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The Use of Digital Algebra Block Media on The Material of Calculating Operations of Algebraic Forms in Class VII Mathematics Learning to Improve Learning Outcomes

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Abstract: The use of technology in the context of education is an urgent need to improve the effectiveness of learning in junior high schools. This study originated from the unsatisfactory learning outcomes of algebraic form operation material, most students obtained scores below the minimum learning completeness standard. This study aims to determine whether the use of digital algebra block media in algebraic form operation material can improve the learning outcomes of junior high school students and to find out how to improve the learning outcomes of junior high school students after using digital algebra block media in learning mathematics on algebraic form operation material. This research is a Classroom Action Research conducted in 2 cycles, each cycle held 1 meeting. The subjects in this study were class VII.5 students totalling 40 students. Data collection techniques using teacher observation sheet instruments, students and essay questions. The results of observations of teacher activity in cycle I were 73.33%, cycle I student activity in learning reached 61.56% and using digital algebra block media reached 64.38%, and in cycle II teacher activity increased by 93.33% and in learning reached 73.56% and using digital algebra block media reached 80.94%. Likewise, the average student learning test at the pre-cycle stage was 68.18, in cycle I it was 74.78 with a percentage of classical completeness of 72.5% and in cycle II the average student learning test increased to 84.08 with classical completeness reaching 90% so that the research can be said to be successful because it has reached the expected completeness. By using digital algebra block media, not only makes the operation of algebraic forms more interesting and real, but also students can understand abstract objects into concrete objects. The findings of this study indicate that digital algebra blocks can improve student learning outcomes in the material of algebraic form operations in mathematics learning for students in class VII.5 SMP.

Keywords: Digital algebra blocks; Algebraic form operations; Learning outvcomes

1. INTRODUCTION

In general, student learning achievement in mathematics, including algebra, is very low. This happens because of several things, including the application of inappropriate learning methods. In connection with learning algebra, there is a learning method using algebra block props. Through the use of these props, abstract things can be presented in the form of models in the form of concrete objects that can be seen, held, turned around so that they can be more easily understood. A number of studies have examined the use of algebraic block media in learning grade VII mathematics in Indonesia.

Algebra material has begun to be given at the first level of secondary education. The subject matter of Algebraic Factorisation is abstract material for seventh grade students. Although at that age students enter the phase of concrete operations and develop to the phase of formal operations which means students begin to be able to solve problems in their minds, but basically they are not yet able to see alternative possibilities to solve problems. Therefore, it is necessary to create a learning condition that can familiarise mathematics with children, including conducting a lesson using algebraic blocks, (Muthi`ah, UNESCO, 2015).

Ariningtyas et al. (2021) suggested that the conceptual and procedural understanding of students at each level, namely, high emotional intelligence level students have a good understanding of algebraic forms, medium emotional intelligence level students have a fairly good understanding but have not been able to perform algebraic form operations, while low emotional intelligence students have a poor understanding because they have not been able to restate concepts, and perform algebraic form operations. While Sanusi (2021) investigated the characteristics of B-Algebra and its relationship with groups, a group with the definition of special operations and the identity element $e = 0$ is a B-Algebra. Furthermore, some group theorems can be derived into B-Algebra such as natural mapping and Isomorphism Theorem 1 which in its proof has similarities with the proof of the group while still using the properties of B-Algebra itself. Halimah (2024) discusses the idea of perfect hybrids in BCK/BCI-Algebra about the structure and properties of hybrid ideals in BCK/BCI-algebra, the relationship between hybrid ideals and hybrid subalgebras in BCK/BCI-algebra, and the condition that a set is an ideal in BCK/BCI-algebra.

Firmanti Blok et al. (2022) explained that algebra is important to learn as a provision in facing future life, both in the workplace and as preparation for higher education. However, basically students still have difficulties in solving algebra problems. Therefore, it is necessary to find out the factors that cause students' low algebra skills. The results showed that (1) In general, students algebra ability was at a moderate level with an average of 66.125. (2) Between algebra ability and self-efficacy had a very weak or very low correlation, so the correlation was ignored (assumed there was no relationship between students' algebra ability and self-efficacy) (3) Almost all students had good self-efficacy at a very high and quite low level.

In the 5.0 era that we are facing, we cannot be separated from the use of technology, one of the impacts that we can feel in education today is the use of technology such as: Computers / PCs and smart phones, to welcome this digitalisation era, mathematics learning that has been using algebra block media has now switched to digital, which is called digital algebra block. (Kartikasari & Ratu, 2020) Algebra is one of the abstract materials that are considered difficult by most seventh grade junior high school students. This difficulty can be overcome by innovating new learning tools. In this case, the development of ELMOBAR (Electronic Algebra Module) learning media was carried out through 5 stages of ADDIE. The results of this study indicate that ELMOBAR fulfils the validity index > 61%. The percentage of material validation results is 81.25% with a good category and media validation of 96% with a very good category. The results of the product trial show that the ELMO BAR learning media has met the media practicality index for use of 81% with a good category or feasible to use. In addition, ELMO BAR learning media can also improve student learning outcomes in Algebra material. This is shown from the results of the effectiveness test through pretest and posttest, obtaining the result that there was an increase in student learning of 0.37 with a moderate improvement category.

By using algebraic blocks so that students can understand the abstract to be concrete. In accordance with the opinion of (Perdana & Febrian, 2019) Algebraic blocks are used in order to assist students in dealing with difficulties that arise in abstract thinking needed when solving quadratic equations with the perfect square technique. This is important to study because difficulties in abstract thinking in using the perfect square technique is one of the obstacles experienced by grade IX students in solving quadratic equation problems. The results of the experiment showed that the learning process using algebraic blocks in solving quadratic equations with the perfect square technique gave better results than learning done with conventional methods.

Simbolon et al., (2022) argued about the use of Joyfull Learning strategies assisted by algebraic block media, researchers found that students' concept understanding ability had increased. The analysis results show that there is a significant difference between the PreTest and PostTest on students' concept understanding ability. Learning in the experimental class by using algebraic block media as a teaching aid to concretise a variable and a constant in mathematics learning, it can affect the ability to understand the concept of calculating operations of algebraic forms, (Azzahrah, 2023).

Based on field observations, it was found that the learning of arithmetic operations of algebraic forms was still delivered conventionally where the teacher explained the material of algebraic forms by writing on the blackboard and the learning methods delivered by the teacher were lecture and assignment methods. Then from the evaluation of learning outcomes on algebraic form material students in the previous year had an average score below 50%. In addition, it was also found that the school had used technology in classroom learning, and it was found that the average student had a smart phone around 95%.

Based on the above background, the researchers are interested in conducting research on the use of digital algebra block media in learning algebraic form operation material to improve the learning outcomes of junior high school students. The problem formulations of this study are: (1) Can the use of digital algebra block media improve learning outcomes? (2) How can the use of algebra block media improve learning outcomes?

2. METHODS

This type of research is classroom action research (PTK). This research is a qualitative and quantitative research with Classroom Action Research design, with the stages of planning, implementation, observation, reflection.

The subjects of this research were students of class VII.5 at SMPN 42 Pekanbaru totalling 40 students, consisting of 20 male students and 20 female students. Data collection techniques used were observation (teacher & student activities), interviews, documentation and tests. Observation is a way of collecting data through observation and recording of symptoms that occur in students and teachers in teaching and learning activities by

filling in the predetermined observation sheet. Tests used to see student learning outcomes carried out at the end of each cycle.

The results of data analysis of teacher activities (field notes) and students are obtained from observation sheets of teacher and student activities filled in by observers when learning is taking place, this data can then be analysed with qualitative analysis steps (marking/coding, grouping, making themes or making research answers). As for the test result data (test), it was analysed using quantitative data analysis using the average and percentage formulas.

The indicator of the success of an increase in student learning outcomes is indicated by an increase in student learning outcomes from cycle to cycle, namely the increase in student learning outcomes is marked by the achievement of KKM 75 mathematics subjects reaching 75% at the end of the cycle.

3. FINDING AND DISCUSSION

3.1 Can the use of digital algebra block media improve learning outcomes?

a. Pre-Cycle Observation Results

During the 2x30 minute meeting, many students were unable to do the assignment properly because when it was explained, many students were joking but if told to ask and answer students were just silent.

Table 1. Completeness of Learning Outcomes Before Action / Pre Cycle

Category	Frequency	Percentage
Completed	13	32,50%
Not Completed	27	67,50%
Quantity	40	100

Based on the frequency distribution table data above the learning outcomes before the action / pre-cycle, of the 40 students who took part in learning the alajabar form showed that 17 students (32.50%) were in the complete category, while 23 students (67.50%) were in the unfinished category. This shows that student learning outcomes in basic pattern subjects are still very low as seen in the number of students who have not met the minimum completeness criteria and seen from the new class average score of 68.18 which is still below the standard minimum completeness criteria of 75.

b. Cycle I

1. Teacher activity

Table 2. Observation of Teacher activity in Cycle I

Obsever	Ideal Score	Acquisition Score	Final Score
1	15	12	80
		3	20

The results above according to the observer stated that the learning had been carried out well with a percentage reaching 80%.

2. Student Activities

Table 3. Observation of Student Activity Cycle 1

Student Activity	Rating Average				Average	Category	Percentage
	4	**3**	**2**	**1**			
Paying attention to the teacher's explanation	2	13	14	11	2,15	S	53,75%
Carry out the teacher's order	2	11	12	15	2,00	S	50,00%
Writing/Noting	4	11	11	14	2,13	S	53,13%
Asking questions	5	20	13	2	2,70	B	67,50%
Answering questions	0	31	9	0	2,78	B	69,38%
Expressing ideas/responses	0	23	17	0	2,58	B	64,38%
Social interaction with friends	0	20	20	0	2,50	S	62,50%
Working together	0	19	21	0	2,48	S	61,88%
Discussing problems	8	16	16	0	2,80	B	70,00%
Summarising learning outcomes	4	13	23	0	2,53	B	63,13%
Using digital algebra blocks	6	19	15	0	2,78	B	69,38%
Reading digital algebra block	2	22	10	6	2,50	S	62,50%
Writing down the symbolisation of digital algebra blocks	0	15	25	0	2,38	S	59,38%
Solving problems using block algebra	5	22	7	6	2,65	B	66,25%
Amount	**38**	**255**	**213**	**54**	**34,93**	**B**	**873,13%**
Overall average value					**2,49**	**S**	**62,37%**

Based on the observation results obtained that the average student activity in Cycle I as a whole was 2.49 or in the percentage of student activity of 62.37% of the expected 100%. Based on the percentage value conversion table 62.37% is in the less category. From the results of the analysis of the value of the fourteen items of student activity indicators, it can be conveyed that the highest is item 9 = (2.80), then followed by item 5 = (2.78), so on until item 11 = (2.78).

Furthermore, the fourteen statement items that show student activity into two criteria, namely student activity in following the lesson and student activity in using digital algebra blocks.

Table 4. Activity in Explanation of Student Activity Data in Cycle I

Aspects	Question Number	Average	Category	Category
Activity in	1 to 10	2,46	61,56%	S
Learning	11 to 14	2,58	64,38 %	S

When the observation results are translated into 2 indicators of activeness, the results obtained are the percentage of student activeness in learning of 61.56% which means good value and the average percentage of student activeness in using algebra blocks is 64.38% which means it is in the medium category.

3.2 How can the use of digital algebra block media improve learning outcomes?

a. Learning Outcomes

Tabel 5. Completeness of Cycle I Learning Outcome Values

Category	Frequency	Percentage
Completed	29	72,5 %
Not Completed	11	27,5 %
Quantity	40	100

From the results of student learning, it can be seen that 29 students are said to be complete with the percentage result is 72.5% and 11 students are said to be incomplete 27.5%, when compared to the pre-cycle learning results, there has been an increase.

1. Refleksi Siklus 1

During the implementation of learning using digital algebra block media on algebraic form operation material, observations were made to find out the learning process of algebraic form operations. Observations were made together with researchers and peers to facilitate observation so that observations were more focused. Based on field notes, students look enthusiastic in participating in learning because this is a new thing that has never been received by students before. However, students must adapt to new media using digital-based algebra block media because it is the first experience of material with smartphone media. However, there are still shortcomings in the implementation of learning, namely:

1) Students' preparation in participating in the lesson is still lacking.
2) The learning process is not running smoothly because students are not familiar with digital algebra block media.
3) Students' courage in asking questions, answering questions, and responses is still lacking.
4) Some students are still not paying attention in following the learning process
5) Some students are still weak in concluding the learning outcomes.
6) Time is not well managed so that it exceeds the specified time limit.

2.Cycle I Recommendations

Based on the reflection of cycle I, it can be recommended as a difference in cycle II as follows:

1) Teachers must emphasise the importance of learning at home to students
2) The teacher should be more in control of the class and motivate students in trying new problems
3) Teachers must provide more guidance to students in using digital algebra blocks.
4) The courage of students in asking questions, answering questions is further enhanced by directly appointing students either to answer questions or to express ideas or responses.
5) Teachers are more active in controlling students during the posttest.
6) Cycle II action

b. Cycle II

1. Teacher Activity

Table 6. Observation of Teacher Activity in Cycle II

Obsever	Ideal Score	Acquisition Score	Final Score
1	15	14	93,33
		1	0

The results above according to the observer stated that the learning had been carried out very well with a percentage reaching 93.33%.

2. Student Activity

Tabel 7. Observasi Aktivitas Siswa Siklus II

Student Activity	Rating sekor				Jumlah Nilai	Average	Category	Persentage
	4	3	2	1				
	19	21	0	0	139	3,48	B	86,88%
Paying attention to the teacher's explanation	15	25	0	0	135	3,38	B	84,38%
Carrying out the teacher's order	7	33	0	0	127	3,18	B	79,38%
Writing/Noting	6	26	8	0	118	2,95	B	73,75%
Asking questions	0	32	8	0	112	2,80	B	70,00%
Answering questions	0	24	16	0	104	2,60	B	65,00%
Expressing ideas/responses	17	13	10	0	127	3,18	B	79,38%
Social interaction with friends	0	21	19	0	101	2,53	B	63,13%
Working together	8	17	15	0	113	2,83	B	70,63%
Discussing problems	4	13	23	0	101	2,53	B	63,13%
Summarising learning outcomes	22	18	0	0	142	3,55	B	88,75%
Using digital algebra blocks	17	13	6	4	123	3,08	B	76,88%
Writing down digital algebra block symbolisation	15	14	11	0	124	3,10	B	77,50%
Solve problems with digital algebra blocks	16	18	5	1	129	3,23	B	80,63%
Amount		146	288	121	5	1695	42,38	B	1059,38%
Overall average value						**121,07**	**3,03**	**B**	**75,67%**

Based on the observation results obtained that the average student activity in Cycle 2 as a whole was 3.03 or in the percentage of student activity of 75.67% of the expected 100%. Based on the percent value conversion table 75.67% is in the Good category. From the results of the analysis of the value of the fourteen items of student activity indicators, it can be conveyed that the highest is item 1 = (3.48), followed by item 2 = (3.38), and so on item 11 = (3.55).

Furthermore, the fourteen statement items that show student activity into two criteria, namely student activity in following the lesson and student activity in using digital algebra blocks.

Table 8. Explanation of Student Activity Data in Cycle II

Aspect	Question Number	Average	Percentage	Category
Activity in learning	1 to 10	2,94	73,56 %	B
Activity using digital algebra blocks	11 to 14	3,24	80,94 %	B

When the observation results are translated into 2 indicators of activeness, the results obtained are the percentage of student activeness in learning of 73.56% which means good value and the average percentage of student activeness in using algebra blocks is 80.94% which means it is in the Good category.

3. Learning Outcomes

Table 9. Ketuntasan Nilai Hasil Belajar Siklus I

Category	Frequency	Percentage
Completed	29	72,5 %
Not Completed	11	27,5 %
Quantity	40	100

From the results of student learning, it can be seen that 29 students are said to be complete with the percentage result is 72.5% and 11 students are said to be incomplete 27.5%, when compared to the pre-cycle learning results, there has been an increase.

4. Reflection of Cycle II

During cycle II, most students have actively participated in the learning process. Increased student activity. In this cycle II action, positive student activities were achieved as follows:

1) Students have paid attention to the teacher's explanation
2) Students have carried out the teacher's orders
3) There is an increase in students' skills in using digital algebra blocks even though it is not large.
4) Increasing students' courage in expressing opinions and asking about material that has not been understood
5) The intensity of students who ask and answer questions is evenly distributed so that classroom activities are not dominated by certain students.

From the description of the results of observations, interviews, documentation and tests from cycle I and II research above, it can be concluded that to determine the level of teacher activity in the use of digital algebra blocks can be seen from the results of observations in learning. The results of teacher observations can be seen in the following diagram:

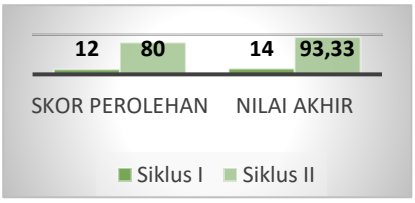

Figure 1. Diagram of Teacher Activity Cycle I and II

From the diagram above, it can be explained that the teacher's activity in learning using Digital Algebra Block Media on the material of operation of algebraic forms in class VII SMP obtained the average value of teacher activity is 80.00 and in cycle II the average value of overall teacher activity in cycle I average value is 2.49 with the acquisition of cycle I and II activity scores, namely 12 and 14 out of 15 questions, thus an increase in teacher activity is seen.

To find out the level of student activity in general, student activities in learning and activities using digital algebra blocks can be seen from the results of observations in learning. The results of student observations can be seen in the following diagram:

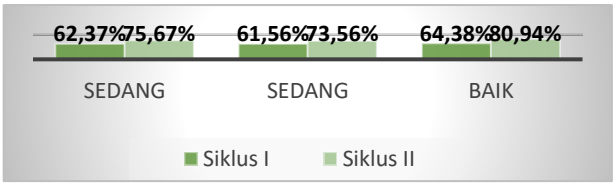

Figure 2. Diagram of Student Activity Cycle I and II

From the diagram above, it can be explained that student activities in teaching using Digital Algebra Block Media on the material of operation of algebraic forms in class VII SMP obtained overall activity in cycle I average value of 2.49 with a percentage of 62.37% in the moderate category, while for cycle II the average value is 3.03 with a percentage of 75.67% in the Good category. In student activity in learning in cycle I, the average value was 2.46 with a percentage of 61.38% in the moderate category. In student activities in learning in cycle II, the average value was 2.94 with a percentage of 73.56% in the good category. As for activities using digital algebra blocks in

cycle I, the average value was 2.58 with a percentage of 64.38% in the Moderate category. As for activities using digital algebra blocks in cycle II, the average value was 3.24 with a percentage of 80.94 in the Good category.

To determine the level of student understanding of learning material can be seen from the results of student learning tests. The results of the student learning test can be seen in the following diagram:

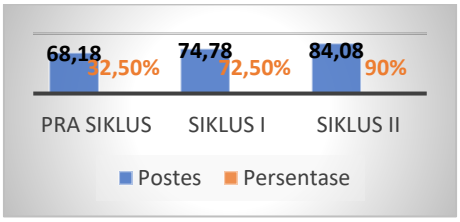

Figure 3. Graph of Improvement in Learning Outcomes

From the diagram above, it can be explained that by using Digital Algebra Block Media on the material of algebraic form operations in class VII SMP, the average value of student learning in the pre-cycle was 68.18 with classical completeness of 32.5% in cycle I was 74.78 and learning completeness reached 72.5%. In cycle II, the average test of student learning outcomes was 84.08 with the percentage of classical completeness reaching 90%. This shows a significant change in value from cycle I to cycle II.

2. Factors using digital algebra block media can improve learning outcomes

From the results of observations and interviews related to the use of digital algebra block media in algebraic form operation material, the following findings were obtained:

1) Digital algebra block media can spur students to tend to be more active and contribute consistently.
2) Digital algebra block media can improve students' skills in solving problems (problems).
3) Digital algebra block media can increase student compliance in doing tasks and following instructions well.
4) Digital algebra block media can make students more effective in using existing resources (smarthphone).
5) Digital algebra block media can help students solve abstract to concrete problems.

From the points above, we can conclude that digital algebra block media in algebraic form operation material is optimal so that students feel happier with algebra learning and students' learning abilities are more improved.

(a) **(b)** **(c)**

Figure 4. Digital Algebra Block Learning Media

(Source:https://sites.google.com/guru.smp.belajar.id/guru-math-yus/materi/penjumlahan-dan-pengurangan-bentuk-aljabar)

(a) **(b)** **(c)**

Figure 5. Learning Process Using Digital Algebra Blocks

4. DISCUSSION

In this study the teacher used Digital Algebra Blocks to increase student activity in the teaching and learning process so that in the teaching and learning process the activity is not only dominated by the teacher, thus students will be physically, emotionally and intellectually involved which later the algebraic concepts taught by the teacher can be understood by students. Thus the use of Digital Algebra Blocks has been proven to improve student learning outcomes in Algebraic Form Operations lessons. This is also supported by research conducted by Nurdiani (2023), with the title 'The Effect of Using Algebraic Block Media on the Ability to Understand the Concept of Counting Operations of Algebraic Forms' the results of his research show that there is an effect of using algebraic block media on the ability to understand the concept of counting operations of algebraic forms. Sri and Abdul with the title 'The Effect of Algebraic Block Props on Mathematics Learning Outcomes on Algebraic Material for Students of Smp Negeri 4 Jombang', based on the results of the study showed that students who were taught using algebraic block props saw the average value of learning outcomes higher than students without using algebraic block props.

Ulya (2008) with the title 'The Use of Algebraic Blocks with a Cooperative Learning Model to Increase Interest and Achievement in Mathematics Learning of Class VIII Students of MTs Lengkong Batang Pati', the results showed that the use of algebraic blocks with a cooperative learning model can increase student interest and learning achievement. Algebra block media is proven to have an effect on joyful learning strategies assisted by algebra block media on concept understanding (Ika et al, 2022). In addition, the learning process using algebra blocks in solving quadratic equations with the perfect square technique provides good results from learning with conventional methods (Febrian, 2019).

5. CONCLUSION

Based on the results and discussion above, it can be concluded that the observation of teacher activity in cycle I was 73.33%, cycle I student activity in learning reached 61.56% and using digital algebra block media reached 64.38%, and in cycle II teacher activity increased by 93.33% and in learning reached 73.56% and using digital algebra block media reached 80.94%. Likewise, the average student learning test at the pre-cycle stage was 68.18, in cycle I it was 74.78 with a percentage of classical completeness of 72.5% and in cycle II the average student learning test increased to 84.08 with classical completeness reaching 90% so that the research can be said to be successful because it has reached the expected completeness. Thus it can be concluded that the use of digital algebra block media in learning mathematics about the operation of algebraic forms can improve the learning outcomes of students in class VII.5 SMPN 42 Pekanbaru. However, these findings can also be developed more deeply to find out other aspects that support such as creativity, critical thinking, and the level of student responsiveness.

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