



# Analysis of the variety of learning difficulties of grade IX students in the online learning system on the material of the human reproductive system at SMP PGRI 9 Pemalang

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## ABSTRACT

This study aims to determine the variety of learning difficulties of class IX students in the online learning system on the human reproductive system at SMP PGRI 9 Pemalang. This type of research is descriptive research. Data collection was carried out by interviews, distribution of questionnaires or questionnaires, and written tests. The research was conducted with a sample of 120 students class IX at SMP PGRI 9 Pemalang. Based on the research results, it is known that students' learning difficulties include internal and external factors. Health is an internal factor of learning difficulties with the highest percentage of 62.23% and disability is the lowest internal factor of learning difficulties with a percentage of 55.20% while the family environment is an external factor of learning difficulties with the highest percentage of 67.80% and environment society is the external factor with the lowest learning difficulties with a percentage of 52.65%.

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## INTRODUCTION

Learning is a process of effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. This shows that after a person makes an effort called learning, there will be changes in behavior that arise in that person (Daryanto, 2011). According to (Muhibbin Syah, (2017:87), learning is an activity that is processed and becomes a fundamental element for the ongoing educational process. This means that the achievement of an educational goal depends on the learning process experienced by each student. Suryabrata, Masrun and Martinah in Ghufroon & R. Risnawati, (2012:4) suggest that learning is a process for changing one's behavior both physically and mentally.

During the learning process, sometimes students experience learning difficulties. These learning difficulties can affect student learning outcomes. According to Hakim, (2012:14) and Slamet (2013:6) learning difficulty is a condition that creates obstacles in one's learning process. These obstacles cause the person to fail or at least become less successful in achieving learning goals. According to (Sugihartono et al., 2007), learning difficulties are one of the symptoms that appear in students characterized by low learning achievement or below what has been set. Some symptoms as

indicators of student learning difficulties include low learning outcomes, learning outcomes achieved are not balanced with the effort made, slow in carrying out learning activity tasks (Syaiful Bahri Djamarah, 2011:247). Learning difficulties experienced by students can be caused by several factors. These factors can come from within the student (internal) or from outside the student (external). Internal factors that can cause learning difficulties include health, disability, intelligence, talent, interest and motivation, mental health, and special types of learning. While external factors include the influence of the family, school, and community environment (Caryono & Suhartono, 2012) dan (Dalyono, 2012).

During the Covid-19 outbreak, the Indonesian government implemented online learning for all students in Indonesia. Students carry out online learning from their respective homes so that students do not go to school as usual. According to An et al., (2019) online learning is a form of delivering conventional learning which is poured in digital format via the internet. According to Molinda in Arizona et al., (2020) online learning is a form of distance learning/training by utilizing telecommunication and information technology, for example the internet, CD-ROOM (directly and indirectly). Online learning connects learners (students) with their learning resources (databases, experts/instructors, libraries) which are physically separate or even far apart but can communicate, interact or collaborate with each other (directly/synchronously and indirectly/asynchronously). Online learning like this certainly has drawbacks that can cause student learning difficulties.

Based on the results of interviews conducted with teachers at SMP PGRI 9 Pemalang, it is known that students experience difficulties when studying reproductive system material. The results of the daily test scores show that 67% of students have not reached the KKM. Many scientific names are studied in the material on the reproductive system and students experience difficulties in understanding the material. This is supported by Deadara et al., (2017) research which states that student learning outcomes are still below the KKM because students have difficulty understanding reproductive system material such as processes in the reproductive system (oogenesis, spermatogenesis, fertilization). Ramadhani et al., (2016) research also stated that students had difficulty understanding concepts in the human reproductive system material. Hairy's research (2018) states that students have difficulty mastering the concept of the reproductive system material. According to the results of Sani et al., (2019), which analyzed student learning difficulties in biology material, it showed that one of the student learning difficulties was due to students' lack of understanding of the teacher's delivery of material. In research conducted by Hidayatussaadah et al., (2016) showed that the learning difficulties experienced by students were writing names or scientific terms. Students can more easily accept the material presented by the teacher when they are able to overcome the learning difficulties they experience. If the student's learning difficulties are not known, students will still experience ongoing learning difficulties and student learning outcomes will be low.

Based on this background, it is necessary to conduct research to analyze the variety of learning difficulties in biology material on the human reproductive system in class IX at SMP PGRI 9 Pemalang to identify the variety of student learning difficulties so that they can help students understand and improve student learning outcomes that lead to learning biology.

## RESEARCH METHODOLOGY

The type of research used is descriptive research. The research was conducted with the aim of knowing the variety of learning difficulties of class IX students in the online learning system on the human reproductive system at SMP PGRI 9 Pemalang. Data collection was carried out by interviews, distribution of questionnaires or questionnaires, and written tests. The research was conducted with a sample of 120 class IX students at SMP PGRI 9 Pemalang. The sampling technique in this study used the Proportionate Stratified Random Sampling technique. Data analysis was carried out in 3 stages, namely data reduction, data display, and conclusion drawing (Sugiyono, 2010).

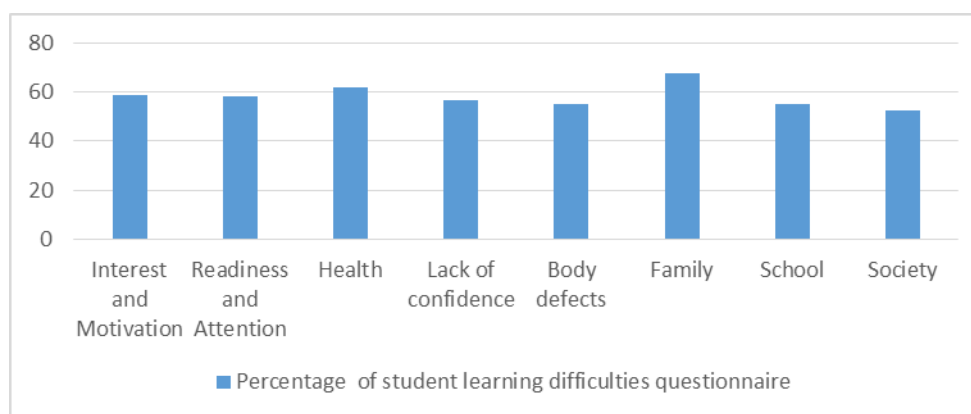
## RESULTS AND DISCUSSIONS

The results of the student learning difficulties test showed that there were still students who scored below the KKM. Students who scored above the KKM were 44 students while students who scored below the KKM were 76 students.

**Table 1.**

Results of students' written test on reproductive system material		
Value score range	Frequency	Percentage
90-100	9	7,5%
70-89	35	29,2%
50-69	40	33.35%
30-49	32	26,6%
10-29	4	3,3%
0-9	0	0%

Based on Table 1, it is known that the students' written test results on the reproductive system material were highest in the range of 50-69, namely 33.35%. Questionnaires or questionnaires given to students include internal factors and external factors student learning difficulties obtain the following percentage results:



**Figure 1.**

Questionnaire percentage diagram or student learning difficulties questionnaire

Figure 1 shows that the factor that most influences the learning difficulties faced by students is the family and health factor. Based on the results of the research that has been done, it can be seen that there are several factors that can cause students to experience learning difficulties. These factors include internal factors and external factors. Internal factors are factors that come from within the student while external factors are factors that come from outside the student or can also come from the surrounding environment.

The results of the written test showed that more students scored below the KKM than above the KKM. Low student learning outcomes can be a symptom of students having learning difficulties. According to the results of interviews with teachers, some students experienced learning difficulties when participating in learning. When the teacher asked the reason students had learning difficulties, students admitted that they had a lack of interest in reading and they played more than studied. Lack of student motivation is also one of the factors that affect student learning difficulties. Ramadhani et al., (2016) research states that the internal factors that cause learning difficulties have a percentage of 43%. These internal factors consist of factors of interest, motivation and talent where talent is the factor that causes the greatest difficulty. Internal factors can affect student learning difficulties. The emergence of interest in learning while studying will affect student learning difficulties.

The results of interviews with students stated that there were some students who did not like learning biology on the reproductive system material. They feel they do not understand the material of the reproductive system. During the online learning process, they often listen to the teacher delivering material using the lecture method, while students feel more comfortable doing direct learning with their friends. Students can discuss with other students and not get bored while participating in learning. Students felt that during the study of reproductive system material they had difficulty memorizing material and memorizing scientific names, some even felt that the illustrations were lacking if they only used pictures. They feel they need animated pictures or animated videos that explain reproductive system material. Research by Monica (2018) states that the learning system for human reproduction material makes it difficult for students to understand because it does not use audio-visual media in the form of animated images or animated videos so students only imagine mechanisms or processes while looking at pictures. This is thought to be the cause of the high number of misconceptions in almost all materials of the human reproductive system.

The results of the questionnaire show that the biggest factor influencing student learning difficulties is the external factor, namely the family environment. The percentage obtained from the family environment is 67.80%. The family environment can affect student development because the family environment can bring up parental support for their children. provide motivation to students to learn, and can help students to repeat the lessons that have been given at school. The role of parents is very important in determining the success of their child's education. The main roles and responsibilities, among other things, can be realized by guiding the continuation of children studying at home in accordance with the programs that children have studied at school. The family environment can be an external factor for student learning difficulties with the highest percentage because during the online learning process students spend their time studying at home. Students spend their time studying in their respective homes. The family environment will play a very important role in supporting the success of learning carried out by students. Support and motivation from the family environment will be needed by students while participating in online learning. This can be one of the causes of the family environment being an external factor with the highest percentage of results.

In addition to external factors that come from outside the student's self, factors from within the student can certainly affect the student learning process and can be a factor causing student learning difficulties. The results of the questionnaire show that the percentage of oneself obtained is 57.10%. The indicators raised to find out the causes of student learning difficulties from within students include interest and motivation, readiness and attention, health, lack of confidence, and also physical disabilities. According to (Uno, 2008:23) learning motivation is internal and external encouragement to students who are learning to make changes in behavior in general with several supporting indicators or elements.

According to Sardiman in Amaliyah et al., (2020) physiological factors will provide a foundation for convenience in achieving optimal learning goals. Conversely, in the absence of physiological factors, it can slow down the learning process and can even increase learning difficulties. If the student's body is not in good health then the learning process will be disrupted. When the body is not healthy, the concentration of learning will decrease. Students find it difficult to focus, get tired quickly, often fall asleep during learning. Sari Kusuma Dewi et al., (2014) research states that one of the internal factors that can affect students is health. The percentage of internal factors is 64.64% of students experiencing learning difficulties. This is caused by aspects of unfavorable health, fatigue and low interest.

## CONCLUSION

Based on the results of the study, it can be concluded that the variety the learning difficulties of class IX students of SMP PGRI 9 Pematang in the online learning system for material on the human reproductive system include internal and external factors. Health is an internal factor of learning

difficulties with the highest percentage of 62.23% and disability is the lowest internal factor of learning difficulties with a percentage of 55.20% while the family environment is an external factor of learning difficulties with results the highest percentage was 67.80% and the community environment was the lowest external factor for learning difficulties with a percentage of 52.65%. Suggestions that can be put forward from this study are that teachers are expected to periodically identify learning difficulties faced by students in order to provide solutions to these problems and can improve the quality of learning.

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