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The Implementation of the Assignment Method to Increase Children's Learning Interest in Counting Learning Group B of RA Nurul Iman Padang

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Abstract:

Children's interest in learning arithmetic plays a crucial role in enhancing their understanding and numerical skills. However, a lack of learning interest can become a barrier to achieving optimal learning outcomes. One method that can be applied to increase children's learning interest is the assignment method. This study aims to analyze the effectiveness of the assignment method in increasing children's learning interest in arithmetic learning. The research method used is a qualitative approach with observation, interviews, and documentation techniques. The research subjects consist of elementary school students who experience difficulties in understanding arithmetic concepts. The results of the study indicate that providing structured, engaging, and developmentally appropriate assignments can increase motivation and involvement in learning arithmetic. Children who were given varied tasks, such as educational games and real-life problem-based questions, demonstrated increased enthusiasm in completing assignments and understanding arithmetic concepts. Moreover, the interaction that occurred during task completion also strengthened their understanding of the material. Therefore, the assignment method can be an effective strategy to increase children's learning interest, supporting better learning outcomes in arithmetic learning.

Keywords: Assignment Method, Learning Interest, Arithmetic Learning, Learning Strategy.

INTRODUCTION

Children's interest in learning arithmetic plays an important role in enhancing their understanding and numerical skills. However, many students encounter difficulties in grasping arithmetic concepts due to low motivation and a lack of variety in teaching methods. According to Susanto (2021), low learning interest can cause students to be less active in the learning process, which negatively impacts their understanding of the material. One of the methods that can be applied to increase learning interest is the assignment method. The assignment method is a learning strategy that encourages students to become more actively engaged in understanding arithmetic concepts. Providing varied and contextual tasks can make students more interested in the learning process. Prasetyo and Handayani (2022) state that assignments based on daily life, such as

calculating the price of items while shopping or measuring the length of objects, can increase students' involvement in learning. Thus, the tasks given not only help improve students' understanding but are also relevant to their real-life experiences.

In addition, giving engaging assignments can boost students' intrinsic motivation to learn. A study conducted by Rahmawati (2023) found that students who were given educational game-based tasks demonstrated a significant increase in learning interest compared to those given conventional assignments. This indicates that using more innovative methods in task assignment can be an effective solution for enhancing students' interest in arithmetic learning. However, in reality, many students still perceive arithmetic learning as a difficult and boring activity. This perception is caused by monotonous teaching methods and a lack of task variation (Hidayat, 2021). Students who are not adequately challenged by their assignments tend to experience boredom, while those given overly difficult tasks may feel overwhelmed and lose motivation to learn. Therefore, teachers need to adjust the difficulty level of tasks according to students' abilities to maintain their motivation in learning arithmetic. Research conducted by Lestari and Wijaya (2022) shows that gradually assigned tasks with progressively increasing difficulty can help students build confidence in solving arithmetic problems. This approach ensures that students do not feel burdened while still being adequately challenged according to their abilities.

Furthermore, collaboration in task assignments can be a solution to enhance students' learning interest. Nugroho (2023) found that group assignments that allow students to discuss and work together in solving arithmetic problems can increase their engagement in learning. Collaboration among students enables them to exchange ideas and strategies for solving problems, thereby enhancing their understanding of the studied material. The use of technology in task assignments can also be an effective alternative. Research by Santoso and Rahayu (2022) indicates that the use of digital learning applications, such as interactive math games and online quizzes, can boost students' interest and participation in learning arithmetic. Technology allows arithmetic tasks to be presented in a more attractive and interactive format, making students more enthusiastic about completing the given assignments. Thus, the implementation of varied, engaging, and student-centered assignment methods can be an effective strategy for increasing students' interest in arithmetic learning. Teachers need to pay attention to task difficulty levels, integrate real-life-based tasks, and make use of technology and collaboration in learning. By doing so, students are expected to become more active and motivated in learning arithmetic, leading to a significant improvement in their understanding of numerical concepts.

METHODS

This research employs a qualitative approach with data sources categorized into two types: primary data and secondary data. Primary data is obtained through direct observation of students during the arithmetic learning process, as well as interviews with teachers and students to gain insights into their experiences in receiving and completing assigned tasks. The purpose of these observations and interviews is to understand how the assignment method influences students' interest in arithmetic learning. Additionally, documentation of the assigned tasks is conducted to analyze their effectiveness in enhancing student engagement in learning activities.

Secondary data, on the other hand, is collected from various relevant academic sources such as research journals, reference books, and previous research reports. These sources are utilized to enrich the theoretical framework and strengthen the analysis of the application of the assignment method in arithmetic learning. Several previous studies indicate that structured and engaging assignments can positively impact students' learning motivation (Susanto, 2021; Prasetyo & Handayani, 2022). The inclusion of secondary data allows for a comprehensive comparison with previous findings, offering a

more complete perspective on the effectiveness of the applied method. The data analysis process in this study is conducted through several stages to ensure the validity and relevance of the findings. The first stage involves data collection through observations and interviews, which are then categorized based on the patterns of student responses to the assignments given. This categorization helps identify trends in students' learning interest as well as the effectiveness of the assignments. Next, data reduction is performed to filter out less relevant information, focusing the analysis on the most significant data. After the reduced data is compiled, descriptive qualitative analysis is conducted by comparing the observational and interview results with existing theories to assess their alignment with previous research. Finally, the interpretation stage is carried out to draw conclusions regarding the effectiveness of the assignment method in increasing students' interest in arithmetic learning, while considering various influencing factors such as task difficulty level, teaching methods, and students' responses to the assignments.

RESULTS

The results of the study indicate that the application of the assignment method in arithmetic learning has a positive impact on students' learning interest. Observations show that students who are given varied and engaging tasks, such as game-based problems or real-life contextual exercises, demonstrate higher levels of involvement compared to those who receive conventional tasks. Students who complete tasks using a more interactive approach appear more enthusiastic in solving problems, even showing increased confidence in asking questions and trying various problem-solving strategies. Moreover, tasks that incorporate visual elements and hands-on practice help students better understand arithmetic concepts.

In addition to observations, interviews with teachers reveal that structured assignments tailored to students' abilities have a positive effect on their motivation to learn. Teachers report that students are more enthusiastic when the given tasks are challenging but still within their capabilities. Documentation of students' assignments also shows improvements in both accuracy and speed when solving arithmetic problems. Students who initially experience difficulties in understanding arithmetic concepts appear more confident after receiving tasks gradually, using a more varied approach. Therefore, well-designed assignment methods can be an effective strategy to enhance students' interest and understanding in arithmetic learning. To get a clearer picture, the results of observations regarding the level of student involvement in completing arithmetic tasks are presented in the following table:

Student Category	Before Assigning Varied Tasks	After Assigning Varied Tasks
Highly Active Students	5 students (10%)	20 students (40%)
Moderately Active Students	15 students (30%)	18 students (36%)
Less Active Students	20 students (40%)	10 students (20%)
Inactive Students	10 students (20%)	2 students (4%)

The table above shows that the number of highly active students in arithmetic learning increased from 10% to 40% after the implementation of varied assignment methods. Meanwhile, the number of less active and inactive students significantly decreased. This indicates that more engaging assignment methods can help enhance student involvement in learning.

Furthermore, interviews with students revealed that they enjoyed assignments presented in the form of educational games or project-based tasks rather than conventional written exercises. Several students stated that they felt more motivated to learn arithmetic when the tasks were linked to real-life situations, such as calculating item prices at a store or measuring the length of objects around them. This finding aligns with

research by Prasetyo and Handayani (2022), which indicates that contextual-based tasks can deepen students' understanding of mathematical concepts. From the teachers' perspective, they also noticed changes in students' learning patterns after implementing more varied assignment methods. Teachers reported that students became more proactive in completing tasks and frequently engaged in peer discussions to find problem-solving strategies. Additionally, teachers observed an increase in students' speed in solving problems, indicating improved comprehension of arithmetic concepts. To ensure the validity of these findings, data verification was conducted using the triangulation method. Data obtained from observations were compared with interview results and documentation of student tasks. The results showed that the pattern of increased student learning interest identified in observations was consistent with responses from students and teachers. Furthermore, analysis of student assignments demonstrated an increase in the average score when solving arithmetic problems after the implementation of more engaging assignments.

Based on these findings, it can be concluded that the assignment method plays a significant role in increasing students' interest in arithmetic learning. By providing more varied and appealing assignments, students become more enthusiastic about learning, more confident in problem-solving, and more active in discussions with peers and teachers. Therefore, this method can be an effective strategy for teachers to enhance the quality of arithmetic learning in primary schools. However, despite the positive impact shown by the study, there are several challenges to consider when implementing this method. Some teachers noted that designing more varied assignments requires more time for planning and preparation. Additionally, not all students have the same level of readiness to handle more complex tasks. Therefore, teachers need to adjust the difficulty level of assignments according to students' abilities to avoid learning gaps.

Overall, this study reinforces previous findings that well-designed assignment methods can increase students' interest and engagement in arithmetic learning. By taking into account factors such as task variety, relevance to daily life, and adjustment of difficulty levels, teachers can optimize this method to improve student learning outcomes. Therefore, further research is needed to explore how this method can be more widely and effectively applied in various learning contexts.

CONCLUSION

This study shows that the task assignment method in arithmetic learning has a positive impact on students' learning interest. One of the main findings is that varied, engaging, and contextually relevant tasks can increase students' involvement in the learning process. Observations conducted during the study revealed that students who received interactive-based tasks were more enthusiastic about solving problems. They were also more active in asking questions and discussing with peers, indicating increased engagement in the learning process. Furthermore, interviews with teachers and students confirmed that well-structured tasks tailored to individual student abilities can enhance their motivation to learn. Teachers observed that students felt more confident and interested in completing assignments when given challenging but still comprehensible problems. Documentation of students' task outcomes also showed an improvement in academic scores after the task assignment method was implemented, indicating that this strategy not only boosts learning interest but also has a direct impact on students' understanding and academic achievement in arithmetic learning.

This research makes a significant contribution to arithmetic learning strategies at the elementary school level, particularly in enhancing students' understanding of numerical concepts. The findings show that the task assignment method not only plays a role in increasing students' learning interest but also positively affects their academic achievement. This improvement is reflected in the accuracy and speed with which students complete arithmetic problems, as evidenced by increasingly better task outcomes

over the course of implementing this method. Additionally, students demonstrated a deeper understanding of arithmetic concepts, as indicated by their ability to apply problem-solving strategies more effectively. Beyond its benefits for students, this method also positively impacts teachers by helping them develop more effective learning strategies. Teachers gain new insights into designing tasks that are not only challenging but also more engaging and suited to students' developmental levels. With this method, teachers are better able to adjust learning to meet individual student needs, making the learning process more meaningful. This is expected to enhance overall teaching quality and provide long-term benefits in building a strong academic foundation for students in understanding arithmetic concepts.

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