



ANALYSIS OF STUDENT LEARNING DIFFICULTIES DURING ONLINE LEARNING

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ABSTRACT

The purpose of this study was to find out the forms of learning difficulties in student PPKn courses during online learning and the factors causing student learning difficulties during online learning in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar. This type of descriptive research was carried out in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Education at UIN Alauddin Makassar with 32 research subjects for class PGMI B Class 2021 students. Data collection techniques using interviews and documentation. Data were analyzed using descriptive analysis. The results showed that (1) the forms of learning difficulties in Civics courses experienced by students were in the form of difficulties in understanding and mastering the material (level of mastery), and difficulties in answering questions (slow learner); (2) Factors that cause learning difficulties during online learning are factors that come from within the student (lack of learning motivation) and factors that come from outside the student's self (environmental conditions, networks, and learning media).

Keywords: Online learning; students difficulties

1. INTRODUCTION

The existence of the COVID-19 pandemic requires online learning to divert the transmission of the virus. Online learning is a process of interaction between students and educators in a learning environment in a network (Pangondian, Santosa, & Nugroho, 2019). Online learning has problems due to the unpreparedness of the infrastructure or the need for internet access points, especially in remote areas. This is in line with Windhiyana's statement (2020) that an unstable internet network will make communication difficult during online lectures. Sadikin & Hakim's (2019) research also

found that the students needed help understanding lecture material provided online, and teaching materials delivered in reading form needed to be more easily understood by the students as a whole.

The online learning affects not only students but also teachers and parents. According to Rigianti (2020), many teachers had trouble implementing online learning because there were few learning applications, internet networks, and devices available. Meanwhile, parents' difficulties are also as varied as the research conducted by Dewi, Damayanti, Halimah, & Jalan (2021), namely, a limited internet network. Parents do not understand their children's learning material, so children become confused.

Learning difficulties experienced by students in tertiary institutions are not only in certain subjects but in almost all courses. Additionally, this occurs in Citizenship Education (PPKn) or Civic courses. According to the researcher's short interviews with several students of Tarbiyah UIN Alauddin Makassar's Madrasah Ibtidaiyah Teacher Education Faculty, some students had difficulty learning civics courses, which were characterized by a lack of student understanding of the course material. The reason is that during online learning, students are constrained by technical issues such as networking. As a result, they are not focusing and concentrating enough.

Those problems cannot be ignored because, in principle, every student has the right to have the opportunity to achieve satisfactory academic performance under any circumstances, including online learning. In addition to technical challenges in online learning, students differ in terms of intellectual abilities in processing information received in class, as well as learning styles and approaches that can be very different from one another. These differences can affect student learning activities, especially in online learning, and it is possible for students to have learning difficulties.

From the background above, the authors are interested in conducting further research regarding the analysis of student learning difficulties during online learning for the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training UIN Alauddin Makassar. This study aims to (1) find out the forms of student learning difficulties during online learning in Civics courses in the Madrasah Ibtidaiyah Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar; and 2) know the factors causing student learning difficulties during online learning in Civics courses in the Madrasah Ibtidaiyah

Teacher Education Study Program, Faculty of Tarbiyah and Teacher Training, UIN Alauddin Makassar.

2. METHODS

This research used a descriptive qualitative research design. The data came from 32 class B students in the Madrasah Ibtidaiyah Teacher Education Study Program, class of 2021. Interviews served as the primary data collection method. Data analysis was done using descriptive analysis, which involved three steps: data reduction, data presentation, and conclusion.

3. RESULTS AND DISCUSSION

Based Based on interviews with informants about how the material in PPKn courses was understood during the learning process, it was discovered that students had not yet attained the level of mastery and belonged to the lower group because they continued to struggle with the material, could only comprehend a portion of the material, and still struggle with mastering the material even though learning is taking place because they attend multiple courses each day.

Understanding the material in PPKn courses online can be challenging for some students due to technical constraints caused by the internet network, which occasionally disconnects and reconnects. As a result, the lecturer's explanation of the subject is only partially heard by the students. Regarding the media used, the Zoom and Google Meet applications, sometimes these suddenly stop or the student exits and re-enters, resulting in students not concentrating while following the lecture process. Another difficulty experienced by students with the media was answering questions in the Lentera Learning Management System (LMS) application. This is because they have not been fully trained to use the application. They believe that to learn more clearly, learning should take place face-to-face (offline).

Students belong to the "slow learners" group when viewed from the perspective of their understanding in answering questions in the LMS application during the lecture process in civics courses, especially in the form of essays. In the Lentera application, the limited time given to work on it also causes students to be late submitting assignments during online learning in Civics courses.

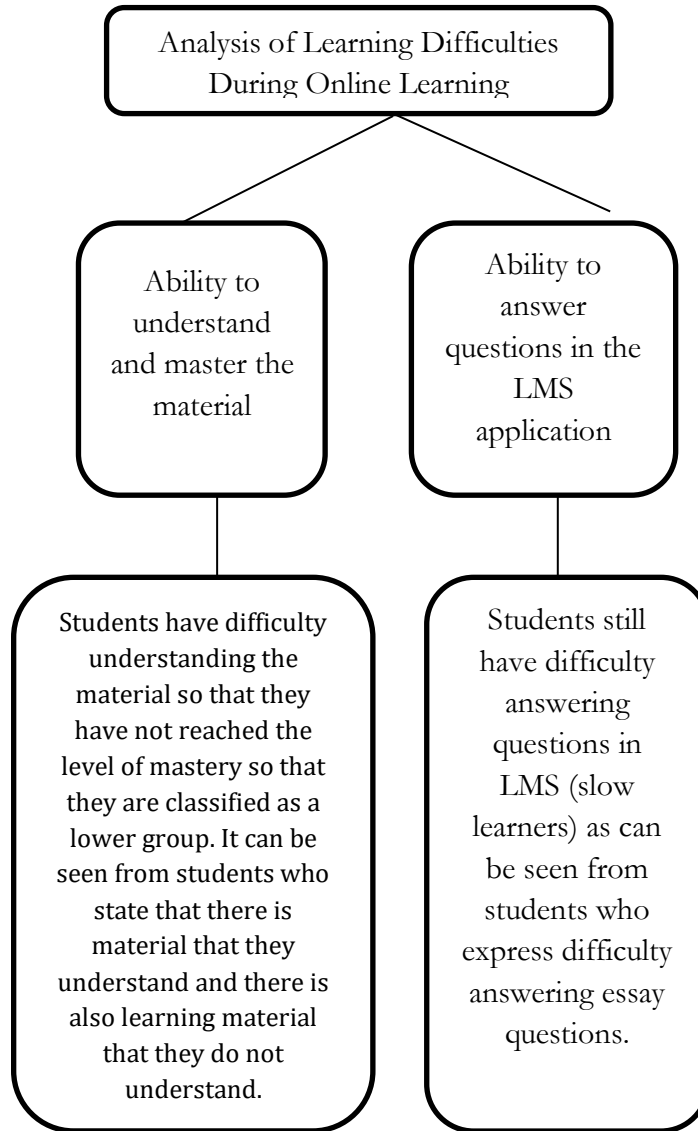


Figure 1. Chart of Student Learning Difficulties During Online Learning.

Learning difficulty is a condition characterized by various obstacles to achieving learning objectives, so it requires a more active effort to overcome them. In this study, difficulty understanding material and mastering lecture material during online learning is attributed to research conducted by Apriyana, Lestari, & Januardi (2021), who stated that students had difficulty understanding or digesting what the teacher had conveyed due to the lack of face-to-face interaction between the teacher and students and an inadequate internet signal or quota to participate in online teaching activities. This is also in line with the results of another study conducted by Fathonah,

Usfathon, & Bukhori (2021), which found that almost all students agreed that the material provided during online learning was not easy to understand. Conceptual understanding is mastery of several learning materials, where students not only know and know but can re-express it in language that is easy to understand and able to apply it.

Many factors contribute to children's inadequate learning. These factors can be internal or external. Internal factors are caused by innate ability, emotional influence, state of mind, and others. According to Oktavianti & Santoso (2014) research, the cause of a child's slow learning is due to internal factors, one of which is emotion. These emotional problems cause slow learning, poor interpersonal relationships, and low self-concept. Furthermore, Oktawirawan & Hardani (2020) states that the triggers for students' anxiety during online learning are difficulty understanding material and doing assignments. The difficulties also come from learning motivation, as Nurdianto, Juwaedah, & Karpin's research (2020) has proven. Then, external factors can be caused by the environment or family.

According to informant interviews, it is related to the factors causing student learning difficulties, specifically the lack of material repetition outside of class hours, so that students have difficulty mastering the lecture material in Civics courses during online learning and do not achieve the level of mastery. Apart from the material repetition factor, another factor is the lack of self-awareness and motivation. Other factors are inadequate networks, which have a significant impact on the learning process during online learning. Some students live in villages that do not have a good network to support online learning. Therefore, students in PPKn courses do not fully understand lecture material when lectures are in progress because only some of them hear explanations from lecturers when the network suddenly becomes poor.

Furthermore, the factor that causes student learning difficulties is the lack of seriousness in finding references to support civics courses. Despite having trouble, students have not yet mastered the lecture material because there are no other sources of learning in the course. Additionally, PPKn courses used the Google Meet and Zoom applications for online learning, both of which frequently encounter network interference. So, the tools and media used to teach do not increase student understanding. As a result, students miss out on some of the material presented by the lecturer.

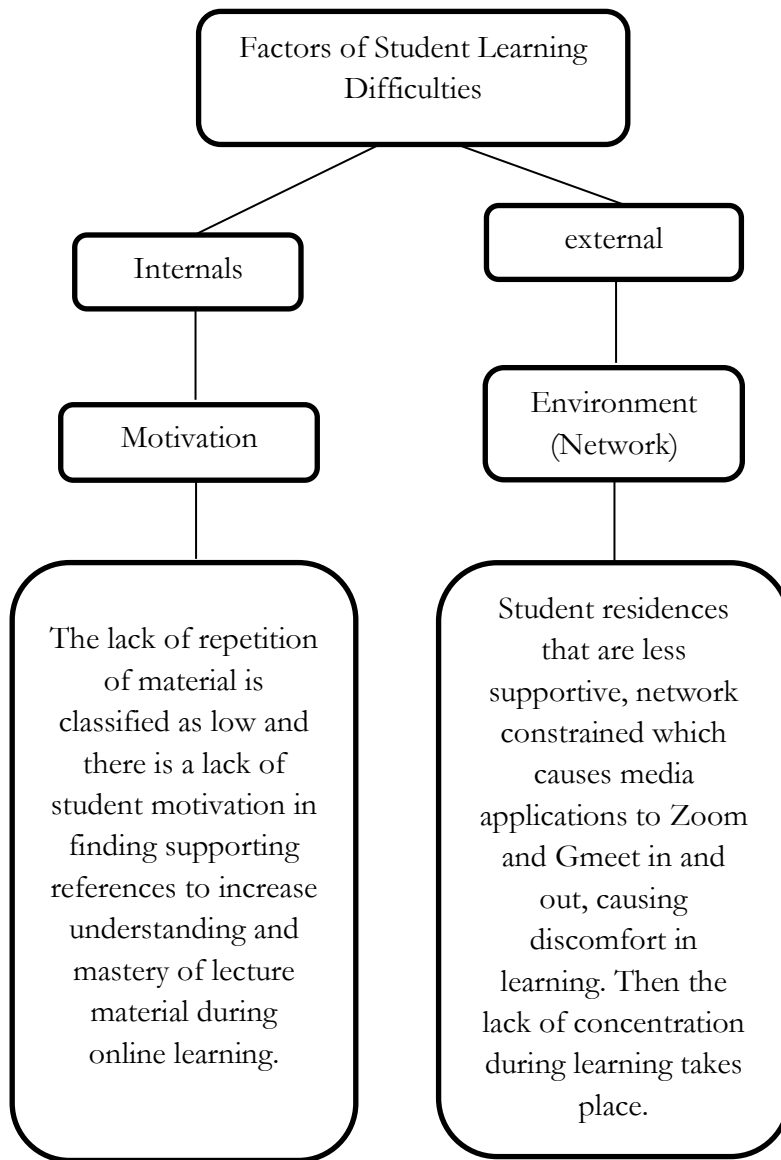


Figure 2. Chart of Internal and External Factors of Learning Difficulties During Online Learning Batch of 2021 Class B Majoring in Teacher Education Madrasah Ibtidaiyah UIN Alauddin Makassar.

According to Slameto (2013), the factors that influence learning difficulties are psychological aspects: intelligence, interest, talent, motivation, maturity, and readiness. Class B PGMI students report having trouble learning because there isn't enough practice with the material, and they can't find references to back up their understanding. Students do not repeat learning material that has been taught by lecturers. Reluctance, laziness, and a lack of motivation to revisit learning materials are the main reasons students don't repeat material and look for supporting references in their

studies. Decreasing student motivation in lectures is a factor in student learning difficulties in civics courses. This is in line with Dalyono's (2012) assertion that a person with great motivation will be active in trying, look sharp, and not give up actively reading books to increase his achievement in solving his problems. According to research conducted by Asmanullah, Hamdani, & Ariyano (2019), at least this gives all of us an overview of how it turns out that motivation has a big influence on the learning difficulties faced by students and how to solve the learning problems they have.

PGMI students in the class of 2021 have low motivation. They lack to repeat material outside of class and look for supporting references in lectures. It is in line with Aunurrahman (2014), who says that students must be ready to accept the subject matter to study well. Then Slameto (2013) revealed that repeating material greatly influences learning because it will become embedded in one's brain.

So it is crucial for students always to be serious about repeating learning material to achieve better learning results. Repetition of subject matter is an activity to overcome the problem of forgetfulness. Repeating what the teacher or lecturer has said will help the information stick in the listener's long-term memory.

In addition to internal factors, external factors also contribute to the learning difficulties that online civics course students encounter. The external factors found were unstable internet network conditions during the lecture process. This is due to the students' geographical location in remote villages. This is in line with a research accomplished by Sadikin & Hakim (2019), which states that one of the learning difficulties during a pandemic is the lack of signal strength in remote areas. The same thing was expressed by Oktawirawan & Hardani (2020), who stated that the trigger for difficulties understanding the material and doing assignments is internet network difficulties.

Huang, Liu, Tlili, Yang, & Wang (2020) stated that a reliable network infrastructure is critical to support various activities, such as synchronized teaching using video conversion and asynchronous learning by accessing or downloading digital material. Then Astuti & Febrian (2019) state that one of the weaknesses of the online distance learning method is that the internet condition is unstable, so the lecturer's explanation is not fully understood by students. This is in line with research conducted by Rachmawati, Ma'arif, Fadhillah, Inayah, Ummah, Siregar, Amalyaningsih,

Aftannailah, & Auliyah (2020), which stated that the most challenging aspect for students in online learning during the Covid-19 pandemic was network and signal problems.

Therefore, it can be inferred that the media used in civics courses online, such as Zoom and Google Meet, have limitations because they require a more robust network to access them, which leads to a lack of understanding and mastery of the subject matter.

CONCLUSION

Based on the results of the research and discussion that have been conducted, conclusions can be drawn. First, students' learning difficulties during online learning for Madrasah Ibtidaiyah Teacher Education for PPKn Faculty of Tarbiyah and Teacher Training UIN Alauddin Makassar, namely, students' difficulty understanding and mastering so that they are classified in the lower group because they have not reached the level of mastery of lecture material in the course PPKn. Likewise, the students experienced difficulties answering questions in the LMS application due to the deadline to answer questions. Second, two factors contribute to students' learning difficulties: an internal factor in the form of low learning motivation and an external factor in the form of networks and media/tools that contribute to learning difficulties in civics courses.

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