IMPLEMENTATION LEARNING METHOD TO IMPROVING LIFE SKILLS FOR CHILDREN IN MATHEMATICS

Action Research on The Elementary School South of Jakarta, 2013

By

Mohamad syarif Sumantri[1]

ABSTRACT

The objective of this research is to know: the learning process to increase the lifeskill ability of primary students through playing with mathematic study and the change of the academic skills after the implementation.

28 students of grade 1 at Cilandak 1 Pagi Primary School in South of Jakarta as the research subject.

This research using action research method according to Kemmis and McTaggart that consists of four steps: plan, action, observation, and reflection. Data collecting technique uses field notes, interview, documentation, and observation. This research uses descriptive analysis.

The result of the research describes that playing in mathematic study gives impact for incresing academic skill & sosial skill of the primary students. The test result shows increase of the mean over 85% and the observation result shows more than 80% students had good mark.

Keyword: life skills ability, playing with mathematic study, sosial skill

A. Introduction

Education is the basis for preparing a quality human being. According to the National Education System of 2003 that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for the student have the spiritual strength of religious, self-control, personality, intelligence, noble character and skills needed them. Furthermore according to UNESCO, education should be built with the four pillars, namely learning to know, learning to do, learning to be and learning to live together. Education is not only oriented towards purely academic but also put it into practice to solve the problems of everyday life. Life skills need to be developed as personal awareness can help a child in having a self help skills and have the independence. (Carol E.Catron & Ian Allen, 1999). Additional the topic or materials in Learning Math should be related

[1] Lecturer of PGSD Universitas Negeri Jakarta

to the daily life of children, involving real objects and provide opportunities for children to apply what they get the effort to solve the problems (Anita Decker dan John Decker, 2001).

Learning math is a tool that can help a child skilful in life skills in everyday life. Mathematics helps children to be aware of the world around them and discover the meaning of the physical world that meets every day. Through mathematics, children not only learn to understand the numbers and shapes, but the child will learn the reasons, connecting ideas and think logically. More broadly math help children to think deeply about the relationships and patterns in everything. Porter (2000) stated that students would be more motivated to learn when they judge that what they do relate to their lives and make something useful. learning the principles of mathematics must be in accordance with the characteristics of the child, the child must make active learning, fun, no gender discrimination and to improve students' skills and understanding in the recall.(Sue Bredekamp, 1986).

In fact mathematics is a difficult subject and does not appeal to children. Although mathematics is a science that is very useful for human life, but many people have not been able to feel the benefits of mathematics in the development of thinking skills, the formation of attitudes, and overall personality development. For example in the field of personality development, mathematics education in schools have not been able to develop personalities of students being personally able to make decisions about what is best for himself, to be honest, courageous and responsible for things that have been done and spoken. So that mathematics education produces graduates who have a lot of knowledge but poor in life skills, entrepreneurial and less to be responsible attitude.

One cause enthuses about learning mathematics because mathematics curriculum is overload and inappropriate or less able to respond to students' diverse developmental characteristics. In addition to the techniques and methods of teaching so that teachers are less varied causes students not interested in following the lessons and tend to become bored. Teachers have change the paradigm, not promote skepticism toward change and progress and become a professional and innovative teachers in conducting learning. The math game activities that can be introduced include: (1st) playing pattern, (2) playing classification, (3) playing numbers, (4) playing size, (5) playing the geometry, (6) playing statistics and (7) playing estimate (estimate).

B. Formulation of problems

1. Is learning math through games can increase life skills of elementary school children?
2. How to improve the life skills of elementary school children in grade 1 mathematics learning through games?

C. Discussion

This study aims to improve the life skills of elementary school children in learning mathematics through the game and to know the different types in the game due to a program of learning and knowing mathematics in elementary math game activities that can improve the life skills of elementary school children. The research was conducted in an elementary school in Cilandak 1st south of Jakarta. September 2011 until February 2012. The research subjects is the students class 1st and the amounted of 28 students.

This study using classroom research is a particular form of action research is doing by the classroom in the model of a spiral. Preliminary and final assessment of life skills in elementary students by using : (1) develop a plan of action before the researchers to observe and conduct an assessment the situation of elementary school students' mathematics learning and teaching new actions as a teacher before, (2) the material assessment based on conceptual definitions and operational obtained from synthesis theory. Data analysis using mix method approach, which is quantitative data with descriptive techniques percent, and the data qualitative, with the reduction techniques and concluded.

Life skills is the ability to multiplying capability and process information, perform reasoning, making decisions, solving problems, classify, measure, predict, and communicate acquired elementary students as a result of the learning process to be taken during a period of time based on the learning objectives that have been set.

Instrument in the study of life skills such as test results in the form of observational learning by using a rating scale, during the execution of the instrument of action. This ability is measured by the range of scores obtained by each respondent 1- 4. Way of scoring is that if a child is able to consistently demonstrate the ability and

skills to live well without direction / guidance then given a score of 4. If a child is able to demonstrate the ability of life skills without direction then given a score of 3. If a child is able to demonstrate the ability of life skills with the directives given a score of 2. If a child has not been able to demonstrate the ability of life skills then given a score of 1.

Furthermore, aspects of the life skills that were examined include :

1. The children search for the Information

1.1. Child to ask the teacher about the material,

2.2. Children looking for the answers from another source.

2. Information to process

2.1. Children are able to count in sequence.

2.2. Children are able to work on the problems increase 1-20.

2.3. Children are able to work on the problems subtraction 1-20

2.4. Children are able to read the signs of time / hours.

2.5. Children are able to mention the names of days and months.

2.6. Children are able to measure the length of the measuring instrument.

2.7. Children are able to distinguish the value of the place

3. Take decisions ; children are able to answer the questions.

4. Solve problems

4.1. able to answer the the question from the stories

4.2. Interacting with other people.

4.3. Children are able to work in groups

4.4. Children are able to control conflicts that may occur.

5. Concept of Discipline

5. 1. Children can follow the rules

5.2. Children can focus while studying

5.3. Children can keep the tool after they have learning of mathematics.

6. communicating

6.1. Children unable to speak / communicate with others.

6.2. Children are able to listen to the stories of others

Play math activities on the first meeting called drop a hanky with a focus on the academic skills children are able to looking for information on the subject, to process information from the teacher explained about the sum of 1-20, while social skills focused on the ability to follow the rules, concentrating currently able to learn and stationery tidy up after the game and learning tool. The following is an explanation of the change of life skill aspects of cycle 1 to cycle 2 after a given treatment play in learning mathematics.

Table 1

cycle 1	cycle 2
Academic Ability Test: Lowest score of 1 and the highest score 10.	Academic Ability Test: Lowest score of 9 and the highest score 10.
1. Observations Basic Academic Ability: a. 78% of students scored well for the ability to dig up information b. 78.5% of students scored well for the ability to make decisions c. 36.6% of students scored better on problem-solving skills d. 80.3% of students get good grades to interact with other people e. 73.2% of students scored well for the ability of the discipline f. 71.4% of students scored well for the ability to communicate g. The mean cumulative for all aspects of the capability is still below 75% (not reached the target)	1. Observations Basic Academic Ability: a. 88.2% of students scored well for the ability to gather information b. 93.4% of students scored well for the ability to make decisions c. 86.6% of students scored better on problem-solving skills d. 80.3% of students get good grades to interact with other people e. 82.1% of students scored well for the ability of the discipline f. 75% of students scored well for the ability to communicate g. The mean cumulative for all aspects of capacity above 75% (hit the target)

Observations Learning Process: ✓ Teacher have simply do to plan and implement learning instructional design. There is one aspect that has not been measured. Often teachers' abilities still dominate the activities, children less students less freely to explore. ✓ Teacher have simply do to evaluate learning. Frequently asked questions to draw Conclusions ✓ Because sometimes overlooked teachers believe that working together to draw Conclusions worksheets.	Observations Learning Process: ✓ Teachers have a good plan and implement learning instructional design. All done and all aspects measured. Teachers' ability to give more children the freedom to explore. ✓ Better teachers in the evaluation of learning Including frequently asked questions to Draw Conclusions
a. Students' motivation is quite good. It looks at interest, spirit, student responsibilities in carrying out the tasks well enough, and 56% of children feel students were quite fun.	a. Students' motivation high. It looks at interest, spirit, student responsibilities in carrying out the task of getting better, and almost all children feel students were fun.
b. Students active in asking, discuss, and answer questions.	b. Students are more active in asking, discuss, and answer questions
c. Students are still not familiar and active enough to use the media as a group.	c. Students already familiar to and actively using the media as group.

Based on theoretical studies and evidence collected data can be concluded that playing on mathematics learning is very suitable for early grade elementary school class since the beginning of the students' characteristics during the fun playing. Besides the teacher's role is very important in the interaction with students by doing a lot of deep questions.

D. Conclusion

1. At the end of the second cycle based on observations of researchers and collaborators found that the majority of children have been consistent to gather information, process information, make decisions, solve problems, understand cause and effect relationship and able to think critically. In the social skills children are able to listen to others, be able to tell a lot of things, able to work in groups and be able to control conflicts that may occur.
2. The results of observations of their academic abilities and social skills after the measures show an increasing number of students getting a consistent assessment criteria (mean above 85%) by more than 80%.
3. The observation of the process of learning mathematics through the game shows that through the game in learning mathematics makes students more excited and delighted in participating in learning, interested, challenged to be active, and better understand concepts taught life skills so that they can improve on aspects of their academic and social skills.
4. Maturity in doing mathematics learning is important that the indicator should be known by an elementary school teacher, since the advent of the maturity of the individual. Stimulus and teaching provided to students should pay attention to the level of student progress.
5. Maturity of the students in learning mathematics needs to be stimulated as early as possible to avoid the element of coercion. It takes a good cooperation between teachers representing the school and parents will be given so that effective learning. One way to stimulate maturation of academic skills and social skills children are learning mathematics by applying through the game.

References

Barrie Hopson (1985), *Life Skills Teaching*, McGraw-Hill

Brewer, Jo Ann (2007). *Introduction to Early Childhood Education.* New York: Pearson Education

Bredekamp, Sue (1987). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age* 8. Washington: National Association for the Education of Young Children.

Bronson, Martha B (1995). *The Right Staff For Children Birth to Eight.* Washington D.C: NAEYC.

_____, (1981) *Child Development*, Tokyo : McGraw-Hill kogakusha Ltd.

Catron, Carol E dan Allen, Jan (2003). *Early Childhood Curriculum A Creative Play Model.* Second Edition New Jersey: Merrill, and Prentice Hall.

Cruikshank, Douglas E (1980), *Young Children Learning Mathematics*, Boston: Allyn & Bacon.

Decker, Anita dan John Decker (2001), *Planning and Administering Early Childhood Programs 7th ed.*, Ohio: Prentice Hall Inc.

Dopyera, Margaret Lay (1990), *Becoming a Teacher of Young Children*, New York: Mc. Graw Hill, Inc.

Departemen Pendidikan Nasional (2003), *Pedoman Penyelenggaraan Program Kecakapan Hidup (Life Skill) Pendidikan Luar Sekolah* Jakarta: Departemen Pendidikan Nasional.

Flood, James dan Diane Lapp (1981), *Language/Reading Instruction for the Young Child*, New York: Mac Millan Publisher.

Horsley, S.L (1990), *Elementary School Science for the 90S*, Virginia: Association Supervision and Curriculum Development.

Hopkins, (1993). *A Teacher's Guide to Classroom Research*, Bristol: Open University Press.

Hopson, Barrie,(1983). *Life skills Teaching*, New Jersey :McGraw-Hill.

Hurlock, Elizabeth B.(1978), *Child Growth and Development.* New Delhi: McGraw-Hill.

Howe, Donna, et al.(1991), *Teaching Young Children Using Themes*, Illinois: Good Year Book.

Kemmis, Stephen and Robin Mc Taggart, (1988) .*Action Research Planner*. Victoria: Deakin University Press.

Mack Gilley, Jean dan B.H. Gilley, (1990). *Early Childhood Development and Education*, New York: Delmar Publishing Inc.

Maddaleno, Matilda (2001), *Life Skills Approach To Child And Adolescent Healty Human Development*. USA: Copyright. Pan American Health Organization.

Mayesky, Mary (1990), *Creative Activities for Young Children*, New York: Delmar Publisher Inc.

Munandar, Utami (2002), *Strategi Mewujudkan Potensi Bakat*, Jakarta: Gramedia.

Papalia, Diane E. dan Sally Wendkos Olds (1990), *A child's World: Infancy Through Adolescence*, New York: McGraw-Hill Inc.

Porter, Louise (2000), *Behavior in Schools. Theory and Practice for Teachers*. Philadelphia: Open University Press Buckingham.

Richmond (2000), *What Are Life Skills?*, New Jersey: life Skills Center. All Right Reserved.

Reys, Robert. E, et al, (1998). *Helping Children Learn Mathematics*, Boston: Allyn and Bacon.

Ruseffendi (1992), *Pendidikan Matematika 3*, Jakarta: Depdikbud

Seputro, M.H Tirta, Theresia (1992), *Pengantar Dasar Matematika, Logika dan Teori Himpunan*. Jakarta: Erlangga.

Travers, Robert M.W (1982). *Essentials Of Learning The New Cognitive Learning For Students Of Education*, New York: MacMillan Publishing Co., Inc.

Sujono (1988), *Pengajaran Matematika untuk Sekolah Menengah*, Jakarta: Departemen Pendidikan dan Kebudayaan.

Smart, Mollie. S. dan Russel Cook Smart, (1990) .*Children Development and Relationship*, New York: Mac Millan Publishing.

Soedjadi, R. (2000). *Kiat Pendidikan Matematika di Indonesia*, Jakarta: Depdikbud.

Suryosubroto (1997), *Proses Belajar Mengajar di Sekolah*, Jakarta: Rineka Cipta.

Travers, Robert M.W (1982). *Essentials Of Learning The New Cognitive Learning For Students Of Education*, New York: MacMillan Publishing Co., Inc.

Joyce, William W. and Janet E,(1998). *Teaching Social Studies In The Elementary and Middle Schools*, New York : Alleman – Brooks