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CASE STUDY OF LEARNING DIFFICULTY CLASS III STUDENTS AT SDN 06 BATU TABA, AMPEK ANGKEK SUB-DISTRICT

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Abstract

Diagnosis of learning difficulties is the process of determining the problem of students' inability to learn by examining the background causes by analyzing the symptoms of learning difficulties or barriers that appear. The purpose of this study is to identify the location of learning difficulties experienced by students and the provision of treatment. The type of research used in this research is a qualitative case study in nature. The key informants in this study were students with the initials S and supporting informants, namely the school principal, who was also a class III homeroom teacher, class II teacher, and parents of students. Data collection techniques were carried out using non-test methods, namely observation, interviews, general problem-solving tools, problem-solving tool PTSDL, Sociometry, and format of mastery of learning material difficulties. The data analysis technique is data triangulation. This study found that one student with the initial S experienced learning difficulties in mathematics and Arts and Culture and Skills. After being given counseling services in the form of remedial learning, students with the initial S experienced an increase in subject mastery.

Keywords: Case Studies; Difficulties; Learning

INTRODUCTION

Learning is a process, an activity, not an outcome or goal. Learning is not just remembering but broader than that, namely experiencing. Learning outcomes are not a mastery of the exercise results but a behavior change (Alang, 2015). Learning is the key to success in the future. To achieve success or success, the learning process must run

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smoothly without any obstacles. Internal and external factors determine the success of this study. Interior characteristics, namely from oneself, while external factors influence from outside the student's self (Amri & Lif, 2010).

Learning will bring changes to students who learn. These changes include knowledge, attitudes, skills, and others. Students who have experienced the learning process are not in the same condition as when they have not studied. Students will be more able to face difficulties, solve problems or adapt to the situations and need they face, so it can be interpreted that the learning process is a process of change that exists within the individual that leads to mastery of skills, skills, proficiency, new knowledge and attitudes that are acquired, stored and implemented to give rise to adaptive and progressive behavior (Dimyati, 2006; Amri & Lif, 2010).

The achievement of learning outcomes marked by good learning achievement indicates the success of a learning process in learning activities. Learning success in the form of excellent and maximum learning achievement can be obtained for each student if they can learn properly and avoid various threats, obstacles, and distractions. However, in reality, the dangers, obstacles, and disturbances are faced and experienced by certain students. As a result, they have difficulty learning (H. Bower & Ernest, 1988; Syaiful, 2002; Thorndike, 1959).

The activities of localizing the location of learning difficulties, looking for factors suspected as the cause, and determining the solution to the problem are corrective steps to overcome learning difficulties. Solving learning difficulties can be done by way of a diagnosis. In making a diagnosis, it is necessary to have a procedure consisting of specific and systematic steps oriented toward finding certain types of learning difficulties students face (Isa, 2004; Muhibbin, 2008). A procedure like this is known as a "diagnostic" of learning difficulties, in which the symptoms faced by a learner can be identified (Winkel, 1991; Wittig, 1981). If signs have been found, the teacher or supervisor should know what steps must be taken to discover students' learning difficulties and find solutions. Learning difficulties are disabilities experienced by students who must be addressed as soon as possible so as not to continue continuously because this will interfere with further education (Makmun, 2002; Slameto, 2003).

This study aimed to identify the learning difficulties experienced by students at Public Elementary School 06 Batu Taba to find the factors that cause difficulties and help overcome these problems by assisting.

METHODS

The type of research used in this research is a qualitative case study in nature (Arifin, 2012). The data analysis technique is data triangulation. Triangulation of data sources is digging up the truth of certain information by using various data sources such as documents, archives, interview results, observation results, or by interviewing more than one subject which is considered to have a different point of view (Sudjono, 2015; Sugiyono, 2016). The key informants in this study were students with the initials S and supporting informants, namely the school principal, who was also a class III homeroom teacher, class II teacher, and parents of students. The instruments used in this case study were observation, interviews, problem-solving tool general, problem-solving tool PTSDL, Sociometry, and Format for Difficulty in Mastering Learning Materials. Observation techniques are used to observe student behavior in class in learning and playing. The interview technique aims to find information about S students in the course and the home and community environment. Problem-solving tool general is given to obtain data regarding common problems that students may experience. Problem-solving tool PTSDL is provided to get data or information on the issues in learning that students may encounter. Instrument Format Difficulty in Mastering Learning Materials reveals in what areas of study and subject matter students experience problems. Then the sociometry instrument is used to see students' relationships or social positions in the class.

RESULT AND DISCUSSION

In the framework of a case study of learning difficulties conducted at the Taba 06 New Public Elementary School, Ampek Angkek District, several steps were carried out, namely:

1. Identifying Student Learning Difficulties

   The first step is to compare student achievement scores with the minimum completeness criterion values. Based on the results of the Legger analysis, the

scores of 23 students found one student with the initial S whose score was below the minimum completeness criteria (75). Students with the initial S experience learning difficulties in Mathematics and Cultural Arts and Skills.

2. Localizing the Location of Student Learning Difficulties

After identifying the difficulties experienced by students with the initials S, localization was then carried out where the learning difficulties they experienced were located. The method is carried out by analyzing the exam question sheets and answer sheets so that they are found in which question numbers are not mastered.

Based on the analysis results, students with the initials S experience learning difficulties in mathematics regarding unit numbers, addition, and division. In the Cultural Arts and Skills subject, the problems experienced were regarding decorative ornaments, rhythms, movements suitable for leading songs, and collage techniques.

3. Factors Causing Learning Difficulties

At this stage, non-test instruments were given: observation, interviews, general problem-solving tools, PTSDL problem-solving tools, Sociometry, and formats for mastery of learning material difficulties to obtain valid and accurate information or data supporting case study activities on initial students S.

a. Observation

Based on the results of observations, it is known that S has difficulty seeing blackboard lessons because there is interference with his eyes, and he also has difficulty focusing while studying and is easily influenced by his friends.

b. Interview

Based on the results of the interview with Wawas S, he has an eye problem and has had surgery, but of course, he has not fully recovered. Then when the learning process was not focused and liked to play games, as well as the results of interviews with the previous class II S teacher, they also said the same thing with a bit of addition, namely, S was a student moved from Maninjau, where before he was more often at home, now he has moved to a new environment so that it affects him and he plays more often. Furthermore, the results of interviews with S's parents also said that S moved from Maninjau, where he used to play more at home and could be said to be a home child; when he was

there, S was an intelligent child and even when he was little S could read and count earlier than his friends. Activities at home can be considered solid because, after school, they recite the Koran until the afternoon. Then when he was a toddler, S didn't get sick often compared to kids his age. Parents have given all methods for S's learning process, from motivation to providing media through videos to keep S interested in learning. However, it has no effect; S is interested in education but lacks awareness of it. He is more interested in things outside of education. S's parents work, so they only spend time together at night; because of this, S feels less attention. Based on the results of interviews with a student with the initial S, it is known that he has difficulty memorizing times and learning when there are assignments, and even then, the works are as they are. S often plays or watches when there are no school assignments.

c. General problem-solving tools

Based on the analysis of the GENERAL problem-solving tool, it was found that this student with the initial S experienced general problems in the form of eye problems, broken promises, getting angry, and fighting with his younger sibling.

d. PTSDL problem-solving tools

Based on the PTSDL problem-solving tool, it was found that students with the initials S experienced learning problems in the form of homework assignments given by the teacher which they did not understand, to attend lessons the next day S did not repeat the previous address. The test/exam scores were low because I didn't master the subject, if I didn't go to school, S didn't borrow and study friends' notebooks, and S didn't read the lesson material that the teacher was going to teach in advance and never asked questions in class.

e. Format of Difficulty Mastery of Learning Materials

Based on the format analysis of the difficulty of mastering the learning material, these students experienced problems in mathematics and cultural arts and skills. If it relates to stepping 1, the scores are 65 and 65. For the Citizenship Education subject, the scores are correct in the position of the minimum completeness criterion, namely 75.

f. Sociometry

Based on the Sociometry above, it can be seen that S has one friend, where S clicks with his friends. This can be seen in sociometry no. 21 and 18. Based on the results of the assessment that has been given, it can be concluded that the learning difficulties experienced by S are internal and external factors. Internal factors, namely those that come from within the child himself, namely physical characteristics where he has eye problems, and psychological factors, namely lack of concentration and interest in learning and attitudes towards learning, lack of awareness, and poor study habits. On external factors, namely from outside the student's self, namely the family environment where there is a lack of attention from both parents, the community environment, namely the new environment so he prefers to play later in the school environment, namely S in learning to sit in front but in a corner so it is difficult to see the blackboard.

4. Designing a Learning Difficulty Diagnosis Program

The next step is to design a learning difficulties diagnosis program. This step is based on the second step (localizing the location of learning difficulties), namely in mathematics, the subject of units of numbers, addition, multiplication, and division. In the Cultural Arts and Skills subject, namely on decorative decoration, rhythm, movements suitable for leading songs and collage techniques. Based on the subject that has not been mastered, a schedule for providing services and types of activities will be designed where the material is adapted to the issue that has not been learned, accompanied by the kind of guidance and counseling services to be provided. The design program of activities is carried out once a week. The place for implementation was in the library of State Vocational High School 1 Ampek Angkek, where S's parents worked. The Guidance and Counseling services provided were remedial, enrichment, and Guidance and Counseling services.

5. Providing Treatment

a. Remedial

Remedial activities are carried out to complete the subject matter of the lesson that is not mastered by S. S is asked to repeat answering questions that he has not learned. Before that, it was explained in advance on each item of the problem. So that S understands and can answer the questions correctly.

b. Enrichment

Afterward, enrichment was carried out by asking S for understanding and insight regarding the previous material that had been explained to strengthen his knowledge. Then giving questions in the form of development of questions that are not mastered. Here S answered all the questions despite a few obstacles where S had difficulty concentrating on studying. Even so, S can solve the problem well.

c. Guidance and counseling services

Finally, the provision of guidance and counseling services in the form of individual counseling, namely increasing interest in learning S by asking about his goals so that he knows that in achieving his goals, there is a learning process that he must go through to foster a sense of enthusiasm within him. Then also provide practical study tips and ways to concentrate on learning so that the lesson is easy to understand.

6. Evaluation and Follow Up

Based on the provision of remedial, S has started to master subjects that he had not learned before. The value that was initially under the minimum completeness criteria, after the corrective administration, weight increased and was above the minimum completeness criteria. Based on the provision of enrichment, S already understands the subject discussion and can answer the development of questions that are different from the lessons that have been done.

Based on Guidance and Counseling services, S students' interest and awareness of learning have increased. He already wants to study every night, memorize times, and make assignments independently without being reminded again. The test scores above the minimum completeness criteria evidence this.

CONCLUSION

It can be concluded that the diagnosis of learning difficulties must first know the cause of the learning difficulties themselves. After that, a diagnosis is made by looking at the visible symptoms of students with learning difficulties. The steps taken were (1) identifying learning difficulties by comparing achievement scores with the minimum completeness criteria, it was found that students with the initial S experienced difficulties in

mathematics and Cultural Arts and Skills, (2) localizing the location of learning difficulties by analyzing questions and answer sheets, it is known that students with the initials S experience learning difficulties in mathematics on the subject of unit numbers, addition, and division. In the subject of Cultural Arts and Skills, the difficulties experienced are on the subject of decorative decoration, rhythm, movements suitable for leading songs and collage techniques, (3) determining the factors that cause learning difficulties by providing non-test instruments (observations, interviews, tools for expressing general problems, PTSDL problem-solving tools, difficulty format mastery of learning materials and Sociometry), the learning difficulties experienced by S were internal and external factors. Internal factors are those that are felt in the child himself, namely physical characteristics where he has eye problems, and psychological factors, namely lack of concentration in learning and lack of interest in learning and attitudes towards learning, lack of awareness, and poor study habits. Then on external factors, namely from outside the student's self, namely the family environment where the lack of attention from both parents, the community environment, namely the new environment so that he prefers to play as well as the school environment, namely sitting in front but in a corner so it is difficult to see the blackboard, (4) providing treatment in the form of remedial, enrichment, and guidance and counseling services by giving individual questions and counseling, namely increasing interest in learning, (5) evaluation and follow-up, interest, attitude, and awareness of learning have increased.

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