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UTILIZING MULTIFUNCTIONAL BOARD MEDIA TO IMPROVE STUDENT LEARNING OUTCOMES IN GRADE IV AT MIN 26 ACEH BESAR

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Abstract

The use of appropriate media is a way to overcome and minimize low student achievement. Mathematics is a subject that will certainly feel difficult if taught monotonously. Preliminary study results on March 6, 2023, showed that learning outcomes in class IV-A at MIN 26 Aceh Besar were still low, as indicated by only 6 students (21%) out of 28 achieving scores above 73. Thus, the difficulty of mathematics can be used as a benchmark for low student achievement. This study used Classroom Action Research (CAR) with three cycles, each consisting of four stages: planning, implementation, observation, and reflection. Data was collected through observation and testing, then analyzed using percentage formulas. The instruments used in this study were observation sheets and tests. The results showed an improvement: before entering the cycles, a diagnostic test was conducted with a score of 10.71%, followed by Cycle I with a score of 75%, increasing to 85.71% in Cycle II, and further increasing to 89.28% in Cycle III. Finally, a post-test was conducted, yielding a score of 92.85%. Teacher activity scored 68.18% in Cycle I, increased to 77.08% in Cycle II, and further increased to 87.5% in Cycle III. Student activity results were 60% in Cycle I, increased to 70.90% in Cycle II, and increased to 86.81% in Cycle III. Ultimately, it can be concluded that the use of multifunctional board media can improve student learning outcomes in grade IV.

Keywords: Multifunctional Board Media, The Learning Outcomes.

Abstrak

Penggunaan media yang sesuai merupakan cara mengatasi dalam meminimalisir rendahnya hasil belajar siswa. Matematika merupakan pelajaran yang pasti akan terasa sulit jika diajarkan secara monoton. Hasil studi pendahuluan pada tanggal 06 Maret 2023, menunjukkan bahwa hasil belajar pada kelas IV-A MIN 26 Aceh Besar masih rendah bisa diperhatikan dari siswa yang tuntas dalam menyelesaikan tugas dan mendapatkan nilai diatas 73 hanya 6 siswa (21%) dari 28 siswa, dengan demikian sulitnya matematika dapat dijadikan tolak ukur rendahnya hasil belajar siswa. Penelitian ini menggunakan PTK dengan tiga siklus dan disetiap siklus terdapat empat tahapan, perencanaan, pelaksanaan, pengamatan dan refleksi. Pengumpulan data dengan observasi dan tes kemudian dianalisis dengan rumus persentase, selanjutnya instrumen pada penelitian ini yaitu lembar observasi dan tes. Hasil pada penelitian ini menunjukkan adanya peningkatan dimana sebelum memasuki siklus dilaksanakan tes diagnostik dengan perolehan 10,71%, kemudian dilaksankan siklus I dengan perolehan 75%, pada siklus II meningkat menjadi 85,71% dan kembali meningkat pada siklus III dengan perolehan 89,28%, terakhir dilaksanakan post test dengan perolehan 92,85%, untuk aktivitas guru pada siklus I mendapat 68,18% , pada siklus II meningkat 77,08% dan kembali meningkat pada siklus III menjadi 87.5%. Aktivitas siswa memperoleh hasil 60% pada siklus I, pada siklus II meningkat 70,90% dan pada siklus III meningkat menjadi 86,81%. Pada akhirnya bisa disimpulkan penggunaan media papan multi fungsi dapat meningkatkan hasil belajar siswa di kelas IV.

Kata Kunci: Media Papan Multi Fungsi, Hasil Belajar.

INTRODUCTION

There are five subjects that must be mastered at the elementary level, one of which is mathematics. Students learning mathematics are then faced with problems that depend on their developing knowledge to solve (Erna, 2019). Difficulties in mathematics often arise from mathematical objects' abstract nature. The abstraction in mathematics can usually be addressed if there are objects from students' daily lives that can substitute for these abstract mathematical concepts (Barik, 2020). Thus, the difficulty in mathematics does not lie in its operations but in the objects, formulas, and concepts that still appear abstract to students.

From Piaget's perspective, elementary school students aged 6 or 7 to 12 or 13 years are still in the concrete operational stage, which means they tend to think in terms of tangible, rational, and objective aspects in specific situations. It is understandable that when faced with abstract concepts in mathematics, elementary school students may lack formal thinking skills, as their orientation is still tied to concrete objects, making it very difficult for them to comprehend. It is not feasible to avoid teaching mathematics at the elementary level; in fact, it is better to teach mathematics from a young age (Almira, 2014). Mathematics can contribute significantly to the resolution of everyday problems. Therefore, it is preferable to introduce mathematical education from an early age. Furthermore, classroom instruction

should be designed to develop students' potential, thereby facilitating a better understanding of mathematics among learners (Sherly, 2023).

It would be challenging if children were not taught mathematics in the early stages of development because concrete objects are necessary to help them understand the abstract nature of mathematics. Realia or tangible objects are instructional media used in teaching that can contribute to stimulating imagination, capturing attention, and providing direct learning experiences (Wati, 2023). Furthermore, the contribution of such media enhances children's memory retention in understanding mathematics.

Previous research related to the use of multifunctional board media, as presented by (Ana et al. 2022), highlighted the impact of using such media. Before its introduction, students tended to remain seated quietly, but after the use of the multifunctional board, students became more active and engaged in the learning process. This shift increased students' enjoyment and made learning more enjoyable. In another study, (Dada 2022) argued that teachers' ability to use the multifunctional board effectively could create a fun and engaging learning environment. In this study, the multifunctional board media was designed and innovated with materials that are easy to find and ensure safety during use, avoiding the use of sharp materials.

Piaget's theory of cognitive development explains how a child adapts to and interprets objects and events in their surroundings. It describes how children categorize objects, identify similarities and differences, and understand what causes changes in specific objects. Generally, cognition is defined as an individual's intellectual ability or potential to think, understand, and solve problems. Cognitive functions are also related to issues affecting the brain's ability to develop skills, such as rational reasoning (Mora, F., & Iwan, P., 2022).

Many factors contribute to challenges in the teaching and learning process, especially in mathematics. One such factor is students' perception that mathematics is difficult and boring because it always focuses on formulas and problems (Erlando, D. S., & Dwi, D. A., 2020). It can be concluded that low student achievement can serve as a benchmark for students' difficulties with specific mathematics topics. Thus, students may find mathematics easier and less challenging if they can understand and solve mathematical problems correctly. Mathematics is a subject that plays a crucial role in a child's future life. However, in reality, children often do not take it seriously, find it difficult, and tend to dislike the subject (Sulthon, 2020). Effective mathematics learning should not only focus on the outcomes achieved, but also on the process through which various contributions enable students to apply the knowledge they have acquired in their daily lives.

However, observations conducted on March 6, 2023, in class IV-A at MIN 26 Aceh Besar revealed that the class consisted of 28 students, with 12 boys and 16 girls. The teaching in this class already utilized media, such as images, to help students understand concepts, like determining the area of a triangle. However, the students still struggled to grasp what the teacher explained. Using engaging media could significantly enhance students' ability to comprehend the material. According to an interview with the classroom teacher, the minimum passing grade (PG) for mathematics was 73. The students did not achieve this score during daily assignments, with only 6 out of 28 students (21%) scoring above 73, while 78% did not meet the PG. Additionally, remedial sessions were not conducted, and some students still did not understand multiplication. This will have a significant impact in the future, as mathematical knowledge that is integrated and interconnected with everyday life is crucial. If students struggle with mathematics, they may also find life more challenging. At the fourth-grade level, students are still in a stage where their thinking is grounded in concrete aspects. Therefore, it is essential to use media to minimize students' comprehension difficulties, which will be reflected in their learning outcomes.

Difficulties in learning mathematics arise when students cannot solve mathematical problems taught by the teacher, indicating a discrepancy between their acquired knowledge and academic ability in solving mathematical problems. Mathematics is also a logical discipline with an abstract conceptual structure (Roisatun, 2024). Therefore, mathematics is a subject that should be taught early in a student's development, as it is closely linked to everyday life.

Mathematics originally comes from the Latin word "mathematica," derived from the Greek word "mathematike," which means "to study." The root word "mathema" signifies science or knowledge. The term "mathematike" is related to another nearly identical word that means "to learn" or "to think," namely "mathein" or "mathenein." Therefore, mathematics can be defined as knowledge acquired through reasoning or thinking (Nur, 2018). Mathematics is a science whose outcomes are derived from the process of thinking. Consequently, low student achievement can be an indicator of difficulties in understanding mathematical concepts. This understanding allows students to determine whether mathematics is easy or difficult based on their ability to comprehend the material correctly.

Arikunto explains that learning outcomes encompass all efforts related to brain activity (thinking processes), particularly in the cognitive, affective, and psychomotor domains (Azmil, 2019). Learning outcomes represent the conscious efforts made by students to acquire new knowledge through their interactions. These outcomes reflect the level of mental development compared to before learning. The level of mental development is what is

meant by various types of learning outcomes: cognitive, which relates to knowledge; affective, which includes student attitudes; and psychomotor, which pertains to skills or actions (Nurul, 2019).

According to Dahar, learning essentially involves behavioral changes as a result of learning, which are manifested in various aspects, including changes in knowledge, understanding, perception, motivation, and combinations of these aspects (Rosmaini, 2015). In this study, the focus of learning outcomes is on the cognitive aspect, where the researcher aims to analyze the level of student knowledge after learning, with the minimum passing grade (PG) set at 73 and a classical completeness target of 85%. One of the tools to support the potential for learning completeness is the use of media.

Educational media itself is a tool for enhancing the quality of classroom learning. It facilitates teaching activities and has the ability to clarify the meaning of the material being delivered (Nova S., Nida J., & Zikra H., 2021). With the use of media, difficult mathematics concepts can be more easily conveyed to students. Media serves as an aid to engage students in thinking, experimenting, and collaborating to solve learning problems. Teachers can use media as a teaching tool to help students understand the concepts being taught (Nida, 2020). Media is a key element for teachers in simplifying the delivery of material to students. Heinich also noted that media functions as a means of communication. In Latin, "media" is the plural form of "medium," which means "intermediary." Media acts as an intermediary between the source of the message and the receiver of the message. Heinich described various types of media, including films, television, diagrams, printed materials, computers, and teachers (Cepi, 2012).

The benefits of educational media include: 1) standardizing the delivery of material, 2) making the learning process more engaging, and 3) making student learning activities interactive (Ana N., et al., 2022). Media should be adapted and adjusted according to classroom needs. One of the best alternatives for delivering material to students is through media, which not only serves as a tool but also ensures that the material is effectively communicated, making it easier for students to understand what the teacher is conveying. Mathematics is a precise subject involving various numbers, formulas, and concepts that might appear abstract to some people based on their age. With the aid of media, the abstract nature of mathematics can be addressed. Multifunctional boards are a type of mathematical media that can be used to perform operations such as finding the Greatest Common Divisor (GCD), Least Common Multiple (LCM), addition, subtraction, multiplication, and division (Rinda, 2021).

The multifunctional board is made from rectangular cardboard covered with colored paper and features numerous eye-catching numbers and decorations. The colorful design and sequence of numbers on the board make it appealing to students. The cardboard board measures 1 meter by 0.5 meter and is equipped with a banner base featuring a design of 100 small squares numbered from one to one hundred. Additionally, colored triangular asturo paper, measuring 10 x 10 cm, is used according to the instructions. The triangular paper is laminated and covered with double tape, then affixed to the board.

The image above shows the multifunctional board created and modified by the researcher. This board includes numbers from one to fifty, tailored to match the existing questions. The use of this media helps reduce the abstract nature of mathematics for students. The materials used for this board include colored styrofoam made from cork, measuring 40×60 cm, covered with black cardboard. The cardboard is decorated with small square origami paper pieces, each labeled with numbers.

METHODS

The research was conducted using the Classroom Action Research (CAR) method, where activities are carried out in the classroom through stages of planning, implementation, observation, and reflection with several participants during the ongoing cycle. The goal of this research is to improve and enhance the quality of learning in the classroom (Kunandar, 2010). The model used in this research is the Kemmis and McTaggart model, which involves

four stages per cycle: planning, implementation, observation, and reflection (Suharsimi et al., 2012).

RESULTS AND DISCUSSION

This research was conducted at MIN 26 Aceh Besar. The results were analyzed using percentage formulas to detail the outcomes from observations of teacher and student activities, as well as student learning outcomes collected from evaluation scores. The research was observed by the class teacher and peer observers. The preliminary study was conducted before entering the Classroom Action Research (CAR) cycles. Based on the results obtained on Wednesday, November 22, 2023, 3 students (10.71%) achieved completeness, while the remaining 25 students (89.28%) did not. Based on the analysis, the researcher decided to address the issue of learning completeness in class IV-A by using multifunctional boards to improve learning outcomes.

The Classroom Action Research (CAR) in this study involved three cycles, with each cycle consisting of four implementation stages. Cycle I was conducted on Tuesday, November 28, 2023. Observations of teacher activity during Cycle I resulted in a score of 68.18%, which did not meet the success indicator of 80%. Observations of student activity yielded a score of 60%, also falling short of the 80% success indicator. In Cycle I, several aspects of teacher and student observations needed improvement for the next cycle. The learning completeness results for Cycle I showed that 21 students (75%) achieved completeness, while 7 students (25%) did not. Given the classical minimum passing grade (KKM) set at 85%, the test results for Cycle I did not meet the completeness criterion, as they were below 85%.

Cycle II was conducted on Tuesday, November 28, 2023. Observations in Cycle II resulted in a score of 77.08% for teacher activity and 70.90% for student activity. These results indicate that some aspects still required improvement for the next cycle, as they did not meet the success indicator. In Cycle II, the student test results showed that 24 students (85.71%) achieved completeness, while 4 students (14.28%) did not. The learning outcomes in Cycle II were considered complete, as they met the success indicator.

Cycle III was conducted on Friday, December 1, 2023, addressing the aspects that were lacking in the previous cycles based on reflections. Observations in Cycle III resulted in a score of 87.5% for teacher activity and 86.81% for student activity, which met the success indicators. The test results for Cycle III showed that 25 students (89.28%) achieved completeness, while 3 students (10.71%) did not. The test scores exceeded the classical completeness indicator of 85%.

After completing the cycles, a post-test was administered on Saturday, December 2, 2023. The results of the post-test showed that 26 students (92.85%) achieved completeness, while 2 students (7.14%) did not. Since the use of the multifunctional board met the success indicators, the research was concluded at this point.

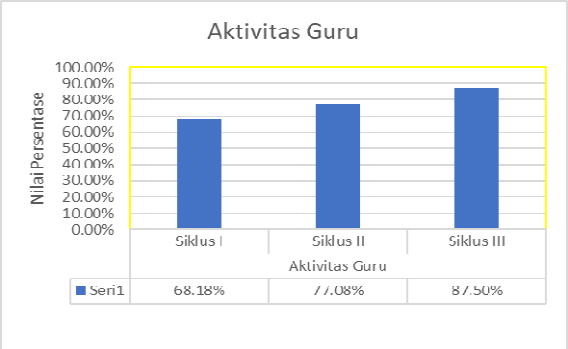

Figure 1. Teacher Activity Diagram

One of the best methods for teaching mathematics is through a student-centered approach. The use of media significantly impacts learning, especially in mathematics, which often involves abstract concepts. Soejadi explains that the abstraction in mathematics pertains to fundamental objects that include facts, concepts, operations, and principles. From Piaget's perspective, elementary school students aged 6 or 7 to 12 or 13 are in the concrete operational stage, where they think in concrete, rational, and objective terms when understanding specific situations. Since mathematics involves abstract objects, it can be challenging for elementary students, who are still oriented towards concrete objects (Almira, 2014).

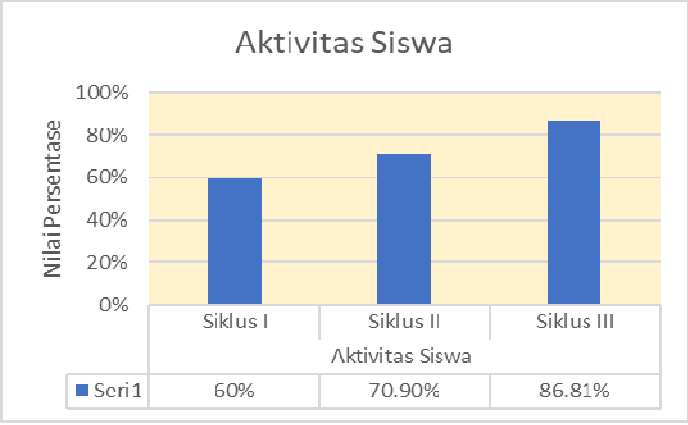

Figure 2. Student Activity Diagram

Table 3. Student Learning Outcomes Per Cycle

No	*Completeness*	*Frequency*			*Percentage (%)*		
		Cycle I	**Cycle II**	**Cycle III**	**Cycle I**	**Cycle II**	**Cycle III**
1	Complete	21	24	25	75%	85,71%	89,28%
2	Incomplete	7	4	3	25%	14,28%	10,71%

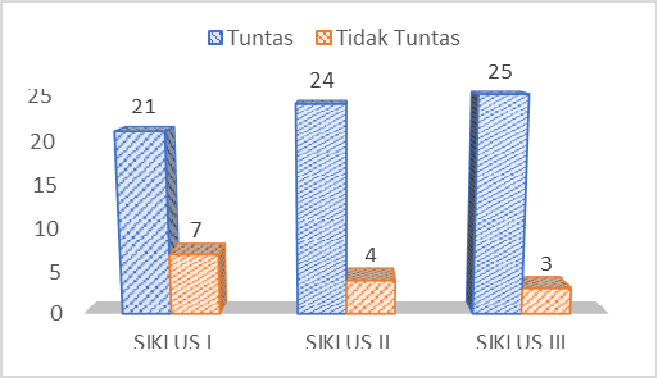

Figure 4. Student Learning Outcomes Completeness Diagram

In the KBBI the term "belajar" (learning) etymologically means "the effort to attain knowledge or intelligence." Terminologically, Morgan et al. describe learning as a relatively permanent change in behavior resulting from practice or experience (Baharuddin, 2015). The outcome of learning is the behavior of students that results from engaging in activities.

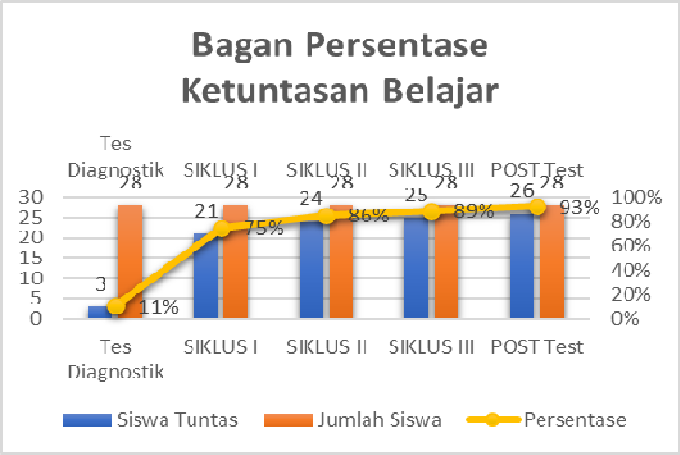

Figure 5. Student Learning Outcome Diagram

In learning mathematics, it is important not only to achieve the best grades in exams or tests but also to enable students to solve mathematical problems so that they can ultimately think systematically, logically, and critically when addressing real-life issues (Inggrid, M., & Djamilah, B. W., 2015). Studying mathematics helps facilitate aspects of life related to mathematics. Media-based learning is also crucial at the elementary school level. Using media during lessons can encourage active and collaborative participation in the learning

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process. At this level, students are often attracted to engaging and interactive visualizations, which can help address their limited attention spans (Muh. R. Nurjannah & Andi B. K., 2023). This aligns with the current study, which investigates the use of multifunctional boards in teaching mathematics, specifically for topics such as FPB (Greatest Common Divisor) and KPK (Least Common Multiple), allowing students to discover answers and collaborate with peers.

CONCLUSION

Based on the results of the research analyzed using the Classroom Action Research (CAR) method, it can be concluded that the use of multifunctional board media can improve learning outcomes in the subject of Greatest Common Factor (GCF) and Least Common Multiple (LCM) in Class IV-A of MIN 26 Aceh Besar. This is evidenced by the increase in each learning cycle, from Cycle I to Cycle III, in terms of teacher activities, student activities, and student learning mastery. Consequently, the research was not conducted in Cycle IV as all aspects of the research objectives had achieved the success indicators, with Cycle III reaching 89%. Therefore, the multifunctional board media greatly assists students in understanding the material and minimizes difficulties in mathematics. The use of such media is highly beneficial, especially for madrassas or elementary schools that do not have laboratories, as they can make use of the surrounding environment and repurpose used items through creative innovations by educators to create teaching media. Although time is a factor, as the creation and use of the media can be time-consuming, educators can optimize it to ensure that the learning process runs effectively.

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