

Habituation of Fair Attitude in Elementary School Mathematics Learning

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Abstract

Purpose: This research aims to 1) elaborate a fair attitude in the preliminary activities. 2) Describe a fair attitude in core activities. 3) Exploring a fair attitude in the closing activities of mathematics learning.

Methodology: This research uses a qualitative method with an ethnographic approach. Data collected through observation and interviews. The research subjects were students and mathematics teachers. Data analysis technique using plot method.

Results: The learning activities in question are introduction, core, and closing. Fair attitudes that are familiarized through each learning activity have an impact on children and the learning environment.

Applications/Originality/Value: The phenomenon of discrimination still happens in the school environment because teachers do not protect their students. Nurturing students can be done by teachers through a fair attitude. The application of a fair attitude by teachers can be done in every step of learning to foster student confidence. Confidence will make the learning process occur optimally so that learning objectives can be achieved. The peer teaching method is applied as a form of a fair attitude that facilitates students according to their abilities.

Introduction

A fair attitude stems from the combination of two fundamental words: attitude and fairness. While attitude refers to action, fairness, as defined by (Irawan, 2018), embodies principles of equality and impartiality. The two words when combined will give a definition of the way a person responds to an incident objectively without showing partisanship. A fair attitude should be consistently applied across all situations, with a priority given to the public interest. The application of fair attitude can be shown through speech and actions without involving personal feelings (Khumalia & Asbari, 2023).

The discussion of fairness is already contained in Pancasila, especially the second principle. Pancasila has several functions, one of which is as a way of life for the Indonesian people. As Indonesians who follow the Pancasila ideology, the values contained in each precept should be practiced in our daily lives. The second precept guides us to always be fair in order to form a civilized person (Kusumawardani et al., 2021).

A fair attitude can be familiarized through the teacher's behavior when teaching. In the school area, teachers have an important role because students often make their teachers as models in behavior (Permatasari et al., 2021). The habituation of a fair attitude has a positive influence on several aspects. This positive effect is evidenced by students' tendency to show obedience to the teacher. Another positive effect is the existence of a harmonious learning environment. (Tambak, 2019).

The habituation of a fair attitude can begin with several steps: recognizing praiseworthy deeds, appreciating praiseworthy deeds, and engaging in praiseworthy deeds (Ansori, 2021). The first step that must be ensured is that the child already knows that being fair is a praiseworthy act. The justice obtained by the child will grow a sense of excitement. When they are happy, children have a desire to behave the same way to others so that they are happy too.

A fair attitude is demonstrated by showing love without discrimination. Students who get affection and positive affirmation from teachers will have self-confidence and obey the rules. With the self-confidence that arises because of the fair attitude from the teacher, students will be able to develop their potential so that they can successfully achieve their goals. By habituating a fair attitude in learning, teachers enable students to make decisions confidently and face problems calmly (Macarau & Stevanus, 2022).

In reality, not all teachers make a habit of being fair in their learning process. Discriminating attitudes through speech and actions can create problems. The negative impact can be felt by the students themselves and the learning process as a whole. Students who have received unfair treatment from their teachers will feel inferior so they do not have

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the courage to compete or actively participate in learning. The learning environment will become uncondusive if this happens continuously (Nursaptini et al., 2020).

The implementation of a fair attitude in schools is needed to build students' confidence and create a conducive learning environment. The self-confidence that students have will be beneficial for themselves because they can explore their abilities. A conducive learning environment is shown by the non-existence of bullying so that all students can participate in learning comfortably.

The implementation of a fair attitude is essential in every step of the learning process, including introduction, core, and closing activities. In mathematics, intense interaction and guidance provided by teachers to students is needed. This interaction and guidance is very important because mathematics requires the construction of a mindset in order to understand concepts (Prawito & Utama, 2018). If a fair attitude is not implemented in every step of the learning, students will lose the motivation to learn so that they will not maximize their ability to understand the material.

Methods

Research Approach

This research uses a qualitative method with an ethnographic approach. Method means the steps applied to find out about something (Manurung, 2022). Qualitative research is a way to find out a deep insight into the occurrence of phenomena, signs, and indications. According to (Sutama et al., 2022) This approach is applied by making direct observations and interactions with the group that is the subject of the research. This makes qualitative research play an important role in the further development of social sciences and humanities (Sari et al., 2023). Comprehension can be gained when explored in depth through research (Yusanto, 2020).

Location and Object

The research was conducted at Muhammadiyah 1 Wonogiri Elementary School with the address Jalan Pelem No.2 Kajen, Giripurwo, Wonogiri, Wonogiri. The subjects of this research were students and mathematics teachers. This research focuses on the ways teachers try to implement fairness in mathematics learning.

Collection and Validity Data

The habituation of a fair attitude in mathematics learning is classified in the psychology domain because it discusses human behavior in the field of education. Methods that can be used to obtain data are non-participatory observation, participatory observation, interviews, documents owned, and also audio and video recordings (Wijaya, 2018). Whereas in this study the techniques used were interviews and observations. Interviews are conducted to obtain information needed for research. Respondents or providers of information talk directly with researchers who are positioned as information seekers. The difference between interviews and discussions or casual conversations is based on the information provided by the respondent to the researcher (Anam et al., 2021). Observation is an activity of recording a symptom that occurs by maximizing the five senses, namely through eyesight, earsight, touch, and taste (Hasanah, 2017).

Data validity was proven by triangulating sources and methods. Source triangulation is done by checking the truth of information through various informants. Meanwhile, technical triangulation can be done by confirming the truth of the data obtained using different techniques (Mekarisce, 2020).

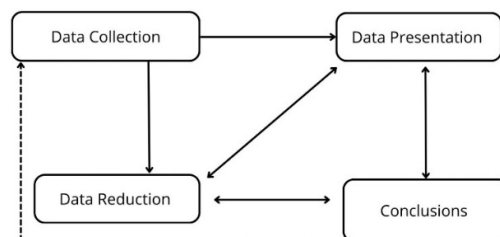


Figure 1. Data Analysis Process

Qualitative research has several techniques for analyzing data. Data analysis technique using flow method (Sutama et al., 2022). This technique consists of three steps, which are: 1) Data collection in the form of secondary data contained in previous articles, the focus of the data collected is temporary and can change according to field conditions; 2) Data

reduction is an effort to shorten and select data to focus on important things; 3) Presentation of data is done by briefly describing, making a graph, connecting between categories, and so on (Sidiq & Choiri, 2019).

Result and Discussion

A teacher must have several skills to be able to educate their students in accordance with the current times. There are several things that teachers must consider to update their skills. First, life and career which means teachers' skills to manage themselves, community relations, and responsibility. Second, learning and innovation skills are concerned with critical thinking, problem solving, communication and collaboration. Third, information media and technology skills or skills to access and process information from social media (Rahayuningsih & Muhtar, 2022).

Mathematics requires a strong sense of understanding of a concept. Understanding is obtained by maximizing logical, critical, creative thinking, and maintaining a concept (Giawa et al., 2022). Teachers have an important role to guide students to maximize their abilities in order to achieve the learning objectives of mathematics.

Research was conducted with Mrs. Nofriyeti through interviews. The interview indicates that the habituation of a fair attitude has been applied during learning activities. The learning activities in question are introduction, core, and closing. Fair attitudes that are familiarized through each learning activity have an impact on children and the learning environment.

Fairness in the Introduction Mathematics Learning Activities

Teacher skills in implementing learning play an important role in learning success. These skills are needed because during learning there is not only a transfer of knowledge, but it is followed by shaping the child's personality (Habibi & Firmansyah, 2019). Personality building can be done by giving examples of positive actions so that it can influence students to also do good. There are many positive actions that teachers can do at school, including arriving on time, wearing polite and neat clothes, speaking softly and gently, and maintaining personal hygiene and the classroom environment (Dewi et al., 2021).

The skill of opening a lesson is the basis that must be mastered by the teacher because it affects the quality of children's learning. A fair attitude that is instilled in the introductory activities will make a positive impression on children. Through the impression received by the child, a bond will be formed with the teacher and trust will grow so that learning activities can achieve their goals (Monica & Hadiwinarto, 2020).

Learner conditioning activities are carried out to ensure that learning can be carried out immediately. Growing a fair attitude is very necessary in this activity because each student has different characteristics depending on the environment in which he grows. Each student has a different maturity of thinking so it needs serious conditioning. (Wayan & Rini Purwati, 2020). A fair attitude can be applied through interactive activities as a teacher's contribution to conditioning the classroom. (Sitinjak, 2020). Interactive conditioning activities aim to stimulate students' interest in learning so that they feel happy in participating in learning (Yulianingsih & Lumban Gaol, 2019).

The fair attitude shown during the introduction process is quite diverse. In the prayer session and singing of the Indonesia Raya song, the student who leads has been agreed upon at the beginning of the semester. This method is simple but still prioritizes fairness by using the attendance sequence number from the front or back. This technique can give each student an equal opportunity to lead their classmates (Mutia et al., 2022). Through these opportunities, students will feel confident and happy that their presence is valued by others.

After praying and singing the Indonesia Raya song, the next learning step is that the teacher gives apperception to students. Apperception is an attempt to interpret the experience and knowledge possessed into the context of learning (Karimatus Saidah et al., 2021). When conducting apperception activities, a fair attitude is shown through equalizing concepts and understanding. Teachers assume that each student has an initial ability at a low cognitive level (LOTS), there are no students who understand more or less. During the apperception process, the teacher refrains from judging or ridiculing children who have difficulty following (Harmita et al., 2022).

Motivation has an important role to develop the enthusiasm for learning in students. Providing motivation can be done after apperception activities (Maghfiroh et al., 2021). Motivation is a change in energy from within a person because of the desire and feeling to achieve a goal. Based on the type of motivation is divided into two, namely intrinsic and extrinsic (Suharni, 2021). Intrinsic motivation originates from the desire to master a skill and acquire new knowledge, while extrinsic motivation stems from external factors such as rewards or praise, which stimulate individuals to take action. Providing motivation is followed by a fair attitude by not comparing with other students.

The most important thing to do in introductory activities is to inform the learning goals. In this step, a fair attitude is practiced in the form of giving something that matches their needs. Learning objectives need to be communicated at the beginning so that all students can prepare themselves to follow the learning well.

Fairness in the Core Mathematics Learning Activities

The process of delivering lessons is at the core of learning. Planning and learning objectives should have been made in the beginning to make it easier for teachers to organize teaching and learning activities. Planning is not only the teacher's mastery of the subject matter being taught, but also the methods that will be used during the learning process. (Syahputra, 2022). A learning method is a whole cycle of ways to make learning happen. There are various kinds of learning methods that have the aim of making it easier for students to follow the course. Variations in methods arise due to different student conditions. Creative teachers are able to allocate their knowledge and skills by integrating various methods into learning. (Hasibuan et al., 2022).

Learning methods should bring justice by prioritizing students' needs. Each student has a different learning style and ability to understand material. In class 6B of SD Muhammadiyah Wonogiri, the habituation of a fair attitude is carried out by applying the peer tutor learning method. In accordance with what was stated by Mrs. Nofriyeti as the mathematics teacher, the effectiveness of the peer tutor method is also contained in (Mahsup et al., 2020) which states that peer tutors can break down awkwardness in learning. The difference in age and status between teachers and students can cause some students to be embarrassed to interact casually. Through peer tutoring, students can casually learn with their friends without any difficulty in understanding each other.

The peer tutor method is included in student centered learning. In this method, students become the main participants in learning. The models and methods applied must be able to balance the abilities and needs of students (Wandani & Rustini, 2023). The effectiveness of this method depends on the teacher's decision in selecting the students who become tutors. The choosing of tutors can be done by considering several indicators, including: experts in mathematics, can understand the material delivered by the teacher quickly, willing to share their knowledge with their friends, liked by all friends, and so on (Abineneo et al., 2019).

The division of roles to students who act as tutors must be done clearly so as not to create the impression that the teacher is relinquishing responsibility in teaching. Fairness, responsibility, and communication skills can be honed through the application of this method (Suryani, 2022)

The research conducted by Bruce and his colleagues is contained in (Herbert & Bragg, 2021) has resulted that peer tutors are an effective learning method because there is continuous collaboration in the classroom that results in learning achievement. The positive impact of peer tutoring can be felt by students who act as tutors and students who receive help. As the research that has been done by (Sopingi, 2021) application of peer tutors can increase the activeness and achievement of student learning outcomes.

Fair has a wide and complex definition. Muhammad Rashid Ridha stated that fairness is an effort to provide a proper amount in accordance with the needs in a correct and appropriate manner (Irawan, 2018). Based on this definition, the use of the peer tutor method is included in the habituation of a fair attitude. The transfer of knowledge to each student is carried out in accordance with the competencies possessed by the student. This method encourages students to maximize their learning abilities by being creative, active, exchanging ideas, and being creative. (Mertayasa, 2021).

During the learning process, every learner gets the same opportunity to move and explore knowledge. Students who act as tutors can explore their communication skills. Meanwhile, students who get help do not feel excluded during learning. The teacher as a facilitator has a role to help students focus, monitor the continuity of learning, and supervise so that there are no actions that can endanger students (Kurniasih & Priyanti, 2023).

The fair attitude that is habituated in the core learning activities is also shown when Mrs. Nofriyeti gives students the opportunity to work on questions on the blackboard. Every student has the opportunity to work on questions in front without fear of being ridiculed or discriminated against. Mrs. Nofriyeti accustoms her students to respect and help each other.

Another fair attitude habit is shown by the teacher in interacting with students. During learning, teachers give equal appreciation and offer help to students who are struggling. A fair attitude creates a conducive learning atmosphere because students discuss with each other and there is no culture of making fun in the classroom.

Fairness in the Closing Mathematics Learning Activities

At the end of the lesson, the teacher helps students to summarize the learning material. A fair attitude can be applied at this step by providing an opportunity for each student to share the conclusions obtained from learning. If there are students who do not understand the material by showing silence, the teacher immediately helps students to achieve understanding of the material that has just been learned.

During the peer tutor method, the teacher observes the process by which students understand the presented material. The observation is useful as a material to provide feedback to students. Mathematics learning usually brings out the ability of students to find a suitable working process according to their logic. Based on the observed process, the teacher can determine the feedback to be provided. Feedback can be done in the form of reinforcement, conveying weaknesses, and how to improve the quality of learning (Wahyuddin, 2020). If the method found by students is in sync with the concept, then the teacher can adapt it as feedback to reinforce learning. Otherwise, if the method discovered contradicts the concept, then the teacher must provide an explanation so that misconceptions do not happen.

Giving feedback is part of habituation of a fair attitude because it gives an insight into what students deserve and should get after learning. Feedback can be a special affirmation for students after class so that the lessons received become meaningful.

The follow-up is the right step in developing a fair attitude. Follow-up that can be done by the teacher is in the form of giving assignments to each student. Giving assignments aims to finalize students' understanding of the material. Based on research conducted by (Purba, 2019) giving assignments can improve student learning outcomes. Student learning outcomes are material skills and physical intelligence which are usually determined by grades after taking the exam. Assignments can increase student achievement. Student learning achievement is a material skill and physical intelligence that is usually determined by grades after taking an exam. Another indicator of learning success is changes in student behavior after participation in learning (Nashruddin & Roslina, 2019).

In the closing activity, the teacher can inform the additional tutoring for students who are lagging behind. The idea of additional tutoring is based on the teacher's observations during the learning process. It is aimed at students who have difficulty learning due to the relatively short lesson hours (Jera, 2020). This shows the habituation of a fair attitude so that students do not experience learning difficulties so that they are left behind by their friends (Rahmawati et al., 2020).

The next demonstration of fair attitude is through prayer and singing of the national anthem led by the assigned student. Just like in the introduction activity, the schedule for leading prayers and singing national songs must involve all students in the class. If there are students who want to continuously lead prayers and sing, the teacher can educate them to take turns with other friends.

The relationship between teachers and students who respect each other can arise because of the fair attitude that the teacher implements. Students will feel that their presence is valued because the teacher gives equal opportunities and gives portions according to students' abilities. Through a fair attitude implemented during the learning process, a psychological relationship between teachers and students will be formed so that students' learning potential and teacher professionalism can be developed at the same time (Kurniawati & Basuki, 2023).

Conclusion

A fair attitude in the introduction activities is carried out by providing motivation to learn to students and providing equal opportunities for all students to lead prayers. Apperception is given so that no student feels excluded even though they have different abilities from their friends. The announcement of learning goals is important so that every student can have the chance to prepare themselves for the lesson.

During the core activities of mathematics learning, a fair attitude is implemented through the application of the peer tutor method. This method is considered fair because it benefits all sides and facilitates students according to their capabilities. Students who are experts in math subjects can strengthen their understanding while enhancing their communication skills with their fellow peers. As for students who have not yet mastered the material, they can follow the learning in a more relaxed way because they are guided by their peers.

The implementation of a fair attitude in closing activities is conducted by giving feedback that is needed by students. The feedback given is in accordance with the conditions that occur during the learning process. Follow-up support can be provided if the teacher detects students who have fallen behind during the learning process.

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