Description of Learning Difficulties In Grade X Students of SMK Taruna Karya 1 During a Pandemic

Regi Ramadan
Universitas Persada Indonesia YAI
Email: regi.ramadan@upi-yai.ac.id

*Correspondence: regi.ramadan@upi-yai.ac.id

KEYWORDS	ABSTRACT
dramaturgical theory, self-disclosure, feminine men, tiktok	Learning is a process of interaction between educators and students. Covid 19 has currently colonized the country of Indonesia, where the spread of the disease is very fast. The impact of this covid 19 outbreak has not subsided, learning will continue to be carried out from each home (study from home). Online learning should be a learning method that makes it easier for students to continue learning even in a pandemic. But in reality, after being implemented, there are still many shortcomings that cause difficulties for students to feel. Based on the results of observations at SMK Taruna 1 Karawang for 1 week, especially in grade 10, there are students who experience learning difficulties, especially in participating in learning through virtual meeting media and in doing assignments that are assigned tasks are often late and tend to have difficulties due to a lack of understanding in learning caused by the family environment as well as online learning support facilities. The problems that occur in institutions, especially class X, are 2 students who are suspected of having learning difficulties, one is due to supporting factors such as quotas and devices, the second is mainly influenced by the conditions of the house

Introduction

Learning is a process of interaction between educators and students. Learning is a two-way communication process, teaching is done by the teacher as an educator, while learning is done by students as students (Ratna Willis, 2011). In addition, learning is a process of achieving learning goals, the process of experiencing knowledge both in terms of cognitive, affective, and psychomotor. According to Gagne, learning is defined as an organizational process of behavior change as a result of experience (Ratna Willis, 2011).

Active learning is learning activities that involve learners in doing something and thinking about what they are doing. Active learning is taken from the assumption that learning is basically an active, innovative, creativ, effective, and fun process. Active means that in the learning process the teacher must create an atmosphere in such a way that students actively ask questions and express ideas (King, 2010). One of the problems faced by the world of education today is the impact of the COVID-19 pandemic which is

now starting to spread to the world of education, so the government is trying to close all educational institutions. In addition, the government also limits human activities outside the home. Efforts to limit activities outside the home. this aims to break the chain of spread of COVID-19. With this policy, schools implement teaching and learning activities remotely or ONLINE learning (online) in the era of the COVID-19 pandemic (Saputro, 2018). The implementation of the distance learning process in the era of the COVID-19 pandemic, teachers are required to choose and use the right method so that the teaching and learning process continues in other words, educational interactions are created. The application of online learning certainly requires readiness for both parties, both from educators (teachers) and from students. However, online learning really needs qualified technological assistance so that it can be accessed so that it can facilitate the learning process (Janah, 2020)

Online learning should be a learning method that makes it easier for students to keep learning even in a pandemic. But in fact, after being implemented, there are still many shortcomings that cause difficulties felt by students. For students who are used to studying at school with teachers and friends, online self-study certainly makes students feel difficult to make students themselves lose their enthusiasm for learning (Rausyanfikr, 2021). Not to mention teachers who lack further explanation or direction, as well as lack of evaluation in learning so that students do not know what they are learning is right or wrong. Actually, online learning can be a good and effective learning method, but if all factors support its implementation. Therefore, good cooperation between teachers, students, and parents is needed to create good and effective learning activities (Susano et al., 2023).

Based on the results of previous research by (Janah, 2020). Said that the learning difficulties experienced by students include, first, the ability in terms of technology. Technology is one of the obstacles, because between teachers and students who are inadequate in terms of technology. The replacement from face-to-face learning to online is a burden for teachers and students. Then the second is learning media. Many students are proficient in technology, but are constrained in terms of learning media, namely in the form of Smartphones or Laptops (Syah, 2011). Those who come from underprivileged students, are very constrained, they have to look for HP or Laptop loans to friends or relatives and this is done every day. Another obstacle is the availability of internet quota. Online learning requires an adequate internet network, for them internet quota is a very financial obstacle, because they have to use internet quota in every hour online which does not rule out the possibility that many students object to filling internet quota due to the lack of parental income in the Covid-19 Pandemic Era. The thing that becomes an obstacle again is Signal. Signals that are less supportive cause students to have difficulty in following the online learning process (Lenhard & Lenhard, 2013).

Based on the results of previous research by (Subarkah & Salim, 2021). Saying that learning difficulties can also cause a difficult situation and may cause a despair resulting in school dropouts. Then, learning difficulties in students can also occur in the home environment, for students who often get assignments from their teachers at school, students will feel burdened if these students have not accustomed themselves to being independent in completing tasks from their teachers. In a situation like this, the role of parents is needed to motivate students to be able to complete their tasks at school. Without full support from parents, students will have learning difficulties (Al-Qadri et al., 2021). In addition to the motivation given by parents to their children in facing learning

difficulties, there are learning facilities available to create an exciting learning atmosphere (Wahab & Rohmalina, 2018).

Based on the results of previous research by (Annisa et al., 2021). Said that learning difficulties are predominantly influenced by External Factors, based on the indicators, external factors include home atmosphere, learning facilities, parent and child relationship, teacher and student relationship. Based on interviews conducted by researchers with Almer students that students stated that there were no difficulties in facilities at home, meaning the availability of home learning facilities and also a supportive home atmosphere, there was no commotion during the learning process, but students stated that there was still a lack of parental concern for students in learning with an online system during the covid 19 pandemic because in the morning parents were already busy working, and the teacher's motivation towards him feels good because the teacher usually provides motivation and the methods used by the teacher are good enough and also asks which material has not been understood (Suryelita et al., 2019).

Based on observations at SMK Taruna 1 Karawang for 1 week, especially grade 10, there are students who experience learning difficulties, especially in participating in learning through virtual meeting media and in doing assignments given assignments are often late and tend to have difficulties due to lack of understanding in learning caused by the family environment and online learning support facilities. With the holding of psychoeducation, it is hoped that students can handle the problems they experience (Jordan et al., 2013).

Research methods

The method used is the case report method The purpose of this method is to present in-depth information about a particular case, including symptoms, diagnosis, treatment, and results.

Results and Discussions

Positioning and Coordination

A week before the practical work was carried out, we looked for information in advance about SMK Taruna Karya. Then during the first week of practical work, we began to coordinate with the head of the agency that we would do practical work and we agreed with the principal that practical work at school would be carried out for 5 hours starting from 07.00-12.00 WIB due to the pandemic, and activities at school were still limited.

Then after coordinating and getting permission from the principal, we immediately asked the field supervisor to guide us in carrying out our duties during practical work. We get a supervisor from the student field, and we immediately ask permission from the field supervisor to observe students to look for problems that occur in students in related institutions. After making observations, we immediately coordinate with the principal and field supervisors to deal with problems experienced by students.

Regi Ramadan

Tasks Performed
      The following tasks we do in carrying out practical work for 25 days at SMK Taruna Karya 1:

Table 1: Tasks Performed

Time	Activities
07.00-08.00	Room Preparation
08.00-09.00	Accepting New Student Enrollment
09.00-10.00	Rest
10.00-11.00	Filling in New Student Data
11.00-12.00	Lunch and Ishoma

Description of Practical Work Implementation
      Activities or activities during practical work will be described in detail according to the daily activity report of practical work known and paraphrased by the field supervisor during the practical work (Hebert et al., 2018).

Table 2 Description of Practical Work Implementation

No	Date	Time	Activities
1	Monday, 18 January 2021	07.00-12.00	Coordinate with the principal for licensing to carry out practical work and submit a request for a field supervisor for 25 days.
2	Tuesday, 19 January 2021	07.00-12.00	Coordinating with TU is submitting a cover letter from campus.
3	Wednesday, 20 January 2021	07.00-12.00	Coordinate with class X teachers to allow students to observe and interview.
4	Thursday, 21 January 2021	07.00-12.00	Observing the facilities at SMK Tarunaka Karya 1.
5	Monday, 25 January 2021	07.00-12.00	Exploring the background of the school starting from history, organizational structure and others
6	Tuesday, 26 January 2021	07.00-12.00	Coordination with students as field supervisors related to problems that occur at SMK Taruna Karya 1.
7	Wednesday, 27 January 2021	07.00-12.00	Conduct interviews with teachers regarding problems with students.
8	Thursday, 28 January 2021	07.00-12.00	Conduct interviews with student representatives.
9	February 1 to February 13	07.00-12.00	We carry out practical work activities in accordance with the tasks given by the agency that have been described in point 4.2.
10	Monday, 15 February 2021	07.00-12.00	Carry out psychoeducation to students who are suspected of experiencing problems.
11	16-22 February 2021	07.00-12.00	Continue daily activities which have been described in point 4.2.

Observations
      After observation, there were 2 class X students who were suspected of having learning difficulties due to supporting factors for online learning facilities such as internet quota and device media as well as home comfort factors such as noisy atmosphere and parental encouragement due to lack of understanding of internet technology.

Interview with Master
Wednesday, 27 January 2021

The results of interviews with teachers show that during teaching through online media there are many problems regarding students' understanding of the material delivered caused by quota factors and home conditions that make students late in pranking assignments and not understanding the material presented

Interviews with Students
Thursday, 28 January 2021

The results of interviews with students showed that during online learning students had difficulty in understanding the material delivered due to internet quota factors and home conditions.

Problems and Solutions

The problems that occur in institutions, especially class X, there are 2 students who are suspected of having learning difficulties, one because of supporting factors such as internet quotas and devices, the second is mainly influenced by home conditions and lack of encouragement from parents because parents are constrained by understanding modern technology such as the internet. Based on research conducted by (Janah, 2020) with a journal entitled Student Learning Barriers During the Covid-19 Pandemic at MA Ma'Arif 06 Pasir Sakti, East Lampung, that many who experience learning difficulties are constrained in terms of learning media, namely in the form of Smartphones or Laptops. Those who come from underprivileged students, are very constrained, they have to look for HP or Laptop loans to friends or relatives and this is done every day. Another obstacle is the availability of internet quota. Online learning requires an adequate internet network, for them internet quota is a very financial obstacle, because they have to use internet quota in every hour online which does not rule out the possibility that many students object to filling internet quota due to the lack of parental income in the Covid-19 Pandemic Era. Then based on research conducted by (Subarkah & Salim, 2021) entitled Analysis of Student Learning Difficulties in Distance Learning (PJJ) in the Middle of the Covid-19 Pandemic. That learning difficulties in students can also occur in the home environment, for students who often get assignments from their teachers at school, students will feel burdened if these students have not accustomed themselves to being independent in completing tasks from their teachers. In a situation like this, the role of parents is needed to motivate students to be able to complete their tasks at school. Without full support from parents, students will have learning difficulties.

The solution provided is the provision of psychoeducation on how to overcome learning difficulties from the student's point of view, among which are
a. Study in groups but still comply with health protocols
b. Utilizing public facilities such as wifi in public areas
c. Study in a closed room
d. Study with friends who have qualified facilities
1. Students (1)
   Name: MI
   Age: 16
   Grade: X (10)
   Problem: Learning difficulties due to the lack of facilities for online learning such as smartphones and internet quotas due to family economic constraints that cause subjects to often find it difficult to participate in online learning activities every day.

Solution: Provide psychoeducation in the form of socialization about overcoming learning difficulties experienced in the form of studying together with friends who have sufficient facilities in terms of material facilities for online learning and utilizing public facilities such as wifi in public areas such as regional libraries or other public libraries that provide computer services.

Students (2)
Name: DM
Age: 16
Grade: X (10)
Problem: Learning difficulties due to lack of encouragement from parents and uncomfortable home conditions due to a dense population environment that makes the subject not concentrate on learning and less parental encouragement due to the subject's parents who do not really understand online learning technology.
Solution: Provide psychoeducation in the form of socialization about overcoming learning difficulties experienced in the form of studying in a closed room such as a room or room far from noise and learning in groups so that they can exchange ideas or can ask directly things that have not been understood during online learning which is group learning but still complying with health protocols.

Conclusion

Learning difficulties experienced during a pandemic are generally more predominantly influenced by external factors, namely learning support facilities such as device media or internet quota and family environmental factors such as encouragement from parents and home atmosphere conditions, as based on research conducted.

And what happened to the students of SMK Taruna Karya 1, especially the class, it turned out that there were some students who had learning difficulties caused by external factors. To overcome these problems, we as Psychology Students try to help individuals who experience such obstacles by providing psychoeducation.

References

Al-Qadri, A. H., Zhao, W., Li, M., Al-Khresheh, M. H., & Boudouaia, A. (2021). The prevalence of the academic learning difficulties: an observation tool. *Heliyon*, *7*(10).

Annisa, N. A., Asriati, N., & Sugiarto, A. (2021). Analisis kesulitan belajar yang dihadapi siswa pada pembelajaran Geografi di masa pandemi COVID-19 (Studi Kasus di MAN 2 Pontianak). *Jurnal Pendidikan dan Pembelajaran Khatulistiwa (JPPK)*, *10*(2), 793–800.

Hebert, M., Bohaty, J., Nelson, J. R., Roehling, J., & Christensen, K. (2018). Taking Notes on Informational Source Text Using Text Structures: An Intervention for Fourth Grade Students with Learning Difficulties. *Learning Disabilities: A Multidisciplinary Journal*, *23*(2), 34–55.

Janah, S. R. (2020). Hambatan belajar siswa pada masa pandemi covid-19 di ma ma'arif 06 pasir sakti lampung timur. *As-Salam: Jurnal Studi Hukum Islam & Pendidikan*, *9*(2), 225–240.

Jordan, N., Hanich, L. B., & Uberti, H. Z. (2013). Mathematical thinking and learning difficulties. In *The development of arithmetic concepts and skills* (bll 383–406). Routledge.

King, L. A. (2010). Psikologi umum: Sebuah pandangan apresiatif. *Jakarta: salemba humanika*.

Lenhard, W., & Lenhard, A. (2013). Learning difficulties. *Learning Disabilities*, *25*, 33–45.

Ratna Willis, D. (2011). Teori Belajar dan Pembelajaran. *Jakarta: Penerbit Erlangga*.

Rausyanfikr, M. S. (2021). *Pengaruh aplikasi Discord terhadap kemampuan penalaran dan pemahaman kalkulus Mahasiswa*. UIN Sunan Gunung Djati Bandung.

Saputro, K. Z. (2018). Memahami Ciri dan Tugas Perkembangan Masa Remaja. *Aplikasia: Jurnal Aplikasi Ilmu-ilmu Agama*, *17*(1), 25. https://doi.org/10.14421/aplikasia.v17i1.1362

Subarkah, M. A., & Salim, A. (2021). Analisis kesulitan belajar peserta didik dalam pembelajaran jarak jauh (PJJ) di tengah pandemi covid-19. *Rausyan Fikr: Jurnal Pemikiran dan Pencerahan*, *17*(1).

Suryelita, S., Guspatni, G., & Defriati, P. (2019). Description of learning difficulties on atomic structure and periodic table topics of tenth grade students in SMAN 7 Padang. *Journal of Physics: Conference Series*, *1317*(1), 12147.

Susano, A., Subiantoro, H., & Meirinaldi, M. (2023). HR Development Through Capacity Building To Increase Company Productivity. *Jurnal Indonesia Sosial Sains*, *4*(06), 499–508.

Syah, M. (2011). Psikologi Remaja. *Yogyakarta: PT Tiara Wacana*.

Wahab, R., & Rohmalina, M. P. I. (2018). Psikologi belajar, cet III. *Depok: Rajawali pers*.