

## Analysis Of Online Learning Difficulties In Fifth Grade Students Of SD Negeri 0701 Rotan Sogo

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**Abstract,** The purpose of this study was to identify the factors that affect the learning difficulties of fifth grade students with access to topical materials through online learning activities and the factors that affect the fifth grade students' learning difficulties with access to topical materials through online learning activities. This type of research is descriptive qualitative research. In this study, researchers analyzed the learning difficulties experienced by students when participating in online learning activities. Therefore, researchers used descriptive methods and used qualitative research types. Because the research produces data in written or oral form from the observed students as well as resource staff (ie classroom teachers). The results of this study indicate that the factors that influence the difficulty of learning the subject matter of class V students through online learning activities are internal factors and external factors that exist in students. Such as student interest in learning factors, student learning motivation factors, parental support factors, family economic factors, playmates factors, intelligence factors, etc. The most important learning difficulty factor occurred in five classes of students who studied topic material through online learning activities, namely student interest in learning with an average of 13.24.

**Keywords :** Learning Difficulties, Thematic.

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### I. INTRODUCTION

In realizing quality education and learning, it must be in line with the development of educational technology that is currently developing. Entering the 21st century, the development of educational technology is increasingly advanced, which can be said by teachers as one of the new strategies for developing learning. The

development of this century demands a change of thinking in the world of education. The future has an increasingly broad and profound impact on various instructional designs and learning technologies. In turn, teachers will realize that traditional learning models and strategies are not enough to help students.

One of the efforts to improve the quality of education is to improve the

curriculum. In elementary schools, the curriculum used now is the 2013 curriculum with the main characteristic of doing learning thematically. Where in thematic learning everything aims to improve the quality of education, both from the process or educational outcomes. Thematic learning, taught so that students have a scientific mindset or find, analyze and present as a presentation, it is built from among study groups so that students can study together to find shared experiences, and present their learning results in front of the class. This thematic learning builds self-confidence and a way for students to interact well with other students. That way, students no longer feel ashamed and not confident when presenting the results of discussions that have been carried out with their study groups.

However, the Indonesian state is currently faced with challenges in the midst of the Covid-19 pandemic, where the government urges the Indonesian people to stay at home. The Covid-19 pandemic has not only affected the economic and social sectors, but also the education sector, which now inevitably has to start adapting to this era. In this way, thematic learning activities that were originally carried out face-to-face turned into non-face-to-face learning. The program is known as online learning or the E-learning system or online learning.

Online learning is the use of the internet network in the learning process. Daring in the Big Indonesian Dictionary (KBBI) means in a network, connected through a computer network, the internet. So online learning is an effort to teach students which is done without face-to-face through the available network/internet.

The implementation of online learning by the government requires all teaching and learning activities to take place at home. The implementation of online learning is to continue to achieve educational goals in Indonesia during the COVID-19 pandemic and work to prevent the spread of the Covid-19 virus. The Covid-19 pandemic has forced the school learning system to shift from face-to-face meetings to online learning. The implementation of this learning takes place from elementary school to university. Without exception, online learning takes place at all levels of education, both private and public.

In education units at the level of Elementary School/Madrasah Ibtidaiyah, especially at SD Negeri 0701 Rotan Sogo, they carry out online-based learning which has never been implemented. Learning at the school applies dual learning, namely online learning and home visits (learning at home) where in 1 week online learning is carried out for 2 days and home visit

learning or learning carried out at home by class teachers with a system changing every 1 hour is carried out for 2 hours. day. With the implementation of online learning in SD/MI, there will be various obstacles.

After interviewing the 5th grade teacher of SD Negeri 0701 Rotan Sogo, online learning activities were blocked. The most prominent obstacle in the online learning process is the change in the habits of students who were initially popular and enthusiastic because learning activities were carried out at home. But over time, this online learning can lead to student saturation because online learning follows the same routine every day. In addition, the obstacles that arise are the number of students who do not have Android, teachers who do not know how to operate a computer, lack of understanding of e-learning media such as using classroom, google form, web conferencing, zoom and soon, and internet networks in rural areas. , using less support in online learning activities. In addition, teachers are less intensive and less than optimal in delivering subject learning. Learning is usually delivered using the lecture method in schools, where not all learning is available through teaching the Lecture method, for example in learning subjects, if it is done by means of lectures it will be difficult for students to understand.

Online learning requires students to be able to operate applications/software such as whatsapp, zoom, google form, google classroom and so on. Thus, online learning is not appropriate for use at the elementary school level. Because basically the mindset of elementary school age students is still classified as learning while playing, while for online learning students must focus on android and the material provided by the teacher. This results in various difficulties in learning.

According to (Pane & Dasopang, 2017) stated that "learning difficulties are conditions when students experience certain obstacles to participate in the learning process and achieve optimal learning outcomes". According to Hamalik, (2015) "learning difficulties are things or disturbances that result in failure or at least become a disturbance that can hinder learning progress". Difficulties in learning experienced by students at school should be a concern for both parties, both teachers and parents.

According to Marlina, (2019) "learning difficulties are a condition where there is a deviation between the actual abilities possessed and the demonstrated achievements which are manifested in three basic academic areas, such as reading, writing and arithmetic". With the various learning difficulties in this pandemic, it will

hamper the learning objectives in the 2013 curriculum.

Based on the background and limitations of the problems described above, the formulation of the problem in this study are: 1. What are the factors that influence the learning difficulties of Class V Students in Thematic Materials Through Online Learning Activities? 2. What factors dominate in the learning difficulties of fifth graders on thematic material through online learning activities?

Psychologically, learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting the needs of life. These changes will manifest in all aspects of behavior. As stated by (Djamarah, 2002) that "learning is a business process carried out by individuals to obtain a new change in behavior as a whole, as a result of the individual's own experience in interaction with his environment". According to Ahmadi & Supriyono, (2018) states that "learning is a process of the development of human life. Humans make changes that cause their behavior to develop. According to Syarifan, (2015) states that "learning is a process of progressive behavior adaptation and is the acquisition of relatively permanent changes in behavior as a result of training and experience".

Every student in principle is entitled to the opportunity to achieve satisfactory academic performance. However, from everyday reality it is clear that every student has differences in intellectual abilities, physical abilities, family backgrounds, habits and learning approaches that are sometimes very striking between one student and another. This is in line with the opinion conveyed by Djamarah, (2017) which states that "learning difficulties or learning disabilities which are also commonly referred to as learning disorders or learning difficulties are a condition in which students cannot learn properly, due to threats, obstacles or obstacles. learning disorders".

Learning difficulties are difficulties that are definitely experienced by students where students feel uncomfortable when following lessons due to coercion by the people around them, a history of illness that students have so it is difficult to concentrate in learning or interference from the surrounding environment. According to (Abdurrahman, 2019) states that "learning difficulties can be implemented as a deficiency in an academic field or more, both in specific subjects such as reading, writing, mathematics, and spelling or in various skills that are more general". Learning difficulties experienced by students are a deficiency that students have

both in the academic field and in the non-academic field. Lack of understanding part or all of the material that has been taught or lack of skills that are not related to academics, drawing skills for example and other skills. According to Ahmadi & Supriyono, (2018) "learning difficulties are conditions where students cannot learn properly, that is what is called learning difficulties". The learning difficulties experienced by these students are not always caused by non-intelligent factors. Thus, a high IQ does not necessarily guarantee the success of one's learning.

According to Wahyudi et.al., (2015) stated "factors that affect student learning difficulties consist of internal factors and external factors. Where the internal factors are divided into 2, namely physiological and psychological aspects. The factors contained in the physiological aspect are motivation and interest. Meanwhile, the factors in the psychological aspect are physiological, study habits, parents and parental support, material/economics, school environment (use of methods by teachers and use of tools/media), community environment. For external factors, namely mass media/television and association/playmates". According to Sucihatiningsih & Sulistyowati, (2006) states that "the factors that affect student learning difficulties are divided into 2,

namely internal and external factors. Internal factors include biological, health, psychological, intelligence, attention, interests, talents, and emotions. While external factors include the environment, home atmosphere, family economy, school environmental factors and the community environment.

According to (Sukayati & Wulandari, 2009) that "thematic learning is an approach in learning that intentionally links or combines several Basic Competencies (KD) and indicators from the curriculum / Content Standards (SI) from several subjects into a single unit to be packaged in one theme". Thematic learning is an integrated learning that emphasizes student involvement in learning. This learning involves some basic competencies, learning outcomes and indicators of a subject, or even several subjects. Through thematic learning, students are expected to learn and play with high creativity. Because, in thematic learning, learning does not merely encourage students to know (learning to know), but also to learn to do (learning to do), to be (learning to be), and to live together (learning to live together). .

Thematic learning emphasizes more on the application of the concept of learning while doing something (learning by doing). Therefore, teachers need to package or design learning experiences that will affect

the meaningfulness of student learning. Learning experiences that show the connection of conceptual elements make the learning process more effective. Conceptual links between the subjects studied will form a scheme, so that students will gain the integrity and unanimity of knowledge. In the world of education, especially at this time learning at all elementary school levels has used thematic learning. Where according to Trianto (2019:15) "the thematic learning model is interpreted as a conceptual framework that describes systematic stages in organizing learning experiences to achieve certain learning goals, and serves as a guide for learning designers and teachers in planning teaching and learning activities" .

According to (Malawi & Et.al, 2019) stated that "thematic learning is integrated learning that uses themes to link several subjects so that they can provide meaningful experiences to students. Psychological foundations in thematic learning, especially related to psychological development, are needed especially in determining the content or thematic learning materials given to students so that the level of breadth and depth is in accordance with the stage of development of students. Learning psychology contributes in terms of how the thematic

learning content or material is delivered to students and how students must learn it.

According to (Hujair, 2020) states that "thematic learning is a communication process between learning, teaching and teaching materials. It can be said that, this form of communication will not work without the help of suggestions to convey the message. Learning is essentially a communication process, namely the process of delivering messages from the source of the message to the recipient through certain channels or media. In addition, according to Feri, (2018) states that "thematic or integrated learning is learning that starts from a certain subject or theme that is associated with other topics, certain concepts that are associated with other concepts, which are carried out spontaneously or planned, both in one or more fields of study, and with a variety of student learning experiences, learning becomes more meaningful".

According to Trianto, (2009) states that "theme is interpreted as learning that is designed based on certain themes. In the discussion, the theme is reviewed from various subjects so that it can provide a meaningful experience for students. Thematic words are equated with unified words. Where students can explore their knowledge in various subjects related to certain aspects of their environment. Where

skills, knowledge are developed and applied in more than one study area. According to Suryosubroto, (2019) "thematic learning is an effort to integrate knowledge, skills, values or learning attitudes and creative thinking by using themes". According to Rusman, (2011) "thematic learning is an integrated learning model (integrated instruction) which is a learning system that allows students both individually and in groups to actively explore and discover scientific concepts and principles holistically, meaningfully and authentically" .

The impact of the COVID-19 outbreak has not subsided, learning will continue to be carried out from home (study from home). One alternative to keep learning going is by online learning in a network. According to (Firman & Rahayu, 2020) states that "online learning is a learning activity that requires an internet network with connectivity, accessibility, flexibility, and the ability to bring up various types of learning interactions". According to Sofyan & Abdul, (2019) states that "online learning is a learning system that is carried out not face to face, but using a platform that can help the teaching and learning process that is carried out even though it is far away. The purpose of the existence of online learning is to provide quality learning services in a passive and

open network to reach more and wider learning space enthusiasts". According to Bilfaqih & Qomarudin, (2015) that "online learning is learning organized through web networks and learning with an unlimited number of participants held through web networks".

According to Kumar & Nanda, (2018) states that "online learning connects students with learning resources (databases, experts/instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly/ synchronously and simultaneously). indirectly / asynchronously). According to (Wina Sanjaya, 2020) states that "online learning is learning that utilizes technology or internet networks in the learning process. Online learning is carried out remotely through media in the form of the internet and other supporting tools such as cell phones and computers. According to Darmalaksana, (2020) states that "online learning is learning that is done at home or can be anywhere and anytime. When an emergency situation arises like this WHO advises to study at home".

## **II. RESEARCH METHODS**

This research is a descriptive qualitative research. In this study, researchers analyzed the learning difficulties experienced by students when

participating in online teaching and learning activities. So the researcher uses a descriptive approach and uses a qualitative type of research. Because this research produces data in the form of written or spoken words from the students who are observed as well as from the resource person, namely the class teacher.

The subject of this research is the fifth grade students of SD Negeri 0701 Rotan Sogo. This class consists of 29 students consisting of 13 female students and 16 male students. This research was assisted by a colleague as the agent of the analysis, where the colleague was a fifth grade teacher to analyze the learning difficulties experienced by the fifth grade students of SD Negeri 0701 Rotan Sogo.

As quoted in Moleong, (2015) regarding data sources are as follows: the main data sources in qualitative research are words and the rest are additional actions such as documents and others. To obtain valid data in this study, the researchers used a purposive sampling technique, meaning that the selection of research subjects was deemed to have a close relationship with the problem being studied or the research objective. The sources of data used as information in this study are: 1. The fifth grade teacher of SD Negeri 0701 Rotan Sogo. 2. All fifth grade students of SD Negeri 0701 Rotan Sogo who have learning

difficulties in thematic subjects. The criteria for these students to be used as data sources are that they are lazy and rarely attend school and get an average score below the class average.

In qualitative research, data collection is carried out in natural settings (natural conditions), primary data sources, and data collection techniques are mostly on participant observation, in-depth interviews (in-depth interviews) and documentation. When viewed in terms of data collection methods or techniques, data collection techniques can be carried out by observation (observations), interviews (interviews), questionnaires (questionnaires), documentation and a combination of the four.

Data analysis was carried out during and after data collection. This analysis is used to determine the difficulties of students in thematic learning in class V SD Negeri 0701 Rotan Sogo. In this study, the data that had been collected through observation, interviews, questionnaires and documentation were analyzed using descriptive techniques. Descriptive technique is a process of making decisions or conclusions departing from things that are specific and then drawing generalizations that are general. In other words, the results of this study will be presented in the form of an explanatory

sentence that contains the entire process from the beginning of the research to the end of the research.

In this case, the researcher collects research data objectively in the field in the form of interviews, observations, documents, and questionnaires. By using the results of interviews, observations, documents and questionnaires that will be given to all students, researchers will get clear and accurate information. In this way, this research will not only receive resources from schools and teachers, but all students will also provide information about learning difficulties encountered during online learning.

Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns (Sugiyono, 2008). Data reduction refers to the process of selecting, focusing on simplification, abstraction, and transformation of “rough” data that appears in written field notes. Data reduction continues throughout the qualitative project until reporting is ready (Milles & Hubberman, 1992). In this case the data reduction that the researcher will do is to select and focus attention and simplify the sentences contained in the questionnaire and the results of interviews submitted by the resource persons. This will later form

sentences that are simple, clear, accurate, and detailed.

The next most important flow of data analysis is data presentation. Presentation of data is a collection of structured information that provides the possibility of drawing conclusions and taking action. In this study, researchers used the presentation of data in the form of narrative text in the form of nonverbal language such as charts, graphs or tables.

What is meant by data verification is an attempt to find, test, re-check or understand the meaning or meaning, regularities, patterns, explanations, plots, causes and effects, or prepositions. While conclusions can be in the form of a description or description of an object that was previously dim or dark so that after research it becomes clear, it can be a causal or interactive relationship, hypothesis or theory (Sugiyono, 2008).

### **III. RESEARCH RESULTS AND DISCUSSION**

The results of filling out questionnaires by students include student learning interests, student learning motivation, parental support, family economic factors, playmate factors and intelligence factors. The results of the filling done by 29 fifth grade students of SD

Negeri 0701 Rotan Sogo can be seen in the bar chart below.

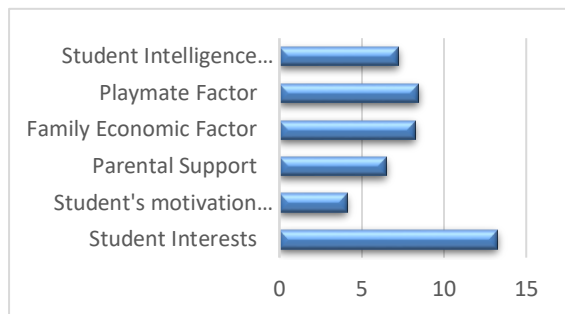


Figure 1. Bar Diagram of Student Questionnaire Results

Based on the data above, it can be seen that the most dominating factor is students' interest in learning with an average value of 13.24. The average value for learning motivation is 4.10, while the average value for parental support is 6.51. And for the average value of the family economic factor, the playmate factor has a value of 8.24 and 8.44 and the average value of the student's intelligence factor is 7.20.

In addition, it can also be concluded that the factors that make it difficult for students in class V to learn topical materials through online learning activities include several factors, namely: 1. Student interest factors, including students who are not interested. Online learning, so they are less interested in learning activities. electronic learning. 2. Student motivation factors, including students not understanding the purpose of online learning, and students participating in online learning without full

support from parents. 3. Factors of parental support Parents do not understand online learning, and online learning cannot form good cooperation between students and parents at home. 4. Family economic factors, including the lack of student mobile phones, network quotas, etc. as a means of supporting online learning, parents do not have sufficient funds to carry out online learning, and the family internet speed does not support online learning. 5. Playmate factors, including students who lack support from friends around them, and many students with adequate facilities are more interested in playing cellphones than socializing, so that student play factors can also affect student learning difficulties. Intelligence factors include the lack of broad student knowledge in learning, which reduces student knowledge and student lags in online learning.

Of the six factors identified above, the most dominant factor in the thematic learning difficulties of class V on thematic material through online learning is the "Factor of Student Learning Interest". It can be seen in Figure 1 above that the student's interest in learning factor has a very large average value of 13.24. Unlike the other factors. That way, researchers have succeeded in analyzing learning difficulties that occur in fifth grade students of SD

Negeri 0701 Rotan Sogo on thematic material through online learning activities.

From the results of recorded interviews with fifth grade teachers, it can be concluded that the online learning difficulties experienced by students stem from the lack of motivation and support received by students because many parents do not know about online learning itself, besides the enthusiasm of students in participating in learning. online only occurs in the early weeks, the rest of the students feel bored and bored, the learning process is carried out in two stages, namely online and offline, where in one week the online learning process is carried out for 3 days. And offline learning is carried out for 3 days with an alternating system every 1-1.5 hours.

In addition, the facilities used during online learning are not very supportive, because learning only focuses on android while explaining the material using teaching aids is difficult to convey. Thus, the fifth grade teacher concluded that online learning is not very effective for primary school education, because students at this level are still learning by playing. So it is not appropriate if the primary school learning system uses online learning. In addition, the most dominant factors

influencing student learning difficulties are parental support, student motivation, and family economic factors.

#### IV. CONCLUSION

Based on the formulation and discussion of the research results, the purpose of analyzing learning difficulties for fifth grade students through online learning activities presented in the previous chapter, the following conclusions can be drawn: 1. Based on the results of research conducted by researchers, online learning activities affect student learning difficulties. Category V subject matter, namely internal factors and external factors of student existence. Such as student interest in learning factors, student learning motivation factors, parental support factors, family economic factors, playmates factors, intelligence factors, etc. 2. Based on the results of research that has been carried out, the most important learning difficulty factor appears in class V students who have passed online learning activities on subject matter, namely the average value of student interest in learning. learning factor is 13.24.

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