

ANALYSIS OF STUDENTS' LEARNING DIFFICULTIES IN SCIENCE LEARNING IN SMP NEGERI 2 PENDOPO

Tasya Nur Galita^{*1)}, Metra Suraya²⁾, Pebrianti³⁾, Sopiah Citrawati⁴⁾, Adrian Topano⁵⁾

^{1,2,3,4,5)}Tadris Study Program in Natural Sciences, Faculty of Tarbiyah and Tadris

Fatmawati Sukarno State Islamic University Bengkulu

** Corresponding author*

e-mail : pebrianti1212@gmail.com³⁾

Received: July 06th, 2023; Revised: Aug. 13th, 2023; Accepted: Sept. 14th, 2023; Published: April 29th, 2024

ABSTRACT

In the learning process, learning difficulties are a condition of students in receiving lessons that will cause an obstacle in a person's learning process. Learning difficulties in children can be seen in the classroom learning process, so this needs to be a major concern in the child's future self-development. The population in this study were all students of class IX SMP Negeri 2 Pendopo. The method used in this research is descriptive qualitative method. This method describes the data obtained through observation of data from the school. From the results of the study most students have difficulty in learning to study science in class. Even some students experience a long delay in the learning process. This is characterized by the inability of students to follow class learning in science learning. Data analysis obtained data that the lowest questionnaire value is in the realm of score 65, namely learning difficulties are at a high level of learning difficulty, then the questionnaire value is in the realm of score 71, namely learning difficulties are at a moderate level, and for the highest questionnaire value is in the realm of score 88, namely the level of learning difficulty is low. Learning difficulties in class IX students of SMP Negeri 2 Pendopo are obtained from many factors both internally which include physiological and external factors which include the social environment.

Keywords: difficulty learning; science lessons; reason

INTRODUCTION

Education is an absolute human need that must be fulfilled throughout life. Education also has coaching (personality), development (ability or potential), improvement (knowledge), and goals, which are aimed at educational participants (students) to be realized in life. School as an institution that organizes formal education has a very important role in realizing national education goals through learning activities (Aunurrahman, 2014; Asmanullah et al, 2019). These educational goals can be achieved through the learning process. Learning is a process of effort that is carried out by a person to obtain a new change in behavior as a whole, as a result of

his own experience in interaction with the environment.

In the learning process there are difficulties, learning difficulties are a condition of students in receiving lessons that will cause an obstacle in a person's learning process. Where the existence of these obstacles can cause a person to fail or be less successful in achieving his goals in the learning process.

Cases of inability in the teaching and learning process are called "learning disorders" or also called "learning difficulties". Learning difficulties in children can actually be seen in the learning process in class, so this needs to be a major concern in the future self-development of

children. If learning difficulties are not monitored or resolved, it will make the child unable to pursue future scientific developments.

Haqiqi (2018) states that learning difficulties in students are caused by internal factors and external factors. Internal factors that cause learning difficulties are aspects of talent, interest, motivation and intelligence in students. While the external factors are in the form of school facilities, teachers, infrastructure and student activities. This is in line with the results of research by Wahyuni (2018) which states that the factors that cause students to experience difficulties in learning science are interest, motivation, concentration, study habits and intelligence. (Amaliyah et al, 2021).

Sangkanparan (2010: 13) states that on average, children aged 12-15 years in high school use more analysis and reasoning because this stage coincides with an abundance of children's physical energy. In a class there are students who are smart, but there are also those who are less intelligent, some are able to think abstractly

but some are able to think if the shape of an object is presented. A common problem for low achieving students, lack of involvement and participation in school makes their learning motivation low. In contrast to high achieving students who tend to be disciplined, independent, dissatisfied with their abilities, critical and able to resist group pressure.

Science subjects are one of the most important subjects listed in the 2013 curriculum. Based on the Regulation of the Minister of National Education (Permendiknas) Number 22 of 2006, the goal of learning science is to develop knowledge and understanding of science concepts that are useful and applicable in everyday life. -day. However, in reality the curriculum changes and regulations that have been set have not been able to be a solution to various problems in education, especially in the learning process at schools (Amaliyah et al, 2021). Based on this, it is necessary to conduct further research regarding the learning difficulties of students at SMP Negeri 2 Pendopo in science subjects.

METHOD

The method used in this research is descriptive qualitative method. This method describes the data obtained through observation and data from schools.

The population in this study were all class IX students at SMP Negeri 2 Pendopo. The secondary data obtained is from

existing documents on the development of student learning outcomes. The secondary data sources obtained were from teachers and documentation in class IX D, which consisted of 26 students.

RESULTS AND DISCUSSION

Based on the value of student learning outcomes, the criteria for grouping students' learning difficulties are obtained based on end of semester grade IX D

students. Students with upper level (low level of difficulty), middle class students (moderate level of difficulty) and lower level students (high level of learning

difficulty). The grouping of students into upper, middle and lower student groups can be seen in table 1.

Table 1. Recapitulation of Science Learning Difficulty Analysis Data

Aspect	Earnings Score
The number of students	26
Smallest score	65
Intermediate score	71
Biggest score	88

Based on the analysis of the questionnaire data above, the data obtained is that the lowest questionnaire value is in the realm of score 65, namely learning difficulties are in the position the level of learning difficulty is high, then the value of the questionnaire is in the realm of a score of 71, namely learning difficulty is at a moderate level, and for the highest questionnaire value is in the realm of a score of 88, namely the level of learning difficulty is low.

Based on the data above, it indicates that most students have difficulties in learning science in class. Even some students experience far delays in the learning process. This is indicated by the inability of students to participate in class learning when learning science. This indicates that students have learning difficulties in integrated science subjects. Learning difficulty is a condition experienced by students which is characterized by the existence of certain obstacles that cause learning objectives to be not achieved (Darminto, 2006). The several indicators that cause student learning difficulties are outlined based on the indicators, namely as follows:

This learning difficulty is caused by several factors, including: (1) External

(outside), in this case which includes environmental factors both social and natural as well as Instrumental factors which include curriculum, programs, facilities and infrastructure, and teachers. (2) Internal (inside), which includes this aspect including physiological conditions such as physiological conditions and the five senses. As well as psychological which includes interests, intelligence, talents, and cognitive abilities (Dinatha, NM (2017).

The physical condition aspect is related to a tired and unhealthy body condition (Amaliyah et.al, 2021). If the student's condition is not healthy, it will greatly affect the science learning process in class. Because student concentration has a very large influence on learning, and if the concentration is lacking it can cause students to experience difficulties in capturing learning in class (Wahyuni, 2018).

Aspects of motivational factors can also cause students difficulties in learning science. Slavin (1994) in Ahmad (2003) "motivation is an internal process that activates, guides, and maintains one's behavior on an ongoing basis". So the importance of the role of motivation as an internal factor. The participation of students in the learning process certainly has various motivations. Often find students who take part in learning just want to meet the teacher, or don't listen when the teacher explains the material. It could be because they are bored with the method, bored with the same material as the material that has been taught, even students also often attend lessons with blank eyes (daydreaming), maybe due to personal, family problems, or thinking about things outside of class,

In addition to the internal factors that have been described, there are external

factors that influence learning difficulties. External factors that have the greatest influence on student learning difficulties. In the aspect of the social environment, the aspect of the family environment also has a big influence on students' learning difficulties. The attention of parents in reminding children to study, doing assignments given by the teacher or accompanying children when learning is very influential on children's learning motivation so that they can improve children's learning achievements. Students experience learning difficulties due to the less harmonious relationship between parents and children, ways of educating

parents that are not liked by students and a noisy and noisy home atmosphere (Surahman et. al., 2020).

Aspects of the school environment also greatly affect student learning difficulties, complete infrastructure makes students maximal in learning and teacher teaching methods. The method is a component that takes part in the success of teaching and learning activities (Djamarah & Zain, 2010). And the teacher's teaching methods that are not good cause students to lack respect for the lesson or the teacher, so that as a result students are lazy to learn (Koryati, 2017).

CONCLUSION

Based on the results of the research that has been done, it is known that the level of learning difficulty in science material in class IX students of SMP Negeri 4 Pendopo is divided into three groups, namely the group with high learning difficulty category with scores, moderate learning difficulty and low learning difficulty, and it can be concluded that learning difficulties in students at SMPN 2 Pendopo are obtained from many factors both internally which include physiological and external factors which include the social environment.

BIBLIOGRAPH

Amaliyah, M., Suardana, IN, & Selamat, K. (2021). Analysis of Learning Difficulties and Factors Causing Difficulty Learning Science for Students of SMP Negeri 4 Singaraja. *Indonesian Journal of Science Education and Learning (JPPSI)*, 4(1),90–101.<https://doi.org/10.23887/jpsi.v4i1.33868>

Asmanullah, AS, Hamdani, A & Ariyono. 2019. Factors Causing Student Learning Difficulties in Engineering

Mechanics Subjects in Technology and Engineering Vocational Schools. *Journal of Mechanical Engineering Education*, 6 (1), pp. 13-22

Dinatha, NM (2017). students' learning difficulties in integrated science subjects. *Archipelago Basic Education Journal*, 2(2).

Djamarah, SB & A. Zain. 2010. *Teaching and Learning Strategies*. Jakarta: Rineka Cipta

Haqiqi, AK 2018. Analysis of Factors Causing Difficulties in Learning Science for Middle School Students in Semarang City. *Edu Science Science & Mathematics Education Journal* 6 (1), pp. 37-43.

Izzah, FN, Khofshoh, YES, Sholihah, Z., Nurningtias, Y., & Wakhidah, N. (2022). Analysis of Factors Triggering a Decline in Student Activity in the Learning Process of Science Subjects during the Pandemic Period. *Pensa E-Journal: Science Education*, 10(1), 150–154.

- Koryati, D., Jaenudin, R., & Aisyah. 2017. Analysis of Factors Causing Low Student Learning Outcomes in Economic Subjects at SMA Negeri 15 Palembang. *Profit Journal*, 4 (1), pp. 1-11.
- Suharman, Hasniah & Ahiri, J. 2020. Identification of Factors Causing Student Learning Difficulties in Economics Class X IPS at SMA Negeri 1 Maginti, West Muna Regency. *Online Journal of Economic Education Study Program*, 5 (4), pp. 140-144.
- Wahyuni, W. (2018). Analysis of Students' Learning Difficulties in Science Subjects in Class VII of SMP Negeri 4 Terbanggi Besar. *Justek : Journal of Science and Technology*, 1(1), 19.<https://doi.org/10.31764/justek.v1i1.401>
- Wahyuni. 2018. Analysis of Students' Learning Difficulties in Science Subjects in Class VII of SMP Negeri 4 Terbanggi Besar. *Journal of Science and Technology*, 1 (1), pp.29-26.
- Wulansari, K., Lufri, Zulyusri, Z., & Arsih, F. (2021). Meta-Analysis: The Effect of Discovery Learning Learning Models in Improving Students' Critical Thinking Ability. *Symbiotic: Journal of Biological Education and Science*, 2(2), 55–61.<https://doi.org/10.32939/symbiotic.v2i2.44>