IMPROVING STUDENT LEARNING OUTCOMES 
IN LEARNING AND SORT FRACTIONS FRACTIONS OF 
THE GAME CARD THROUGH 

Milasari Renaningtyias 
Email : milasarisetyawan@gmail.com 
SMP Negeri 2 Kraton 

Abstract: This study aims to investigate how the learning process by using the card games can improve student learning outcomes in learning fractions in particular determine equivalent fractions and fractions sort. The approach used in this research is descriptive kualitatif. Research is classroom action research conducted in odd semester of 2011/2012 in SMPN Rejoso in mathematics equivalent fractions and sort material fractions. Data were collected through worksheets, observation and interviews. Data analysis was descriptive of the learning process and results. The results showed that the application of learning with fractional card games can improve student learning outcomes in the material equivalent fractions and fractions sort. Selection methods and learning models, with regard to the character of students, provide improved cognitive and affective aspects, in particular to sort material fractions and equivalent fractions in class VII SMPN 2 Rejoso. Through innovation and creativity of teachers are expected to find new strategies or digging new knowledge for the betterment of the students. 

Keywords: card games, equivalent fractions, fractions sort, learning outcomes

1 INTRODUCTION

There are three points of view that can be used to determine the quality of a school that is input, process and output (Arikunto 2006; Enjah 2008; Chotimah, 2009). Given three interrelated angles in mathematics must consider carefully in order to obtain optimal results. Some things will be related to the three angles will be described as follows. 

Input SMPN 2 Rejoso coming from SD / MI in the vicinity. Students entering without a test and only 10% have UNAS mathematics in particular above 6.00. But still expected once cultivated the students can achieve optimal learning results. Based on these facts, then to overcome it needed an effort to improve the learning of mathematics. One effort to fix this is to use appropriate learning media. This is consistent with the purpose of learning mathematics in junior high school is through practical activities.
(memanifulas media or concrete objects) expected students to understand mathematical concepts (BSNP, 2006). The role of the media / learning tool slightest form requires the creativity of teachers in selecting the type and characteristics according to the conditions of the students and the material presented (Firmanawaty, 2003; Jihad, 2008).

Researchers initiative to make a card game by utilizing the knowledge of students in playing cards in their games everyday. The use of media or props of sophistication not seen but the most important have been selected for in accordance with the conditions in the field and its role in helping to improve the quality of teaching and learning process (Firmanawaty, 2003; Muhsetyo 2008; Nurhadi, 2004).

A learning process, there are two very important elements is the method of teaching and learning media. Selection of specific teaching methods will affect the type of learning appropriate media (Mustikasari 2008; Sudrajat, 2011; Sukestriyono, 2007). So that the learning process can be managed properly, learners can take advantage of all the tools of his senses. Educator seeks to generate stimulus / stimulus that can be processed appliance senses. The more tools senses that can be used to receive and process information the more likely the information is understood and maintained in memory (long term memory) so it can easily receive and absorb the messages given (Muhsetyo 2008, Firmanawaty, 2003; Kagan, 2001).

Games that use the card, for example to introduce the concept and understanding of students of class VII in particular to the material fractions. The concept can be understood that recognize the various fractions (common fraction and decimal fractions), equivalent fractions, add fractions and fractions sort. Plaything in question are the cards that contain fractional numbers. Then played like playing cards. To facilitate the understanding of students prepared a list of fractional numbers.

After explaining the subject matter educators, learners are directed to execute the game. Then learners execute the game according to the rules of the game. Last game there is a punishment / reward in accordance with the collective agreement. Furthermore, educators can provide practice questions or independent assignments and tests to determine the assessment of learning outcomes learners absorption of the material that was submitted.

Based on the above, the researchers are interested to give the title of the paper is "Improving Student Learning Outcomes in Learning Determining Denomination Worth And Ordering Fractions Through Card Games".

2. RESEARCH METHODOLOGY

This study used a qualitative descriptive approach while the type of research including Action Research (PTK).

This classroom action research conducted in class VII B SMP 2 Rejoso. Researchers act as teachers and peers in the group MGMPs Mathematics Lesson Study, as an observer. During the study ranging from planning, implementation, evaluation, the authors collaborated with observer to look and sharpen the problems that the results of students' ability to understand the concept of equivalent fractions achieve a minimum average value or KKM 65.

The subject of research in the download is a class VII B. The timing of the first semester of the 2011/2012 academic year. Class VII B of 43 students, 23 male and 20 female students. This classroom action research conducted in the form of process cycle (cycle), each cycle consisting of the stages of planning (Planning), action (action) and reflection (reflektion) (Kasbolah, 1999).

The measures that have been implemented are described as follows: 1) the stage of planning (planning), which aims to design a student-centered learning. Planning begins with an analysis of the problems in learning, then pass on the lesson plan. Several other teachers provide input for an idea. Then learning plans result of discussions in the revised plan; 2) phase do (the implementation of) learning to apply the lesson plan which has been formulated in the lesson plan by the teacher models. Before the implementation of the briefing is done in advance to inform the plan reaffirmed the results before the open class. Implementation of the open class aims to pilot the effectiveness of learning scenarios that
have been designed. Other teachers to act as an observer / observer. Observer observed in aspects of student interaction, student interaction with teachers, students' interaction with the media or learning resources, student interaction with other environments, times when students are not active or stop studying, and observer can write valuable experience in the observation sheet. The material on the implementation of the open class fractions that have been conducted in which the order of fractions and determine equivalent fractions. Sequentially implementation of the open class using a model of the game, namely playing cards; 3) stages see (reflection) immediately after the open class is completed. This activity begins delivery of the impressions of teachers towards learning models that have been implemented. Furthermore, observers are asked to submit the findings of his observations and provide feedback that can be used as a reference in future learning improvement. The learning improvements can be prepared in the future learning.

The analysis used in this study is utilizing a descriptive analysis of the process and learning outcomes. Analyses were also conducted on observations and interviews. The analysis is based on a cycle that gradually. Analysis 1 in cycle 1 that the results are reflected to the second cycle as well to cycle 3, while reflections made in accordance with the planning done.

Quantitative data is data obtained from the value of the written tests and worksheets group. To determine the value of each student mastery of any indicator then the data is compared with the value of 68% completeness School. The qualitative data obtained from observation sheet of students during the learning taking place, that of the affective aspect. These data were analyzed with descriptive analysis.

Assessment is done to determine whether learners have successfully mastered a Kompetensi refers to indicators that have been set. At least 70% of indicators that are considered very important and represent each basic competence to be assessed. To gather information on whether an indicator has been featured on the self-learners, assessment of learning took place during and after the study. Criteria mastery learning every indicator has been set in a basic competence ranges from 0% -100%. When referring to Schools National Standard Criteria for Mastery Learning 75%. Referring to KKM school is 68%. Mechanical assessment carried out in 3 stages: Rating is based on the first cycle, the second cycle based assessment, assessment by the third cycle.

3. RESULTS AND DISCUSSION

The results of the observation sheet prepared in the narrative becomes a collection of information that is obtained from the reduction so as to give the possibility of drawing conclusions and taking action. The information referred to is the description of the process of learning activities that have been recorded in the observation sheet. The preparation of such information combines data from the contents of field notes on the observation sheet. Results affective group learning through observation and test groups obtained for the first cycle, as follows: 1) students are quite active in the learning process because it encouraged a great curiosity to learning materials; 2) the results of the written test scores obtained workmanship 93.75 Group Worksheet %; 3) level of discipline 95.55%, 97.77% honesty, hard work and cooperation of the group 100% (cooperative) 95.55%; 4) the results of the written test score obtained workmanship individual student worksheets obtained 94.32% with 5 students have not reached the SKM.

Results affective group learning through observation and test groups obtained for Cycle II, as follows: 1) students are quite active in the learning process because it encouraged a great curiosity to learning materials; 2) written test results obtained Scores Worksheet workmanship Group 90.91%; 3) observation activities can enhance the activity of students based on teacher observation that is a 100% level of discipline, honesty 90.90%, 100% hard work and co-operation group (cooperative) 100%; 4) the results of the written test score obtained workmanship individual student worksheets obtained 90.91% with 8 student has not reached the SKM.

Results affective group learning through observation and test groups obtained for Cycle III, as follows: 1) students are quite active in the learning process because it encouraged a great curiosity to learning materials; 2) written test results obtained Scores Worksheet workmanship Group 97.73%; 3)
activity of students based on teacher observation, namely 97.77% level of discipline, honesty 100%, 100% hard work and co-operation group (cooperative) 95.55%; 4) the results of the written test score obtained workmanship individual student worksheets obtained 97.77% with 3 student has not reached the SKM. Overall it can be observed through the following graph:

4. CONCLUSION

Selection of teaching methods and models by taking into account the student's character provides improved cognitive and affective aspects, in particular to sort material fractions and equivalent fractions in class VII SMPN 2 Rejoso. Through card games can also improve the affective aspect that is disciplined, hard working, honest, creative and cooperation in the learning process. Teachers, through Lesson Study activities, can increase professionalism in the field. Through innovation and creativity of teachers are expected to find new strategies or digging new knowledge for the betterment of the students.

5. REFERENCES

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