#### **CHAPTER I**

#### **INTRODUCTION**

This chapter discusses background of the research, focus of the research, objective of the research, benefits of the research, glossary, as follows:

#### A. Background of the Research

Math is very important to improve the logical intelligence of students, but student learning outcomes are still low. It is found in research entitled *Trends in International Mathematics and Science Study* (TIMMS), Indonesian mathematics ranked 34<sup>th</sup> from 38 countries (UNESCO data). So far, Indonesia can not escape from the row of low occupants. Meanwhile, according to the research of PISA team (Program of International Student Assessment showed that Indonesia ranked ninth of 41 countries in mathematical literature category.

Based on TIMMS research conducted by Frederick K. S. Leung in 2003, the number of mathematics hour in Indonesia is much higher than Malaysia and Singapore. Within one year, the eight grade students in Indonesia receive 169 hours. While in Malaysia only get 120 hours and 112 hours of Singapore. However, the research published in Jakarta on 21<sup>st</sup> December 2006 states that Indonesian achievement is far from both the two countries. Meanwhile, Malaysia achieves 508 and Singapore 605 (400=low, 475= medium, 550= high, and 625== advanced) (Huzah, 2008: 4).

Dimyati and Mudjiono (in Budiyanto, 2009: 1), mention several factors that cause the low learning achievement. The factors are (1) lack of

learning facilities in schools and homes from all corners, (2) students faced to many choices and they have doubts and fear of failure, (3) lack of mental support from parents because they do not understand what the students learn in the school, (4) low nutrient conditions, so that students can not learn better, (5) the combination of factors effect the various barriers to learn.

According to temporary observations made by teachers, it is known that the process of teaching and learning mathematics is monotonous. In joining the lesson, students are always required to listen to the information from teachers, so there are many students feel bored. Finally, they do something out of mathematics lesson such as scribble math book, bullying, drawing and etc. (Ciptaningsih, 2008: 3).

For that teachers should find appropriate method to solve the problems. In mathematics learning, teachers are required to be able to convey the material well. Even teachers are expected to motivate students to improve their math achievement. Teachers should use the appropriate method in teaching mathematics in order to make students can learn well and optimize their ability, so the mathematic learning achievement can be improved.

One of learning model that expected to solve is the method of study group. Study group method is chosen as an alternative because this method is a teaching approach that uses problems of memory as a context for students to learn critical thinking and problem solving skills, gain knowledge, and focus on the relationship between discipline and cooperation. From the background described above, the researcher interested in conducting research entitled "The Management of Mathematics Learning Group (A Site Study at Junior High School State 3 Salatiga)."

# **B.** Focus of the Research

Based on background of the research above, then focus of this research is, "How is the management of mathematic learning group at Junior High School State 3 Salatiga?" The focus is divided into three sub focus as follow.

- How is the material management of mathematic learning group at Junior High School State 3 Salatiga?
- How is the interaction management of mathematic learning group at Junior High School State 3 Salatiga?
- 3. How is the follow up of mathematic learning group at Junior High School State 3 Salatiga?

## C. Objectives of the Research

The purposes of the research that will be achieved in this research are divided in to three objective of the research.

- To describe the material management of mathematic learning group at Junior High School State 3 Salatiga.
- 2. To describe the interaction management of mathematic learning group interaction at Junior High School State 3 Salatiga.

 To describe the follow-up of mathematic learning group at Junior High School State 3 Salatiga.

### **D.** Benefits of the Research

### 1. Theoretical Benefits

For the policy makers, the results of this study are expected to increase the repertoire of science in educational management science, especially the management of mathematic learning group in junior high school.

### 2. Practical Benefits

The results of this study can provide the practical benefits such as.

- a. For Department of Education as an input to formulate the concept of mathematic learning management by the formation of study group.
- b. For Teachers, providing an input to determine appropriate teaching methods that could become alternatives out of the usual model used in learning.
- c. For students, as an input to position themselves as the active subject in learning activity.
- d. As the consideration for future studies.

# E. Glossary

1. Management is the process of utilizing resources contained in the organization, either in the form of human resources or other resources

through a stage such as planning, organizing, and supervision that carried out systematically.

- Study group is a collection of people who study and try to learn something in the field of science or skills at the time and place that has been designated.
- Mathematic learning is a conscious effort of teacher to help students in order to make them able to study numbers and operational procedures used in solving the problem of numbers accordance with their needs and interests.
- Teaching materials are all forms of materials used to assist teachers or instructors in carrying out the teaching and learning activities
- 5. Learning interaction is an event conducted by educators and learners on a reciprocal basis (direct) as a result of the stimulus and response in learning
- 6. Follow-up of learning is a learning procedure performed after teachers and students conduct preliminary activities and core activities in learning.