

REMEDIAL AND ENRICHMENT MATHEMATICS IN ELEMENTARY SCHOOL

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ABSTRACT

In learning activities, there are always students who have difficulty in achieving competency standards, basic competencies and mastery of predetermined learning materials. The number of students who do not score below the KKM, so remedial and enrichment activities are needed to add insight to students.

This study aims to determine the implementation of remedial teaching and enrichment in mathematics subjects at UPT SD Negeri 143 Gresik. The type of research used in this research is descriptive qualitative research. This research was carried out at the UPT SD Negeri 143 Gresik, Balongpanggang sub district, Gresik district. The subject of this research is all 4 grade students, totaling 14 children. Data collection techniques using observation techniques, interviews, and documentation. Data analysis techniques includes data reduction, data presentation and verification. The validity of the data was tested by technical triangulation and source triangulation.

The results obtained from this study indicate that in planning the teacher diagnoses learning difficulties in mathematics, students who experience difficulties through analysis of the value of mathematical evaluations and find out where the learning difficulties of students are by looking at the results of their work. The technique used on the teaching of remedial and enrichment during this pandemic, do on at learning hours are less than one hour at 8 a.m – 9 a.m in the IV class UPT SD Negeri 143 Gresik. The method used in the teaching of remedial is assignment method, question and answer, and individual teaching, while the method used in a enrichment is assignment method. The recommendation for students who are still experiencing difficulty of study is a given simple question.

Keywords: Interactive Video, Cooperation

1. INTRODUCTION

Complete learning in KTSP is a learning method that requires students to fully master all standards of learning ability. Then in the 2013 curriculum, complete learning is a learning pattern that uses the principle of individual mastery. In this case the freedom of learning is given to reduce students learning failures. The complete learning strategy emphasizes individualization, that is, although learning activities are aimed at a group of students, they recognize and serve the recognize and serve the individual differences of students in these aspects. The best way to develop the potential of each student through the application

of complete learning (Moh. Uzer dan Lilis S, 1993: 92).

Remedial learning is a special form of learning given to students who have learning difficulties through certain approaches and techniques. Remedial as an effort to improve student achievement, in this case the teacher plays an active role in improving the learning process so that students set by the teacher. In this case, the teacher plays an important role, namely considering where the most appropriate place is to carry out the improvement activities (Dirman, 2014). Every teacher hopes that students can master the competencies that have been determined and can help students to overcome students learning difficulties by improving learning methods and learning attitudes that can encourage the achievement of optimal learning outcomes (Minister of Education and Culture Regulation No.66 of 2013 concerning assesment standards, 2013).

While the enrichment program is an additional program for students who have acquired academic skills with the aim of deepening and expanding students' knowledge of what they have learned. In general, enrichment is an experience or learning program that not all students can do. Learners who acquire skills faster than other students can optimally develop and deepen skills by enhancing their learning. The 2013 elementary school curriculum is in line with operational standards or activity-based learning systems, comprehensive learning systems, and services that respond to individual student differences. By paying attention to the principle of individual differences (initial ability, intelligence, personality, talent, potential, interest, learning motivation, learning style). So enrichment is carried out to meet the needs / rights of students (Kunandar, 2013: 331).

Basically the two activities aim to add or provide insight and add to the learning activities of students, both students who have not completed and students who have achieved mastery learning. Both of these programs play an active role in improving student achievement and increase understanding in learning, especially in Mathematics. Mathematics is a subject that requires concentration limits and graded or graded learning material. Certain competencies are prerequisites for learning the next competencies so that learning mastery is required.

Based on observations made that the total number of fourth grade students at UPT SD Negeri 143 Gresik was 14 students consisting of 4 male students and 10 female students. As for the students who have not reached the KKM in fractional material as many as 11 students and students who have reached the KKM as many as 3 students. In the FPB and KPK materials, 9 students have not reached the KKM and 5 students have reached the KKM. In the approximation material that has not reached the KKM as many as 8 students and those who have reached the KKM as many as 6 students.

These remedial and enrichment activities are carried out in schools by implementing health protocols. During this pandemic, school is only allowed for 2 hours. So, remedial teaching is carried out when the learning hours are less than one hour, namely 08.00-09.00 in the fourth grade of UPT SD Negeri 143 Gresik. The teacher is also aware that by looking at the situation and conditions during this pandemic, remedial and enrichment teaching cannot be maximized, because it is limited by time, situation, and conditions. According to the teacher's explanation, usually remedial and enrichment teaching before the pandemic period is carried out after learning hours are finished in the fourth grade room of UPT SD Negeri 143 Gresik. Based on interviews with fourth grade teachers and fourth grade students, remedial teaching is used by teachers to help students with learning difficulties in mathematics and enrichment teaching to broaden students' knowledge.

The focus of the author's research is in class IV at UPT SD Negeri 143 Gresik. Based on the results of interviews with fourth grade teachers at UPT SD Negeri 143 Gresik, it was stated that there were still students who had not yet completed the learning process, especially in mathematics and there were still many students who did not understand and understand the importance of the enrichment learning process. Though both learning is very important in the teaching and learning process. So the author hopes that through this research students will not experience learning difficulties anymore and understand how important the enrichment learning process is. Problems at UPT SD Negeri 143 Gresik can be solved by holding remedial and enrichment activities. Remedial learning is given to students who have learning difficulties and enrichment is given to students who have reached the KKM score but they still do not understand the importance of the enrichment learning process.

2. METHODS

This research uses qualitative research. The type of research is a case study (case studies). Case studies are one method that empirically investigates temporary phenomena in contexts that are not clearly visible, and multiple sources of facts are used (Lexi J. Moleong, 2012: 26). A case study is research aimed at collecting data, extracting meaning, and gaining understanding from the case. Characteristics of a case study is to raise a case that is considered unique. The case studied was an analysis of the implementation of remedial activities in fourth grade mathematics at UPT SD Negeri 143 GRESIK. This qualitative research was conducted at UPT SD Negeri 143 Gresik class IV. Research time in Even Semester 2021/2022. The subjects of this study were fourth grade students at UPT SD Negeri 143 Gresik. The researcher focuses on the implementation of remedial and enrichment teaching that the teacher gives to students on mathematics subjects with fractions, FPB and KPK, and approximations. Remedial is more focused on children with learning difficulties. Enrichment is more focused on children who have reached the KKM score but do not understand the importance of enrichment learning. Data collection techniques used in the form of observation, interviews, and documentation. In data validation using triangulation. The triangulation used in this research is source and technique triangulation. Source triangulation was carried out to test credibility by checking data regarding the implementation of remedial teaching and enrichment for class IV at UPT SD Negeri 143 Gresik through several sources, namely class IV teachers, class IV students, and class IV principals at UPT SD Negeri 143 Gresik. Technical triangulation was carried out to compare the data from interviews, observations, and documentation regarding the implementation of remedial teaching and enrichment in mathematics subjects in grade IV UPT SD Negeri 143 Gresik.

3. RESULTS AND DISCUSSION

The results of the research on the implementation of remedial teaching in mathematics in grade IV UPT SD Negeri 143 Gresik were obtained through observation, interviews, and documentation. Interviews were conducted with fourth grade teachers, school principals, and fourth grade students of UPT SD Negeri 143 Gresik. The following is a description of the research results obtained by the researcher. Remedial teaching planning Aspects of remedial teaching planning there are four indicators that researchers want to examine, namely diagnosing students' learning difficulties, reviewing cases, selecting alternative actions, and developing remedial programs. Researchers find out the planning made by the teacher before the implementation of remedial teaching through observations during mathematics learning and evaluation. The following are the results of research findings related to remedial teaching planning information.

- a) Diagnosing students' learning difficulties The diagnosis of student learning difficulties consists of several steps, namely identifying students who have learning difficulties, and estimating alternative assistance and how to overcome them. Based on the results of observations that have been made by researchers, it was found that the teacher did not identify students who had difficulty learning mathematics on the material of fractions, FPB and KPK, and individual approximations based on the analysis of student behavior in completing assignments. The teacher only identifies students who have learning difficulties based on achievement analysis by looking at the students' evaluation scores on the fractional material, FPB and KPK, and approximations. Students with evaluation scores for learning mathematics on fractions, FPB and KPK under the KKM are considered to have learning difficulties and need remedial teaching.
- b) Case review After diagnosing learning difficulties, students then review the cases experienced by students. Based on the results of observations and interviews, the teacher conducted a study by asking students again about which mathematics subjects they did not understand and the difficulties that students experienced. This is done by the teacher to clarify which material the students have not understood. However, the study of the cases experienced by these students was carried out by the teacher only classically.
- c) Selection of alternative actions Based on the results of observations and interviews, the teacher chooses alternative actions to help students with remedial teaching. This is determined by the teacher after seeing the results of the students' mathematics evaluation scores, from the evaluation of mathematics learning, students will get complete and incomplete evaluation scores. Students who get a mathematics evaluation score below the KKM are assisted by the teacher to improve it through remedial teaching, while students who get a mathematics evaluation score above the KKM will have enrichment teaching.
- d) Develop remedial programs The teacher arranges a remedial teaching program by determining the timing of the implementation of remedial mathematics teaching. After the math answer sheets for fractions, FPB and KPK, students' approximations are assessed and added to the score list, the teacher announces to the students who the math evaluation score is below the KKM. After announcing who took the remedial, the teacher announced that the mathematics remedial would be carried out immediately one hour before going home according to the remedial schedule.

Implementation of remedial activities The implementation of remedial teaching in class IV of UPT SD Negeri 143 Gresik uses a curative approach where the implementation of remedial teaching is held when a topic of discussion of a material in mathematics learning material fractions, FPB and KPK, and approximations has been completed and evaluated. In the first observation, the teacher conducts remedial teaching after the fractional material has been delivered and students have been given evaluation questions. In the results of the second observation, the teacher conducted remedial teaching after the FPB and KPK materials had been delivered and students were given evaluation questions. In the third observation, the teacher conducts remedial teaching after the approximation material has been delivered and the students have been given evaluation questions.

Implementation of enrichment activities The implementation of enrichment teaching in class IV of UPT SD Negeri 143 Gresik uses a curative approach where the implementation of enrichment teaching is held when a topic of discussion of a material in mathematics learning material fractions, FPB and KPK, and approximations has been completed and evaluated. Basically, enrichment is intended or specifically for students who are fast in completing learning materials, in other words, enrichment is intended for students whose scores have exceeded the predetermined KKM. The reason for holding enrichment is because UPT SD Negeri 143 students do not understand the importance of teaching enrichment.

4. CONCLUSION

Based on the results of research and discussion regarding the implementation of remedial teaching in mathematics subjects in grade IV UPT SD Negeri 143 Gresik, it can be concluded as follows.

- a. Planning remedial mathematics teaching Remedial teaching planning is done by the teacher by diagnosing students' learning difficulties through identifying students who have learning difficulties based on the results of the mathematics evaluation scores. At the stage of localizing the location of students' learning difficulties, the teacher looks at the results of his work, students experience many difficulties in the fractional material, which is adding and subtracting fractions. In FPB and KPK materials, students' learning difficulties lie in making factor trees and cannot distinguish between FPB and KPK. In the approximation material, students' learning difficulties lie in rounding up to hundreds, tens, and units. A review of cases of learning difficulties in students' mathematics subjects was carried out by the teacher by asking students' difficulties classically. The preparation of remedial teaching programs is carried out by the teacher by determining the implementation time and arranging questions used for remedial mathematics teaching.
- b. Implementation of remedial teaching and mathematics enrichment The approach used in the implementation of remedial teaching and mathematics enrichment in grade IV UPT SD Negeri 143 Gresik is a curative approach. Remedial teaching is carried out one hour before the end of the lesson, which is 08.00-09.00. The methods used in remedial teaching include the assignment method, question and answer, and individual teaching, while enrichment teaching uses the assignment method.

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