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Improving the Activities and Learning Outcomes of Mathematics Content Students Using the Chief Model In Class V

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Abstract: *Problem in study This is activities and results Study low students in learning Mathematics. The goal For describe teacher activity, analyzing enhancement activities, and results Study student. Types of research This using PTK. Subject study student class V SDN Alalak Selatan 1 Banjarmasin and implemented 4x meetings. Type of data used qualitative. Research result show that activities teachers experience enhancement from score 27 to 32 with "Very Good" criteria. Activity student increase from 44% to 94% with criteria "Almost Entire Very Active Students". And result Study increased cognitive from 38% to 94%. Learning outcomes affective from 38% to 94%. Learning outcomes psychomotor from 44% to 94%.*

Keywords: *Activitie , Learning Outcomes , CHILD Model.*

1. INTRODUCTION

century education places great emphasis on competency Skills think critical . This matter is Skills think level high who has very important role in learning that involves cognitive processes For think reflective to problems (Dwi Rahma Putri et al , 2022; Güner & Semirhan , 2021). Every individual must develop talent this is so you can take incoming decision resourceful and reliable For help him overcome problem life (Umam & Susandi , 2022).

Mathematics For train and develop ability think critical in face various problem with method identify, analyze problem with his thoughts yourself, and listen opinion from various corner look at other people for decide something choice and interesting conclusion. With So, math No only is discipline enriching knowledge knowledge , but also constitutes tool important in hone Skills think critically needed in face problem complex in various field life (Putri et al , 2020). Subjects mathematics according to Prastitasari & Lestari (2023) aims to: (1) students own deep understanding to concepts mathematics , capable explain in a way accurate , and apply it with appropriate in finish various problem mathematics (2) students sued For own mastery to patterns and traits mathematics , ability compile proof , do manipulation mathematics , and conveying idea in a way clear (3) students expected can develop ability solve problem , ability designing settlement and completion strategies problem mathematics so that can give the right solution , (4) communicate his thoughts with picture tables , charts or other media for clarify problems and (5) have attitude value mathematics . Learning objectives mathematics the can accomplished with Good If applied in ideal learning conditions. The ideal conditions for learning mathematics in education 21st century, namely 1) learning activity -

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centered student 2) student capable think critical in solve problem 3) capable finish problems given (Faridah, 2019; Nunung Sobarningsih , Hamdan Sugilar , 2019; Rafianti & Maulana, 2023).

However in fact competence mathematics in Indonesia still lost compared to other countries, based on overview of what was carried out by (Program for International Student Assessment) in 2018, achievements Indonesian mathematics is in the bottom five from 78 countries. One of reason low PISA results are student No used to handle problem mathematics required ability think critical . That matter show that Indonesian children in general own ability think relatively critical low in mathematics specifically cube and block volume material (Prastitasari et al , 2023; Umam & Susandi , 2022). Results of field studies bring up symptoms that are not far away different with the reality of what happened in PISA. Observation results show that performance Study student in eye lesson mathematics Not yet achieve the specified KKM school namely ≥ 70. Mathematics t *pretest results* given cube and cuboid volume material show of 16 participants educate only 6 people or as many as 37% were completed while 10 people or as many as 63% still Not yet finished . This is also supported by findings in the field , according to results observation to students and interviews with guardian Class V SDN Alalak Selatan 1 Banjarmasin load mathematics volume of cubes and blocks found that part big Still not enough active in learning , lacking skilled in ability think critical , and difficult in do evaluation . The low competence mathematics caused by various factors , among others because of the given model not enough effective , giving type question No HOTS based , and low ability student understand draft mathematics . Based on matter the If No overcome so will impact to activity low students , so will influential to low results Study mathematics . Need exists various possible efforts increase problem low activities and results Study .

Based on problem the so need exists follow continue to provide solutions so that it doesn't happen in a way sustainable that is with use of the PAHAT learning model . This model is acronym from the ***P*** *roblem B* ***a*** *sed Learning (PBL), Number* ***H*** *e* ***a*** *d Together (NHT), and* ***T*** *alking Stick* models . This model own meaning in accordance with its function that is tool sharp made from iron used For forming various type object in accordance with wants and needs . The hope is this model can develop and improve sharpness think student in the learning process so that can finish various complicated problem . Learning model main from study This is PBL. Learning model This is a designed model For equip student with Skills solution problem in life daily . Apart from that, this model can also give more understanding deep to student Because student directed Alone For find solution from given problems (Yulianti & Gunawan, 2019). This model own excess can increase Skills think critical Because student

involved direct in the solving process problem through four stages that is analyze problem , designing solution or solution strategy problem , implement design , and check return solution problem (Prastitasari & Rahmawati, 2023). Second model NHT. Learning model This is a model that puts forward activity student in a way group in search , process and report information new from various source obtained so that can interesting conclusions will be presented in front of class . This model own excess For increase activity , skill think critical , and results Study Because student involved direct in the solving process problem so NHT has influence big to activities and results obtained from learning (Widiani , 2021). Combination final is *Talking Stick.* In general child elementary school age tends to be will feel fed up If in the learning process not included with game . Therefore That For avoid saturation in learning use it *Talking Stick* . Learning model *Talking Stick* is a simple and sufficient model easy For implemented , especially for participants educated at school basic requirements activity learning own atmosphere activity Study fun teaching (Agusta & Ananda, 2023). Learning model *Talking Stick* has excess For test extent of understanding draft participant educate , train ability speak in a way active , and preventive from boredom student in the learning process (Nilayati et al , 2019).

2. RESEARCH METHODS

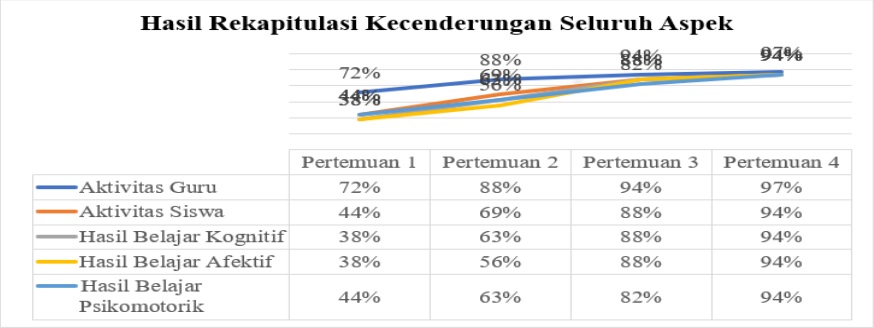
Findings This use type classroom action research . PTK holds role important in management education Because create something gathering knowledge For develop man become man the full extent of the knowledge gained from study can used For develop and take decision in the planning and management process education (Dwi Rahma Putri et al , 2022). Study action class is form something framework thinking or Scientific movements carried out by researchers within class with use activity For advance form and results learning . Classroom action research consists from planning , action , observation and reflection that take place in a way flowing , so produce cycle new until study action class discontinued (Nurulanningsih , 2023). Study This focus on implementation learning in the class for educators capable do solution learning problems encountered within class , improve the learning process , and try things new . (Prastitasari , et al . 2022). The aim of PTK is to progress and improve skilled teacher administration in handle preparation learning . That goal can achieved with do various action alternative For reveal problem learning (Prastitasari & Wati, 2023). Therefore that , focus study action class is lies in activities choices planned by the teacher, then tried and then assessed is activity choice the can used For understand problem learning faced by teachers (Ramadhan & Nadhira, 2022). By general there is four stages in Classroom Action Research ,

namely : 1) Planning 2) Action 3) Observation 4) Reflection . Kemmis and Mc Taggart in (Semathong , 2023)

Study This done in SDN Alalak Seatan 1 in the even semester year teachings 2023/2024. research subject This use student class V, totaling 16 people, consists of of 7 men and 9 women . This data collected through existing instruments prepared by researchers form sheet observation activity educators and participants educate , as well results Study .

3. RESULTS AND DISCUSSION

Study This held in a way sustainable 4 meetings . Seen that exists trend enhancement teacher and student activities , as well results Study student at meeting 1, continued at meeting 2, then at meeting 3, and meeting 4. The success obtained by the teacher during implementing the CHILD model has been reach "very good " criteria . These results can seen in the graph recapitulation of research data teacher activities below This .



	Pertemuan 1	Pertemuan 2	Pertemuan 3	Pertemuan 4
Aktivitas Guru	72%	88%	94%	97%
Aktivitas Siswa	44%	69%	88%	94%
Hasil Belajar Kognitif	38%	63%	88%	94%
Hasil Belajar Afektif	38%	56%	88%	94%
Hasil Belajar Psikomotorik	44%	63%	82%	94%

Graph 3.1. Analysis Results Trend Entire Aspect

Based on Chart on can is known that happen significant improvement in all aspect that is teacher activities , students , skills think critical and results Study . If activities teachers experience enhancement so activity students and skills think critical too increase so that results learning will also increase in a way significant .

Increasing teacher activities in each meeting because do reflection after implementation becomes reject measuring success in each meeting next . Then the teacher too try get used to carry out activity learning using the CHISEL model on the load mathematics with notice every a must aspect done For obtain more score good and accomplished indicator success already set . So that after activity reflection , the teacher gets more score Good meeting furthermore . With This so can seen on the graph trend teacher activities for meeting 1, meeting 2, meeting 3 and meeting 4 achieved very good criteria with percentage 97%.

Increasing activity educators are also related with competence educator in do evaluation learning For know understanding participant educate to material in learning so that can write it

down in reflection learning For plan follow carry on . This matter in line with Akbar's opinion (2021) is that For know extent of understanding student in the learning process carried out required good skills in carry out evaluation learning so that can know how optimal the learning is carried out to student .

Research findings This supported by several study relevant with success enhancement teacher activities in PTK , namely Research conducted by Prastitasari , Fitria et al (2022) with title " Improvement Performance Mathematics Student Elementary School With Use "Combination of PBL, SR, and QOD Learning Models ". Research results This show if teacher activities are carried out based on steps learning with very good category .

Activity participant educate in a way classic experience improvement , yes seen from percentage at meeting 1 , namely by 44%, then experience improvement at meeting 2 with the percentage was 69% while at meeting 3 it increased return to 88% and at meeting 4 it increased with percentage 94%. This matter because every meeting teacher activity increases finally got better influential to enhancement activity student . Then every end meeting done reflection For look for step proper repair For reach specified completeness , so can seen at meetings 3 & 4, activities student Already reach criteria completeness the . Enhancement quality learning carried out by the teacher have influence to expansion enhancement activity participant educate . Therefore that , if want activity student in learning increases , then required implementation quality learning by teachers.

Increasing activity student No regardless from the role of the teacher in designing learning models innovative learning . This matter can in line with Ariani et al , (2020) concluded that required plan imaginative learning that can be done increase action student in handle learning and can create various required capabilities with use combination of appropriate learning models with characteristics student .

The use of learning media also has an influence activity student in the classroom Because use of learning media in delivery material become method For help create atmosphere interesting , effective and efficient learning so that can increase activity participant educate . This matter in line with opinion Jayusman & Shavab (2020) that the presence of learning media in carry out classroom learning reflect that a educator need environment dynamic classes and learning media required in learning as means delivery of data, material learning and messages from teacher to participant educate.Results findings in research This supported by several study relevant that has been succeed in increase activity student that is research conducted by Suriansyah et al (2019) with title “ Improving Activity Study Students in Mathematics Subjects Use Combination of *Problem Based Learning* (PBL), *Think Pair and Share* (TPS) and *Teams*

Games Tournament (TGT) Models in the VB Class at SDN Teluk Oysters 1 Banjarmasin". Findings show that activity student increase with "very active " criteria .

If quality exercise learning instructor increase in carry out preparation learning , then action students will too increase . With increase quality motion educators and actions students , then results Study students will too increase . Aspect cognitive (knowledge) at meeting 1 , namely 38% later increase at meeting 2 the percentage was 63% but need improved again at the meeting furthermore . Amount students on the " Complete " criteria continue increased , at meeting 3 it was 88% and at meeting 4 it reached 94%. As for aspects affective (attitude) use provision evaluation with accumulation established attitude with use scale 1-4. Leading to observed attitudes which include honest , disciplined , polite and cooperative has student show . At meeting 1 it reached 38%, at meeting 2 it reached 56%, then at meeting 3 it reached 88% and at meeting 4 it increased increase that is reached 94%. Similar results were also seen from aspect *psychomotor* (skills) on each meeting , there is change at each the meeting . At meeting 1 it reached 44%, at meeting 2 it reached 63%, then at meeting 3 it reached 81%, and at meeting 4 it was even more increase namely 94%.

Learning outcomes influenced by various factor like helpful teacher activities increase understanding student in learning , atmosphere ongoing learning active , participation student in Study as well as selecting the right model so that student can with fast in absorb material provided by the teacher. Master key for student For reach results study well is the existence of professional teachers . This matter agree with Asuan et al (2019) that professional teachers is a capable teacher adapt with development knowledge sophisticated knowledge and applying learning models in accordance with need student so that will influence performance Study student .

Research result with using a reinforced CHILD Model research conducted researcher other namely , the *PBL model* is a learning model that presents problem contextual in learning . With this model student Good in a way individual or group cooperate For finish given problem start so that student can build knowledge from alternative solution problem (Prastitasari , Fitria, et al , 2022; Pratiwi et al , 2022). Giving problems with the learning model This sourced from problems that occur in the environment students , p This have goal for students capable finish problem .

4. CONCLUSION

Result of existing classroom action research carried out in class V of SDN Alalak Selatan 1 can Conclusions can be drawn , namely : 1) Teacher activities at the time carry out learning mathematics using the CHISEL model already accomplished in accordance with plan and achieve very good criteria ; 2) activity student Already achieve the specified indicators of success with very active category ; 3) Learning outcomes Already reach completeness Good individually and classically with criteria finished .

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