

Research Article

Effect of Mastery Learning Model Implementation on Student Learning Outcomes at Darussalam Islamic Middle School

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Abstract: This study aims to examine the influence of the implementation of the Mastery Learning model on the study results of seventh-grade students at Darussalam Islamic Middle School, Gowa. This research is a type of classroom action research (CAR), designed to improve the mathematics learning outcomes of seventh-grade students. The CAR approach was implemented in a cyclical form, consisting of four stages: (1) planning, (2) action, (3) observation, and (4) reflection. Data collection techniques used in this study included observation, testing, and documentation. Data analysis was carried out using descriptive analysis to assess both the learning outcomes and the teacher and student activities during the process. The results of the first and second cycles indicate a significant improvement in student performance. In the first cycle, the study results showed a 75% improvement in student learning outcomes, and after the second cycle, student performance improved to 90%. The class's average grade also increased significantly, from 71 in the first cycle to 87 in the second cycle. This improvement demonstrates that the implementation of the Mastery Learning model can significantly enhance the mathematics learning outcomes of seventh-grade students at Darussalam Islamic Middle School, Gowa. Furthermore, this study proves that the collaborative approach in classroom action research not only improves student learning outcomes but also fosters an engaging and effective learning environment. The results suggest that the Mastery Learning model, with its emphasis on achieving mastery in learning before progressing to the next topic, is an effective strategy for improving mathematics achievement in middle school students. This study contributes valuable insights into the effectiveness of the Mastery Learning model in enhancing student performance in mathematics.

Keywords: CAR; Learning; Mastery; Methods; Model

Received: July 26, 2025

Revised: August 10, 2025

Accepted: August 24, 2025

Online Available: August 26, 2025

Curr. Ver.: August 26, 2025



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1. Introduction

Formal education in schools is essentially intended to realize the functions and goals of national education, as stated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System that:

National Education functions to develop abilities and shape the character and civilization of a dignified nation in order to enlighten the life of the nation, aiming to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens.

Implementation of the learning process emphasis on activity participant educate learning and teacher activity creates environment harmonious and challenging learning. How to learn participant educate active can ongoing with effective, if the teacher implements it its role and function in a way active and creative, encouraging and helpful as well as make an effort influence participant educate for reach objective learning that has been determined. Teacher activity is carried out in stages activity planning, implementation, assessment and action carry on learning. However sometimes even though the teacher has active in carry out the learning process with okay, still just there is participant students who receive mark results studying under KKM is mainly about eyes lesson mathematics that tends to difficult for participant educate. One of the problems that exist in learning mathematics that is participant educate Not yet Can understand in a way full material or main discussion certain so that learning Not yet complete.

According to theory, learning complete (Mastery Learning) participant different education need different times for reach same level from mastery learning. Bloom suggests that although use instructional non-traditional method, the most important in arrangement school Keep going set amount time certain For finish content education and then evaluate participant educate in accordance with degrees mastery they want to achieve. When applying draft Study complete (Mastery Learning) designing a program, teachers must share curriculum become a more unified unit small and set objective for each unit in advance.

Mathematics have structure that is hierarchical, so that in learn it must be gradual and sequential as well as based on experience past learning. Conditions such as this is what most happened in the field. The decision to prioritize settlement material will cause teacher's burden will be the more increase a lot, because should, teachers should often “backtrack “again For explain draft the basis that has not been mastered participant educate.

Learning model Study complete (Mastery Learning) is a learning model for ensure that all participant educate control results expected learning in a learning unit before move to the learning unit next. This model need sufficient time and a quality learning process. With implementing learning models Study completion (Mastery Learning) is expected capable improve processes and results Study participant educate become more Good.

The low results Study participant educate the eyes lesson mathematics class VII of Darussalam Islamic Middle School needs searched for solution as effort improvement results Study participant educate the eyes lesson mathematics that is with application of learning models Study complete (Mastery Learning). Learning model this leave from base all or almost all participant educate can control what is taught to him (what is learned) if teaching implemented in a way systematic. Success rate participant educated at school determined by ability default or talents that each person possesses. Learning model Study Mastery Learning provides teaching that teacher's attention should be No again at the time needed For teaching, but on mastery participant educate to material studied in a way filled with thus participant

educate can reach mastery full to the material studied, if given enough time in accordance with level ability default or their respective talents (Muhammad Ali: 2014).

Based on description above, researchers will do A study action class with title “Influence Implementation of the Mastery Learning Model on results studying at Darussalam Islamic Middle School ”.

1.1 Formulation Problem

Based on background behind above, then formulation problem study This is:

- a. How is it? Application of learning models Study t camel (Mastery Learning) in the eyes lesson mathematics Darussalam Islamic Junior High School?
- b. Whether through application of learning models Study complete (Mastery Learning) can increase results Study mathematics participant educated at Darussalam Islamic Middle School?

1.2 Research purposes

Based on formulation problems that have been put forward researchers, then objective in study this is For:

- a. Know application of learning models Study t camel (Mastery Learning) in the eyes lesson mathematics class Darussalam Islamic Junior High School.
- b. Analyze what is the learning model Study complete (Mastery Learning) can increase results Study mathematics participant educate Darussalam Islamic Junior High School.

2. Preliminaries or Related Work or Literature Review

2.1 Mastery Learning Model

Mastery Learning learning model will be discussed in several parts, namely the definition of the Mastery Learning learning model, the characteristics of the Mastery Learning learning model, the advantages and disadvantages of the Mastery Learning learning model, the differences between the Mastery Learning learning models. with conventional learning, and the steps of the mastery learning model.

2.2 Mastery Learning Model

Mastery Learning is a translation of the English word "Mastery Learning" which is used to indicate a learning concept that emphasizes complete mastery. This is according to the concept of Benjamin S. Bloom. Complete mastery or "mastery" is a concept in education that means mastering or acquiring special skills. Or "mastery" is a statement about perfect mastery of the final goal of learning (Soleha and Rada : 2011). According to Abdul Majid: 2015, the Mastery Learning learning model is a structured teaching pattern that aims to adapt teaching to large groups of students (classical teaching).

Whereas according to Oemar: 2012, learning model Study complete (Mastery Learning) is an individualized teaching model with use approach group (group-based approach). Approach This allows participants educate Study together based on restrictions material

lessons to be learned studied by participants educate, until level certain, provision time sufficient learning, and giving help to participant students who experience difficulty Study.

2.3 Characteristics of the Learning Model Learn Complete (Mastery Learning)

In a way general characteristics of learning models Study complete (Mastery Learning) is reflected from characteristics its implementation. Bloom describes that learning complete have characteristics as following :

- a. In condition optimal learning, partly big participant educate can control in a way complete what is taught.
- b. The teacher's task is to find means that enable students to fully master a subject.
- c. Differences in talent for a subject correspond to the amount of time required to fully master the subject.
- d. Given sufficient study time, almost all students can achieve a complete level of learning.
- e. Each student must understand the nature of the task being studied and the procedures followed in studying.
- f. It would be very useful if some learning media and learning opportunities were provided.
- g. Teachers should provide and give evaluation questions to improve or help students who have difficulty understanding the lesson.
- h. Teachers must find various ways to ensure that sufficient time is provided to implement this method.
- i. The learning process is better if the teaching material is broken down into small units, and a test is given at the end of each lesson.

2.4 Strengths and Weaknesses of Learning Models Study Completed (Mastery Learning)

- a. Excess

Learning model complete (Mastery Learning) has a number of advantages, including :

- 1) Learning This in line with view psychology modern learning that adheres to the principles individual differences, learning group.
- 2) Learning This allows participant educate Study more active as recommended in CBSA concept that provides chance to participant educate For develop self alone, solve problem Alone with find and work Alone.
- 3) In learning this, teachers and participants educate requested Work The same in a way participatory and persuasive, both in the learning process and in the guidance process to participant educate other.
- 4) Learning This oriented to improvement productivity results learning, namely participant mastery of education teaching materials in complete, comprehensive and whole.

- 5) In essence, this learning does not recognize students who fail to learn or do not move up a class because students who actually get less than satisfactory results or are still below the expected target results, are continuously helped by their friends and by the teacher.
- 6) The assessment carried out on students' learning progress contains a high element of objectivity because the assessment is carried out by teachers, classmates, and by oneself and takes place continuously and is based on clear and specific measures of success (behavioral standards).
- 7) This learning provides sufficient study time according to the circumstances and needs of each individual student, thus enabling them to study more freely.
- 8) This learning activates teachers as a team who must work together effectively so that the continuity of the student learning process can be guaranteed and optimally successful.
- 9) Learning complete try overcome weaknesses in learning others, which are based on approach class only, or group only, or individualization just.

b. Weakness

Learning model Study complete (Mastery Learning) also has a number of weaknesses, including:

- 1) Teachers in general Still experience difficulty in make planning Study complete Because must made For term one semester on the side compilation A complete and comprehensive Learning Program Plan.
- 2) This learning is difficult to implement because it involves various activities, which means it requires various adequate abilities.
- 3) Teachers who are used to old methods will experience obstacles in implementing this learning which is relatively more difficult and still new.
- 4) This learning certainly requires a lot of facilities, equipment, tools, funds and time, while schools generally still lack the technical resources as expected.
- 5) The implementation of the National Examination (UAN) examination system which requires the implementation of study programs at a predetermined time and the preparation efforts of students to take the examination, may be one of the elements that hinders the implementation of the expected complete learning.

2.5 Learning Model Steps Study Completed (Mastery Learning)

As for the steps in implementation of the learning model Study complete (Mastery Learning) includes:

- a. Determine goals learning that must be achieved, both general or special ones ;
- b. Outlines the subject matter into a number of linked lesson units, each of which can be completed in approximately two weeks;
- c. Providing classical lessons, according to the lesson unit being studied;

- d. Give tests to students at the end of each lesson unit, to check each student's progress in processing the lesson material;
- e. Students who have not reached the level of mastery required, need to be given special help, for example help from a friend who acts as a tutor, get lessons in small groups, be told to study other textbooks, take lesson units that have been programmed and so on;
- f. After all the students, at least almost all the students have reached the level of mastery in the relevant lesson unit, then the teacher starts to teach the next lesson unit;
- g. The next lesson unit is also taught in groups, and ends by giving a formative test of the relevant lesson unit;
- h. After the students (at least most of them) have reached the required level of success, the teacher begins teaching the third lesson unit. So all students in a class begin learning a new lesson unit simultaneously;
- i. The same procedure is followed in teaching other study units, until the entire series is completed;
- j. After completing the entire series of learning units, students take a test that covers the entire series of units. This final test is summative, meaning it aims to evaluate each student's level of success in meeting all specific learning objectives. (Abdul Majid: 2015)

2.6 Mathematics Learning Outcomes

2.6.1 Understanding Mathematics Learning Outcomes

According to Slameto, learning is a process of effort made by someone to obtain a new change in behavior as a whole, as a result of their own experience in interacting with their environment (Slameto: 2013).

In the Indonesian Dictionary of Mathematics interpreted as : “science about numbers, relationships between numbers and procedures number operations used in settlement problem about number ”.

Learning outcomes allows can measured with numbers, but maybe just can observed through change behavior behavior. Because of this That results Study should formulated with clear so that can evaluated whether expected goals Already achieved or Not yet.

2.6.2 Factors Affecting Learning Outcomes

For get results good study, lots factors that influence it. Muhibbin Syah explained globally the factors that influence Study participant educate can We differentiate become three types, namely:

- a. Internal factors (factors) from in participant educate), namely circumstances or condition physical and spiritual participant educate.
- b. External factors (factor from outside participant educate), namely condition environment around participant educate.

- c. Approach factors Study (approach to learning), type effort Study participant education which includes the strategies and methods used participant educate For do activity learning materials lesson.

Whereas according to Bimo Walgito, factors that influence results Study participant educate consists of from : health physical, fatigue, motivation, interest, concentration, natural curiosity, self-confidence, self - discipline, intelligence, memory, place, equipment learning, atmosphere, time learning and socializing (Muhibbin Syah: 2009).

The above factors in Lots matter often each other related and influencing One each other. A participant students who behave conserving of knowledge knowledge or patterned extrinsic (factors) external) for example, usually tend take approach simple and uncomplicated learning deep. On the other hand, one participant intelligent students high (internal factors) and can encouragement positive from his parents (factor external), maybe will choose approach learn more prioritize quality results learn. So because influence factors mentioned above, appears participant learners educate high -achievers (successful) high) and under-achievers (successful) low) or fail The same once. Third the above factors will explained as following :

- a. Internal Factors of Participants educate

Factors that originate from in self participant educate Alone includes two aspects, namely aspect physiological (which is physical) and aspects psychological (which is spiritual).

- 1) Aspect Physiological

Condition general physical can influence passion and intensity participant educate in follow lessons. On the contrary weak condition of body organs can lower quality realm creation (cognitive) so that the material he studied was also lacking absorbed.

Condition of special organs participant educate, such as level health senses hearing and senses vision, also greatly affects ability participant educate in absorb information and knowledge, especially that presented in class. So from That a teacher must be understand condition physique participant educate when in class.

Is He Ready accept lesson or He No Ready accept lesson aspect Psychological
Many factors are included aspect psychological that can influence quantity and quality acquisition Study participant education. Psychological factors including, among others is the first level intelligence or intelligence participant students who can interpreted as ability psycho-physical For react stimulation or adapt self with environment with the right way so it is very decisive level success Study participant educate. The second attitude participant educate, namely trend For react or respond with relative way still to objects people, goods and so on, good in a way positive or negative. Third talent, namely ability somebody For do task certain

without Lots depends on effort education and training. Fourth interest, namely high inclination and enthusiasm or great desire to something. Interest can influence quality achievement results Study participant educate in fields studies certain because make participant educate For Study more active. Fifth motivation participant educate, namely internal state of the organism Good man or the animal that pushed it for do something. In the sense this, motivation means suppliers power (energizer) for acting up in demand in a way directed.

2) External Factors Participant educate

Like internal factors of participants students, internal factors of the participants education also consists of of two kinds, namely factor environment social and factors non- social environment.

2.7 Environment Social

Environment social school like teachers, staff administration, and friends classmate can influence spirit study one participant The teachers who always show attitudes and behaviors that are sympathetic and show queen a good and hardworking role model in particular deep thing study, for example diligent read and discuss, get to be power positive encouragement for activity study participant educate.

Next which is included environment social participant educate is community and neighbors as well as friends playmate around village participant educate said. Condition public in the environment slums shortages and children unemployment, for example, will have a big impact activities Study participant educate. At least, participants educate the will find difficulty when need Friend Study or discuss or borrow tools Study certain things that happen Not yet owned.

Environment more social Lots influence activity Study are parents and family participant educate That themselves. The characteristics of parents, practices management family, tension family and demographics family (location house), all can give impact Good or bad to activity learning and results achieved by participants educate.

a. Non- social Environment

Factors included non- social environment is building school and its location, house place stay family participant education and its location. Tools study, condition weather and time learning used participant educate. Factors This viewed participate determine level success Study participant educate.

3. Proposed Method

3.1 Types of research

Types of research conducted is study action class. Research This intended For repair learning Mathematics in grade VII of Darussalam Islamic Middle School, Gowa. Improvement efforts the done with roll out action class For look for answer on problems

faced in activity learning mathematics in class. Classroom Action Research (CAR) was implemented in form cycle that includes four steps (1) planning, (2) action, (3) observation, (4) reflection developed by Kemmis and Mc Taggart.

3.2 Setting and Subject Study

3.2.1 Research Setting

Study This has implemented in class VII Darussalam Islamic Middle School Gowa 2024/2025 even semester.

3.2.2 Subject Study

Subject study This are teachers and participants educate Class IV SDN 12 Pakalli 1 District Bantimurung Maros Regency with amount participant educate class VII Darussalam Islamic Junior High School

3.2.3 Research Procedures and Design

In general, the implementation of classroom action research (CAR) which is carried out in stages consisting of planning, action implementation, observation, and reflection can be shown in the John Elliot model of classroom action research as follows:

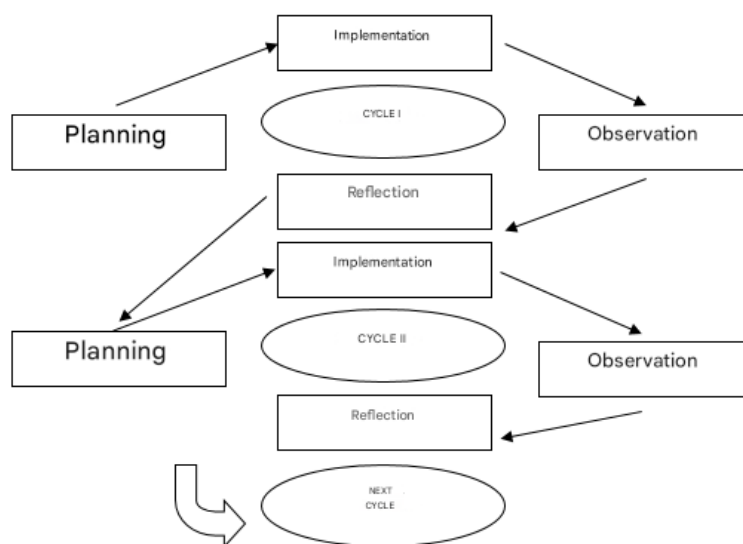


Figure 1: PTK steps of John Elliott 's model.

Study action class This consists of of II cycle. Each cycle implemented in accordance with the changes you want achieved, where between every cycle is series mutually supportive activities related. In the sense that implementation cycle II is continuation and improvement from cycle I. In general details implementation study actions that have been done in every cycle is as following :

3.3 Overview of Cycle I

a. Stage Planning

The activities carried out in stage planning is as following :

- 1) Do observation beginning For identify problem through interview with the class teacher. Researcher request agreement from head school Darussalam Islamic Junior High School

- 2) For stage study.
- 3) Determine class VII as subject study.
- 4) Review curriculum collaborate with the class teacher.
- 5) Determine material to be taught.
- 6) Make a plan learning cycle I.
- 7) Designing device test Cycle I consists of :
 - a) Grids
 - b) Compiling Worksheets Participant learn (LKS)
 - c) Test questions cycle I
 - d) Prepare sheet observation teacher performance and activities participant educate
For observe development situations and conditions Study teach.
- b. Action Stage
- c. Observation

Observations are conducted throughout the learning process. Observers actively observe, record, and assess teacher and student activities from the beginning to the end of the lesson.

d. Reflection

Researchers reflected on the shortcomings found in each meeting I and II in cycle I, such as the implementation steps by the teacher and student learning activities through observation sheets. In this reflection stage, researchers also assessed the results of student work and observed learning outcomes in cycle I. From the results of the reflection, it was seen that things that had been implemented well were maintained and those that had not been improved in the next cycle.

3.4 Overview of Cycle II

The stages in cycle II are the same as in cycle I, namely: planning, action, observation, and reflection. By making improvements according to the results of reflection in cycle I. Likewise with the next cycle, if the implementation of cycle II has not achieved success in accordance with the research objectives, it will be continued with the next cycle whose stages are the same as cycle I. Based on the results of the analysis, a reflection is then carried out on the action activities that have been carried out as well as on the results that have been achieved, including the obstacles and constraints faced.

3.5 Techniques and Procedures Data collection

Techniques used For obtain data in study action class this, namely :

3.5.1 Observation

Observation is method data collection with observe and do recording to research subjects during the learning process. In research this, researcher observe teacher activities in carry out steps application of learning models Study complete (Mastery Learning) and activities participant educate during learning taking place. This is done For get data as

description level development activity teaching teachers and activities Study participant educate Class VII of Darussalam Islamic Middle School, Gowa.

3.5.2 Hand

Test is a number of questions submitted to participants educate For disclose condition or level development performance or results Study participant educate. Documentation

Documentation is method search for data or information from books, notes, transcripts, letters news, magazines, inscriptions, minutes meetings, ledgers, agendas and others. Documents reviewed in study This in the form of document physique like sheet Work students (LKS) and grade list results test cycle participant educate.

3.6 Analysis Techniques and Indicators Success

3.6.1 Data Analysis Techniques

Data analysis techniques used in study This is technique analysis qualitative and quantitative descriptive. Qualitative data analysis done at the time observation implemented in the learning process, while quantitative data is obtained from the results of student learning tests at the end of each cycle.

3.6.2 Learning Outcome Data

- a. Count average value

To calculate the average value of the evaluation results, the formula used is:

$$\bar{X} = (\sum_{i=1}^n x_i) / n$$

Information:

=Mean (Rata-rata)

x_i = Nilai x ke-i sampai n

n = Jumlah Tugas Siswa

- b. Completeness Study Individual

Completeness individual counted with use analysis descriptive percentage, namely :

$$\text{Persentase \%} = (\text{Jumlah skor yang diperoleh}) / (\text{Jumlah skor keseluruhan}) \times 100 \%$$

- c. Completeness Study Classical

Classical learning completion is calculated using descriptive percentage analysis, namely:

$$\text{Persentase \%} = (\text{Jumlah Siswa Tuntas Belajar}) / (\text{Jumlah seluruh siswa}) \times 100 \%$$

- d. Teacher and Student Activity Data

For knowing teacher management data in learning can seen through sheet observation with use technique descriptive through percentage. As for the calculation percentage teacher and participant activities educate is:

$$\text{Persentase \%} = (\text{Jumlah Skor yang diperoleh}) / (\text{Jumlah skor keseluruhan}) \times 100 \%$$

- e. Indicator Success

Indicator in study This there are two kinds, namely process and outcome indicators Study Participant educate in learning.

Indicator in terms of the process it can observed through observations carried out by researchers For observe or see direct learning process carried out by teachers and participants educate in accordance with plans and steps learning with using a learning model Study complete (Mastery Learning). For know level achievement from research process aspect refers to the technique categorization standards set by Purwanto, as following :

Table 1. Criteria Guidelines Evaluation Activity (Process).

Success Rate	Qualification
90% - 100%	Very Good (SB)
80% - 89%	Good (B)
70% - 79%	Enough (C)
60% - 69%	Less (K)
<60%	Very Less (SK)

(Source : Purwanto, 2010)

Indicator success from aspect results can seen from results test Study participant learners. Participants educate it is said complete If get value ≥ 69 . This is referring to the Criteria Minimum Completeness (KKM) is determined For eye lesson mathematics at school this, namely score 69. Research This succeed If in a way classical participant complete education reached 85% of overall participant educate. Next For know results Study participant educate the eyes lesson mathematics, then done categorization consisting of from very less, less, enough, good, and very good. Making categorization This use formula as following :

Table 2. Categorization of Learning Outcomes Learners.

Category	Formula
Very high	MI + (1.8 x Ideal STDEV) to Maximum Score Value
Tall	MI + (0.6 x Ideal STDEV) to MI + (1.8 x Ideal STDEV)
Currently	MI - (0.6 x Ideal STDEV) to MI + (0.6 x Ideal STDEV)
Low	MI + (1.8 x Ideal STDEV) to MI + (0.6 x Ideal STDEV)
Very Low	Minimum score value to MI - (1.8 x Ideal STDEV)

4. Results and Discussion

4.1 Analysis of Student Learning Outcomes Test Description in Cycle I

Participant scores educate after carrying out learning model complete (Mastery Learning), during cycle I can be found in the attachment which is presented in table 4.1 below:

Table 3. Test Score Statistics Learning Outcomes of Class VII Students of Darussalam Islamic Middle School, Gowa in Cycle I

Statistics	Quantification
Subject Size	20
Ideal score	100
Maximum score	80
Minimum score	60
Score range	20
Average score	71

Table 3 shows that the average score of the participants' mathematics learning outcomes educate after implementing learning models Study complete (Mastery Learning) is from an ideal score of 100. The highest score is 80 and the lowest score is 60 with a standard deviation of 7, 88 and a score range of 20. If the student learning outcome scores in cycle I are grouped into 5 categories, then the frequency distribution of scores is shown in table 4.2 below:

Table 4. Results of Learning Tests of Class VII Students of Darussalam Islamic Middle School, Gowa in Cycle I

Mark	Category	Number of Students	Percentage (%)
$X > 80$	Very Good (SB)	0	0%
$60 < X \leq 80$	Good (B)	15	75%
$40 < X \leq 60$	Enough (C)	5	25%
$20 < X \leq 40$	Less (K)	0	0%
$X \leq 20$	Very Poor (SK)	0	0%
Amount		20	100%

(Source: Student Learning Outcomes in the 2024/2025 Academic Year)

Based on tables 4.1 and 4.2, it can be seen that of 20 participants educate Class IV SDN 12 Pakalli 1 District Bantimurung Maros Regency percentage score test results Study after applied learning model Study complete (Mastery Learning), from 20 participants students who become subject study the data obtained is No there is participant students (0%) who received value in the very good (SB) category, 15 participants educate with amount percentage (75%) is in the category good (B), 5 participants educate with amount percentage (25%) is in the category enough (C). And no there is participant students (0%) who are in the category less (K) and very less (SK).

Table 5. Completeness Class VII Students of Darussalam Islamic Middle School, Gowa in Cycle I

No	Score interval	Category	Frequency	Percentage
1	0 – 68	Not finished	5	25 %
2	69 – 100	Completed	15	75 %
Amount			20	100%

(Source: Student Learning Outcomes in the 2024/2025 Academic Year)

Based on table 5, data was obtained from 20 participants. Educate Class IV SDN 12 Pakalli 1 District Bantimurung Maros Regency, as many as 15 participants students (75%) including in category completed and 5 participants students (25%) which includes in category No complete. Appropriate with percentage completeness results learning mathematics on the test cycle I was 75%, the value the is in the category good (B). Based on percentage completeness results test participant educate said, can concluded that completeness results learning mathematics participant students in cycle I have not reach standard established completion that is in a way classical 85% of participants educate get mark ≥ 69 or at least 17 students must complete the program. Therefore, improvements are needed in cycle II.

4.2 Analysis of the Description of Student Learning Outcomes Tests in Cycle II

Participant scores educate after implementing the learning model complete (Mastery Learning), during cycle I I can be found in the attachment which is presented in table 4.4 below :

Table 6. Test Score Statistics Learning Outcomes of Students VII of Darussalam Islamic Middle School, Gowa In Cycle II

Statistics	Quantification
Subject Size	20
Ideal score	100
Maximum score	100
Minimum score	65
Score range	35
Average score	87

(Source: Student Learning Outcomes in the 2024/2025 Academic Year)

Table 6 shows that the average score of students' mathematics learning outcomes after being given the action is 87 of the ideal score of 100. The highest score is 100 and the lowest score is 65 with a standard deviation of 10.05 and with a score range of 35. If the student learning outcome scores in cycle I I are grouped into 5 categories, then the frequency distribution of scores is shown in table 4.5 below :

Table 7. Results of the Learning Test for Class VII Students of Darussalam Islamic Middle School, Gowa in Cycle II

Mark	Category	Number of Students	Percentage (%)
$X > 80$	Very Good (SB)	18	90%
$60 < X \leq 80$	Good (B)	2	10%
$40 < X \leq 60$	Enough (C)	0	0%
$20 < X \leq 40$	Less (K)	0	0%
$X \leq 20$	Very Poor (SK)	0	0%
Amount		20	100%

On tables 6 and 7, it can be seen that of 20 participants educate Class IV SDN 12 Pakalli 1 District Bantimurung Maros Regency percentage score test results Study after applied learning model Study complete (Mastery Learning), from 20 participants students who become subject study the data obtained is as many as 18 participants educate with amount percentage (90%) who obtained value in the very good (SB) category, 2 participants educate with amount percentage (10%) is in the category good (B), no There is participant students (0%) who are in the category sufficient (C), category less (K) and very less (SK).

Table 8. Completeness Class VII Students of Darussalam Islamic Middle School, Gowa in Cycle II

No	Score interval	Category	Frequency	Percentage
1	0 – 68	Not finished	2	10 %
2	69 – 100	Completed	18	90 %
Amount			20	100%

(Source: Student Learning Outcomes in the 2024/2025 Academic Year)

From table 8 it shows that of the 20 fourth grade students of SDN 12 Pakalli 1, Bantimurung District, Maros Regency, as many as 18 students (90%) of the mathematics learning test results are included in the complete category and 2 students (10%) are not complete. In accordance with the percentage of students' mathematics learning outcomes in the cycle II test are in the very good category (SB). This shows that the implementation of the action in cycle II has been successful as seen from the results of the learning test that has reached the set target, namely classically 85% of students got a score ≥ 69 (KKM). The learning completeness between cycle I and cycle II can be seen from the following figure:

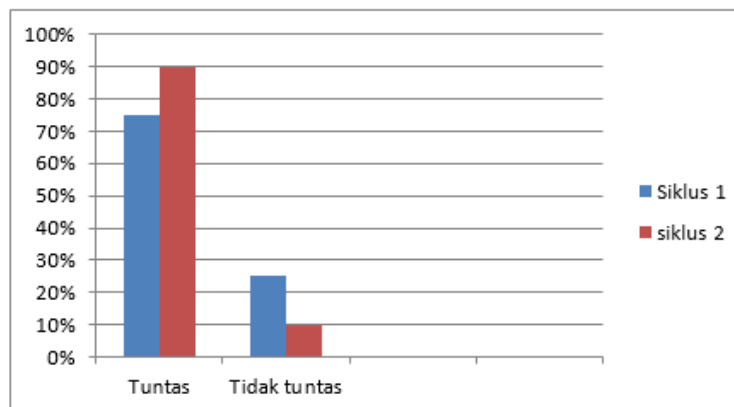


Figure 1. Classical Completion of Class Students VII Darussalam Islamic Junior High School, Gowa

Participant educate which has not been completed from before the action was given until after the action was given, namely in cycle I to cycle II, even though a repair program had been given, the results were not much different from the previous results and it turned out that the participants educate This indeed below average in ability If compared to with participant other students. Participants educate This Not yet fluent reading and arithmetic.

4.3 Cycle II Reflection

The implementation of actions in cycle II generally showed an improvement in the results of observations and evaluations compared to cycle I. This can be seen in the results of teacher and student observations. The results of reflections on the actions that occurred are as follows:

- a. The results of observations of teachers show that:
 - 1) The teacher has created learning objectives according to procedures.
 - 2) Teachers are able to break down material into units that are easier to understand.
 - 3) The teacher has provided clarity on the levels when creating questions.
 - 4) Teachers create questions according to learning objectives and learning units.
 - 5) The teacher is able to provide clarification on lessons that are still not understood by students after checking the results of the students' work.
 - 6) Organizing time for each step in learning has gone according to plan.

- 7) The teacher has given students ample opportunity to express their opinions, provide responses, and ask questions about things they do not understand during the lesson.
- b. Meanwhile, student observations show that:
 - 1) Students have focused on paying attention to the explanation given by the teacher.
 - 2) Students are calm when given special guidance either by their friends or by the teacher.
 - 3) Students have achieved a level of full mastery which is better than in cycle I.

Thus it can be concluded that the application of the learning model Study complete (Mastery Learning) in listening learning in cycle II was successful because it met the research success indicators.

5. Conclusion and Suggestions

Research result action classes conducted in a way collaborative between researchers and class teachers VII Darussalam Islamic Middle School Gowa in Cycle I can concluded that learning with using a learning model Study complete (Mastery Learning) can increase results Study participant educate the eyes lesson Mathematics. Success This proven from improvement results Study participant the original education before implementation action meet the KKM of 65%, then after done action cycle I participants students who meet the KKM of 75%, and after done action cycle II participants students who meet the KKM become by 90%. In addition can also seen in the increase class average grade namely 71 in cycle I increased to 87 in cycle II. This prove that application of learning models Study complete (Mastery Learning) increase results Study Mathematics participant educate class VII Darussalam Islamic Middle School, Gowa in Cycle I.

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