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The Example Non Example Learning Model and Its Influence on The Ability to Understand Two-Dementional Figure in Mathematical Concepts of Elementary School Students

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Abstract: This study aims to analyze the effect of the Example Non-Example learning model on the ability to understand mathematical concepts in third-grade elementary school students. This research method used True Experiments with a quantitative approach. The sample used was Simple Random Sampling. The validity test employed Point Biserial Correlation, which had 30 multiple-choice questions with 20 valid and ten invalid ones. At the same time, the reliability test used the KR-20 formula. For the data analysis of the requirements test, the normality test employed the Chi-Square test; the results obtained from the control class were at the pre-test 6.63 < 11.1 and at the post-test 12.55 < 12.6. In the experimental class, the results were obtained at the pre-test 9.99 < 12.6 and the post-test 25.26 > 12.6. In conclusion, all data is typically distributed. At the same time, the homogeneity test used the Fisher test to test the hypothesis using the T-Test and Effect Size test. Based on the results of the study, there was an influence of the Example Non-Example learning model on the ability to understand mathematical concepts in the two-dimensional figure material for third-grade students at SDN 07 Bojong Gede.

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Introduction

According to Article 1 of Chapter I of Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is a deliberate effort to create a learning environment and learning process. So, the students actively develop their potential to have spiritual, and spiritual strength, self-control, personality, intelligence, and noble character, as well as the skills required by themselves, society, nation, and state. As stated in Chapter II, Article 3 of Law Number 20 of 2003 concerning the National Education System, national education aims to develop students' potential to become human beings who believe in and fear God Almighty, have a noble character, and demonstrate democratic and responsible behavior. Moreover, students were expected to be healthy, knowledgeable, capable, creative, and independent. The aims of education that have been formulated based on the foundations of Pancasila and the 1945 Constitution are human beings. All humans are referred to first as those who believe in and fear God Almighty. The second is a virtuous character. Third, have the knowledge and skills. Fourth, be physically and mentally healthy. Fifth, have a steady and independent personality. Sixth, they have social and national responsibility (Latief, 2009).

Teachers have an essential role in the success of students in learning. The teacher also plays a role in helping the development of students in achieving their life goals (Herawati, 2018). Mathematics can automatically help someone form logical and critical thinking skills.

In addition, learning mathematics must be continuous, diligent, and rigorous. It also requires a good understanding of concepts that can be applied to subsequent lessons. Students can only handle math if they enjoy the following lesson immediately (Sundari, 2019). The observations show that although motivation is essential for mathematics, it has little impact on social interactions (Swarjana, 2022). As a result, calculators and other machines are used more frequently in mathematics. It impacts future job requirements, and someone working in mathematics needs to be well-versed in the subject (Gravemeijer, Stephan, Julie, Lin, & Ohtani, 2017).

In mathematics, various problems often occur, one of which is the understanding of concepts in mathematics. In learning mathematics, one of the aspects contained is the concept. Concepts are one of the main aspects of higher mental processes for defining principles and generalizations. When a student progresses to a higher learning process without understanding a concept, their learning will be disrupted (Smp, 2016).

The ability of students to apply concepts in a way that is consistent with their cognitive structure and simple to grasp is known as concept understanding (Febriyanto, Haryanti, & Komalasari, 2018). In other words, students are able to analyze or draw conclusions from information found in tables, graphs, and other visual aids. In addition, it can also be interpreted as understanding the content of meaning comprehending what is being learned, and being able to express the issue in their own words. (Achmad, Eka, & Henry, 2018).

Understanding mathematics concepts is essential for students because almost all learning theories use it as the goal of the learning process. Learning to grasp ideas and principles includes addressing issues in mathematics, everyday life problems, and scientific sciences challenges. Understanding the concept, students more easily grasp, apply and rearrange a subject that has been learned and may finish numerous varieties of mathematics. But in fact, a fundamental challenge in studying mathematics is that students still need more absorption and grasp of mathematical concepts (Hadi & Umi Kasum, 2015). For students to learn the concept of mathematics, they must be at the appropriate stage of mental development. If students whose level of development has yet to reach the level of formal thinking will have difficulty understanding mathematical concepts. To understand a mathematical concept, students must be able to (1) understand the meaning of symbols in that concept, (2) master the previous concept, and (3) associate the previous concept with the concept being studied (Putra, Syarifuddin, & Zulfah, 2018).

Based on the results of observations made at SDN 07 Bojong Gede, students have a low ability to understand mathematical concepts because, so far, mathematics learning is still teacher-centered, and students' involvement in learning mathematics has yet to be maximized. It is common to find students still engrossed in their world by not paying attention to explaining the material provided by the teacher. Students who still need help articulating their thoughts or points of view while trying to solve mathematical issues based on the questions provided show a common understanding of mathematical topics—students' difficulties in solving questions given by the teacher, for example, in applying mathematical formulas. Due to issues with how students learn mathematics in the classroom, teachers need to make significant strides in developing their student's understanding of mathematical ideas by implementing the most recent learning model, the Example Non-Example learning model.

The definition of the Example Non Example is a learning model that teaches students about problems around their environment through an analysis of examples in the form of pictures, photos, and cases with problems to achieve learning goals (Sembiring, Tanjung, &

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Panjaitan, 2021). One of the challenges that students are asked to identify is how to solve it effectively and go on. The *Example Non Example* learning model uses examples and samples. This learning model can be obtained from cases or pictures that are relevant to basic competencies (Lestiawan & Johan, 2018). This model of learning encourages students to develop their critical thinking skills by using example visuals from the subject matter as a medium to offer the learning material (Suryana, 2017). The Example Non Example learning approach has the following steps: (1) The teacher creates illustrations of issues relevant to the lesson, (2) The teacher applies the image to the student's worksheet (LKS), (3) The teacher delivers instructions and gives the students a chance to pay attention and consider the issues in the image, (4) Students discuss the topic in small-group settings and the discussion result conclusions are based on examining the issues in the images, (5) The chance is offered to each group to share the results of their discussion, (6) The teacher starts by explaining the topic following the objectives to be achieved, drawing on the comments and discussion results from the students, (7) Draw a conclusion (Komalasari, 2010). Through these steps, the Example Non Example model has advantages, including (1) students can understand the material more clearly by presenting concrete examples with visualization of images, (2) Students will approach a topic issue with increased critical thinking, (3) Students actively participate in activities to identify a concept from the findings of student analysis, (4) students can be allowed to express their opinions in class (Mediatati, 2017). The Example Non Example model has advantages, but it also has disadvantages, including (1) limited pictures for all learning materials since not all content can be provided as images, (2) if the students are enthusiastic about the subject matter, this strategy will take a while (Imas Kurniasih dan Berlin Sani, 2015).

This research aims to investigate the effects of using the *Example Non-Example* approach to teach third-grade students at SDN 07 Bojong Gede about two-dimensional figures. The advantage of using the *Example Non Example* model is that students may more readily assess the learning information and construct their knowledge through the images that the teacher displays. With this teaching method, students are encouraged to take an active role in their education and develop an awareness of the need to understand mathematics.

Research Method

This study used a quantitative method with the true-experiment method. The quantitative experiments to compare results were done before and after the treatment (Hamid & Prasetyowati, 2021). When the research was carried out in the second semester of the 2021/2022 academic year, starting from December - June 2022, this research was conducted in the third grade of SDN 07 Bojong Gede. The sampling technique in this research used Simple Random Sampling. A simple random sample is a subset of a statistical population where each member has the same chance of being chosen (Dzikron & Purnamasari, 2021). The population used was the third-grade students of SDN 07 Bojong Gede, Class 3-A as the Control Class without being given treatment and Class 3-B as the Experiment Class where this class was given treatment in the form of learning with the *Example Non Example* model.

The research instrument consisted of a Pre-test and a Post-test in the form of questions in the form of Multiple Choice, which totaled 20 questions. Then the data that had been collected enters the Normality Test stage, using the Chi-square formula, and the Homogeneity Test using the F-Test formula so that the sample data will be homogeneous with a significance level of 0.05. In testing the hypothesis, the research used the T-Test test for Pre-test questions for the experimental and control classes. Then, using Effect Size

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calculations, determined how much influence the application of the Example Non Example model had on understanding mathematical concepts in third-grade two-dimensional figures materials at SDN 07 Bojong Gede. Cohen's formula was used to calculate the Effect Size on the t-test.

Results and Discussion

Validity Test

Validity is an ability of a measuring instrument to measure the intended objective (Budi Darma, 2021). In this study, the Point Biseral correlation formula was used to apply the validity test to the multiple choice instrument to establish whether the test questions were valid. The validity test's findings are as follows:

Table.1 Validity Test

No	Indicators	r count	r tabel	Results
1	X1	0,513	0,396	Valid
2	X2	0,415	0,396	Valid
3	X3	0,416	0,396	Valid
4	X4	0,634	0,396	Valid
5	X5	0,77	0,396	Valid
6	X6	0,447	0,396	Valid
7	X7	0,482	0,396	Valid
8	X8	0,447	0,396	Valid
9	X9	-0,02	0,396	Invalid
10	X10	0,329	0,396	Invalid
11	X11	0,513	0,396	Valid
12	X12	0,004	0,396	Invalid
13	X13	-0,07	0,396	Invalid
14	X14	0,605	0,396	Valid
15	X15	0,335	0,396	Invalid
16	X16	0,59	0,396	Valid
17	X17	0,284	0,396	Invalid
18	X18	0,59	0,396	Valid
19	X19	-0,18	0,396	Invalid
20	X20	0,503	0,396	Valid
21	X21	-0,02	0,396	Invalid
22	X22	0,447	0,396	Valid
23	X23	0,447	0,396	Valid
24	X24	0,482	0,396	Valid
25	X25	0,527	0,396	Valid
26	X26	-0,02	0,396	Invalid
27	X27	0,544	0,396	Valid
28	X28	0,606	0,396	Valid
29	X29	0,195	0,396	Invalid
30	X30	0,695	0,396	Valid

The table above shows the data acquisition which results in 20 valid questions and 10 invalid questions by measuring the level of validity of the questions, a valid indicator if $r_{count} > r_{table}$ (0,396).

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Reliability Test

A method of measuring a questionnaire is reliability, which serves as an indicator of a construct or variable. If a person's responses to a questionnaire remain constant or stable throughout time, it is considered dependable (Wakhyuni & Andika, 2019). KR-20 formula reliability calculation with a 5% level of significance.

Table.2 Reliability Test

r count	N
0,83	25

Calculations can be said to be reliable if $r_{count} > r_{table}$. The coefficient value obtained is 0.83 at a significant level α = 0.05 and n = 25. The results of the calculation of the reliability test obtained $r_{count} > r_{table}$ which is 0,83 > 0,396. This leads to the conclusion that the math exercises in two-dimensional figures form are reliable and appropriate for use as research instruments.

Normality Test

Based on Usmadi (2020), asserts that the normality test involves graphing the frequency distribution of the current scores to determine whether the residuals have a normal distribution. The normality test for this study uses the chi-square formula. It is carried out to assess the data's normalcy in advance and arrange the data into frequency distribution tables for each class.

Table 3. The Normality Test Pretest

Groups	Xcount	Dk	Xtable	Description
Control	6,63	5	11,1	Normal
Experiment	9,99	5	12,6	Normal

From the table above it can be concluded, in the control class the results of Xcount were $6{,}63 < 11{,}1$ or $\chi^2\ hitung < \chi^2\ table$, it can be concluded that the distribution of *pre-test* data on the learning outcomes of students in the control class is normally distributed. Whereas in the experimental class the results were $9{,}99 < 12{,}6$ or $\chi^2\ count < \chi^2\ table$, it can be concluded that the distribution of the *pre-test* data on the learning outcomes of the experimental class students was normally distributed.

Table 4. The Normality Test of Post-Test

Groups	Xcount	Dk	Xtable	Description
Control	12,55	5	12,6	Normal
Experiment	25,26	5	12,6	Normal

From the table above it can be concluded, in the control class the results of Xcount were obtained because $12{,}55 < 12{,}6$ or $\chi^2 count < \chi^2 table$, it can be concluded that the *post-test* data distribution of students learning outcomes in class control is normally distributed. Whereas in the experimental class the results were obtained, $25{,}26 < 12{,}6$ or $\chi^2 count < \chi^2 table$ it can be concluded that the distribution of the *post-test* data on the learning outcomes of the experimental class students is normally distributed.

Variant Homogeneity Test

The homogeneity test, according to Estika & Ekohariadi (2017), was used to determine if the student learning results in the experimental class and the control class reflected the same (homogeneous) or distinct (heterogeneous) capacities.

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Table 5. The Homogeneity Test of Pre-Test

Groups	Variants	F_{count}	F_{table}	Description
Experiment	41,63	1,57	1,86	Homogeneous
Control	65,66			

Based on the table above, it describes the calculation of the *F test* in the homogeneity of variance for the *pre-test* values of the control class and the experimsental class. The results of this homogeneity test calculation can be obtained as F_{count} = 1,57 with $S_1{}^2$ = 41,63 and $S_2{}^2$ = 65,66 therefore , $F_{count} < F_{table}$ or 1,57 < 1,86 then it can be concluded that the data from the pre-test results of the control class and the experimental class are said to have a homogeneous variance.

Tabel 6. The Homogeneity Test of Post-Test

Groups	Variants	F_{count}	F_{table}	Description
Experiment	46,77	1,23	1,86	Homogeneous
Control	37,96			

Based on the table above, it describes the calculation of the *F test* in the homogeneity of variance for the *post-test* values of the control class and the experimental class. The results of this homogeneity test calculation can be obtained as F_{count} = 1,23 with $S_1{}^2$ = 46,77 and $S_2{}^2$ = 37,96 therefore, $F_{count} < F_{table}$ or 1,23 < 1,86 it can be concluded that the data from the *post-test* results of the control class and the experimental class are said to have a homogeneous variance.

Hypothesis Test

This study used the T-test to determine whether or not there is an influence of the Example Non-Example learning model on the ability to understand mathematical concepts and the Effect Size test to determine how much influence the application of the Example Non-Example model has on the ability to understand mathematical concepts in the third-grade two-dimensional figures material at SDN 07 Bojong Gede. Based on the results of calculations using the T-test formula in the experimental class and control class, t_{count} is 6,22 and t_{table} ($\alpha = 5\%$ and dk = 30 + 30 – 2 = 58) is 2,01 because $t_{count}(6{,}22) > t_{table}(2{,}01)$, thus H_o is accepted. So it can be concluded in general that the *Example Non-Example* learning model influences the ability to understand mathematical concepts of third-grade students at SDN 07 Bojong Gede. Then based on the calculation of the *Effect Size* test formula with an average experimental class data of 79.7, an average control class of 69.3 and a combined standard deviation of 0.56, an *Effect Size* test of 18.57 is obtained, thus the interpretation is large. It can be concluded that the effect of applying the *Example Non Example* model on the ability to understand mathematical concepts in the third grade two-dimensional figures material at SDN 07 Bojong Gede has a major interpretation.

Discussion

Based on a study of the research data, it was discovered that the experimental class's average pre-test score was 66.37. The fact that most students did not fully comprehend the two-dimensional figures material being examined showed that students' initial abilities still needed improvement. Students use knowledge and skills to solve the questions in this *pre-test*. The average student *post-test* score after receiving treatment in the form of instruction

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using the *Example Non Example* model was 79.7. Students responded to questions based on their knowledge and the application of the learning model; there was an improvement in the test's outcomes. It is in line with Elvina Lubis (2018) research, evidenced by the t-test results obtained = 2.311 and 2.000.

The average *pre-test* score was 61.16 in the control class, which did not receive the learning treatment using the *Example Non Example* model. Students answered questions solely based on their skills because they had not examined the two-dimensional figures material, just like in the experimental class. While the *post-test* given after students received learning treatment by not using the *Example Non Example* model obtained 69.3, which means there was an increase in students' understanding of concepts.

Compared to the two classes' average pre-test scores, the experimental class's learning outcomes were more significant than the control class's. It can happen because the experimental class uses the Example Non Example model, where students understand the material better. After all, they are given concrete pictures in the learning process. In the control class, students experience the learning process using conventional methods, so students generally only read material that the teacher has shared. Students may become bored with reading-only exercises, leading to a lack of focus on the concepts being taught.

In accordance with research conducted by (Siswa & Kelas, 2018), where the results obtained were that the ability to understand mathematical concepts of students who were taught by applying the Example Non Example learning model obtained an average of 81.833 with a variance of 153.316 and a standard deviation of 12.382. The ability to understand mathematical concepts of students taught by applying the Lecture learning model obtained an average of 74.031 with a variance of 198.096 and a standard deviation of 14.075. In addition, other research that is relevant to this research is research from Saputri (2016) in which the results of Model *Example Non Example* assisted by *Poster Comments* are better than conventional learning assisted by *Poster Comments*. The *Example Non Example* learning model assisted by *Poster Comment* with conventional learning shows that there is influence. It was concluded that the *Example Non Example* model assisted by *Poster Comment* is better than conventional learning. Another statement that supports this research comes from V. J. Caiozzo, F. Haddad, S. Lee, M. Baker et al., (2019) who state that the statistical analysis shows that the t-count is greater than the t-table (3.334 > 2.013), causing H0 to be rejected and H to be accepted.

It proves the statement from several previous studies in line with the results of this study. The Example Non-Example technique positively affects the environment in which learning occurs, increasing student engagement, improving concentration, and raising achievement levels for mathematics course material. Based on the data obtained, there is an increase in the ability to understand students' mathematical concepts.

Huda (2014) explains that the *Example Non-Example* model is a learning strategy that uses images as a medium to convey subject matter. So, pictures can help encourage students to learn to think critically by solving problems contained in some of the sample images presented (Sulaeman & Ariyana, 2018). The *Example Non-Example* is a paradigm that instructs students in how to comprehend and analyze an idea (Hamdayama 2014). The idea in issue is therefore an observation of someone using critical thinking to solve problems. According to Hamdani (2011), the *Example Non-Example* Learning Model is a way of learning that uses examples. Examples might be drawn from real-world situations or visuals related to fundamental skills. Therefore, examples are designed to be in the form of relevant images. With the use of pictures, it is intended that learning would be valuable for all students

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and encourage students to utilize their imaginations while learning (Sulaeman & Ariyana, 2018).

From some of the theories above, it can be concluded that The Example Non-Example learning model was a technique that teaches a concept using pictures. Using images would motivate and teach students to think critically. Students can also practice discovering and choosing logical sequences following the content being taught by utilizing pictures. The Example Non-Example learning model is used in this study to help students become better conceptual understanders. Because third grade is still considered a low class, it might be challenging for kids to comprehend what the teacher is trying to express if concrete examples are not used. As a result, compared to conventional methods, learning with the Example Non-Example method provides students with a more profound and understanding learning experience, resulting in better conceptual understanding skills in two-dimensional figures material.

Conclusion

The results of this study's data analysis showed the value of $t_{count} > t_{table}$ or 6,22 > 2,01, which meant rejecting H_a and accepting H_o, implying that the Example Non-Example model affected the ability to understand mathematical concepts in the third-grade two-dimensional figures material at SDN 07 Bojong Gede. The study aims to determine if students who learned using the Example Non-Example model had different conceptual comprehension capacities. Based on the conclusions from the results of this study, the use of the Example Non Example model has a positive influence on improving student learning outcomes compared to the use of conventional methods. The Example Non Example learning model indirectly positively impacts learning since it allows students to concentrate on problem-solving to strengthen their understanding of mathematical topics.

Recommendation

The following recommendation is based on the findings of this study: (1) It is proposed that teachers be able to select the appropriate learning model following the content to be taught and the learning objectives to be attained. The learning model is one component that influences students' comprehension of mathematical ideas. (2) Schools are expected to have good learning media that students can use to support the learning process.

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