

ANALYSIS OF LEARNING STRATEGIES IN THE CONTENT OF FRACTIONS CLASS V UPT SD NEGERI BENCE 01 GARUM

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Abstract: The purpose of this study is to analyze the learning strategies used by teachers on fraction material in class V UPT SD Negeri Bence 01 Garum. In the teaching learning process, teachers have a very important role in the success of the teaching learning process in schools. Before carrying out the learning process, teachers are required to determine learning strategies that are in accordance with the learning objectives to be achieved. Because learning strategies are ways that will be chosen and used by a teacher to convey learning material so that it will make it easier for students to receive and understand learning material, which in turn learning objectives can be mastered at the end of learning activities. This research method is qualitative, descriptive. The results of research from video analysis and observation sheets as a whole are that the strategy of introductory learning activities is very good, the strategy of delivering teacher information is good, but the strategy of student participation, the strategy of giving tests and follow-up activities is still lacking.

Keywords: teacher, learning strategy, fractions.

INTRODUCTION

The teaching and learning process is the core of educational activities in schools, in the teaching and learning process teachers have a very important role in the success of a teaching and learning process in schools. In accordance with Asmani's opinion (2015: 39-54) that in the teaching-learning process the teacher has the task of being an educator, leader, facilitator, administrator, and evaluator of learning for students to achieve the learning objectives to be achieved. In addition, teachers also have the responsibility to see everything that happens in the classroom to help the process of student development.

Before carrying out the learning process, teachers are required to determine learning strategies that are in accordance with the learning objectives to be achieved. According to Arends (2012: 71) One of the characteristics that distinguishes good teachers from bad teachers is their ability to use various learning strategies. A teacher will choose the right strategy to deliver learning material so that it will make it easier for students to receive and understand learning material, which in turn can be mastered at the end of learning activities.

Learning or teaching is an effort to teach students. In this sense, implicit in learning is the activity of choosing, determining, developing methods and strategies to achieve the desired learning outcomes. Teachers can design learning activities that mesh with various learning styles (Arends, 2012: 69). The selection, determination and development of these methods are based on existing learning conditions. These activities are basically the core of lesson planning. Where according to Dick (2015: 175) states that there are 5 components of learning strategies, namely (1) preliminary learning activities, (2) delivery of information, (3) student participation, (4) assessment, and (5) follow-up activities. In the learning process to achieve learning objectives a teacher must use learning strategies that are in accordance with the character and learning objectives to be achieved so that students can achieve the learning objectives that have been set.

The description of the explanation of each component in the learning process is: (1) in introductory learning activities, before starting learning that needs to be considered is motivating students, informing about what will be learned, and stimulating the memory of knowledge and skills that students should know; (2) in information delivery activities is to determine what information, concepts, rules, and principles must be conveyed to students; (3) in student participation, practice with feedback is one of the most powerful components in the learning process. Teachers can improve the learning process by providing students with hands-on activities that are relevant to the objectives, giving students the opportunity to practice what they want to do; (4) in conducting assessments the teacher must decide exactly what the teacher's strategy is to assess what students have achieved; (5) The final component in the teaching strategy is follow-up, looking again at the overall strategy to determine whether student recall and transfer needs have

been achieved. That can be answered first by reviewing the performance context analysis, which should describe the conditions under which students should perform the teaching objectives.

Based on initial observations made at UPT SD Negeri Bence 01 Garum, information was obtained that the teacher had used a learning strategy, where students would understand more quickly if supported by the right learning strategy, but in the learning process the teacher was still not optimally using learning strategies. Because the selection of learning strategies should be seen from the characteristics of students, class conditions and the completeness of learning resources. Meanwhile, in the teaching and learning process, teachers are required to use learning strategies so that students can more easily understand the material presented, so that learning objectives can be achieved. Because according to Shirrock (2005: 215) states that subject matter and learning and strategies related to it, as well as being able to apply this in the classroom is a very demanding task, requiring the assimilation of a large amount of knowledge, and that such a task is only possible to achieve over a long period of time.

According to Djamarah (2010: 5) in general, strategy has the meaning of an outline of directions for action in an effort to achieve predetermined goals. If it is related to teaching and learning, strategies can be interpreted as general patterns of teacherstudent activities in the realization of teaching and learning activities to achieve the goals that have been outlined. Meanwhile, according to Wena (2014: 5) learning strategies are different ways to achieve different learning outcomes under different conditions.

According to Uno (2011:3) learning strategies are ways that teachers will use to select learning activities that will be used during the learning process. The selection is made by considering the situation and conditions, learning resources, needs and characteristics of the students faced in order to achieve certain learning objectives. In other words, learning strategies have a broader meaning than methods and techniques. That is, learning methods or procedures and techniques are part of the learning strategy.

RESULTS AND DISCUSSION

Based on the results of observations that the authors have made in class V UPT SD Negeri Bence 01 Garum, it shows that the learning strategy used by mathematics teachers on fraction material is good. In student learning activities in the classroom, it can be seen when the teacher conveys the learning objectives to be achieved, the teacher makes apperception by linking the learning material with the students' experience, giving reinforcement to students and so on. However, there are also learning strategies that are not used by mathematics teachers on fraction material in class V UPT SD Negeri Bence 01, namely in conducting tests and taking follow-up actions. This is because the teacher does not give tests in the form of questions or homework every time the learning takes place in class, the teacher only gives questions or homework after several meetings, besides that the teacher only conducts tests at certain times such as, daily tests and midterm tests.

According to Hosnan (2014: 182) in carrying out their duties, teachers must use various methods or strategies to achieve the expected results, including learning strategies. This is supported by Arends (2012: 71) One of the characteristics that distinguishes good teachers from bad teachers is their ability to use various learning strategies. The learning strategy that will be chosen and used by a teacher to deliver learning material will make it easier for students to achieve the learning objectives that will be mastered at the end of the learning activity.

Based on the observation sheet of learning activities, it can be seen that the strategy in preliminary learning activities in class V UPT SD Negeri Bence 01 Garum is quite good. Basically, the learning strategy that the teacher will use must be in accordance with the learning objectives to be achieved. According to Uno (2014: 6) learning strategies are ways that a teacher will choose and use to deliver learning material, so that it will make it easier for students to achieve learning objectives that are mastered at the end of learning activities.

In the learning process, teachers are needed who are able to use learning strategies in delivering information. According to Uno (2011: 4) the delivery of information is often considered as the most important activity in the learning process, because in this activity the teacher must also understand well the situation and conditions he faces. Thus the information conveyed can be absorbed by students properly. This is supported by Darmansyah (2012: 17) who says that learning strategies are ways of organizing lesson content, delivering lessons and managing

learning activities using various learning resources that can be done by teachers to support the creation of the effectiveness and efficiency of the learning process.

Based on the analysis of documentation in the form of videos and lesson plans obtained from fifth grade mathematics teachers on fraction material UPT Negeri SD Bence 01 about the learning strategies used by mathematics teachers in student learning activities, teachers have used learning strategies because in the teacher's lesson plan the teacher has included several components that are included in learning strategies such as learning objectives to be achieved, in the introductory activities there are apperceptions, besides that in the lesson plan there is also a sequence of material to be delivered, in the lesson plan it is also explained that the teacher gives awards to groups of students who have good performance and cooperation, this states that the teacher has reinforced students. According to Uno (2014: 4) the selection of learning strategies is basically one of the important things that every teacher must understand, considering that the learning process is a multi-directional communication process between students, teachers and the learning environment. Meanwhile, according to Darmansyah (2012: 17) learning strategies are an important component in the learning system, where learning strategies are related to how the material is prepared, what methods are best for delivering the learning material, and how the right evaluation is used to get learning feedback.

But in each class, not all learning strategies are used by teachers in student learning activities, there are still learning strategies that are not used by teachers in student learning activities because the learning strategies used by each teacher are different. This is supported by Shirrock (2005: 215) which states that subject matter and learning and the strategies associated with it, as well as being able to implement these in the classroom are very demanding tasks, requiring the assimilation of a large amount of knowledge, and that such a task is only possible to achieve over a long period of time. Meanwhile, according to Darmansyah (2012: 19) in developing learning strategies, teachers need to consider several things that enable effective and successful learning. In addition, it must be adjusted to the type of material, student characteristics, and the situation and conditions in which the learning process takes place. There are various learning methods and techniques that will be used by teachers, but not all of them are equally effective in achieving learning objectives. For this reason, teacher activity is needed in choosing learning strategies.

CONCLUSIONS AND SUGGESTIONS

Based on the overall results of learning strategies used by mathematics teachers in student learning activities in class V fraction material UPT Negeri SD Bence 01 Garum for each indicator it can be concluded that: the first indicator of strategies in preliminary learning activities is very good, the second indicator of strategies in delivering information is good, the third indicator of strategies in learner participation is less, the fourth indicator of strategies in conducting tests is less, and the fifth indicator of strategies in conducting follow-up activities is also less.

Based on the research conducted, it is suggested that the need for an increase in learning strategies by teachers in student learning activities, teachers should pay more attention and improve the learning strategies used, especially in conducting tests and conducting follow-up activities. It is hoped that information and training for teachers about the importance of using learning strategies in student learning activities so that the learning process will be more effective and efficient.

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