THE APPLICATION OF CROSS LINE METHOD TO IMPROVE THE STUDENTS' COUNTING ABILITY ON MULTIPLICATION OPERATIONS CLASS IVB UPT SPF SD NEGERI PATTINGALLOANG 1 KECAMATAN UJUNG TANAH KOTA MAKASSAR

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ABSTRACT
This research was conducted on the basis of the problems found in UPT SPF SD Negeri Pattingalloang 1, namely the low ability to count in multiplication operations. The purpose of this study was to describe the application of the cross line method to improve the students' counting ability on multiplication operations class IV B UPT SPF SD Negeri Pattingalloang 1, Kecamatan Ujung Tanah, Kota Makassar. This research is included in classroom action research with a qualitative approach. The focus of this research is the cross line method and students' numeracy skills. The subjects of this study were teachers and students of class IV B. Data collection in this study used observation, tests and documentation. Data analysis used quantitative and qualitative analysis. The results of quantitative analysis showed that the application of the cross line method in the first cycle resulted in an average student score of 65.9% and in the second cycle an average student score of 74.7%. And qualitative data analysis shows that the application of the cross line method can improve the students' counting ability on multiplication operations class IV B students UPT SPF SD Negeri Pattingalloang 1, Kecamatan Ujung Tanah, Kota Makassar, this can be seen from the results of the first cycle in the enough category and in the second cycle it is in the good category. So it can be concluded that the application of the cross line method can improve the students' counting ability on multiplication operations class IV B UPT SPF SD Negeri Pattingalloang 1, Kecamatan Ujung Tanah, Kota Makassar.

INTRODUCTION

Learning outcomes are one of the benchmarks for student success in the world of education when learning. In every learning process, students are always expected to get good learning outcomes. But in reality, the learning outcomes obtained by students are not always good and in line with expectations. Learning outcomes are competencies obtained by students from their learning experiences (Ahmad & Rahmi, 2017). Furthermore, in general, learning outcomes are defined as student self-assessments, changes that can be observed, measured, and proven in the abilities or achievements experienced by students as the acquisition of learning outcomes (Nurhasanah & Sobandi, 2016).

Students are said to be successful in learning when they can achieve an assessment that is in accordance with the minimum completeness criteria (KKM) that has been determined by each education unit. The scope of student assessment itself has been regulated in the regulation of the Minister of Education and Culture of the Republic of Indonesia (Permendikbud) Number 23 of 2016 concerning Education Assessment Standards article 3 paragraph 1 which reads: "Assessment of student learning outcomes in basic education and secondary education includes aspects: (a) attitude; (b) knowledge; and (c) skills."

Based on the Permendikbud it can be said that, a student is said to have succeeded in achieving learning objectives when his learning outcomes show an increase in aspects of attitudes, knowledge and skills than before. The difficulties faced to achieve maximum learning outcomes are due to weaknesses in the learning process. Ideal learning should provide provisions and develop students' self-ability, not just transferring knowledge (Afrah et al.,

2021). For example, in mathematics, a mathematical concept is arranged based on subsequent concepts, so that a wrong understanding of a concept will result in a misunderstanding of the following concepts (Gustina et al., 2019).

Mathematics is one of the science clusters that is not only found at the secondary school level, but also at the elementary school level. Learning mathematics is one of the requirements in order to be able to continue education to the next level. Because learning mathematics trains to reason critically, creatively and actively (Afrah et al., 2021). Mathematics is a collection of abstract ideas in which there are symbols. The word mathematics comes from the Latin "mathanein" or "matema" which means "study" or "things to learn". Whereas in Dutch, mathematics is known as "wiskunde" which means "exact science" related to reasoning (Handayani & Abadi, 2020). Mathematics according to the Big Indonesian Dictionary (KBBI), mathematics is a science that discusses numbers, the relationship between numbers, and operational procedures used in solving problems related to numbers (Rusnawati, 2019). The objectives of mathematics education based on the 2013 curriculum are (1) to improve intellectual abilities, especially high-level students, (2) to form students' ability to solve a problem systematically, (3) to obtain high learning outcomes, (4) to train students in communicating ideas. ideas, especially in writing scientific papers, and (5) developing students' character. Therefore, learning and mastering mathematics is very important for the intellectual progress of every student. Mathematics can improve critical and logical thinking, improve students' reasoning skills and can help in solving everyday problems.

Based on the results of initial observations through direct interviews conducted on Friday, January 21, 2021 at UPT SPF SD Negeri Pattingalloang I with the homeroom teacher for class IV B, he said that the problem faced during learning was that there were still many students who had difficulty in multiplication counting operations, especially if done in the form of a multiplication method. Based on his information, there are still around 80% or about 17 students who have not mastered how to do multiplication problems when given training in class, of the total number of students in class IV B as many as 22 people. This is known to him since face-to-face meetings have been carried out 100% in schools although the implementation time is still limited. Furthermore, it was revealed by the homeroom teacher of class IV B that students were basically able to count but in terms of multiplication material they still had problems.

The low achievement of students' KKM scores is influenced by aspects of learning and student implementation. Problems from the learning aspect include: (1) learning is monotonous and lacks innovation in learning activities so that students feel bored easily; (2) lack of activities that involve students to be active during learning. Problems from the student aspect include: (1) students do not understand the concepts taught by the teacher; (2) students are not actively involved in learning because they consider mathematics as a difficult subject. Therefore, a learning method is needed that can make students active and easy to work on questions in which there is an element of multiplication. One method that can be used is the cross line method. Line multiplication is one way of calculating multiplication by changing the number to be multiplied into crossed vertical and horizontal lines, then adding up the points from the line crossing as the result of the multiplication calculation (Afrah et al., 2021). The cross line method is a method used by drawing a line showing the units, tens or hundreds of numbers to be multiplied crosswise between the first and second numbers and then adding up the intersection points according to the resulting pattern. (Mintarjo, 2018). This method will be very helpful for students who have not memorized multiplication because this method does not require the concept of memorizing basic multiplication in the calculation process.

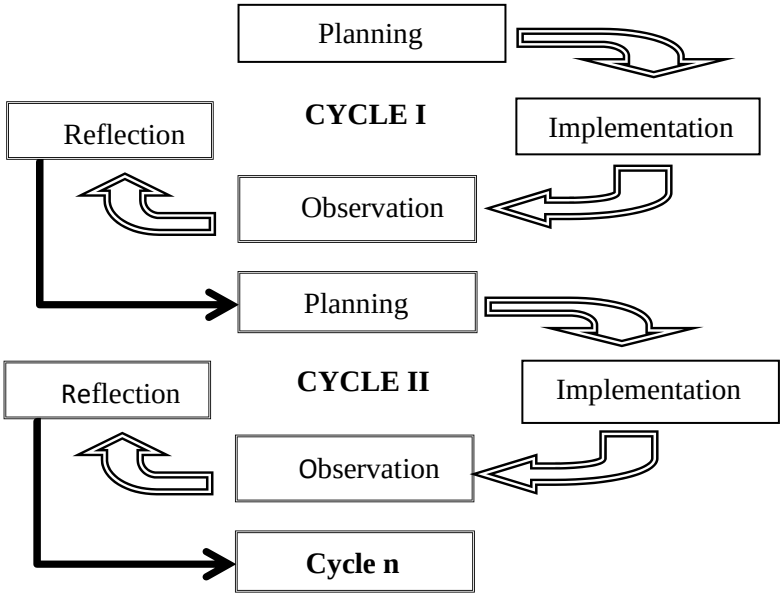
Previous research conducted by Nur Ulwiyah and Mega Novela Ragelia in 2020 and published in their journal entitled "Application of the Linematics Method to Improve Counting Ability of Class II Students in Mathematics Subjects at Madrasah Ibtidaiyah Miftahul Ulum Lengkong Mojoanyar Mojokerto" and research conducted by Nur Afrah, Yulia and Muslimin in 2021 and published in their journal entitled "Evaluation of Multiplication Using the Line Method for Fourth Grade Elementary School Students in Parepare City" shows that the linematics method can improve students' counting ability onmultiplication operations well.

Based on the description above, the researchers took the initiative to conduct research with the title "Application of the Linearmatic Method to Improve Counting Ability in Multiplication Operations for Class IV B UPT SPF SD Negeri Pattingalloang I, Kecamatan Ujung Tanah, Kota Makassar."

METHOD

The research uses a qualitative approach. It is called a qualitative approach because in this approach, researchers use observation to see a picture of all teacher and student activities during the learning process. Because it will be presented about increasing mathematics learning outcomes using the cross line method.

The type of research that will be used in this research is classroom action research or commonly abbreviated as CAR which consists of several stages of implementation including: planning, research implementation, observation, and reflection repeatedly called a cycle. This classroom action research was carried out in two or more cycles by applying the cross line method.



Picture 1 Research design according to (Arikunto et al., 2015)

This research was conducted at UPT SPF SD Negeri Pattingalloang 1, Kecamatan Ujung Tanah Kota Makassar on Mathematics learning and the time of the research implementation is in Mei until Juni of the even semester of the 2021/2022 academic year. The subjects of this study were teachers and fourth grade students of UPT SPF SD Negeri Pattingalloang 1 with 22 students (twenty two). Students consisting of 10 (Ten) male students and 12 (Twelve) female students. The focus of this research is the application of the cross line method and the learning outcomes of fourth grade students at UPT SPF SD Negeri Pattingalloang 1 Kecamatan Ujung Tanah Kota Makassar. Data collection techniques used in this study were in the form of observation, tests and documentation.

The instruments used in this study were (1) teacher and student observation sheets, (2) learning outcomes test questions, (3) pictures and documents related to the research. To measure the indicators of the success of teachers and students in applying the cross line method, it can be grouped with a scale of 3 which refers to Arikunto (Sunardin, 2018) namely:

Table 1 Level of Process Success in Applying the Cross Line Method

Score	Category
68% - 100%	Good
34% - 67%	Enough
0% - 33%	Less

The data generated in this study were analyzed using quantitative and qualitative analysis techniques. The formula used in quantitative data is as follows:

a. Student final grade = $\frac{\text{total score acquisition}}{\text{maximum score}} \times 100$

b. Average amount = $\frac{\text{total value}}{\text{total number of student}} \times 100$

c. Completeness value = $\frac{\text{Number of students who reach KBM}}{\text{total number of student}} \times 100$

d. Incompleteness value = $\frac{\text{The number of students who did not reach KBM}}{\text{total number of student}} \times 100$

To determine the completeness of the incompleteness of learning outcomes are as follows:

Table 2 Indicators of Completeness and Incompleteness of Student Learning Outcomes

Score	Category
70 – 100	Complete
0 – 69	Incomplete

Source: Completeness and incompleteness of mathematics learning outcomes for class IV B UPT SPF SD Negeri Pattingalloang I.

RESULTS AND DISCUSSION

Result

1. Description of Initial Activities Before Action

On May 20, 2022, the researcher first made a visit to the school that would be used as a research site. The visit intends to meet the principal and fourth grade teachers to discuss the research plan, at the meeting the school principal allows to conduct research and invites direct consultations with fourth grade teachers in setting a schedule for research plans and learning materials to be taught. On May 24, the class action research process began.

Based on the results of consultations with class IV B teachers of UPT SPF SD Negeri Pattingalloang I Kota Makassar, this research will be carried out on class IV B students in the even semester of the 2022 academic year with the time as the learning process takes place. The implementation method follows the working principle of classroom action research which consists of four stages, namely planning, implementation, observation, and reflection.

2. Cycle Action I

The implementation of Mathematics learning in multiplication material using the cross line method in class IV B UPT SPF SD Negeri Pattingalloang I, Kecamatan Ujung Tanah, Kota Makassar for the first cycle was carried out in 2 meetings. Where the first meeting was held on May 24, 2022 at 09.00-11.00 WITA and on May 26 at 09.00-11.00 WITA, which was attended by 22 students of class IV B UPT SPF SD Negeri Pattingalloang I, Kecamatan Ujung Tanah, Kota Makassar.

Table 3 Observation Results of Cycle I Teacher Teaching Activities With the Application of The cross line method in Learning

Cycle II	Total score acquisition	Max score	Percentage	Category
Meeting I	5	12	41,6%	Enough
Meeting II	7	12	58,3%	Enough

Based on table 1 above, it can be concluded that the data from the observations in the first cycle of the first meeting obtained an overall score of 5 with a maximum score of 12 with a percentage of 41,6% which was categorized as enough . Meanwhile, at the second meeting, the overall score was 7, a maximum score of 12 with a percentage of 58,3% and also still stated to be in the enough category .

Table 4 Observation results of student learning activities in cycle I with the application of the Cross Line Method in learning

Cycle I	Total score acquisition	Max score	Percentage	Category
Meeting I	117	264	45,8%	Enough
Meeting II	153	264	58%	Enough

Based on table 2 above, it can be concluded that the results of observing student activities in the first cycle of the first meeting overall obtained a score of 117, a maximum score of 264 with a percentage of 45,8% which was categorized as enough . While the second meeting as a whole obtained a score of 153, a maximum score of 264 with a percentage of 58% which is also still categorized as enough.

Table 5 Descriptive Data Frequency and Percentage of Students' Mathematics Learning Evaluation Test Scores in Cycle I

Score	Category	Frequency	Percentage
85-100	Very good	0	0%
70-84	Good	10	45,5%
60-69	Enough	9	40,9%
50-59	Less	3	13,6%
<50	Very low	0	0%
Total		22	100%

Table 6 Descriptive Data of Frequency and Percentage of Completeness of Students' Mathematics Learning Outcomes Cycle I Meeting I

Score	Category	Frequency	Percentage
70-100	Complete	9	40,9%
0-69	incomplete	13	59,1%
Total		22	100%

Based on the data in the table above, it states that out of 22 students, 9 students with a percentage of 40.9% are included in the complete category and 13 students with a percentage of 59.1% are included in the incomplete category. These results indicate that the first cycle, the completeness of student learning outcomes on the content of learning Mathematics has not been achieved. Where it can be seen from the number of students whose complete learning outcomes are less than the number of students whose complete learning outcomes are less than 75%, because the success indicator implies that if 75% of the total number of students achieve the KKM value, namely 70 on the content of learning mathematics through the application of the cross line method, it is considered not classically complete. Thus the learning objectives have not been achieved so that learning can be continued in the next cycle.

Based on the results of observations on the results of teacher teaching and student learning activities through the application of the cross line method to the content of mathematics learning in class IV B UPT SPF SD Negeri Pattingalloang 1, Kecamatan Ujung Tanah, Kota Makassar, as well as data analysis on student learning outcomes from meetings I and II, then The findings that occur during the teaching process can be recorded to be used as a reflection in the first cycle, as follows:

1) Teacher activities using the cross line method still have shortcomings that are not implemented and forgotten. These shortcomings include: the teacher has not been able to explain the material using language that is easy to understand, the teacher does not invite students to participate in trying to use the media used during learning, the teacher does not motivate students to do the worksheets by themselves, the teacher does not check one by one. when students work on worksheets, teachers, teachers do not give students the opportunity to ask questions related to material that has not been understood, and teachers do not provide opportunities for students who want to convey conclusions related to what they have learned.

2) Student activities in the teaching and learning process using the cross line method in cycle I also still have many shortcomings, namely: students do not understand the material presented by the teacher, students do not dare to respond to questions posed by the teacher, students are afraid to try and ask related questions. the use of media, and students do not dare to have an opinion regarding the conclusions of the material that has not been understood.

3) Student learning outcomes in the first cycle indicate that the research has not reached the predetermined results. Based on observations of the learning process through the application of the cross line method, data obtained that in the first cycle the teacher's teaching activities at meetings I and II were in the sufficient category (C), and student learning activities at the first meeting were in the less category (K) and the second meeting was in the category enough (C). While the data analysis of student learning outcomes in the first cycle test showed that the overall score of the students was 1450 and the average grade in the first cycle was 66.

Based on the description above, it can be concluded that the results of the research conducted in the first cycle have not been said to be complete. Therefore, the researcher continued the research to the second cycle stage.

3. Cycle II Action

The implementation of the second cycle was carried out on 31 and 02 June 2022. The activities in the second cycle were the same as the activities in the first cycle which included planning, implementation, observation, and reflection.

Table 7 Observation Results of Cycle II Teacher Teaching Activities With the Application of The cross line method in Learning

Cycle I	Total score acquisition	Max score	Percentage	Category
Meeting I	10	12	83,3 %	Good
Meeting II	11	12	91,6%	Good

Based on table 7 above, it can be concluded that the observation data in the second cycle of the first meeting obtained an overall score of 10, a maximum score of 12 with a percentage of 83,3% which was categorized as good . Meanwhile, at the second meeting, the overall score was 11, a maximum score of 12 with a percentage of 91,6% and was also stated to be in the good category .

Table 8 Observation results of student learning activities in cycle II with the application of the Cross Line Method in learning

Cycle II	Total score acquisition	Max score	Percentage	Category
Meeting I	191	264	72,3%	Good
Meeting II	212	264	80,3%	Good

Based on table 8 above, it can be concluded that the results of observing student activities in the second cycle of the first meeting overall obtained a score of 191, a maximum score of 264 with a percentage of 72,3% which was categorized as good. While the second meeting as a whole obtained a score of 212, a maximum score of 264 with a percentage of 80,3% which is also still categorized as good.

Table 9 Descriptive Data Frequency and Percentage of Final Evaluation Test Scores for Students' Mathematics Learning Cycle II

Score	Category	Frequency	Percentage
85-100	Very good	2	9,1%
70-84	Good	17	77,27%
60-69	Enough	3	13,63%
50-59	Less	0	0%
<50	Very low	0	0%
Total		22	100%

Table 10 Descriptive Data Frequency and Percentage of Completeness of Students' Mathematics Learning Outcomes Cycle II

Score	Category	Frequency	Percentage
70-100	Complete	19	86,3%
0-69	Incomplete	3	13,6%
Total		22	100%

Based on the data in the table above, it is stated that out of 22 students, 19 students with a percentage of 86.3% are included in the complete category and 3 students with a percentage of 13.6% are included in the incomplete category. These results indicate that the second cycle, the completeness of student learning outcomes in the content of mathematics learning has been achieved classically. Where it can be seen from the number of students whose learning outcomes have completed more than 75%, because the indicators of success indicate that if 75% of the total number of students reach the KKM score of 70 on the content of learning mathematics through the application of the cross line method, it is considered classically complete.

Based on the results of observations on the results of teacher teaching and student learning activities through the application of the cross line method to the content of mathematics learning in class IV B UPT SPF SD Negeri Pattingalloang 1, Kecamatan Ujung Tanah, Kota Makassar, as well as data analysis on student learning outcomes from meetings I and II, then The findings that occur during the teaching process can be recorded to be used as reflections in cycle II, namely as follows:

1) When viewed from the learning process that has been carried out by the teacher where in the second cycle the teacher has seen mastering the cross line method so that it has increased and is in the good category. The teacher has been able to condition the class well so that students are more serious in participating in learning and the teacher has also been able to organize and guide students in the application of each step of the cross line method.

2) Student activities in the learning process using the cross line method in cycle II have increased and are in the good category, because students are used to and have understood the application of the cross line method, so that students are actively involved in learning activities and students have looked enthusiastic in participating in learning .

3) Learning outcomes related to increasing students' counting ability on multiplication operations in cycle II indicate that the research that has been carried out has achieved the previously expected success. Data analysis of student learning outcomes in cycle II can be seen in the appendix, which shows that the total score of students is 1,645 and the average grade of the class in cycle II is 74.7% and is in the good category. From the data obtained, there are still students who have not reached the KKM for mathematics subjects for multiplication counting operations. However, this achievement has exceeded the previously established indicator of research success, namely the percentage of classical learning completeness is 75%. The learning outcomes obtained from 22 fourth grade students of UPT SPF SD Negeri Pattingalloang 1 Kecamatan Ujung Tanah Kota Makassar, students who achieved the KKM in the second cycle test were 19 students with a percentage of 86.3%, while students who did not reach the KKM were only 3 students with a percentage of 86.3%. of 13.6% can be seen in the attachment. Thus it can be said that the learning process and student learning outcomes have increased through the application of the cross line method to improve the arithmetic ability of multiplication operations for class IV B UPT SPF SD Negeri Pattingalloang 1 Kecamatan Ujung Tanah Kota Makassar so that it does not need to be continued in the next cycle.

Discussion

This research was conducted in two cycles. Before carrying out the research, the researchers first found out the extent to which the level of understanding and success of students in mathematics subjects in multiplication counting operations. The results obtained from the data on students' counting ability onmultiplication counting operations based on interviews conducted with the fourth grade homeroom teacher, it turns out that there are still students who have not reached the KKM value set by the school, which is 70. This shows the need for an action in learning so that it can improve students' counting ability on multiplication operations class IV B UPT SPF SD Negeri Pattingalloang 1 Kecamatan Ujung Tanah Kota Makassar through the application of the cross line method.

Based on the results of action research in cycle I and cycle II, it can be stated that there was an increase in students' counting ability on multiplication operations through the application of the cross line method in class IV UPT SPF SD Negeri Pattingalloang 1 Kota Makassar. Descriptive analysis of counting ability on the multiplication operation obtained the overall average score of students in the first cycle was 65.9% obtained from the total score of 1,450 students divided by the number of students in class IV B. Data analysis also showed that the learning outcomes of 22 students, only 9 students who reach the KKM standard with a percentage of 40.9%. While students who did not reach the KKM standard were 13 students with a percentage of 59.1%. The Minimum Completeness Criteria (KKM) that must be achieved is 70.

The learning process in cycle I has shown changes but is still lacking. This is because of the shortcomings that occur in each stage of learning activities both in the teacher aspect and also in the student aspect. The shortcomings that occur from the teacher's aspect can be seen in the observation sheet that has been described previously. Students' counting ability on multiplication counting operations in cycle I are in the sufficient category, due to the implementation of the steps of the learning method used that has not run optimally. In presenting the material and when practicing the cross line method in multiplication counting operations, it has not been maximized so that the learning process is not achieved as expected. This resulted in students' counting ability on the multiplication operations material which was still relatively low, because students did not understand the steps of the learning method and still paid less attention to the teacher's explanation. Seeing the ability to count in students' multiplication arithmetic operations using the cross line method in the first cycle that has not reached the KKM, this is where there is a demand for a second cycle to be held as a follow-up to the first cycle.

This is followed by further action which aims to improve teacher and student activities that have not been achieved during the learning process. Therefore, in the second cycle the teacher was serious and firm in providing understanding to students about the application of the steps of the cross line method to the multiplication operation material and the students also paid more attention to the explanation from the teacher. The results of the research in cycle II, showed that there was an improvement both in terms of the learning process and students' numeracy skills after the application of the cross line method in mathematics. The results obtained in the second cycle are much better than the first cycle. Therefore, it can be said that the second cycle is a cycle where the teacher has successfully applied the linematics method well to mathematics subjects in multiplication counting operations material in class IV B UPT SPF SD Negeri Pattingalloang 1Kecamatan Ujung Tanah Kota Makassar.

This can be proven from the acquisition of student learning outcomes who are able to achieve good categories. Descriptive analysis of student learning outcomes obtained the overall average score of students in cycle II was 74.7% obtained from the total score of 1,645 students divided by the number of students in class IV B. Data analysis also showed that the learning outcomes of 22 students, 19 students who achieved KKM standard with a percentage of 86.3%. While the students who did not reach the KKM standard were only 3 students with a percentage of 13.6%. The Minimum Completeness Criteria (KKM) that must be achieved is 70. Student learning outcomes based on the acquisition of the second cycle test have increased, namely from the results of the first cycle test the average score of students is 65.9% to increase in the second cycle with an average value of the overall average of students is 86.3%.

The results of the observation of the implementation of the second cycle proved that the teacher's teaching activities had increased from before, where in the first cycle the teacher's teaching activity was in the sufficient category and in the second cycle it was in the good category. In line with this, student learning activities also increased, where student learning activities in cycle I were still in the sufficient category, and cycle II was able to change student learning activities for the better and were in the good category.

Based on the results of observations of student learning activities, the results of observations of teachers' teaching activities, as well as the increase in the average value of students' writing skills in cursive from cycle I to cycle II from the description of the discussion above, it can be concluded that the application of the cross line method to improve the multiplication arithmetic ability of class students IV B UPT SPF SD Negeri Pattingalloang 1 Kecamatan Ujung Tanah, Kota Makassar is declared to be able to improve the arithmetic ability in students' multiplication arithmetic operations and there is no need for research actions to be carried out in the next cycle.

This research is in line with the research conducted by Nur Uluwiyah and Mega Novela Ragela entitled "Application of the Cross Line Method to Improve Counting Ability of Grade II Students in Mathematics Subjects at Madrasah Ibtidaiyah Miftahul Ulum Lengkong Mojoanyar Mojokerto". The results of this study concluded that the application of the cross line method can improve students' multiplication counting ability. This can be proven by comparing the classical average of each cycle. In the first cycle, students achieved an increase in learning mastery reaching 90.32%, and in the second cycle, after deepening the application of the cross line method, students obtained learning mastery up to 100% so that students were declared able to do multiplication using the linematics method and students' numeracy skills increased as expected.

Furthermore, research which was also conducted by Nur Afrah, Yulia and Muslimin in 2021 and published in their journal entitled "Evaluation of Multiplication Using the Cross Line Method for Fourth Grade Elementary School Students in Parepare City" shows that the cross line method can improve students' counting ability onmultiplication operations. well. This can be seen by the increase in student learning outcomes from each cycle, where in the first cycle student learning outcomes are still qualified with a poor category, while in the second cycle student learning outcomes have reached a good category qualification.

CONCLUSION

Based on the research results obtained, it can be concluded that the application of the cross line method in the subject of multiplication operations can improve the counting ability of class IV B students of UPT SPF SD Negeri Pattingalloang 1, Kecamatan Ujung Tanah, Kota Makassar. This is evidenced by the results of teacher and student activities as well as student learning outcomes in learning mathematics by applying the cross line method there is an increase. The description of improvement can be seen from each cycle. In cycle I, meetings I and II were in the sufficient category (C) while in cycle II the meetings I and II were in the good category (B). Student learning outcomes in the first cycle with a percentage of 40.9% are in the less category (K) so that the completeness of student learning outcomes in mathematics learning content has not been completed classically 75%, while in the second cycle with a percentage of 86.3% student learning outcomes have increased is in the good category (B) so that the

completeness of student learning outcomes on the content of mathematics learning has been classically completed 75%, and the application of the cross line method in mathematics learning can improve counting ability on multiplication operations for fourth grade students B UPT SPF SD Negeri Pattingalloang 1 Kecamatan Ujung Tanah Kota Makassar.

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