

STRATEGIES FOR OVERCOMING DIFFICULTIES IN LEARNING SCIENCE IN CLASS III AT PRIMARY SCHOOL JRUEK ACEH BESAR

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Abstract

Education in Indonesia plays a central role in forming the basic knowledge and skills of students. In the context of an increasingly complex basic education curriculum, Natural Sciences (IPA) is a crucial subject. Science not only presents scientific concepts, but also involves students in scientific thinking, observation and exploration. In facing learning challenges, especially in grade III of the Jruek Aceh Besar State Elementary School, where difficulties in learning science arise, effective strategies are needed. This research aims to explore the strategies implemented in this school to overcome science learning difficulties. This research uses a qualitative approach with descriptive research type. Based on the results of the interview, it can be seen that the third grade teacher at the Jruek Aceh Besar Elementary School identified that some students had difficulty learning science. This assessment becomes the basis for designing adaptive teaching strategies, involving students in interactive activities, such as project-based approaches and the use of learning media. Factors causing learning difficulties involve the complexity of the material, differences in student learning styles, lack of parental support, limited learning infrastructure, and students' psychological conditions. It is hoped that parental involvement in school activities will have a positive impact on the learning achievement of class III students at the Jruek Aceh Besar Public Elementary School.

Keywords: *Strategy, Difficulty Learning Science*

A. Introduction

The role of education in Indonesia occupies a very important position in forming the basis of knowledge and skills for students. In the increasingly complex context of the basic education curriculum, Natural Sciences (IPA) plays an important role that must be prioritized. As a subject that summarizes scientific concepts and scientific thinking skills, natural sciences not only provide basic factual knowledge about natural phenomena but also involve students in the process of critical thinking, observation and exploration of the reality around them (Pramono, 2020). Science in the basic education curriculum is not just a series of concepts and facts, but a means to stimulate intellectual development and the functioning of students' common sense (Chelly Ana Safira et al., 2020). By exploring various scientific concepts, students are not only exposed to a deep understanding of nature, but are also empowered to develop critical thinking, analytical and problem-solving skills (Vii et al., 2018). More than just providing information, science creates a foundation for the development of process skills and scientific attitudes that are essential for successful lifelong learning (Yulistiana & Setyawan, 2020).

Science in the curriculum also reflects the spirit of supporting the application of active and exploratory learning methods (Faridah, 2017). Teachers in this subject are expected to not only convey information, but also become learning facilitators who encourage students to ask questions, investigate and discover knowledge independently. (Hidayat, 2021). Thus, science not only creates an understanding of the world of science, but also forms a critical and reflective scientific mindset in students. In an era where advances in technology and science continue to develop rapidly, understanding science is an important foundation for students' ability to adapt to change (Pagarra & Idrus, 2018). Students who

have a strong understanding of science have a better responsiveness to technological developments, enabling them to actively engage in an increasingly connected and complex society (Sinja et al., 2015). Thus, the role of science in basic education does not only focus on understanding scientific concepts, but also equips students with relevant skills and attitudes to face all challenges.

Jruek State Elementary School in Aceh Besar, especially in class III, where science subjects are introduced with the aim of building an initial understanding of scientific concepts. However, as time goes by, various learning difficulties arise that need serious attention and appropriate strategies to ensure students' understanding in this subject. Class III at the Jruek Aceh Besar State Elementary School is the initial stage for students to understand basic concepts in science. However, in reality, the learning process is faced with various obstacles that affect its effectiveness. Difficulties learning science can appear in various forms, such as minimal understanding of concepts, lack of interest in learning, and the inability to connect these concepts with students' daily experiences. (Yuliana et al., 2019). It should be emphasized that overcoming learning difficulties at the elementary school level requires a comprehensive and strategic approach. Therefore, this research aims to explore various strategies implemented at the Jruek Aceh Besar Public Elementary School to overcome the difficulties of learning science in class III. With a deep understanding of the challenges faced by students and educators, it is hoped that these strategies can make a positive contribution to increasing students' understanding and interest in science subjects. Through a deep understanding of the learning challenges in class III of the Jruek Aceh Besar State Elementary School, we can explore various relevant strategies. With a holistic approach and involving all related parties, it is

hoped that this research will be able to provide a more comprehensive view and solution to the problem of learning difficulties in science at the elementary school level.

B. Method

This research uses a qualitative approach. According to Sugiyono (2018:213) the qualitative approach method is an approach method based on philosophy that is used to research scientific conditions (experiments) where the researcher is the instrument, data collection techniques and qualitative analysis emphasize meaning. From the explanation above, it can be interpreted that the qualitative approach is an approach that is based on a certain philosophy, used to examine scientific conditions, especially in the context of experiments, where researchers act as the main instrument. With an emphasis on in-depth understanding, the qualitative approach utilizes the researcher as the main tool to understand and interpret the context, exploring the dynamics of phenomena holistically

This research uses descriptive research. According to Adiputra et al., (2021) descriptive research is research that aims to describe existing phenomena, namely natural phenomena or man-made phenomena, or that is used to analyze or describe the results of the subject, but is not intended to provide wider implications. From the explanation above, it can be interpreted that descriptive research has the main aim of providing an in-depth description of the observed phenomena. This phenomenon can involve natural aspects such as natural events or man-made aspects. This research method is used to analyze or detail the results of research subjects without having the intention of providing general or broad implications.

C. Finding and Discussion

1. Result

To find out strategies for overcoming science learning difficulties in class III students at the Jruak Aceh Besar Elementary School, researchers conducted interviews. The following are the results of the interview:

1. What is the grade III teacher's assessment of the level of difficulty learning science experienced by grade III students at the Jruak Aceh Besar Public Elementary School?

Answer :

Class III teachers at the Jruak Aceh Besar State Elementary School assess that some students experience learning difficulties in science subjects. This evaluation is based on observations of students' understanding of science material skills during the learning process. Some students show difficulty in internalizing natural science concepts, and this is reflected in the evaluation results and their responses during learning activities. Class III teachers carefully identify factors that can cause difficulties in learning science, such as differences in student learning styles, initial level of understanding of the material, and level of parental involvement in supporting learning at home. This assessment provides a basis for class III teachers to design teaching strategies that are more adaptive and responsive to students' individual needs in overcoming science learning difficulties in class III. Apart from that, class III teachers also actively involve students in discussions and interactive learning activities to increase students' understanding and interest in science subjects.

2. What are the factors that can be the main cause of difficulties in learning science in class III students at the Jruek Aceh Besar Public Elementary School?

Answer :

The factors that can be the main cause of difficulty learning science in class III students at the Jruek Aceh Besar Public Elementary School are very diverse. First, the complexity of science material may be a major challenge for some students, because the material requires a deeper understanding of concepts. Second, differences in learning styles among students can also contribute to learning difficulties, because each student has different learning preferences. Third, parental involvement has an important role; their lack of support or involvement in supporting learning at home can be a contributing factor to learning difficulties. Limited learning infrastructure, such as a lack of reference books, access to technology, or interactive learning equipment, can also affect student understanding. In addition, students' psychological conditions, such as motivation, self-confidence, or discomfort with science subjects, also play a role in causing learning difficulties. Lastly, teaching methods that do not suit students' needs and characteristics can exacerbate their learning difficulties. It is hoped that an in-depth understanding of these factors can help develop more effective strategies in overcoming science learning difficulties at the Jruek Aceh Besar Public Elementary School.

3. What concrete strategies have been implemented by third grade teachers to overcome science learning difficulties, and to what extent have these strategies proven effective?

Answer :

Class III teachers at the Jruek Aceh Besar Elementary School have implemented various concrete strategies to overcome the science learning difficulties experienced by students. One of the strategies implemented is the use of a project-based learning approach, where students are invited to be actively involved in exploring science concepts through practical activities and simple projects. Apart from that, the use of interactive learning media, such as educational videos and technology-based learning applications, has also been implemented to increase students' absorption of science material. Class III teachers also run peer tutoring sessions, where students who have a better understanding of science help classmates who have learning difficulties. Providing positive feedback and appreciation for students' efforts in understanding science concepts is also an integral part of this strategy. In addition, teachers periodically conduct formative evaluations to understand the extent to which students have achieved understanding of the material, and then adjust teaching methods according to individual needs. The interim evaluation results show that the implementation of these strategies has had a positive impact. Students tend to participate more actively in learning, increase their understanding of science concepts, and show increased motivation to learn. However, a more in-depth and ongoing evaluation will be needed to understand the effectiveness of these strategies in the long term and in overcoming the various

levels of learning difficulties that may be experienced by grade III students at the Jruek Aceh Besar Public Elementary School.

4. What steps can class III teachers take to continue to improve the effectiveness of strategies for overcoming science learning difficulties in class III at SD Negeri Jruek Aceh Besar?

Answer :

Class III teachers at the Jruek Aceh Besar Public Elementary School can take a number of steps to continue to increase the effectiveness of strategies to overcome science learning difficulties in class III students. First, it is necessary to carry out regular evaluations of the results of implementing the strategies that have been implemented. Teachers can collect data regarding student learning achievements, participation levels, and student responses to the learning methods applied. Next, teachers can reflect on previous teaching experiences and update learning strategies based on the evaluation findings. Collaboration between teachers at the school level can be strengthened. Teachers can share experiences, successful strategies, and learning resources. Providing mutual support and constructive feedback between teachers can open up space for the exchange of ideas and best practices, which in turn can increase the effectiveness of science learning in class III. These measures should not only focus on technical aspects of learning, but also pay attention to aspects of student motivation and well-being. Teachers can create an inclusive learning environment, provide emotional support to students who experience difficulties, and involve parents as important partners in efforts to improve science learning at the Jruek Aceh Besar Public Elementary School. With this holistic

approach, it is hoped that teachers can continuously improve the quality of learning and overcome science learning difficulties that grade III students may face.

5. What is the role of parents in supporting the implementation of strategies and overcoming difficulties in learning science in class III students at Primary School Jruek Aceh Besar?

Answer :

The role of parents is very important in supporting the implementation of strategies and overcoming science learning difficulties in class III students at the Jruek Aceh Besar Public Elementary School. First of all, parents have a major role in creating a conducive learning environment at home. They can provide emotional and motivational support to children, as well as instill positive values related to the importance of science learning. Through active involvement, such as helping children with homework or asking questions to generate interest in science, parents can be effective partners in the teaching and learning process. Apart from that, parents can also play a role in identifying potential science learning difficulties experienced by children. Through open communication with teachers, parents can provide information about changes in behavior or obstacles that may occur at home. This allows teachers to respond appropriately and provide more personalized strategies for overcoming student learning difficulties. Parents of students can also be involved in school activities and support self-development programs organized by the school. Parents' participation in school meetings, seminars, or other activities can broaden their understanding of the science learning strategies implemented in grade III. In this

way, parents can provide better support to their children at home, helping to reinforce the concepts taught at school. Close involvement and collaboration between schools, teachers and parents is an important foundation in overcoming science learning difficulties. By building a strong communication network, involving parents in the learning process, and creating positive collaboration, it is hoped that this joint effort can have a positive impact on the learning achievement of grade III students at the Jruek Aceh Besar Public Elementary School.

2. Discussion

Based on the results of interviews, the current condition of education at Lampuyang State Elementary School is influenced by several problems, including a lack of facilities and infrastructure, a lack of textbooks, and a lack of teacher training. The main focus of the research is to identify these factors and their impact on the quality of education in the school. The social and cultural environment around the school also has a significant impact, especially in the context of low economic conditions that influence parental participation in children's education and cultural values that influence society's perception of the importance of education. Teachers at Lampuyang State Elementary School are recognized as having a crucial role in overcoming educational problems. Efforts to improve teacher qualifications, provide regular training, and create innovative teaching methods are strategies implemented to overcome these problems. Parental participation is deemed to need to be increased, and the school has launched a program involving parents in learning activities at home, holding regular meetings, and providing information about the importance of the role of parents in supporting

children's education. In the context of information and communication technology (ICT), the role of ICT is recognized as very important in overcoming educational problems. Lampuyang State Elementary School has launched a program to increase access to technology, organize ICT training for teachers, and ensure that students have adequate access to ICT tools to support learning. This effort reflects positive steps in improving the quality of education at Lampuyang State Elementary School.

D. Conclusion

Based on the results of the interview above, it can be seen that the class III teacher at the Jruak Aceh Besar State Elementary School assesses that some students have difficulty learning science. This assessment is based on observations of science material understanding skills during the learning process. Some students experience difficulty in internalizing natural science concepts, which is reflected in their evaluation results and responses. Teachers carefully identify factors that cause difficulties in learning science, such as differences in student learning styles, initial level of understanding of the material, and level of parental involvement. This assessment becomes the basis for designing teaching strategies that are adaptive and responsive to individual student needs, by involving students in discussions and interactive learning activities. Factors causing difficulties in learning science at the Jruak Aceh Besar Public Elementary School include the complexity of the material, differences in student learning styles, lack of parental support, limited learning infrastructure, and students' psychological conditions. Inappropriate teaching methods can also exacerbate learning difficulties.

It is hoped that a deeper understanding of these factors will help develop more effective strategies. Class III teachers have implemented concrete strategies, such as a project-based approach, the use of interactive learning media, peer tutoring sessions, and providing positive feedback. Interim evaluations show positive impacts, but more in-depth evaluations are needed to understand long-term effectiveness and in addressing varying levels of learning difficulties. To increase the effectiveness of strategies, third grade teachers can conduct regular evaluations of implementation results, reflect on teaching experiences, and collaborate with other teachers to exchange ideas and best practices. Attention also needs to be paid to aspects of student motivation and welfare, by creating an inclusive learning environment and involving parents as partners in efforts to improve science learning. The role of students' parents is very important in supporting the implementation of strategies and overcoming science learning difficulties.

They can create a learning environment at home, provide emotional support, and be actively involved in the teaching and learning process. Through open communication with teachers, parents can help identify potential learning difficulties in their children and provide better support at home. Parental involvement in school activities can also broaden their understanding of science learning strategies. It is hoped that close collaboration between schools, teachers and parents can have a positive impact on the learning achievement of class III students at the Jruek Aceh Besar Public Elementary School

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