

Learning of Spatial Operations in 1st Grade of Junior High School (MTs.S NU Paringgonan) Ulu Barumun Sub-district Padang Lawas Regency

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Abstract : *The background of the problem in this study is that many students are confused and do not understand how to operate integers in a positive form with positive, positive with negative, negative with positive, and negative with negative. The formulation of this research problem is how to learn integer operations in 1st grade class (VII-2), how students behave in learning integer operations in 1st grade class (VII-2), and how student learning outcomes in learning integer operations in 1st grade class (VII-2). The purpose of this study was to find out integer operating learning in 1st grade class VII-2, to find out the attitudes of students in learning integer operations in 1st grade class (VII-2), and to find out student learning outcomes in integer operating learning in 1st grade class (VII-2) MTs.S NU Paringgonan Ulu Barumun Sub-district. This research is descriptive qualitative research, namely research intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of research reports. The data needed are observation, interviews, and documentation. The results of this study are (1) Learning integer operations in 1st grade class (VII-2) that the mathematics teacher in 1st grade class (VII-2) describes integer operations by carrying out preliminary activities, core activities, and closing activities. (2) The attitude of students in learning integer operations in 1st grade class (VII-2) is not good, like many students who pay less attention and respect for the teacher during the learning process. (3) Student learning outcomes reach a value of 50 - 80, namely 30 students who do not complete or 88% and 4 students who complete or 12% with the results of the average value is 60, which is not good.*

Keywords : *Spatial operation; Method learning; Qualitative descriptive*

I. Introduction

Education is a very fundamental human phenomenon and also has constructive traits in human life. That's why we are required to be able to hold a scientific reflection on education, as a responsibility for the actions taken, namely educating and being educated. ¹

Middle school is the second level of education, especially in education in Indonesia, which has the goal of providing writing, reading, counting, skills and knowledge. Where early grade students at junior high school / MTs level is a continuation of elementary level, where students need development that is more needed in a direct experience in learning. This is the stage of continuing development of students from the first education stage (Elementary/ MI)

There are several terminology related to learning which often raises doubts in its use, especially among students, namely the terminology about teaching, learning and learning. ²

Teaching can be interpreted as a situation or an activity to create a situation that is able to encourage students to learn. Such a situation is not only in the form of transformation of

¹ Hasbullah, *Dasar-dasar Pendidikan*, (Jakarta: PT Raja Grafindo Persada, 2011), page. 6.

² Aunurrahma, *Belajar dan Pembelajaran*, (Bandung: Alfabeta, 2012), page. 33.

knowledge from teachers to students only, but can be done in other ways, for example learning through learning media that has been prepared.³

Teaching in the context of the standard educational process is not just about delivering subject matter, but also as a process of regulating the environment so students learn. Other meanings of teaching are often termed learning. This implies that in the teaching and learning process students must be used as the center of the activity. This is intended to shape the character, civilization, and improve the quality of life of students.⁴

Learning is a complex process that occurs in everyone and lasts a lifetime, from a baby (even in the womb) to a hole. One sign that someone has learned something is a change in behavior in him. Changes in behavior are related to changes that are knowledge (cognitive) and skills (psychomotor) and those involving values and attitudes (affective).⁵

The learning process will occur well through interactive processes between students and teachers, students with students, and students with learning materials. Besides that students learn naturally, and mental processes occur where students connect new information to relevant concepts.⁶

Learning is a business that is intentionally carried out, directed and planned, with a predetermined goal before the process is carried out, and its implementation is controlled, with the intention of learning to happen to someone.⁷

According to Najib Sulhan that learning is a system or process of teaching students / learners who are planned or designed, implemented, and systematically evaluated so that students / learners can achieve learning goals effectively and efficiently.

In essence the process of learning interaction is a process of communication between teachers and students. Through the communication process the teacher can convey his knowledge or experience for students to learn. But not infrequently this communication process does not take place or run well, sometimes even confusing because of the misunderstanding and misconception. Communication errors between students and teachers will cause an error in the learning process. To avoid and reduce the occurrence of miscommunication between students and teachers, the teacher prepares himself before the learning process takes place, both in terms of preparation in the delivery or communication, understanding, mastery of the material, and the language used.

In presenting information, activeness of students in learning interactions needs to be thought of by a teacher. Then the subject matter is first designed by the teacher systematically and correctly and takes into account the principles of learning in order to make learning effective.

Based on the author's preliminary study of mathematics learning, especially in integer learning operations in 1st grade of junior high school (VII-2 MTs.S NU Paringgonan Ulu Barumun Sub-district, Padang Lawas Regency) that many students in the class are confused or poorly understand how to positively operate integers, positive with negative, negative with positive, and negative with native and factors that cause students to not understand how to operate integers, namely students pay less attention to teachers when explaining, book

³ *Ibid.*, page. 34.

⁴ Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, (Jakarta: Prenada Media Group, 2010), page. 103.

⁵ Eveline Siregar dan Hartini Nara, *Teori Belajar dan Pembelajaran*, (Bogor: Ghalia Indonesia, 2011), page. 3.

⁶ *Ibid.*, page. 13.

⁷ Najib Sulhan, *Pembangunan karakter Pada Anak*, (Surabaya: Surabaya intelektual Club, 2010), page. 7.

facilities are inadequate and teachers pay less attention to all students during the learning process in 1st grade junior high school (VII- 2 MTs.S NU Paringgonan Ulu Barumun Sub-district, Padang Lawas Regency). To find out the learning process in the class, the researchers wanted to see from the aspect of how integer learning operations in class VII-2 MTs.S NU Paringgonan.

This is the background of the author to research further with the research title: "Learning of integer operations in 1st Class (VII-2) MTs. NU Paringgonan Ulu Barumun Sub-district, Padang Lawas Regency".

II. Research Methodology

This research was conducted in class VII-2 MTs.S NU Paringgonan in Paringgonan Village, Ulu Barumun Sub-district, Padang Lawas Regency. The research was conducted in September 2017 until April 2018.

The reason the researchers chose class VII-2 MTs.S NU Paringgonan as the location of the study because no one has done this research in MTs.S NU Paringgonan and because of its location close to where the researchers live so that it can facilitate researchers and complete this research.

This study describes a descriptive qualitative approach. According to Bogdan and Taylor quoted Ahmad Nizar Rangkuti, in the book Educational Research Methods Quantitative, Qualitative Approach, CAR, and Research Development that qualitative methods as research procedures that produce descriptive data in the form of words or verbal from people and observable behavior . .⁸

Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from people and observable behavior.⁹ Descriptive research is research that is intended to investigate the circumstances, conditions or other things that have been mentioned, the results of which are presented in the form of research reports. Descriptive research is the simplest research, compared to other studies, because in this study researchers did nothing about the object or region under study.¹⁰

Descriptive research is research conducted to determine the value of independent variables, either one variable or more (independent) without making comparisons, or connecting between variables with one another.¹¹

This research starts from the facts or special data based on the empirical field and then compiled, processed and reviewed and then drawn in the form of a statement or conclusion. So first researched phenomena that occur in the field then drawn conclusions.

In this study, the data sources needed by researchers were all students of class VII-2 MTs.S NU Paringgonan, mathematics teacher who taught in class VII-2, school principals, and teachers in MTs.S NU Paringgonan .

⁸ Ahmad Nizar Rangkuti, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, PTK, dan Penelitian Pengembangan*, (Bandung: Citapustaka Media, 2016), page. 18.

⁹ Uhar Suharsaputra, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*, (Bandung: PT Refika Aditama, 2014), page. 181.

¹⁰ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktis*, (Jakarta: PT Rineka Cipta, 2010), page. 3.

¹¹ Ahmad Nizar Rangkuti, *Op., Cit*, page. 16.

In this study the first way the author makes is through observing data by reading, quoting from books, and other sources related to this research.

To collect data and information needed, this study uses instruments for collecting data on observation, interviews (interviews) and documentation.

2.1 Observation

Observation is a collection technique that requires researchers to go down the field to observe things related to space, place, actors, activities, events, goals and feelings.¹² According to Nasution (1988) in his book Sugiyono states that, observation is the basis of all science.¹³

In this study, researchers will observe the whole set of integer operations in class VII-2 MTs.S NU Paringgonan from the beginning to the end of each meeting so that the researcher knows the students' attitudes and the level of student learning success in the learning.

2.2 Interview

Interviews are used as data collection techniques if researchers want to conduct a preliminary study to find problems that must be studied, and also if researchers want to know things from respondents who are more in depth and the number of respondents is small / small.

The interview is an activity carried out by researchers to obtain data directly from the subject under study. In this study researchers used structured interviews, namely by preparing questions to be asked to respondents. Apart from that the researchers also used the technique of in-depth interviews (open answers) so that data was obtained in accordance with the objectives of the researcher. In this study the interviewees will be students, teachers, principals at the research site.

2.3 Documentation

A document is a record of past events. Documents can be in the form of writing, images, or monumental works from someone. Document study is a complement to the use of observation and interview methods in qualitative research.¹⁴

In this study, the use of documentation on integer operation learning in class VII-2 MTs.S NU Paringgonan taken by researchers was RPP of integer operating material, images, names of students of class VII-2 and other documents.

To check the truth and trust in the data, researchers used a triangulation technique. Triangulation is a technique of checking the validity of data by utilizing something else outside the data itself, for checking purposes or as a comparison for that data.¹⁵

To ensure the validity of the data, researchers conducted several data collection techniques so that the results of the research obtained could guarantee the validity of accurate data. The validity of the data used in this study is the Triangulation of Sources. Source triangulation is comparing, checking the degree of trust in information obtained with several different sources. For example comparing the results of observations with interviews,

¹² *Ibid.*, page. 143.

¹³ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, (Bandung: Alfabeta, 2008), page. 310.

¹⁴ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D, Op. Cit.*, page. 329.

¹⁵ Ahmad Nizar Rangkuti, *Op., Cit.*, page. 161.

comparing what is said in general with personally, comparing interviews with existing documents.

The data analysis carried out in the form of qualitative analysis is descriptive, that is analyzing and presenting data in the form of words rather than numbers, because this research is non-hypothesis which does not require statistical formulas, while the conclusion phase is done inductively namely the logic process which departs from observations, interviews and documentation carried out towards a theory, as well as an analysis of carefully observed phenomena.

III. Results And Discussion

3.1 Learning integer operations in class VII-2 MTs.S NU Paringgonan.

The intended learning is the teacher's conscious effort towards students which results in an interaction to achieve the specified goals. The efforts made by the teacher include approaches, methods, strategies in learning.

Learning integer operations aims to:

- a. Makes students understand, add, subtract, multiply, and share.
- b. Realizing students not to be confused when dealing with problems in integer operations.

However, researchers only focused on class VII-2 to be observed who were following integer operation learning. Thus students of class VII-2 numbered 34 students who participated in integer operation learning.

In accordance with the observations of researchers when learning integer operations the mathematics teacher did apperception telling students to cite the garbage around them, telling students to read prayers before learning, attending students whether there were absences, then the teacher immediately began learning integer operations to learn. And when learning mathematics teachers always pay attention to students when the teacher explains integer surgery lessons as well as the relationship between students and mathematics teachers or vice versa is very good but when learning takes place mathematics teachers sometimes do not rebuke their noisy students. After delivering the material, to close the lesson the teacher held a question and answer session for students and gave homework assignments, the teacher asked all students about integer operating material and to end the integer operation learning the teacher told students to read the prayer after study.¹⁶

Based on the results of interviews with Sarpina Gulo used learning integer operations in class VII-2 mathematics teachers prioritize taking notes on the board and dictating the subject matter. Then there are some students who are easy and have difficulty learning integer operations. The causes are due to the limitations of the mathematical books so that the teacher always prioritizes writing on the board and dictates it to students and the most fundamental factors so that children experience difficulties in learning integer operations which are inadequate facilities including book factors, room conditions while studying too noisy because it is close to the highway.¹⁷ To overcome students who have difficulty in learning is

¹⁶ Observed, on November 24th, 2017, at MTs.S NU Paringgonan.

¹⁷ Sarpina Gulo, Math teacher who is in class VII-2, interviewed at MTs.S NU Paringgonan, on Desember 1st, 2017.

to create creativity such as sharing summaries or summaries of lessons for students, maximizing the use of existing facilities, and maximizing time allocation.¹⁸

In accordance with the results of interviews of researchers with students of class VII-2 that students really like to learn integer operations, always working on the questions given by the teacher, paying attention to the teacher when explaining, and what students do to understand integer operations is sometimes exercise at home.¹⁹ Students are very happy to learn in their room and like the ways the teacher explains it like the teacher sometimes explains while approaching students.²⁰

The implementation of learning is the learning stage following the scenario steps. Then in learning integer operations must refer to the scenario steps therefore a math teacher before understanding integer operations must prepare the scenario steps as well as possible.

In accordance with the results of observations by researchers that in MTs.S NU Paringgonan in integer operation learning there are three stages of activities carried out by mathematics teachers in the process of learning integer operations, namely:²¹

a) Initial activity

The initial activity of learning integer operations is an activity before entering the learning material. In class VII-2 MTs.S NU Paringgonan according to the observations of researchers every day doing morning apples, after finishing the morning applause students immediately enter the room. The initial stages carried out by the mathematics teacher are:

- 1) Opening greetings made between teacher and student. As the results of observations of researchers when conducting research, that the teacher before opening the lesson always say hello to students and answered by students.
- 2) The teacher always pays attention to the cleanliness of the study room and checks the attendance of the students before the learning begins. Besides that, before carrying out learning, the teacher always sees the state of the classroom by adjusting the position of the bench or table. This is done so that students do not get bored easily and remain enthusiastic when carrying out learning. Then the teacher tells the students to lead a learning prayer.
- 3) The teacher provides motivation to students or attracts sympathy so students are interested in the material learned at that time, such as the teacher provides an overview of the lessons to be delivered by the teacher.

From the results of interviews researchers conducted with Sariana that giving motivation to students is not always done before learning, and giving motivation is sometimes done and sometimes not.²²

¹⁸ Tama Matondang, social teacher, interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

¹⁹ Fuji Andrian Hasibuan, a student who is in class VII-2, interviewed in class VII-2 MTs.S NU Paringgonan, on December 2nd, 2017.

²⁰ Ismi Salsabila Daulay dan Yuhana Hasibuan, a student who is in class VII-2, interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

²¹ The result of observation, on November 27th, 2017, at VII-2 MTs.S NU Paringgonan.

²² Sariana, science teacher, interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

b) Core activities

Core activities are the culmination of the learning process. This activity is a learning that emphasizes the process of forming student experience. Therefore, the teacher must understand exactly what he will convey to learning to students.

With regard to this activity, in class VII-2 of MTs.S NU Paringgonan according to the results of observations conducted by researchers that when learning activities in the room, the teacher is good at delivering integer operation subject matter which even though the teacher prioritizes notes on the board, and the teacher always repeating the words that are spoken until students can understand the material presented, although the math book facilities are inadequate the teacher can still make students understand integer operating material.²³

c) Closing activities

The closing activity is an activity carried out by a teacher to end learning. After the learning process students are expected to be able to understand the lessons conveyed during the learning process.²⁴

With regard to the closing activities of subjects in integer operating material in class VII-2 MTs.S NU Paringgonan according to the results of observations made by researchers, the teacher conducts question and answer questions to students about the material whether they already understand or not and provide training as homework. After doing the question and answer, to close the lesson the teacher tells students to read the prayer after study.

The strategies, methods and approaches carried out by mathematics teachers in class VII-2 MTs.S NU Paringgonan are as follows:

a) The method carried out by the mathematics teacher on learning integer operations is:

1) Lecture method

The lecture method is a way of delivering a subject matter by means of oral narrative to students. This method is used by mathematics teachers at each meeting, namely at the beginning of the lesson, and this method is used by the teacher to start a subject matter. In implementing this method the teacher always uses simple, easy languages, simple wording, and in delivering material the teacher always pays attention to students.

In accordance with the results of observations by researchers, that the use of the lecture method conducted by mathematics teachers in class VII-2 of MTs.S NU Paringgonan is good, so students can receive the lesson well even though math teachers sometimes overly take notes on the board.²⁵

2) Drill or training methods

The method of drill or exercise is a way of teaching teachers where students carry out training activities or activities to practice the material that has been studied, so that students can better facilitate the material and can introduce it.

So in class VII-2 MTs.S NU Paringgonan uses this method which will be easier for mathematics teachers to provide understanding and can be seen directly the success

²³ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

²⁴ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

²⁵ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan..

of students.²⁶ With this method one of the ways is done by mathematics teachers so students understand integer operations.²⁷

3) Question and answer method

The question and answer method is the delivery of lessons by the way the teacher asks and students answer or vice versa. Based on observations by researchers that this method is used by mathematics teachers to evaluate the initial learning of students and can be done by mathematics teachers at the beginning and end of the integer operation lesson.²⁸

4) Demonstration method

The demonstration method is a method used by a teacher through demonstration to clarify a presentation to show how to do something to students. In accordance with the observations in class VII-2 MTs.S NU Paringgonan demonstration method is also used by a math teacher in the learning process, in order to facilitate students in understanding something they want to do. For example, as the teacher draws a written number line, the teacher gives an example of integer operations and explains how to get the results through that number line.²⁹

b) The strategies used by the mathematics teacher in learning integer operations are three stages, namely:³⁰

1) Pre-instructional stage

In this pre-instructional stage the activities carried out by mathematics teachers such as checking the presence of students and seeing the conditions of the study room.

2) Instructional stage

In this instructional stage the activities carried out by the mathematics teacher are the core activities in learning such as explaining the purpose of learning, writing down the points of material for integer operations to be discussed. According to the observation of the researcher that at this stage the teacher does not convey the learning objectives.

3) Evaluation phase

In this evaluation phase the activities carried out by the mathematics teacher are like asking students about the integer operating material discussed, reviewing material that has not been mastered by students, and assigning assignments to students.

c) The approach taken by the mathematics teacher in class VII-2 MTs.S NU Paringgonan, namely the approach to reduce strategy directly as after explaining the teacher came to the students and greeted all students whether it was understood or not understood.³¹

In integer operation learning in class VII-2 MTs.S NU Paringgonan technique for evaluating students used by mathematics teachers is by tests. With regard to the results of observations by researchers that the mathematics teacher explains the subject matter in

²⁶ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

²⁷ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

²⁸ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

²⁹ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

³⁰ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

³¹ Observed, on November 27th, 2017, at class VII-2 MTs.S NU Paringgonan.

accordance with the sub-material, each sub is explained the teacher immediately gives questions to students whether students have understood it, and after students have understood it, just step into the next sub.³² For the end of integer operation material the teacher always gives test questions to students to find out their understanding and learning outcomes in the material.³³

In accordance with the results of observations by researchers that the mathematics teacher's planning in learning integer operations in class VII-2 of MTs.S NU Paringgonan the implementation was not all carried out, because there were still many that were not implemented in accordance with the plans for implementing mathematics teacher learning.

3.2 The attitude of students in participating in integer operation learning in 1st Junior High School (VII-2 MTs.S NU Paringgonan).

MTs.S NU Paringgonan located in Paringgonan village, Ulu Barumun Sub-district, this research is about the attitudes of students in participating in integer operation learning in class VII-2 of the MTs. NU Paringgonan is used as a source of research.

Students in class VII-2 of MTs.S NU Paringgonan numbered 34 students consisting of 18 male students and 16 female students. Based on the results of observations by researchers on the attitudes of students in learning integer operations in class VII-2 MTs. NU Paringgonan which is directed directly by Sarpina's mother that many students pay less attention and respect to the teacher during the learning process, such as lack of students teacher, not doing homework, throwing books, sometimes ignoring the teacher when speaking, entering into the room does not say hello, students often talk to their friends behind, if the teacher follows up students who have problems in the learning process such as not doing homework students blame each other, and when the teacher notes in front of students a lot of behavior such as playing, talking and facing backwards, this results in inadequate sources of books so the teacher prioritizes taking notes on the board.³⁴

Based on the results of interviews by researchers with students of class VII-2 that in participating in integer operating learning the way students do in responding to learning is to sit while folding their hands and paying attention to the teacher when explaining.³⁵ Then the attitude of students is very serious in understanding integer operations and paying attention to the ways of the teacher in explaining integer operations.³⁶

From the delivery of students in class VII-2 of MTs.S Paringgonan, researchers can conclude that there is a gap between the delivery of students from the results of observations and interviews conducted by researchers. The gap in question is the result of observation with the results of interviews with students not in accordance with deeds and words.

³² Observed, on November 27th, 2017, in VII-2 class MTs.S NU Paringgonan.

³³ Sarpina Gulo, math teacher who is in class VII-2, interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

³⁴ Elida Marwiyah Nasution, a student who is in class VII-2 interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

³⁵ Elida Marwiyah Nasution, , a student who is in class VII-2 interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

³⁶ Ismi Salsabila Daulay, , a student who is in class VII-2 interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

In accordance with the results of interviews with researchers with Sarpina's mother, the attitude of students in the learning process is very difficult to manage. He mentioned that the factors that influence student attitudes in the learning process are like the factors of his friends and associations from his environment.³⁷

3.3 Student learning outcomes in learning integer operations in class VII-2 MTs.S NU Paringgonan.

In integer learning operations the mathematics teacher plays a very important role in determining the quality and quantity of the teaching that is carried out. Therefore, teachers first think about and plan carefully in the learning process to improve learning opportunities for students. The teacher as the manager of the learning process acts as a facilitator who tries to create an effective learning process that allows students to participate actively and be able to understand the material they are teaching.

Student learning activities are very important in the learning process, resulting in students being active and able to achieve learning goals. The results of the interview with the mathematics teacher revealed that in integer learning operations, students have been able to solve integer operating questions and cause student learning outcomes to be quite good, good and very good. To make it easier for students to understand integer operating material the teacher always gives examples and exercises for each of the points of integer operation and always gives homework.³⁸

A variety of variations in the way teachers teach increases learning opportunities for students, while it also creates a sense of happiness for students in the material taught and will affect good student learning outcomes. In addition, by always giving examples and exercises on the material taught will be able to have a positive influence on the achievement of learning objectives, especially in integer operating material.

From the observation of the mathematics teacher who taught in class VII-2 was found that the KKM score of mathematics subjects was 75 and student learning outcomes in learning integer operations in class VII-2 MTs.S NU Paringgonan Sub-district. Ulu Barumun, seen in the table as follows:

Tabel. 1 Student mathematic scores

No	Name	Sex	Point
1	Abdul Hamid Dly	Male	50
2	Abdul Anan Nasution	Male	80
3	Anri Ropiki Hsb	Female	60
4	Arini Hasibuan	Female	50
5	Arina	Female	60
6	Asril Harun Hsb	Male	50
7	Borlian	Female	50
8	Dai Sopa Alim Nst	Male	70
9	Elida Marwiyah Nasution	Female	60
10	Fuji Andrian Hasibuan	Male	50

³⁷ Sarpina Gulo, math teacher, interviewed at MTs.S NU Paringgonan, on December 2nd, 2017.

³⁸ Sarpina Gulo math teacher who is in class VII-2, interviewed at MTs.S NU Paringgonan, on December 2nd, 2017

11	Hoirul Ahmadi	Male	60
12	Ikhsan Ruli Hsb	Male	50
13	Ilman Martua	Male	60
14	Ismi Salsabila Daulay	Female	70
15	Johanda Hasibuan	Male	50
16	Mardia	Female	60
17	Masitoh Hsb	Female	50
18	Mila Khotriani Hasibuan	Female	60
19	Perdi Ansah Hrp	Male	70
20	Putra Hsb	Male	50
21	Ramadan Hamidi Hsb	Male	50
22	Ramlan	Male	50
23	Riky Alfarizi Hasibuan	Male	60
24	Rokiah Lubis	Female	70
25	Roni Rizki Hasibuan	Male	80
26	Rudiah Hsb	Female	50
27	Sahrul Efendi Hsb	Male	50
28	Santi Nasution	Female	70
29	Sindi Fatika Sari	Female	80
30	Siti Aminah Hasibuan	Female	50
31	Mhd Rosid	Male	60
32	Umar Saleh	Male	50
33	Winda Lestari Hsb	Female	50
34	Yuhana Hasibuan	Female	80
Total Students	34 Students	2010	

When seen the value of students in the table above, It reaches a value of 50-80, namely 30 students who do not complete or 88% and 4 students who complete or 12% with the results of the average value is 60, which is less good. ³⁹

V. Analysis of Research Results

Based on the results of the study, learning integer operations in class VII-2 MTs.S NU Paringgonan that mathematics teachers carry out preliminary, core, and closing activities. In the learning process, the teacher must use various methods, strategies and approaches. The method used by mathematics teachers in class VII-2 is the method of lecture, drill or practice, question and answer, and demonstration. The strategy used by the teacher includes three stages, namely the pre-instructional, instructional, and evaluation stages. The approach used by the teacher is an approach that lowers the strategy directly, such as after explaining the teacher comes to and greets students whether it is understood or not.

The reason why the method, strategy and approach is used by the mathematics teacher in learning integer operations in class VII-2 because the facilities and infrastructure are

³⁹ Observed, on November 4th, 2017, at VII-2 MTs.S NU Paringgonan.

inadequate. In addition, so that mathematics learning is focused on the desired goals, when a teacher makes plans for mathematics, it is necessary to realize it creatively, forming interactive math lessons that involve students in the learning process.

Judging from the learning process, students must also be good. The attitude of students found in the field to learning integer operations is not good. One of the causes is the lack of assertiveness of the teacher in learning, the number of students is too much. Teachers should first master teaching skills such as asking skills, giving reinforcement, managing classes, explaining lessons, guiding small group discussions, conducting variations, opening and closing lessons, and teaching small groups.

One of these attitudes affects student learning outcomes. Student learning outcomes found in the class are not good. The thing that causes it is the lack of interest, motivation and training of students and is not active in asking questions. To improve student learning outcomes well the teacher must be more active in providing motivation, support and training to learn.

IV. Conclusion

After the researchers conducted research directly to the location to conduct observations and interviews the researchers concluded that:

1. Learning integer operations in class VII-2 MTs.S NU Paringgonan in accordance with the facts in the field that mathematics teachers in class VII-2 explain integer operations, namely by carrying out preliminary activities, core activities, and closing activities. The methods, strategies used by mathematics teachers in class VII-2 of the MTs.S NU Paringgonan are:
 - a) The method used by the mathematics teacher in learning integer operations is the method of lecture, drill or practice, question and answer, and demonstration.
 - b) The strategy used by the mathematics teacher in learning integer operations includes three stages, namely, the pre-instructional stage, the instructional stage, and the evaluation stage.
 - c) The approach taken by the mathematics teacher in integer operation learning, namely his approach to reducing strategy directly as after explaining the teacher came to the student and greeted all students whether it was understood or not understood. The technique used by mathematics teachers to evaluate student learning outcomes in class VII-2 of MTs.S NU Paringgonan is by using a test.
2. The attitude of students in participating in integer operation learning in class VII-2 of MTs.S NU Paringgonan still needs to be improved by students' attitude that is not good from the analysis conducted by researchers and that is what researchers used to discuss and complete for this study, like many students who pay less attention and respect to the teacher during the learning process, such as students do not have good manners, do not do homework, throw books, sometimes do not care about the teacher when talking, enter the room not say hello, students often talk to their friends behind, if the teacher follows up students who have problems in the learning process such as not doing homework students blame each other, and when the teacher notes in front of

students a lot of behavior such as playing, talking and facing backwards, this results in inadequate sources of books so that the teacher prioritize notes on the board.

3. Student learning outcomes in integer operation learning in class VII-2 MTs.S NU Paringgonan, students reach grades 50 - 80, 30 students who do not complete or 88% and 4 students who complete or 12% with the results of the average score is 60, which is not good.

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