Mathematics Learning Assistance *Home Visit* In the Village Made to Develop Middle School Students' Learning Response

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Abstract: *The low interest in student learning in certain subject also affects the value os students' learning attitudes in following the online teaching and learning process. The specific objective of this study is to emphasize learning assistance to improve student learning outcomes in the face of online or distance-based schools. The method used is the method of observation by describing the state of object, empasizing theree aspects of attitude values: cognitive (knowledge), affective (feelings and emotions),adn conative (desire). The result of the research is discovery learning method shows high effectiveness in mathematic. The percentage of attitude value of the 3 research object showed interst in the concept and material off 66,67%, satisfaction of mentoring activities was 100%, cofidence in doing exercise was 33,33%, and understanding wass 100% counted the number of questions answered successfully.*

Introduction

The spread of the corona virus initially had an impact on the economic sector, but in the last few months since the new school year began, the education sector has also begun to feel the impact. Various countries, including Indonesia, have made alternatives to the education process, for example implementing teaching and learning activities through an online system. This is done as an effort to prevent the spread of the corona virus, this applies to all levels starting from KB (Study Group) to student level. In its implementation, not all levels of society involved in the world of education are ready to face long-distance teaching and learning activities. For example, in the case of several teachers and lecturers who are still not proficient and accustomed to teaching using internet technology. Also related to learning methods, teachers must also redevelop the learning activities they want to carry out.

Another impact in the field of education is what students feel when participating in the learning process. Not all students receive adequate or supportive facilities for online learning activities. Until the teacher gave a series of practice questions according to the chapter that would be discussed in the RPP, some students had difficulty solving them. Even though the revised 2013 curriculum emphasizes students exploring and looking for information, not all students are able to handle it.

Remembering that education is a shared responsibility between families, schools and society. Parents are ultimately involved in handling the learning progress of these distance school students. There have also been cases of parents having difficulty balancing the online teaching and learning process. From the results home visit (visit to student's home), The teacher creates a learning atmosphere by only providing practice questions and/or not providing introductory/explanatory information regarding the learning material, making students less likely to understand the material. Besides that, home visit carried out in order to collaborate with parents to overcome learning difficulties for students in the online teaching and learning process.

The teaching and learning process is the core of educational activities in schools, one of the principles in implementing education is that students actively take part in the educational activities carried out because the teaching and learning process is an interaction activity between two human elements (Trisnawati). So there is a need for learning assistance. Implementation of learning assistance is not only borne by parents. From the author's experience during service during the KKN period, in this case students are expected to be able to provide changes in the teaching and learning process. From the realization that has been carried out in learning assistance activities, students' learning attitudes also emerge. From there, students' interest in participating in the online teaching and learning process created by the teacher emerged.

Low interest in learning in certain subjects also influences the attitude values shown by students. The attitude value structure includes three aspects, namely cognitive (knowledge), affective (feelings and emotions), and conative (desires). Thus, the quality of learning can also be seen from students' attention, satisfaction, self-confidence and understanding of the material provided. Form an idea about the effectiveness of the strategies and learning models given to students.

The specific aim of this research is to emphasize learning assistance activities to improve student learning outcomes in facing distance or online-based education. This is the key to the success of the teaching and learning process. Another goal is the student's response to the material being studied. The intended student response is a learning attitude. Learning attitudes contain three components that form an attitude structure which includes cognitive, affective and conative components (Purwanto, 2019). In-depth assessment is to determine students' tendencies to react in a good (positive) or bad (negative) way to learning activities. Based on the results of observations, it shows that students tend to want to get answers to questions instantly. It is possible that the learning objectives will not be achieved, but the teacher may judge that the student's learning outcomes have met the standards without knowing the process.

Another phenomenon that was seen during the learning assistance carried out by researchers as learning assistants was that the majority of junior high school student participants did not have interest in several subjects, for example mathematics by solving formulas. Thus, this is one form of students' low learning attitudes. Another factor

causing this phenomenon is because the presentation given by the teacher is less interesting. Therefore, in order for students' learning attitudes to improve, it is necessary to change study habits to be more appropriate by using learning presentation methods.

Study habits relate to the way students learn. Here the emphasis is on the learning strategies that students themselves apply in participating in learning activities. These activities give rise to students' learning attitudes. Effectiveness in choosing a way of learning is quoted from the educational journal Maman Achdiyat (2018) entitled "Attitudes, Ways of Learning, and Learning Achievement", it is required that a) be based on strategies to achieve an effective learning process, b) be able to help and find and understand the important parts of learning. study material, c) helps in remembering important parts of the subject, d) more efficient than reading many times, easy to implement.

The influence of students' learning attitudes on educational success can be seen from the results of analysis of junior high school students' learning attitudes in learning assistance activities. This gives rise to new phenomena in the way students themselves learn to solve problems. So that both researchers and people who want to develop online learning strategies, this article can provide benefits to improve student learning achievement.

Method

The method for carrying out this research is to use the observation method by describing or illustrating the state of the research object (Nawawi in Trisnawati). Researchers are trying to find out students' responses in learning assistance activities home visit. The response intended in this research is a learning attitude by emphasizing three aspects including, cognitive (knowledge), affective (feelings and emotions), and conative (desire) shown by students in learning assistance activities in Mathematics subjects. The research objects were obtained from 3 female students (VA, CPS, and AIH). The research location is RW 09, Made Village, Kec. Lamongan, Kab. Lamongan.

The data obtained was based on observations of student responses to the learning model used when the learning assistance process was implemented. The learning model used is discovery learning or problem solving where the learning assistant (researcher) provides clues to answers to questions given by the teacher from school (online). The data collection technique is direct observation. Things to pay attention to are students' responses or participation in problem solving including responses and reactions. The research data collection procedure consists of 3 stages. 1) Preparation stage, 2) implementation stage, and 3) report preparation stage.

Stage of Preparation

The steps taken in the preparation stage are doing home visit. 1) invite parents to work together in learning assistance activities, 2) make an agreement with parents and

students in determining the time of the activity, 3) prepare learning tools such as learning places and media, and 4) prepare research instruments with indicators of the aspects researched includes cognitive, affective and conative.

Implementation Stages

The steps taken at the implementation stage include: 1) carrying out learning activities according to the agreed schedule, this is balanced with 2) direct observation in accordance with the research instruments that have been prepared. What is noticed is that students tend to be positive or negative. 3) the instrument used is an attitude questionnaire.

Final Stage

The next step is to 1) analyze the observation results sheet, 2) describe the results of data analysis and draw conclusions, and 3) prepare a research report.

Discussion

Learning assistance activities are carried out using the concept of learning models discovery learning or problem solving. The stages of designing learning assistance activities with research to obtain responses from students are by emphasizing three aspects including, cognitive (knowledge), affective (feelings and emotions), and conative (desires). Determination of this attitude is based on statements of positive and negative attitudes, developed from seminar proceedings, Purnama Sidik (2019), which gives rise to the following indicators (in group learning situations),

a. Aspect indicator *cognitive* worth **positive**
   1. Likes to help solve problems.
   2. Helps understand the material presented to group friends.

b. Aspect indicator *cognitive* worth **negative**
   1. Studying in groups makes it difficult to concentrate.
   2. Difficulty understanding concepts is characterized by frequently repeating the same questions.

c. Aspect indicator *affective* worth **positive**
   1. Feel happy to take part in activities.
   2. Feel happy with the group learning method in solving problems.

d. Aspect indicator *affective* worth **negative**
   1. Feeling bored.
   2. Does not show enthusiasm when working on practice questions.

e. Aspect indicator *conative* worth **positive**
   1. Able to investigate and search for additional information regarding material concepts.
   2. Do practice questions.

f. Aspect indicator *conative* worth **negative**

1. Feeling tense when participating in mentoring activities (lack of confidence in working on questions)
2. Don't ask if you have difficulty and choose to look at other students' answers.

Table 1.1 Attitude Questionnaire Recapitulation Table

Nama	Cognitive	Affective	Conative	Comprehension Results
...	+/-	+/-	+/-	+/-
...	+/-	+/-	+/-	+/-
...	+/-	+/-	+/-	+/-

Result

This research was carried out 2 x 30 minutes. The subject that students want is mathematics with a chapter on number patterns, sub-topics generalize the pattern of an object configuration. When a series of learning assistance activities are carried out, such as, 1) Solving concepts from example questions, 2) Providing example questions, and 3) discussing example questions, and 4) Allowing students to solve questions independently from those given by the teacher at school. This gives rise to several attitudes shown by students towards the subject matter topics as follows.

Table 1.1 Table of Attitude Questionnaire Recapitulation Results

Nama	Cognitive	Affective	Conative	Comprehension Results
VA	+	+	-	+
CPS	+	+	+	+
AIH	-	+	-	+

Research Discussion

The problem formulation of this research is "what is the response to the learning attitudes shown by students?". Thus, to solve this problem, researchers compared the number of positive and negative values. Evidence that students show positive or negative attitudes is seen from the suitability of the attitude value indicators.

The cognitive attitude shows the value of attention to the material getting a score of 66.67%, the affective attitude shows the value of satisfaction with the learning concept getting a score of 100%, the conative attitude shows the value of confidence in the questions being worked on getting a score of 33.33%, and the results of understanding are obtained when students are able work independently on assignments given by teachers at school, outside of learning assistance activities. This shows an understanding score of 100%, calculated by the number of questions answered correctly.

If analyzed individually for each subject, the CPS results show a positive value while the AIH shows a negative value. CPS is able to capture and inform the topics it obtains, while VA shows the same score but the conative value shows a low self-confidence score

because it chooses to look at answers from CPS to get answers rather than doing it itself even though VA understands the concepts and material, which is different from AIH if seen from AIH lacks knowledge in terms of knowledge so he prefers to see answers from fellow students.

After discussing the example questions and after carrying out independent work on school assignments, AIH showed a positive value, indicating that learning had occurred discovery learning or very effective problem solving in mathematics subjects with sub-topic number patterns chapters generalize the pattern of an object configuration.

Conclusion

The specific aim of this research is to emphasize learning assistance activities to improve student learning outcomes in facing distance or online-based education. This is the key to the success of the teaching and learning process. Another goal is the student's response to the material being studied. The intended student response is a learning attitude. Learning attitudes contain three components that form an attitude structure which includes cognitive, affective and conative components (Purwanto, 2019). In-depth assessment is to determine students' tendencies to react in a good (positive) or bad (negative) way to learning activities. Based on the results of observations, it shows that students tend to want to get answers to questions instantly.

Evidence that students show positive or negative attitudes is seen from the suitability of the attitude value indicators. The cognitive attitude shows the value of attention to the material getting a score of 66.67%, the affective attitude shows the value of satisfaction with the learning concept getting a score of 100%, the conative attitude shows the value of confidence in the questions being worked on getting a score of 33.33%, and the results of understanding are obtained when students are able work independently on assignments given by teachers at school, outside of learning assistance activities. This shows an understanding score of 100%, calculated by the number of questions answered correctly. It can be concluded that students' learning attitudes influence educational success.

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