

OVERCOMING LEARNING DIFFICULTIES OF JUNIOR HIGH SCHOOL STUDENTS 05 BUKITTINGGI THROUGH INDIVIDUAL COUNSELING

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Submission : Mei 06, 2023

Revised : June 14, 2023

Accepted : June 28, 2023

Published : June 30, 2023

Abstract

This study aims to obtain clarity about 1. Types of learning difficulties experienced by one of the class VIII students of SMP Negeri 05 Bukittinggi DS. 2. Internal factors that cause learning difficulties experienced by DS students. 3. External factors that cause learning difficulties experienced by DS students. 4. Efforts to help individual counseling alternatives to overcome learning difficulties for DS students. The novelty of this study is that the object was carried out to Grade VIII students who experienced a decline in learning caused by many factors ranging from internal to external factors.

Keywords: Case Study, Learning Difficulties, Individual Counseling

1. Introduction

Students who experience learning difficulties have obstacles so that they show symptoms that can be observed by the teacher. Some symptoms as a sign of learning difficulties include students showing low achievement which is below the average achieved by the group, unable to do homework. The results achieved are not balanced with the effort made, slow in doing learning tasks, showing unnatural attitudes such as indifference, pretending, skipping class in one day, and coming late to school. For students to be promoted, of course, they must meet the requirements set by their respective schools. In SMP Negeri 05 Bukittinggi, there is a student who has learning difficulties and is very far away from his classmates' learning achievements, his achievement does not reach the average, in line with the opinion expressed by Burton (1952: 622). (1) Students are said to fail if, within a certain time limit, they do not reach the minimum level of mastery in a particular lesson as determined by adults or teachers. (2) Students are said to fail if they cannot achieve the achievements they should, while in prediction they can achieve satisfactory results. (3) Students are said to fail if they do not succeed in reaching the level of mastery required as a prerequisite for continuation at the next level of study

Symptoms of learning difficulties can be shown by students both directly and indirectly. These symptoms appear when preparing to receive lessons, during the learning process, and after the learning process takes place.

According to Lestari (2013: 21), the symptoms of learning difficulties are as follows: a. Symptoms that appear when preparing to receive lessons such as coming late, moving too much, often moving places, poking other friends, talking a lot, moving body movements, unable to focus attention, indifferent, lazy and reluctant to take lessons b. Symptoms that appear during the learning process such as lack of attention, lack of learning process, and lack of learning process. Symptoms that appear during the learning process such as lack or difficulty understanding new concepts, often feeling headaches, stomachaches, and other unpleasant feelings, lack of sensitivity, fatigue, often daydreaming, difficulty focusing rather weak attention, if when talking

and reading, cannot respond correctly, always feel stupid and underachieving, often cheating and so on c. Symptoms that are right after following the learning process such as carelessness and leaving learning tools just like that, not caring about the environment, being alone, hostile to friends or other students, and not being ready to face tests

The factors that cause the emergence of learning difficulties as stated. Ahmadi and Supriyono (2001: 75) are as follows a. Internal Factors (factors from within the human being itself) 1) Psychological Factors 2) Physiological Factors b. External Factors (factors from outside humans) include 1) Non-social factors. 2) Social factors. This can be alleviated through guidance and counseling services carried out at school to students because one of the objectives of guidance activities in schools is for students to develop the ability to solve problems or obstacles. more details here are what are the objectives of guidance services in learning, as stated by Sukardi (2002: 79): (a) Finding ways to learn efficiently and effectively for a child or group of children. (b) Show ways to learn something and use textbooks. (c) Provide information (suggestions and instructions) on how to use the library. (d) Helping with schoolwork and preparing for tests and examinations. (e) Choosing a field of study (major or minor) according to their talents, interests, intelligence, aspirations, and physical or health conditions. (f) Showing ways to deal with difficulties in a particular field of study. (g) Determining the division of time and planning his/her study schedule. (h) Choosing additional lessons both related to lessons at school and for the development of talents and careers in the future.

Guidance and counseling is a series of service programs provided to students so that they can develop better, guidance and counseling are held in schools ranging from elementary to high levels. This is in line with Anas Salahudin's opinion (2010: 22) that the purpose of guidance and counseling in schools: The general purpose of guidance and counseling services is basically in line with the purpose of education itself because guidance and counseling is an integral part of the education system. In Law Number 2 of 1989 concerning the National Education System, it is stated that the purpose of education is the realization of an intelligent Indonesian human being who is faithful and devoted to God Almighty and has a noble character, knowledge and skills, physical and spiritual health, a steady and independent personality, and a sense of responsibility for society and nationality. Therefore, the problem in this research is how to help overcome students who have learning difficulties.

The General Problem above will be described in several sub-problems, as follows: 1. What are the types of learning difficulty problems experienced by students who stay in class in class VIII SMP Negeri 05 Bukittinggi? 2. What internal factors cause learning difficulties for students who stay in class in class VIII SMP Negeri 05 Bukittinggi? 3. What external factors cause student learning difficulties? 4. What alternative assistance efforts are appropriate to do in overcoming student learning difficulties? Departing from the problem in this study, the researcher formulates the objectives of this study, namely to reveal how to help students who experience learning difficulties experienced by students.

2. Method

The research method used is descriptive method with the form research used is a case study, a form of research that focuses attention on a case intensively and in detail, the subject under investigation consists of a unit that is seen as a case, and the subject of the case in this study is a student who has learning difficulties Suryabrata (2011) The case subjects of this study were two

learners: 1. The case subject is a student of class VIII F who is still enrolled in SMP Negeri 05 Bukittinggi. 2. The discovery of case subjects is based on the results of direct observation (observation) and the results of interviews with subject teachers. 3. Case subjects are students who have to learn difficulties such as low grades, and missing classes.

Therefore, the data collection techniques used in this study include using direct communication, direct observation, and documentation studies. The tools are interview guidelines, observation guidelines, and documentation. The data that has been collected is analyzed qualitatively at each step of the case study which includes the following steps:

1. Case Identification: This step is intended to recognize students and the symptoms that appear in this step the supervisor notes students who need help.

2. Diagnosis: The diagnosis step is a step to determine the problem faced and the background in this step, the activity carried out is to collect data using various data collection techniques. After the data is collected, the problem faced and its background is determined.

3. Prognosis: The prognosis step is a step to determine the type of assistance that will be implemented to guide students. This prognosis step is determined based on the conclusions in the diagnosis step, this prognosis step is determined together after considering various possibilities and various factors

3. Results and Discussion

Learning difficulties experienced by students are caused by many factors, both external factors and internal factors. As for the results of individual counseling conducted, it can be stated that several factors of learning difficulties are experienced by these students, namely: learning that is not by the learning needs of students, and loss of confidence possessed by students.

On many occasions, teachers often homogenize the learning process in the classroom, even though students may not be suitable for the learning process. Another cause could be a curriculum that is not relevant to the nature of the times in which the student lives. In fact, according to Ki Hajar Dewantara, education aims to guide students by the nature of birth and the nature of the times so that they can be safe and happy living in society (Marisyah et al, 2019). If what they find in class is not by their era, some students will find it difficult to bring out the potential they have. On these occasions, what happens is that students tend to be blamed by teachers when experiencing learning difficulties. Cheng (1998) and Westwood (1995) found that teachers usually attribute learning problems to weaknesses or disorders in students rather than deficiencies in teaching methods, curriculum, or teacher-student relationships. They talk about students who are slow, lacking in intelligence, disorganized, and poorly motivated.

The results of the counseling conducted also found other causes of learning difficulties experienced by the student including coming from a poor home background or an unsupportive family. Furthermore, Bearne (1996) points out that this perspective of blaming students can hurt teachers' classroom practices and the expectations they hold for students who experience barriers to learning. This habit of teachers often blaming students when they face learning difficulties can unwittingly have an impact on students' psychology (Westwood, P. S, 2004).

Therefore, schools must try to explain to the school community that learning difficulties faced by students are caused by many factors. In fact, according to Kershner (2000, p.280), most students who experience learning difficulties, the cause is related to experience and learning, not

the weakness or intellectual deficiency of the student. In addition, other factors also greatly affect the student's learning difficulties. Among them are loss of confidence, irrelevant curriculum and the use of methods that are not suitable for students' needs (Westwood, 2004).

4. Conclusion

Learning difficulties experienced by students are caused by many factors. Among them can be learning that is not in accordance with the needs of students. On many occasions, teachers often homogenize the learning process in the classroom, even though students may not be suitable for the learning process. Another cause could be a curriculum that is not relevant to the nature of the times in which the student lives. One of the ways that can be done to overcome these learning difficulties is through individual counseling. The flow of individual counseling can begin with a needs analysis and the causes of the learning difficulties. Then, it can be continued with Pre-Counseling followed by the counseling process. Post-counseling activities can be filled with monitoring and evaluation and reporting. From the results of the counseling carried out, it was also found that other causes of learning difficulties experienced by these students include coming from a poor home background or an unsupportive family and several factors of learning difficulties experienced by these students can be put forward, namely: learning that is not in accordance with the needs of students, and loss of self-confidence owned by students.

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