CHAPTER I

INTRODUCTION

A. Background

Education is an effort that can accelerate the development of human potential to be able to carry out tasks assigned to him, because only human that can be educated and educate (Sa'ud, 2007: 6). Education can influence the physical, mental, emotional, moral, and human faith and devotion. National education system remains the downturn in the education sector, establish the human resource that is full with science, intellectual, insightful, and create a superior human.

The educational system has been more focused on the mastery of academic cognitive skill, while the affective and psychomotor skills become the second (Isjoni, 2006: 111). Generally, the orientation of education in Indonesia tends to make students as the object and teacher as the people who has the highest authority of science and indoctrinator, the material is subject-oriented, and the management is centralized.

One of subjects given in the basic education is mathematic. It is a science concerning the abstract objects and problems associated with the numbers that have significance in the life (Triyani, 2009: 8). Mathematic is a universal science that underlies the development of modern technology, has an important role in various disciplines and promotes the power of human

thought. To master and create the technology in the future, it needs the strong mastery since the early.

The purpose of learning mathematic in basic education and secondary education is to prepare students to be able to face the changing circumstances in life and in the world that is always evolving through practice, act on the basis of thinking in a logical, rational, critical, careful, honest, efficient, and effective (Saragih, 2007: 1). In addition, students are expected to use mathematics and mathematical thinking in everyday life.

The quality of education in Indonesia, especially in the subject of mathematics, is still low (Huzah, 2008: 2). UNESCO data show, the ranking of Indonesia mathematic in row 34 of 38 countries. So far, Indonesia still has not been able to escape from the row of low level.

In fact, based on the result of TIMMS research undertaken by Frederick K. S. Leung in 2003, the number of hours of teaching mathematic in Indonesia was more than Malaysia and Singapore. In one year, the eight grade Students of Indonesia had 169 hours of math. In Malaysia, students only got 120 hours, and 112 hours of Singapore.

In fact, teachers in the process of teaching and learning mathematic is monotonous, it is gained an understanding that in the course, students are always required to listen to information from the teacher. Therefore, there are many students feel bored (Ciptaningsih, 2006: 3). Students learn the mathematic with the material that is still rudimentary and it is an essential concept as a basic of prerequisite for higher concepts. Mathematic learning

achievement of students in Elementary and Secondary Education level is still far from expectation.

One of the school's efforts to improve the quality of mathematic learning is to organize one-day school program. It is an educational program that all activities are in school (full day) with integrated activity and integrated curriculum (Sukardi, 2009: 2).

One day school learning system is a full day learning model where students do a learning process with an additional hour (Seli, 2009: 23). One day school is as a learning process that requires the academic member to be in school and follow all academic activities from the morning to the evening. Application of this one-day school is one solution of educational problems as is often asserted by the education observer that the lack of teaching and learning time is provided by the school.

Teaching and learning activities with a one day school model combines the delivery of educational material in the classroom as well as in public schools and the implementation of activities in outside the classroom as in a computer lab, physic, language, biology, multimedia room and in the outside of class hours such as lunch, rest, together prayer, and other extra activities. Automatically, students spend most of their time in the school. In this learning activity, when students follow learning, they requires a balance between aspects of cognitive, affective, and psychomotor (Desy, 2010: 3).

In fact, there are some schools which implement one-day school just a talkative. They just follow the trend without preparing thoroughly before applying the one-day school (Oetomo, 2010: 6).

SMP Islam Plus Assalamah is one of the integrated Islamic school in Semarang regency. One of the school's efforts to improve students' academic skills in mathematic course is to organize the One Day School. One Day School or a day event is a routine activity. It has been done four times since 2009. It is a real step to improve the academic quality of students in mathematic course.

B. Research Focus

Based on the above research background, this research has a focus on *How are characteristics of mathematic learning management on one day school at SMP Islam Plus Assalamah Ungaran?* This focus consists of three sub focuses.

1. How are the characteristics of teaching activity in Mathematic learning on one day school at *SMP Islam Plus Assalamah Ungaran*?
2. How are the characteristics of learning activity in Mathematic learning on one day school at *SMP Islam Plus Assalamah Ungaran*?
3. How are the characteristics of interaction in Mathematic learning on one day school at *SMP Islam Plus Assalamah Ungaran*?

C. Research Objective

There are three objectives to be achieved in this study.

1. To describe the characteristics of teaching activity in Mathematic learning on one day school at *SMP Islam Plus Assalamah Ungaran*.
2. To describe the characteristics of learning activity in Mathematic learning on one day school at *SMP Islam Plus Assalamah Ungaran*.
3. To describe the characteristics of interaction in Mathematic learning on one day school at *SMP Islam Plus Assalamah Ungaran*.

D. Research Benefit

1. Theoretical Benefit
   a. Providing scientific information about alternatives of mathematic learning.
   b. As a contribution of thinking in developing the theoretical strategy that generally, it can be utilized for the management of education and particularly for learning mathematic on one day school.
2. Practical Benefit
   a. As an input for math teachers in the teaching and learning activities on one day school.
   b. As an input for students to further improve the result of studying mathematic.

E. Glossary

1. Management is a process of coordinating and integrating all sources, whether human, facilities, and other technical resources to achieve specific goal set.
2. Learning is a structured combination including the elements of human, material, facility, equipment and procedure that affect each other to achieve learning objectives.
3. Mathematics is a universal science that underlies the development of modern technology that has an important role in various disciplines and advances the human intellect.
4. *One Day School* is an activity undertaken to develop the intellectual ability, encourage students to build their understanding and knowledge, and learn based on SBC.
5. Learning activity is an activity done by students in the process of learning to achieve learning outcome.
6. Teaching and learning interaction is an interactive activity from various components to realize the achievement of learning goal that has been set in the lesson plan.