Teacher Strategies in Numeracy Learning for Students in Elementary School

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Strategi Guru Dalam Pembelajaran Berhitung Perkalian Siswa di Sekolah Dasar

Teacher Strategies in Numeracy Learning for Students in Elementary School

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Abstract

This study aims to describe the teacher's strategy in learning multiplication of student multiplication in class III C SD Negeri 19 / IV Jambi City. This research was conducted at the 19 / IV Public Elementary School in Jambi City in the even semester of the 2019/2020 school year. This research was a phenomenological research with a qualitative approach. The qualitative approach in this study uses interview and documentation instruments using the Miles and Huberman technique. Data analysis is performed by data reduction, data presentation, and data vertification and conclusions. The data obtained in the form of qualitative data that contains a description of the results of interviews with teachers about the teacher's strategy in learning the multiplication of students in class III C SD Negeri 19 / IV Jambi City. The results showed that the teacher used several learning strategies including learning strategies that were centered on the instructor, learning strategies that were centered on students, heuristic or kuriorstic learning strategies, induction learning strategies. Then the obstacle encountered by the teacher is related to multiplication counting which is difficult to memorize multiplication, the child who has difficulty counting multiplication, the teacher will order the child to repeat his memorization again.

Keywords: *Count Multiplication Learning; Teacher Strategy*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan strategi guru dalam pembelajaran berhitung perkalian siswa di kelas III C SD Negeri 19/IV Kota Jambi. Penelitian ini dilakukan di SD Negeri 19/IV Kota Jambi pada semester genap tahun ajaran 2019/ 2020. Penelitian ini merupakan penelitian Fenomenologi dengan jenis pendekatan Kualitatif. Pendekatan kualitatif pada penelitian ini menggunakan instrumen wawancara dan dokumentasi dengan menggunakan teknik Miles and Huberman. Analisis data dilakukan dengan cara reduksi data, penyajian data, dan vertifikasi data dan kesimpulan. Data yang diperoleh berupa data kualitatif yang berisi deskripsi tentang hasil wawancara dengan guru mengenai strategi guru dalam pembelajaran berhitung perkalian siswa di kelas III C SD Negeri 19/IV Kota Jambi. Hasil penelitian menunjukan bahwa guru menggunakan beberapa strategi pembelajaran antara lain yaitu Strategi pembelajaran yang berpusat pada pengajar, strategi pembelajaran yang berpusat pada peserta didik, strategi pembelajaran heuristic atau kuriorstik, strategi pembelajaran induksi. Kemudian kendala yang ditemui oleh guru berkaitan dengan berhitung perkalian yaitu sulit menghafal perkalian, anak yang kesulitan berhitung perkalian, guru akan memerintah anak untuk mengulangi hafalan perkaliannya kembali.

Kata kunci: *Pembelajaran Behitung Perkalian; Strategi guru*

Introduction

In learning mathematics, it is always synonymous with counting. counting is not only used in mathematics, but counting is also used in physics, chemistry, economics, and other sciences. Counting is a branch of mathematics that deals with real numbers and performs calculations, especially addition, subtraction, multiplication, and division (Ahudulu, S.N, 2018). The ability to count is very important and useful in everyday life. Counting should be taught to students from an early age. starting from counting addition, subtraction, division, multiplication, and so on. Multiplication is an important material to be taught and mastered by students because in mathematics learning multiplication has a very broad scope. For example, in calculating the area and volume of flat shapes, KPK, FPB, and many more.

Teachers have an important role in learning activities because teachers have a role as facilitators, monitors, and evaluators during the learning process (Rosmala, 2018). Teachers are expected to be able to provide incentives for students to be active in learning activities. Therefore, the teacher must be able to provide the facilities needed by students during the learning process.

Learning strategies are procedures or procedures that are deliberately planned by the teacher, which are related to all learning preparation so that the implementation of learning runs smoothly and the objectives in the form of learning outcomes can be achieved optimally (Rosmala, 2018). Therefore, so that learning objectives can be achieved optimally, an effective learning strategy is needed by the teacher, by utilizing all available resources, using methods, and using existing facilities (Rustan & Abduh, 2020). So that students during the learning process do not experience learning difficulties and students become more active during the learning process.

Based on the results of observations made by researchers on November 11, 2019, at SD Negeri 19 / IV Jambi City, namely in class III C, the researchers saw that students had a high enough focus and enthusiasm for learning mathematics related to calculating multiplication. Then the researcher also saw that some of the students in that class could already know how to do the multiplication count operation correctly during the learning process in the classroom. This can also be seen when the teacher gives questions on the written board, the students look enthusiastic about answering the questions given by the teacher and it turns out that the enthusiastic students have good multiplication counting

abilities because they can answer questions given by the teacher with focus, quickly and correctly. without any help from the teacher himself. Seeing the high focus and enthusiasm possessed by some of the students in this class, the researchers wanted to know more about the skills of class III C homeroom teachers in designing multiplication counting learning strategies.

The use of teaching strategies in the learning process has a very important role to facilitate the learning process in order to achieve optimal results. Without a clear learning strategy, the learning process will be unfocused so that which will hinder the achievement of optimally determining learning objectives, in other words, learning will not take place effectively. The learning strategy is very useful for teachers, especially the most useful for students. For teachers, strategies can be used as guidelines or as a reference in acting systematically when the learning takes place. As for students, the use of learning strategies makes it easier for students to understand the content of a lesson. The purpose of this research is to describe the teacher's strategy in learning to count the multiplication of students in class III C SD Negeri 19 / IV Jambi City.

Method

Researchers use this type of research phenomenology. The approach used by researchers in this study is the Qualitative approach. In this study, the researcher wanted to describe and find out what strategies were used by the teacher in teaching multiplication counting in Class III C SD Negeri 19 / IV Jambi City. Then the subject in this study is a class III C homeroom teacher at SD Negeri 19 / IV Jambi City. The instruments used in this study were observation, interviews, and documentation. Data analysis in this study used the Miles and Huberman model. According to Miles and Huberman, who argue that activities in qualitative data analysis are carried out interactively and continue continuously to completion so that the data is saturated (Sugiyono, 2013). The activities carried out in data analysis, according to Miles and Huberman, are data reduction, data display, conclusion drawing/verification.

Result

This research is qualitative research that aims to find information about how the teacher's strategy in learning to count the multiplication of students in elementary schools, namely class III C Elementary School 19 / IV Jambi City. Based on the results of

the interviews conducted by the researcher, the researcher found that there were several multiplication counting learning strategies used by class III C homeroom teachers at SD Negeri 19 / IV Jambi City, as well as the obstacles experienced by guardian teachers during the learning process, were as follows:

According to Darmadi (2018), learning strategies are differentiated based on their classification, namely:

A. *Learning strategies are based on components in the program being built, there are three kinds of learning strategies, namely:*

1. Teacher-centered learning strategies

Teacher-centered learning strategies. This strategy is an old learning strategy, also called traditional learning. The teacher acts as a source of information in a very influential position.

In an interview conducted by researchers with class III C homeroom teacher SD Negeri 19 / IV Jambi City, with the initials NK, explained the use of mathematics learning models in materials related to counting multiplication, namely as follows:

> *"For the learning model, I usually use the direct learning model by writing on the blackboard and the multiplication table so that the children quickly understand and remember."* (12/05/2020).

Mr. NK taught learning related to counting multiplication still using the direct learning model. Mr. NK also used aids such as a blackboard when explaining the learning materials related to counting multiplication. Mr. NK wrote on the blackboard with the aim of students being able to understand Mr. NK's explanation, besides that Mr. NK also used the multiplication table so that students could easily understand and remember the multiplication table.

Then in interviews conducted by researchers with class III C homeroom teacher SD Negeri 19 / IV Jambi City, with the initials NK, which relates to the media used in mathematics learning on material related to counting multiplication, namely as follows:

> *"There are media, usually we use the multiplication table media, then in addition to supporting media we use a blackboard, and I think that's the only media I usually use"* (12/05/2020).

Mr. NK used the multiplication table and blackboard for learning mathematics. Using the blackboard is expected to help optimize the delivery of learning material in class. By utilizing existing media such as blackboards, the teacher's eye contact must be focused on the students when speaking. Don't let the teacher just face the blackboard when explaining. In addition, the use of different colors to emphasize important things, such as the example for the multiplication question 7 x 6 using black and the multiplication answer is 42 using red or so on.

Furthermore, in interviews conducted by researchers with class III C homeroom teacher SD Negeri 19 / IV Jambi City, with the initials NK, explained what was done to help students to be able to explain how to solve problems related to counting multiplication using the media, namely as follows:

> *"With the media, I haven't explained it to the children to explain how to use the media how to do it to the children so far, whether it's using three-dimensional media, electronic media, and others because I only use multiplication tables."* (16/05/2020)

Currently, Mr. NK only teaches with the multiplication table and has not used other learning media such as electronic media or three-dimensional media. Mr. NK has not yet explained it to the children to explain using electronic media, three-dimensional media, and so on, but Mr. NK uses other media, such as multiplication tables.

2. Learner-centered learning strategies

Learner-centered learning strategies. This strategy is also called student center strategies. Learners are not educational subjects because as humans they are subjects in the modality. In the learning process students actively try to develop themselves under the guidance of the teacher, providing as many opportunities as possible to students to take an active role in learning activities. In this case, the teacher only acts as a facilitator and motivator.

In an interview conducted by researchers with class III C homeroom teacher at SD Negeri 19 / IV Jambi City, with the initials NK explained how to organize learning activities to make students active, namely as follows:

"To make students more active in learning activities, I usually do it by singing and playing games, for example, like playing tik tok, so by dividing the 2 tables so I divided 2 groups, 2 of my children divided 2 groups then I did it. tick no game, so, for example, the multiplication of 2, 1 person mentions 2 times 2, 1 person mentions 4 so I make a

circle and a cross if later there is 1 child who can't answer I throw it to the next group so that's the game I usually do. It's just that game that I used to do. And because the goal is so that I can see that this child has memorized or already understands the multiplication that we learn, for example, the multiplication of 3 times 9. People who haven't memorized and don't understand, so for those who haven't memorized the multiplication of 6 to 9 it feels difficult so I do the tick-no game and if someone doesn't really understand it starts with basic multiplication like multiplication 5. " (14/05/2020).

Implementation of learning activities carried out by Mr. NK so that students are active during the teaching and learning process by playing tik-tak games and singing in groups. The game that Mr. NK played only focused on learning material related to multiplication that students had not yet understood. Through playing and singing, Mr. NK could find out the understanding of his students by throwing multiplication questions randomly to each group so that when one of the students was unable to answer Mr. NK immediately knew which multiplication the student did not understand. According to Mr. NK, material that is difficult to learn if done with games and singing will make students feel happy so that the material is easier to understand.

3. Learning strategies centered on teaching materials

Learning strategies that are centered on teaching materials. This strategy is also called a strategic material center. This strategy develops in line with the advancement of technological and scientific developments accompanied by the development of globalization which results in teachers no longer being a source of information. Schools can no longer be the only source of information because there are many media that can be used to obtain information.

B. *Learning strategies based on message or material processing activities, this strategy can be divided into two types, namely:*

1. The expository learning strategy

This strategy is a strategy in the form of exposure, either in the form of written material or an explanation or oral presentation. The teacher processes the material thoroughly before it is delivered in class. In this case, the teacher plays a very large role, while students play a very passive or accepting role.

2. Heuristic or curriculum learning strategies

This strategy is a learning strategy that is inversely proportional to the expository strategy because in this strategy students are given the opportunity to play a major role in the learning process. This strategy seeks so that the aspects of the components forming the instructional system lead to the activation of students, looking for and finding their own facts, principles, and concepts they need.

In an interview conducted by researchers with class III C homeroom teacher SD Negeri 19 / IV Jambi City, with the initials NK, explained how to train students to be able to create and solve problems related to counting multiplication independently, namely as follows:

"Usually I do it by calculating the multiplication method, for example, children who don't understand the multiplication of 7 times 7 or 7 times 6, so I tell them that 7 times 6 is 7 plus 7 as much as 6 times, usually like that, if you know the multiplication by heart 7 or the multiplication that hasn't memorized the multiplication of 8, I also do it like that. " (16/05/2020).

Mr. NK trained his students in counting multiplication using a way that was easily understood by his students, namely by calculating the multiplication, that the result of the multiplication was obtained by adding up the numbers how many times. This was done by Mr. NK so that his students could understand multiplication.

C. *Learning strategies based on how to process or process messages or materials, this strategy can be divided into two types, namely:*

1. Deduction learning strategy

In the learning strategy, message deduction is processed starting from general things to specific things, from abstract things to real things, from abstract concepts to concrete examples of an assumption to a logical conclusion.

2. Induction learning strategy

Induction learning strategy is the processing of messages starting from individual things to generalizations and individual empirical experiences leading to general concepts.

Based on the results of interviews conducted by researchers with class III C teacher at SD Negeri 19 / IV Jambi City, with the initials NK, explained about the use of

mathematics learning methods in materials related to counting multiplication, namely as follows:

"For my method, I use the memorization method, so my children are required to memorize it in the morning before we do the lesson and before going home after praying we do re-observation of anyone who has not memorized the multiplication, so the method I use is the method of memorizing the multiplication and for at this time I only use the method of memorizing the multiplication. " (12/05/2020).

The learning method related to counting the multiplication carried out by Mr. NK was the memorization method. This method is done in the morning and before going home. This was done by Mr. NK to repeat the students' memorization of multiplication because if it was repeated often the students would remember by themselves and have been recorded inside.

D. *Learning strategies based on how to process discovery, these strategies can be divided into two types, namely:*

1. The expository strategy

This strategy is a strategy in the form of elaboration which can be in the form of written material or explanation (presentation). The teacher thoroughly processes the message or material before it is delivered in class.

2. Discovery strategy

Discovery is the mental process of students who are able to assimilate a concept or principle.

Teacher Constraints in Learning to Count Multiplication

During the learning process taking place in the classroom As for the obstacles experienced by guardian teachers, based on the results of interviews conducted by researchers with class III C homeroom teachers at SD Negeri 19 / IV Jambi City with the initials NK, explaining the obstacles encountered when teaching mathematics on material related to counting multiplication, which is as follows:

"If the problem is, they are difficult to memorize, indeed in my class, there are about 4 children who are very difficult to memorize multiplication, they really can't memorize it, so they memorize it, for example, the multiplication of 2 is just a few times after that they forget, even though I have applied the method of memorizing and using

games, so in my class, there were some students who really couldn't multiply. " (16/05/2020).

The obstacle experienced by Mr. NK while teaching multiplication material was that there were still many students who had not memorized the multiplication even though Mr. NK had already applied memorization methods and games. Then if there are still students who have not memorized the multiplication yet, then they must memorize the multiplication that they have not memorized. As explained by Mr. NK, the teacher has prioritized the interests of children in learning to be able to encourage a creative and fun learning atmosphere. By creating an atmosphere of learning without being effective and beneficial for children. Mathematics learning methods have also been changed as in games to help students who have difficulty understanding the lessons that students must master. But this is not effective for some students, there are still students who do not memorize multiplication, sometimes there are still students who have difficulty learning mathematics on materials related to counting multiplication.

As for the things done by guardian teachers to help students who experience difficulties, based on interviews conducted by researchers with class III C homeroom teachers at SD Negeri 19 / IV Jambi City, which had the initials NK, explained what was done when there were students who had difficulties. at the time of learning mathematics on material related to counting multiplication, namely as follows:

"If there are children who have difficulties, I usually ask them to memorize the multiplication that hasn't memorized yet, then I give them the questions, and I think that's all for children who don't really understand multiplication, most of whom I haven't memorized. -the question is concerned they have not memorized. " (14/05/2020).

What Mr. NK did if there were students who did not understand multiplication, namely by asking the students to memorize them, then Mr. NK gave several questions related to multiplication that they did not understand. Then before starting learning, the guardian teacher also evaluates students' daily assignment assessments. An interview conducted by researchers with class III C homeroom teacher at SD Negeri 19 / IV Jambi City, with the initials NK, explained the evaluation of students' daily assignment assessments on material related to multiplication, namely as follows:

"If there is an evaluation, before doing the lesson I do the evaluation that I gave 1 day before that, for example during the multiplication learning, my children were asked to do multiplication questions, then the next day I evaluate whether there is something wrong or something is wrong. So if there is something wrong, I will fix it together, one by one the children are evaluated. " (14/05/2020).

Mr. NK always evaluates every teaching and learning process by giving questions regarding the multiplication material that has been. described. According to Mr. NK, this was aimed at evaluating the abilities of the students, if there were students who did not understand Mr. NK, they could try to solve it.

Meanwhile, SD Negeri 19 / IV Jambi City teachers use indicators based on a predetermined curriculum, such as in interviews conducted by researchers with class III C homeroom teachers at SD Negeri 19 / IV Jambi City, who have the initials NK, explaining indicators in determining students. is able to complete the multiplication count material, which is as follows:

"If there are no certain indicators, for now, there are not because I do not use certain indicators so I do not provide certain indicators, so my indicators are only based on a predetermined curriculum." (16/05/2020).

In evaluating students who are able or not in receiving multiplication material, for now, Mr. NK does not have specific indicators, Mr. NK only refers to the existing curriculum.

Discussion

First, the teacher-centered learning strategy, namely the guardian teacher uses a direct learning model with the help of the multiplication table and classroom media so that students can understand and remember. The homeroom teacher explains the learning material to students first after that explains what students have to do and how to conclude it, provides examples of questions written on the board and explains how to do it, uses the multiplication table to help students in remembering multiplication, which aims to make students easily work on questions if they have memorized the multiplication. This is done by the teacher so that students can be careful in receiving the explanations described by the teacher and so that students can imitate the workings and methods of solving done by the teacher.

Then familiarize students with using the multiplication table by seeing, mentioning, and repeating the multiplication, and assisted by the blackboard as a learning medium. Students must see mathematics as a fact, and do not always have to calculate multiplication manually, for example the multiplication of 5 x 7 = 35 is a fact, not necessarily calculating 5 + 5 + 5 + 5 + 5 + 5 + 5 = 35. So, no only memorized, but students must understand the pattern. So that when multiplication is exchanged into division, the child will immediately understand. For example, the 5 times table, the 5 times table is a table that reminds students of the 10 times table. Divide the two results in the 10 times table to get answers from the 5 times table. Students can practice the 5 times table in sequence and students can master it, by practice the questions in random order. If the students have memorized it, the teacher will give practice questions on the blackboard, and then the students will answer the questions. By providing these practice questions, students are expected to better understand mathematics, especially the multiplication material provided by the teacher.

This is in accordance with the theory of response stimulus learning put forward by Edward L. Thorndike, arguing "that the quality and quantity of student learning outcomes depend on the quality and quantity of response stimulus given by the teacher. With assignments and practice questions, students will get more stimulus so that the responses given will be more "(Umbara. U, 2017: 19-20).

Second, learning strategies that are centered on students, namely by playing tick-no games and singing in groups which aim to be able to see students who have memorized or have understood the multiplication that has been learned or not and make students more active. By using playing the tick no game while singing which is applied to students, the teacher hopes that students can answer the questions given by the teacher correctly after they play the tick tak game. It is also used to create a different atmosphere in learning, so that mathematics lessons that are considered difficult by students become more enjoyable and how mathematics can be applied in everyday life. As in various daily activities that use and rely on mathematics.

Third, in the heuristic or curriculum learning strategy, the teacher only directs students in counting multiplication so that students become more active and independent. As explained by the homeroom teacher based on the results of the interview, knowing and understanding the basic concept of multiplication can speed up

multiplication. Multiplication can be called repeated addition. Like 7 x 6, the addition of 7 is repeated 6 times. This concept is also often used by doctors when administering drugs to patients. The prescription will say 3 x 1, which means taking the medicine 3 times a day, as referred to in the morning, afternoon, and evening. The concept of multiplication is an addition that is repeated so it is better to learn the concept of addition first so that when calculating the multiplication will be faster.

Fourth, the induction learning strategy, the teacher uses the memorization method which aims to make students remember the multiplication lessons that have been previously learned. This method is usually applied by the homeroom teacher in the morning and before going home from school. This is done to repeat the students' memorization of multiplication because if it is repeated often, students will remember by itself and have recorded it in their memory. When teaching multiplication, the teacher does not have to teach multiplication sequentially but starting from the easiest sequence. For example, the multiplication of 1 then 10, children will memorize it easier and faster because multiplying by the numbers 1 and 10 results in the same number pattern. To be able to memorize multiplication, children are expected to have mastered the multiplication beforehand so they are expected not to have difficulty learning it. The method using the fingers is okay, only the time limit must be clarified.

3 Based on the results of interviews conducted by researchers, there are obstacles or difficulties experienced by the guardian teacher during the learning process related to counting the multiplication of students, namely difficulty memorizing multiplication, children who have difficulty counting multiplication, the teacher will instruct the child to repeat the multiplication memorization again. Often children have difficulty understanding basic math concepts. However, all these difficulties are not caused by a lack of intelligence or a person's low level of education. Difficulties often faced by students such as difficulty understanding basic mathematics, and difficulty counting on the fingers rather than counting by rote. Often times it is found that students still have difficulty memorizing multiplication. There were about 4 students in that class who had difficulty memorizing the multiplication and even they only memorized the multiplication of 2, they did not memorize the other multiplication too much and often forgot.

The guardian teacher before starting learning first conducts learning evaluations, the teacher also provides reinforcement to all students. The teacher gives math problems to students, but previously it has been taught and explained how to do it, then at the next meeting, the teacher checks the assignments that have been given to students, whether students find it difficult to work on problems or not, if there are difficulties, the teacher corrects the student's mistakes and provides directions to students about the errors in their work.

In SD Negeri 19 / IV, Jambi City uses a predetermined curriculum as an indicator of learning. Based on the guardian teacher's explanation of the results of the interview, the indicator is an indicator of KD achievement which is marked by a measurable change in behavior which includes attitudes, knowledge, and skills. Indicators are developed in accordance with the characteristics of students, subjects, educational units, regional potential and are formulated in measurable and/or observable operational verbs. Before preparing indicators, the teacher must pay attention to components such as indicators, which are descriptions of KD which show signs, actions or responses carried out or displayed by students, the formulation of indicators and indicators is used as a basic material for developing assessment tools.

Conclusion

Based on the results of research that have been carried out by researchers regarding teacher strategies in learning to count multiplication students in elementary school's class III C Elementary School 19 / IV Jambi City. In general, the teacher's strategy in learning to count multiplication students in elementary school's class III C Elementary School 19 / IV Jambi City can be concluded as follows: First, the teacher-centered learning strategy, namely the homeroom teacher uses the direct learning model with the help of the multiplication table media and take advantage of the existing blackboard in the classroom. The teacher also familiarizes students with using the multiplication table by seeing, mentioning, and repeating the multiplication, so that students can quickly understand and remember. Second, learning strategies that center on students by playing tika-no games and singing in groups aim to see students become more active and enthusiastic during the learning process. Third, in the heuristic or curriculum learning strategy, the teacher only directs students to count multiplication so that students become more active and independent. Fourth, the induction learning

strategy, the teacher uses the memorization method which aims to make students remember the multiplication lessons that have been previously learned. Sixth, discovery learning strategy, namely learning evaluation, the teacher provides reinforcement to all students.

The obstacles encountered were related to counting multiplication during the learning process, namely, difficulty memorizing multiplication, children who had difficulty counting multiplication, the teacher would instruct the child to repeat memorizing the multiplication again. Then before starting learning the guardian teacher also conducts learning evaluations first to find out and help solve any problems experienced by students

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