

Analysis of Learning Difficulties in a Student in Primary School

^{1st} Yusuf Hasan Baharudin, M.Pd.I *
PGSD
FKIP
(Universitas Nahdlatul Ulama Al
Ghazali)
Cilacap, Indonesia
bjhasan.bk@unugha.id

^{2nd} Wahyu Nuning Budiarti
PGSD
FKIP
(Universitas Nahdlatul Ulama Al
Ghazali)
Cilacap, Indonesia
wahyu.nuning.b@unugha.id

^{3rd} Mawan Akhir Riwanto
PGSD
FKIP
(Universitas Nahdlatul Ulama Al
Ghazali)
Cilacap, Indonesia
mawan.pgdsd@unugha.id

^{4th} Aris Naeni Dwiyantri
PGSD
FKIP
(Universitas Nahdlatul Ulama Al
Ghazali)
Cilacap, Indonesia
ariblessing@gmail.com

^{5th} Anisa Sekar Ningrum I
PGSD
FKIP
(Universitas Nahdlatul Ulama Al
Ghazali)
Cilacap, Indonesia
anisasekar705@gmail.com

*Corresponding Author

Received: 02-08-2022, Revised: 10-08-2022, Accepted: 16-08-2022

Published online: 15-09-2022

Abstract: Learning tasks are defined as the inability of children to complete the tasks given by the teacher, which is a disturbance of a process that interferes with understanding and intellectuality in individuals. Children with learning disabilities have unique characteristics and different learning styles. Therefore, every child has the ability to succeed in his studies. There are factors that influence learning difficulties, namely generally factors that come from the child and factors from outside the child. Students who have learning difficulties also show difficulties in behaving such as emotional disturbances, worry, feeling uneasy, aggressive attitudes, disturbances in the thought process so that learning activities are disrupted.

Keywords: disability learning, student, primary school

1. Introduction

Education is the right of every citizen, without exception. Education is a forum for everyone in the learning process to develop IQ, EQ and skills and potential in themselves. Education is not only formal but can also be from informal or non-formal which has the same role in shaping the child's personality. Article 5 states that the state has the same right to obtain quality education (paragraph 1), citizens who have physical, emotional, mental and social disabilities have the right to obtain special education (paragraph 2), citizens have the potential for intelligence and special talents are entitled to special education (paragraph 3). Everyone has the opportunity to get an education to achieve satisfactory learning achievements. But each child has differences in terms of intellectual abilities, physical abilities, background, family, habits and a very striking approach to learning between a student and another student.

From here, learning difficulty arises which not only affects low-ability students, but is also experienced by high-skilled students.

Learning disability is a child's inability to learn or impaired learning, the term says minimal brain dysfunction or neurologist disorder. In learning difficulties, of course, there are causes that become obstacles or difficulties in learning. In addition, there are also characteristics in learning difficulties. Meanwhile, the NJCLD (National Joint Committee of Learning Disabilities) in Lerner (2000) argues that learning difficulties are a general term for various types of difficulties in listening, speaking, reading, writing, and numeracy. This condition is not due to physical or mental disability, nor is it due to the influence of environmental factors, but rather due to the difficulty factor from within the individual himself when perceiving and carrying out information processing of the object he senses. Learning difficulties are conditions in which children with average or above-average intelligence abilities, but have learning disabilities or failures related to obstacles in the processes of perception, conceptualization, language, memory, as well as concentration, self-mastery, and motor sensory integration functions (Clement, in Weiner, 2003).

Based on Clement's view, the definition of learning difficulty is a condition that is a multidimensional syndrome that manifests as specific learning disabilities, hyperactivity and / or distractibility and emotional problems. The group of children with Learning Disability (LD) is characterized by the presence of certain accompanying disorders.

According to Cruickshank (1980) these disorders are background, visual-motor, visual-perceptual, auditory,

intersensory, conceptual and abstract thinking, language, socio-emotional, body image, and self-concept disorders.

Special need children are defined as children who are slow or have disorders that are likely to be difficult to follow in school like children in general. In addition, it can also be interpreted as a child who experiences physical, mental, intelligence and emotional disorders so that they need special lessons (E. Kosasih, 2012). Through special approaches and strategies in educating different children, it is hoped that children with different : (1) can accept their conditions, (2) can socialize well, (3) are able to fight according to their abilities, (4) have skills that are needed (Effendi M. 2006).

2. Material & Methodology

This research is a field research in the form of a typical study, namely to obtain an overview of the learning difficulties of grade 3 children at SD Kutawaru 02 in Cigintung village in 2022 as many as 35 students. The sample was taken using a purposive sampling technique where the researcher determined for himself the number of sample taken, namely 30 respondents. This research was conducted at SD Kutawaru 02 Cigintung, Karangwaru district, Cilacap regency. This research uses primary data where the data is taken directly by the researcher to determine the characteristics of children by observing the study directly. Data were collected using questionnaires and observation sheets filled out by teachers handling grade 3 children at SD Kutawaru 02.

3. Results and Discussion

Based on the results of research at the research location that has been analyzed, by providing data used to report observation results and percentages in each category. In the analysis, the number of female students was 58% and male 42%.

		3rd graders	Sd Kutawaru 02
		N	%
Catchability			
•	Slow catching power	20	66,6
•	Normal carrying power	10	33,4
Sum		30	100
Work on assignments			
•	Children are late for academic assignments	20	66,6
•	Children doing academic assignments	10	33,4
Sum		30	100
Achievement			
•	Low learning achievement	20	66,6

•	Sufficient learning achievement	10	33,4
Sum		30	100
Move up a grade			
•	Not moving up a grade	5	16,7
•	Move up a grade	25	83,3
Sum		30	100

In research, things were observed based on the background of learning difficulties in children, namely catching power, doing assignments, achievements, moving up classes. The highest percentage of learning difficulties is slow graduating, which is 20 people (66.6%), children are often late to work on 20 people (66.6%).

The lack of information conveyed is one of the factors causing children to be slow to learn so that memory is low. A sluggish child cannot retain long-term information, and cannot concentrate fully on learning.

Student achievement is very low 20 people (66.6%), in learning children experience problems, children have not been able to capture the information submitted so that students find it difficult to evaluate tasks as an addition to teaching.

Children who move up the grade are higher at 25 Orang (83.3%), this is because they are told how to choose reading headers, sentences and other underlined terms. Then review the reading and are often given assignments in class or at home.

In the Indonesian dictionary, "Difficulty is difficult or something difficult". Learning difficulty is a condition of students where in the learning process marked obstacles in achieving (placeholder1) learning outcomes, so a condition where students cannot be right. Learning difficulties are situations where students are less able to face guidance in the learning process so that the results are not satisfactory.

Learning disability, said disability, gives the impression of optimism that children are still able to learn. Learning difficulties are learning disabilities, the term of the word is minimal brain dysfunction or neurologist disorder. According to Hallahan, Kauffman, and Lloyd(1985) say that learning difficulties are a disorder in one or more psychiatric processes that include the understanding and use of speech or written language. It channels itself into a form of difficulty hearing, thinking, speaking, reading, writing, spelling or counting. Child boundaries include conditions in the child such as injuries to the brain, dyslexia, developmental aphasia. But the main cause of factors comes from the presence of barriers in vision, hearing, motor, mental impairment, emotional, or social and cultural economy. According to Hammill (1981) learning difficulties are various forms of real difficulties in listening, talking, reading, writing, and counting. Disorders can be divided into two, namely intrinsic disorders and external disorders. Intrinsic disorders are suspected to be due to the presence of dysfunction of the central nervous system. Meanwhile, external disorders, disorders that are not a factor causing learning difficulties.

The factors that cause student learning difficulties are as follows:

a. Internal factors of students

1. Physiological factors

Physical condition is one of the factors that greatly affects children's learning. Children who have fresh physique will more easily or quickly understand the material differently from children who have low physique, are more physically aware of the material and get tired, sleepy quickly.

2. Psychological factors

Psychological factors of students are such as: mental disabilities, talents, motivations, egos, intelligence (IQ).

b. External factors of students

1. Family factors

Family factors have a role that can affect student learning. Parents who

2. Environmental factors of residence

This factor can also cause learning difficulties, because the environment is closely related to children's learning, if the child is in a less conducive environment then they will have learning difficulties, but on the contrary, children are in a positive environment, they will be easy to learn.

3. School environment factors

The factor of the school environment is also a very big influence on learning, if the school is rowdy, the place is uncomfortable or dirty, it will be difficult to learn.

There are several types of learning difficulties including:

a. Dyslexia (difficulty reading)

According to Ansori Muhammad (2008) said that difficulty reading is a learning disorder that is shown by his ability to be below his true ability. The symptom of this learning difficulty is that the child's learning ability is below the ability to be as good as possible by considering their level of intelligence, age, and education. Dyslexia is more towards processing the brain and processing the information being read. This difficulty usually occurs when the child has entered the world of school.

b. Dysgraphia (difficulty learning to write)

The difficulties that stem from neurological disorders that hinder the ability to write such as physical barriers, such as children not being able to hold a good pencil. Children who experience this disorder usually have difficulty in harmonizing memories with their mastery of auto movements automatically when writing numbers, and letters.

c. Dyscalculia (difficulty counting)

Mathematical disorders of the ability to calculate. Divided into forms of difficulty and difficulty in the child understanding ordinary mathematical processes is characterized by difficulty

learning and working on tasks involving numbers or automatic symbols.

4. Conclusion

Learning disability is a child's inability to learn or impaired learning, another term for minimal brain dysfunction or neurologist disorder. According to Lerner (2000) said that learning difficulties are general terms for various types of difficulties in, listening, speaking, reading, writing, and arithmetic. Learning difficulties are where the condition of children with average or above average intelligence abilities, but has failures in learning .

In the research, it can be concluded that children have difficulty learning with slow catching power so that their memory is low with the number of children 20 people (66.6%). So that the child is late doing assignments with 20 people (66.6%), the child has a low achievement of 20 people (66.6%) but the child can move up the grade by 25 people (83.3%) because they are notified and get assignments as latian.

In such learning difficulties can be influenced by internal factors as well as external factors. Internal factors are factors that arise from within the child such as internal factors of the child, physiological factors, and psychological factors. While the excoping factor. Namely yes g factors arise from outside the child such as family factors, school environment factors, environmental factors.


In addition, there are several learning difficulties, namely: dyslexia (difficulty in reading), dysgraphia (difficulty in writing), dyscalculia (difficulty in counting).

Acknowledgement

We would like to thank the Institute for Research and Community Service at Nahdlatul Ulama University Al Ghazali Cilacap for the internal research grant provided and Also Thank you to the research team at the Nahdlatul Ulama University Elementary School Teacher Education Study Program, Al Ghazali Cilacap, hopefully this research can provide benefits.

References

- [1] Hamallah, D.P.,Kauffman,J.M.& Pullen, P.C. 2009. Exceptional Learner; An Introduction to Special
- [2] Efendi, Mohammad. 2006. Pengantar Psikopedagogik Anal Berkelainan. Jakarta: PT Bumi Aksara.
- [3] Kosasih .E. 2012. Cara Bijak Memahami Anak Berkebutuhan Khusus, Jakarta: Yrama Widya

- 
- [4] Lerner, R.M. 2000. Individual And context in developmental psychology: Conceptual and theoretical issues.
- [5] In J.R. Nesselrode & A. Von Eye. Individual development and social change: Explanatory analysis (pp. 155-183). New York :Academic Press.

- [6] Mulyono. Abdurrahman. 2012. Anak Berkesulitan Belajar. Jakarta: Reneka Cipta
- [7] Suryani, Yulinda Erma. 2010. Kesulitan Belajar. Jakarta: Magistra