friend For ask, share tasks, elements base learning cooperative as following: a) Student in group must be think that they alive together together: b) Student have a sense of responsibility all something in the group must owned by they Alone.

RESEARCH METHODS

This research was carried out at VII MTs. Darul Ulum Bantaran during four (1) Month starts January 2023. Subject study is student class VII MTs. Darul Ulum Bantaran year lesson 2022-2023 as many as 23 students, an MTs Mathematics teacher. Darul Ulum Bantaran and a Teacher Mathematics other as observer.

Data collection was carried out using test and non-test techniques. Test

techniques include tests at the end of cycle I and the end of cycle II and non-tests include observations activity student, observation to learning Teacher as well as questionnaire response student to learning Teacher. As yardstick measuring study This , if average mark Students' daily tests in class reach above the KKM. Success indicators (mark measuring) study action class This is : Indicator success (mark measuring) This classroom action research is: If at least 85% of students get value minimum 65 with value range 0 to 100. b). Increasing activity student in process learning, that is if the score activity student minimum reach 70%.

Procedure This research consists of four activities carried out in cycles repeated. Four activity main Which There is on every cycle, that is 1). planning, 2). Action 3). observation, 4). reflection. (Arikunto, 2006:74).

RESULTS AND DISCUSSION

On condition beginning results Study Which low, interest And motivation student in follow learning Mathematics Still not enough, student Not yet brave submit questions, difficulty practicing questions, not having the courage to express opinions and lacking active. This is used as a benchmark to increase interest and motivation students so that better learning processes and outcomes are obtained, in particular on Enhancement Results Study Mathematics

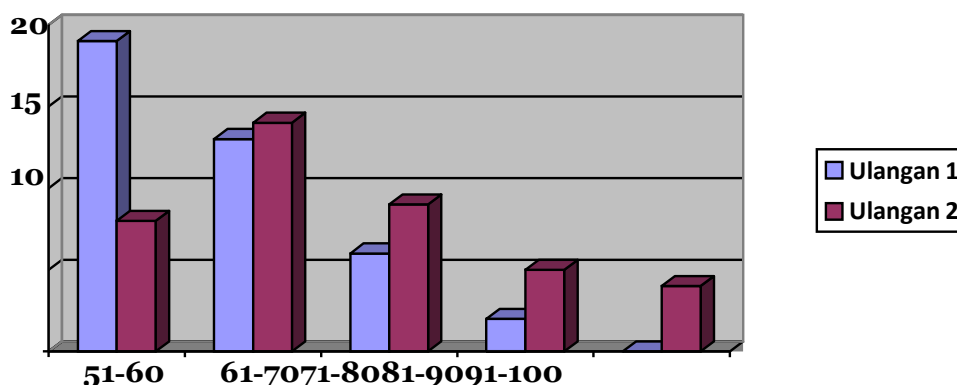
The following is a table of daily test results in initial conditions. Table Results Test Daily (UH) Condition Beginning

No	Description	UH 1	UH 2
1	Mark Lowest	52	60
2	Mark highest	82	87
3	Mark average	61.25	66.13
4	Range mark	30	27

Table: Distribution frequency Mark Test Daily Condition Beginning

Intervals Mark	Frequency	
	Test Daily 1	Test Daily 2
51 - 60	19	8
61 - 70	13	14
71 - 80	6	9
81 - 90	4	5
91 - 100	0	4

When depicted in form diagram block (Charts) as following:



Block Diagram (Chart) of Daily Test Values for Initial Conditions Based on table And chart in on can recap, mark highest 82 And mark Lowest 52 with average mark 61.25 on test daily precycle I, whereas data test daily precycle II, mark highest 87 And mark Lowest 60 with flat- flat mark 66.13.

Results Study Sikius I

1. Action planning consists of: a. Preliminary Activities, b. Core activities Student shared group consists from 3 or 4 student. c. Closing.
2. Implementation of Action: action is carried out using learning contextual in large groups (each group of 3 or 4 students) on material System equality Linear Two Variable(SPLDV).
3. Results Study: Based on analysis results discussion group obtained results with the highest score 85 and the lowest value 50 . This matter means value results group discussion yet as expected. Based on the analysis of the results evaluate independent obtained results with an average value of 66.13 And percentage completeness 62.50% This Also means mark results Study Not yet such that expected.
4. Reflection results: Based on analysis of teacher observations, observation results students and learning outcomes students then it can be seen that at sikius I indicator success Not yet achieved so that need held action repair on sikius II so that learning outcomes student can be improved.

Results Study Sikius II

- a. Observation results of teachers: Percentage score of 90%, meaning overall results observation very Good, results This more Good If compared sikius I.
- b. Results of observations of students: student cooperation in groups, liveliness student in discuss, courage student in present results discussion already well. Score percentage 82% meaning in a way whole results observation student Good.
- c. Learning outcomes: Based on analysis results evaluation independent results obtained with an average score of 77.88 and a completion percentage of 87.50%, this shows results Study Already in accordance hope.

Following table results test daily on cycle I And II. Table Results Test Daily (UH) Cycle 1 And 2

No	Uraian	UH 1	UH 2
1	Nilai terendah	55	55
2	Nilai tertinggi	85	100
3	Nilai rata-rata	67,13	77,88
4	Rentang nilai	30	45

Based on data in on can made table distribution frequency as following : Table
Distribution frequency Mark Test Daily

Cycle 1 And 2

Interval sMark	Frequency	
	Test Daily 1	Test Daily 2
51 - 60	16	5
61 - 70	18	13
71 - 80	4	10
81 - 90	2	7
91 - 100	0	5

When depicted in form diagram block (Charts) as following

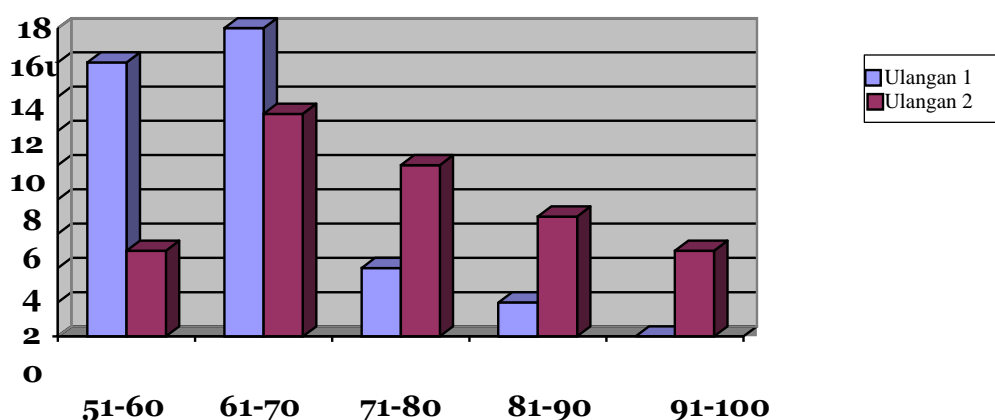


Diagram Block (Charts) Mark Test Daily Cycle 1 And 2

Based on table And chart in on can recapped mark highest 85, mark Lowest 50 and the average value was 66.13 in cycle I. Meanwhile highest score in cycle II 100, mark Lowest 55 And mark average 77.88.

And results study on on implementation cycle II show exists enhancement results Study. In cycle I, the percentage of scores for teacher observation 84%, observation student 70% whereas on cycle II percentage score For teacher observation 90% and student observation 84%. From the results evaluation independent on cycle I mark average 67.13 and percentage of completeness 62 , 50% while on cycle II mark average 77.88 And percentage completeness 8 7.50%.

With thereby can is known that indicator success has been achieved appropriate with Which expected that is at least 85% of students obtain mark ≥ 65 .

CONCLUSION

Based on the results of the research and discussion, it can be concluded that through implementation learning cooperative with tutors peer can increase results Study student class VII MTs. Darul Ulum Bantaran year 2022-2023 lessons in finish questions on material System principal Equality Linear Two Variable. Suggestion: Based on results study so can submitted suggestions as following. 1). Teacher Mathematics in MTs. Darul Ulum Bantaran should use the model learning cooperative with peer tutoring on material principal SPLDV. 2).Results study This

should used For reflection for Teacher, Head School And person old student. 3). Teacher must smart in choose model learning in accordance in Mathematics as alternative learning Mathematics. 4). Teacher must capable create atmosphere Study Which fun

REFERENCES