



STUDENTS' LEARNING DIFFICULTIES AND THEIR HANDLING IN CLASS IV SCIENCE LEARNING IN STATE PRIMARY SCHOOL 16 BANDA ACEH

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Abstract

The aim of this research is to determine students' learning difficulties and their responses to class IV science learning at SDN 16 Banda Aceh. This research uses qualitative research methods with a qualitative descriptive design. This research was carried out on the basis of a phenomenon that occurred in one case at SDN 16 Banda Aceh. Researchers found Based on the results of data analysis, the results obtained are; a) The types of mathematics learning difficulties experienced by elementary/MI students are divided into two, namely difficulties that originate from within the student and those that originate from outside the student, and how to handle them, namely; 1) Carrying out a diagnosis of learning difficulties in students, 2) Providing remedial learning guidance for science learning and 3) Implementing the Personal Resilience Curriculum, and Using Blended Learning. b) Factors that cause elementary/MI students' learning difficulties are factors that originate from within the student (internal) and factors that originate from outside the student (external). Data was collected through observation, interviews and documentation.

Keywords: *Student Learning Difficulties, Science Learning*

A. Introduction

Learning difficulties are a combination of two words, namely difficulties and learning. Difficulties are difficulties and difficulties, while learning is trying to gain intelligence. Learning difficulties are as follows; Learning difficulties refer to a group of difficulties that are manifested in the form of real difficulties in the use of skills and abilities in listening, conversation, reading, writing, reasoning or abilities in the field of mathematics. ³ Based on this definition, what is meant by learning difficulties is difficulty in obtaining grades above the minimum. Basically, student learning difficulties are a symptom that appears in various manifestations of student behavior, both directly and indirectly according to the student's level of learning difficulty.

Apart from that, students who have difficulty studying in class IV when daily tests are held and corrected together, students change their grades by deleting their grades with tip-ex and then replacing them with higher grades, students even tear up their test sheets. The student shows behavior that is in accordance with the indicator of student learning difficulties, namely Social (unreasonable attitude). Learning activities are one of the main educational activities in schools. The success or failure of the educational process is largely determined by the learning outcomes achieved by students. To achieve student learning outcomes as expected, teachers try their best to create the best learning situation. However, in reality there are some students who experience difficulties in learning. Cognitive learning difficulties cover various aspects of the intellectual structure used to know something. Cognitive is a mental function that includes perception, thinking, symbolization, reasoning and problem solving (Marlina, 2019: 31) in (Aditya Aldi Pamungkas, Tri Saptuti Susiani, 2023).

Learning difficulties are deficiencies that do not appear naturally. Learning disabilities cannot be recognized in a physical form that is different from people who experience learning difficulties. Learning difficulties are not always caused by low intelligence (mental disorders), but can also be caused by other factors outside of intelligence. A high IQ does not guarantee learning success. Thus, it can be said that learning difficulties are a condition of the learning process which is characterized by certain obstacles in achieving learning outcomes. Therefore, efforts to prevent or minimize and also solve learning difficulties through diagnosing learning difficulties are very necessary. Learning difficulties are a situation where students are less able to face the demands that must be made in the learning process. So the process and results are less than satisfactory. This learning difficulty is where students experience obstacles or disruptions in the learning process, the causes can come from internal and external factors of the student. Students' learning difficulties are usually clearly visible from the decline in academic performance or learning achievement. Satisfactory learning achievements can be achieved by every student if they can learn naturally, avoiding various threats, obstacles and distractions, where these three things will lead students to experience learning difficulties (Rahmah Aulia, 2014). Learning difficulties or problems can be recognized based on symptoms that are manifested in various forms of behavior, both cognitive, affective and psychomotor. (Nuraeni, 2020).

The difficulty in studying the material on operations for calculating fractions is that students do not understand the concept of fractions, therefore there are still many mistakes in working on and solving problems. Students' difficulty in understanding the concept of fractions makes them feel difficult in working on questions related to fraction

material. Learning difficulties are a multidisciplinary concept used in the field of education (M. Fahmi Arifin, 2020).

Based on the explanation above regarding learning difficulties, it can be concluded that the difficulties experienced by students in elementary school can be of various types and can be classified based on the source of difficulties in the learning process, in terms of receiving lessons. Thus, learning difficulties are students' difficulties in receiving lessons during the learning process. Difficulties in learning experienced by students can have an impact on learning achievement because good learning outcomes can be obtained from school or outside school with the provisions and efforts of students in learning. Learning difficulties are a multidisciplinary concept used in the field of education (M. Fahmi Arifin, 2020). Learning difficulties are children who, for one reason or another, show significant difficulties in participating in general education, are unable to develop their potential optimally, their learning achievements are below their potential so they require special attention and services to get the best results according to their talents and abilities. (Wiwit Sanjaya, 2022).

B. Method

This research uses a descriptive qualitative research method, namely research based on a phenomenon that occurred in a case at SD Negeri 16 Banda Aceh. that qualitative descriptive research is a research method based on the philosophy of postpositivism which is usually used to examine natural and objective conditions where the researcher acts as an observer in the learning process. Qualitative research methodology is a research procedure that produces descriptive data in the form of writing about people or what people say and their real or visible behavior. In

other words, qualitative research leads us to get to know people personally and see them develop or live according to their understanding of their own world.

C. Finding and Discussion

The problem of learning difficulties certainly varies. While one student's learning difficulties can be overcome, other cases of difficulty arise in different students. Learning difficulties also take various forms. Some only occur in some subjects, and some are comprehensive. Some are permanent, and some are temporary. Some are due to intelligence factors and some are not. In this research, using interviews to obtain information, interview guidelines can be prepared which researchers can use in conducting interviews with research subjects, namely 7 students and class teachers. that the factors that cause students to experience learning difficulties are due to their weak abilities in certain subjects such as science learning. This is certainly a lack of cognitive ability for some of them.

Then, other factors that cause them to experience learning difficulties are external factors which are influenced by the environment that does not require children to study hard, such as parents who are busy with work, busy with playing and their economic conditions are middle to lower. This is very prominent because almost all of the students interviewed experienced difficulties in learning and carrying out assignments given by teachers at school and some of them were indifferent to the assignments given. Efforts that can be made by teachers to deal with students' learning difficulties are by providing reinforcement and detailed learning and of course providing meaningful forms of punishment so that with this punishment they can train children more

actively and repeat lessons at home. Basically, good grades are accompanied by actions such as studying diligently, doing assignments on time, being persistent and repeating lessons. So it can be said that students' learning difficulties can be the main factor that teachers must prioritize so that they can be minimized so that learning objectives can be implemented well. Students can understand and understand lessons that are difficult for them without any frightening specters so that they feel happy in learning and are able to complete this elementary school level well.

D. Conclusion

Based on the results of research conducted regarding students' learning difficulties in science subjects in class IV SDN 16 Banda Aceh. Learning activities in science subjects found that there were learning processes that were still not understood by students as indicated by low learning outcomes. Apart from that, in the learning process, it was seen that students showed inappropriate attitudes, namely not being indifferent to learning, doing assignments for longer periods of time, disturbing friends in class, not wanting to take notes on lessons, not wanting to collaborate with other people. Based on this attitude, students experience obstacles in the daily learning process. Students who have these obstacles are students who have learning difficulties. These symptoms and obstacles can be seen from indicators or symptoms during learning

Factors causing students' learning difficulties can be classified into two, namely internal factors and external factors. 1. Internal factors include the following: Physical factors, including: health factors and physical disabilities a) Psychological factors, including: intelligence,

attention, interest, talent, motive, maturity, readiness. b) Fatigue factor 2. External factors include the following: a) Family factors. Causes of learning difficulties in the form of family factors include: the way parents educate, relations between family members, the atmosphere at home, the economic situation of the family, understanding of parents, and background. family. b) School factors The causes of learning difficulties in the form of school factors include: teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools, school time, lesson standards above size, building condition, learning methods, and House work. c) Community factors Learning difficulties caused by community factors include: student activities in society, mass media, social friends, and forms of community life. Internal factors include learning style, interest and motivation to learn, students' perceptions of something, and students' health. External factors include the availability of infrastructure that supports the learning process, good relationships and communication between teachers and students, a pleasant school situation for learning.(Doni Septu Marsa Ibrahim, Aan Budi Santoso, Aswasulasikin et al., 2021).

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