



Learn Fun Multiplication with the Repeated Counting Method Using Cards in Class II

Armi Kholifah^{1,*}, Dhiniaty Gularso¹

¹Universitas PGRI Yogyakarta, Indonesia

*Corresponding author. Email: armikholifah90@gmail.com

ABSTRACT

This research was motivated by a problem found in class II of SD Negeri Kalipucang, namely the weak ability of students to solve multiplication arithmetic operations questions. The weak ability of students to calculate operations is due to the learning process being less interesting and the lack of variation in the application of learning methods. The game is one method that can be chosen by the teacher to solve problems in learning mathematics, because learning games are expected to be more fun so that it is interesting for students and not boring. The game used by the teacher is a card game. Cards are one of the objects that can be used as an educational game. Card media packaged in the form of educational games is expected to make the learning process more interesting and students are actively involved in learning activities. This study used a qualitative method which was carried out at SD Negeri Kalipucang with 23 class II students as subjects consisting of 21 male students and 2 female students. The results showed that there was an increase in students' multiplication arithmetic operations skills in learning mathematics. This increase in students' arithmetic operations ability proves that the use of card games can improve students' arithmetic operations skills in learning mathematics in class II of SD Negeri Kalipucang in the 2022/2023 academic year.

Keywords: *Learn 1, Fun 2, Count 3, Cards 4.*

1. INTRODUCTION

An education is a very important thing in a person's life, especially to determine the future. The current phenomenon of many parents who understand the importance of education, send their children to excellent schools. In the hope of getting a quality education. The quality of education is influenced by the improvement of educational components such as improving the quality and equitable distribution of teachers, an enhanced curriculum, learning resources, adequate facilities and infrastructure, a conducive learning climate, and supported by government policies, both at the central and regional levels. From all that, teachers are an influential component of the creation of quality educational processes and outcomes, because teachers interact directly with students in teaching and learning activities. The process of interaction that encourages learning is also called education. The act of educating is focused on the development of students to become independent. In

mathematics lessons that function to develop the ability to calculate, measure, derive and use simple mathematical formulas needed in daily activities through measuring numbers and geometry material. The immediate objects acquired in learning mathematics are facts, skills, concepts and rules. Mathematical skills needed in everyday life include the ability to calculate operations, which are needed to solve problems found in everyday life that are mathematical. For example, a teacher will determine the report card value of a student, in determining the report card value, a calculation operation is used where student grades are added up and then divided. If the teacher does not have the skill of calculating operations, of course, there will be errors in the report card value, which of course has an impact on the students concerned. Students must be able to master the ability of calculation operations delivered during learning in the classroom, so that students can apply their abilities appropriately in dealing with daily problems they face. Weak ability of student calculation operations

due to the less interesting learning process and lack of variation in the application of learning methods. In teaching, teachers tend to use expository methods and put more emphasis on mastering the material, thus overriding the student learning process. A good learning process should be able to generate effective, meaningful and fun learning activities [1]. Learning will be effective if done in a pleasant atmosphere [2]. In learning activities in the Kalipucang State Elementary School class, especially learning calculation operations, there has been no learning process that is said to be a good learning process. Student activity in teaching and learning activities is still lacking, some students do not pay attention to the teacher's explanation. This makes teaching and learning activities ineffective, because teachers have to repeat explaining the material to students who do not pay attention to learning. The learning process is considered unpleasant, it is proven that some students prefer to be engrossed in their own world. As a teacher, you must be able to understand what the child's world is like. The child's world is inseparable from the game. The development of elementary-age children's play according to Hurlock enters the Play Stage stage [3]. For children, play activities are a serious, but exciting activity [4]. Play is a necessity for children in their development. According to Monks, children and games are two notions that are almost inseparable from each other [5]. By playing while learning, it is hoped that children can learn according to the demands of their development level and the learning process becomes fun. Playing while learning is an effort to convey learning material to children by playing or in a fun way, so that children unwittingly gain knowledge and experience from the easy learning process. Games are one of the methods that can be chosen by teachers to teach Mathematics, because with learning games are expected to be more fun so that they are interesting for students and not boring [6]. The game that teachers use is cards.

2. RESEARCH METHODS

My research method provides a clear picture of the achievement of research objectives This research was carried out at SD Negeri Kalipucang with the address Kalipucang, Kasihan, Bantul, DIY. The research to be carried out is qualitative research. The data presented in qualitative research is in the form of pictures and words [7]. My research method provides a clear picture of the achievement of research objectives This research was carried out at SD Negeri Kalipucang with the address Kalipucang, Kasihan, Bantul, DIY. The research to be

carried out is qualitative research [8]. The data presented in qualitative research is in the form of pictures and words [9]. research is carried out using descriptive methods. Data obtained during research in the form of words, writings, pictures, and documents originating from informants or reliable sources.

Data collection techniques in this qualitative research by making observations, interviews, and documentation. All information obtained comes from the principal, teachers, and students [10]. To extract information from sources, researchers use unstructured interview techniques. In addition to conducting interviews, researchers also explore information through observation and analysis of all forms of documentation in SD Negeri Kalipucang that can support data. Researchers prepare observation sheets as guidelines for making observations. This observation sheet is a record of the development carried out by each child in the form of a checklist with descriptive creativity shaping that children achieve [11]. Observation is meant to be an observation made by teachers and researchers to obtain a careful picture of the action being carried out and continue to document the effect or impact of the action. In this study using observation instruments or observation sheets designed by researchers to find out the criteria for creativity [12]. Researchers conducted interviews with principals, teachers, and students to obtain primary data needed in the study. The secondary data used in this research is in the form of observations and school documentation that has a relationship with the research to be carried out [13]. Data analysis techniques in this study are carried out from the stage of data collection in the field begins until the data has been collected as a whole and then intensive data analysis is carried out. To analyze data so that young people can understand it, researchers use an interactive analysis model proposed by Miles and Huberman which consists of four stages, including: data collection, data reduction, data presentation, and conclusion or verification [5]. this study to test the validity of the data obtained during the study, researchers used triangulation techniques and source triangulation. Source triangulation is a technique to check the credibility of data by examining data that has been obtained from several sources. Triangulation techniques are used in testing the credibility of data by checking data with different techniques on the same source.

3. RESULTS AND DISCUSSION

The time of research at SD Negeri Kalipucang, from the results of triangulation of observation data, interviews, and documentary evidence, it can be seen that teachers

have tried to provide interesting and creative mathematics learning by using cards to calculate multiplication repeatedly in students. One of the efforts made by the school is to prioritize creative learning. Grade 2 teachers try to provide fun learning for students so that the knowledge provided is easily absorbed properly and students are not bored learning fun mathematics.



Figure 1. Learning Media and Cards

With fun learning, children do not feel like learning, but feel like playing fun. One by one the children were asked to come forward to practice in front of the class so that all children could digest what the teacher explained.



Figure 2. The teacher is explaining to students how to use learning media with cards

4. CONCLUSION AND ADVICE

The conclusion of this study is that learning to count can be done in a fun way so that learning is not rigid and easy to understand by being practiced directly to students during classroom learning. Fun can be obtained by

creative teachers to be able to convey knowledge to students with game methods that are preferred among children.

AUTHORS' CONTRIBUTIONS

Armi Kholifah as a master of education student and lecturer Dr. Dhiniaty Gularso, M.Si., M.Pd. both came up with the idea for the research. Armi Kholifah analyzed the problems that occurred at school and made a background. Dr. Dhiniaty Gularso, M.Si., M.Pd. contributed to the methods used in the research. The two authors analyzed the research conducted. Then they discussed the result and contributed to the final manuscript.

ACKNOWLEDGMENTS

In our article entitled "Learning Fun Multiplication with the Method of Counting Repeatedly Using Cards in Second Grade," the author would like to thank all parties who have contributed to the research and writing process of this article. Thank you for the support and cooperation that has been given, so that this article can be realized.

We would like to thank you:

Teachers in the second grade who have given their time to follow this research and provide valuable input. Students who have participated in this study with enthusiasm and enthusiasm for learning. Parents and guardians who have supported their children's learning. Colleagues who have shared their experience and knowledge in the development of this method. All parties who participated in supporting this research either directly or indirectly.

Thank you for the dedication and hard work of all those who have helped make this fun multiplication learning method a reality. Hopefully this article can provide benefits and inspiration in the world of education, especially at the second grade level. Thank you all for your valuable contributions.

REFERENCES

- [1] A. Subhan dan A. N. 0202048501, "APLIKASI PEMBELAJARAN MATEMATIKA INTERAKTIF BERBASIS MULTIMEDIA TINGKAT PENDIDIKAN SEKOLAH DASAR KELAS I (SATU)," *Jurnal Teknik Informatika Politeknik Sekayu (TIPS)*, vol. III, no. 2, hlm. 10–21, 2015.
- [2] R. Safitrah,) ; Siswanto,) ; Rizka, dan T. Alinse, "Designing An Educational Game To Recognize Human Body Organs And The Functions For V-

- A. Kholifah and D. Gularso
Grade Children Of Sdn 18 In South Bengkulu Using Construct 2 Pembuatan Game Edukasi Pengenalan Organ Tubuh Manusia Dan Fungsinya Untuk Anak Kelas V Sdn 18 Bengkulu Selatan Menggunakan Construct 2.”
- [3] D. I. Sekolah Dasar, P. Z. Ferryka, dan M. Pd, “PERMAINAN ULAR TANGGA DALAM PEMBELAJARAN MATEMATIKA.”
- [4] R. Charitas Indra Prahmana dan Y. Hartono, “Learning Multiplication Using Indonesian Traditional game in Third Grade,” 2012.
- [5] A. Novitasari dan A. Fathoni, “Peran Guru dalam Mengatasi Kesulitan Belajar Siswa pada Pelajaran Matematika Sekolah Dasar,” *Jurnal Basicedu*, vol. 6, no. 4, hlm. 5969–5975, Mei 2022, doi: 10.31004/basicedu.v6i4.3168.
- [6] N. SDN Pondok Aren, “IMPROVING UNDERSTANDING OF THE CONCEPT OF MULTIPLE WITH MANIPULATIVE OBJECTS THROUGH A REALISTIC APPROACH IN CLASS II ELEMENTARY SCHOOL STUDENTS,” *Eduvest-Journal of Universal Studies*, vol. 3, 2023, [Daring]. Tersedia pada: <http://eduvest.greenvest.co.id>
- [7] N. Aminu, “Problematika Pembelajaran Pendidikan Agama Islam (PAI) Pasca Pandemi covid-19 di Sekolah Dasar,” vol. 6, 2022, doi: 10.31004/basicedu.v6i5.3436.
- [8] M. Rijal Fadli, “Memahami desain metode penelitian kualitatif,” vol. 21, no. 1, hlm. 33–54, 2021, doi: 10.21831/hum.v21i1.
- [9] “MENINGKATKAN KEMAMPUAN FISIK MOTORIK HALUS MELALUI KEGIATAN SENI ORIGAMI PADA ANAK KELOMPOK B TK DHARMA WANITA BUKUR KECAMATAN SUMBERGEMPOL KABUPATEN TULUNGAGUNG.”
- [10] “MENINGKATKAN KEMAMPUAN FISIK MOTORIK HALUS MELALUI KEGIATAN SENI ORIGAMI PADA ANAK KELOMPOK B TK DHARMA WANITA BUKUR KECAMATAN SUMBERGEMPOL KABUPATEN TULUNGAGUNG.”
- [11] M. Rijal Fadli, “Memahami desain metode penelitian kualitatif,” vol. 21, no. 1, hlm. 33–54, 2021, doi: 10.21831/hum.v21i1.
- [12] “PERANAN PSIKOLOGI DALAM PROSES PERKEMBANGAN PESERTA DIDIK”.
- [13] A. M. Otterstad dan H. J. Braathe, “The Nordic social tradition in early childhood education and care meeting readiness for school tradition,” dalam *Procedia - Social and Behavioral Sciences*, 2010, hlm. 3023–3030. doi: 10.1016/j.sbspro.2010.03.458.

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

