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DESCRIPTIVE OF QUANTITATIVE DATA | SUPPLEMENTARY

Analysis of Student Learning Difficulties in Integrated Social Studies Subjects in Class VIII

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Abstract: The main problem in this study is the low understanding of class VIII UPTD SMP Negeri 1 Gunungsitoli students related to Integrated Social Studies subjects. Learning difficulties have an impact on the activities of students in the classroom who tend to be passive and do not play an active role. The purpose of this study was to determine learning difficulties in social studies learning in students at UPTD SMPN 1 Gunungsitoli Utara. In this study researchers used qualitative research methods. The results of the research conducted, it is known that the factors that influence students' learning difficulties include internal and external factors. Internal factors include the minimal interest in learning of students and the low level of learning ability of students so that it affects low learning outcomes, as well as external factors which include lack of attention from parents and the way teachers teach that has not hit students. It can be concluded that students have difficulty learning social studies, caused by external and internal factors.

Keywords: Learning Implementation, Learning Difficulties, Social Studies Learning.

1. INTRODUCTION

Learning in general is an activity carried out by a teacher so that student behavior changes for the better (Suryana, 2024). Teachers try to create a learning atmosphere in a variety of ways, both applying strategies, models, methods and techniques, for example using student worksheets, package books with various sources to props both directly and animations, pictures and torsos. According to Fadilah et al. (2023) that in the learning process students learn from experience, construct knowledge, respond and then interpret knowledge. Integrated social studies subjects at the grade VIII level can cover a variety of complex topics, such as history, geography, economics, and sociology. Students must understand abstract concepts, link information from various sources, and develop a holistic understanding of social and global issues. The complexity of this material can cause difficulties for students in understanding and connecting information well.

Education is one of the basic needs of humans in their efforts to develop themselves, actualize themselves in life and life both in society, nation and state (Susilawati, 2024). Education is a necessity because without human education it will be difficult to solve problems that develop in life. This is in accordance with Law No. 20 of 2003 explaining the main content of education and teaching in schools, that "The purpose of education and teaching in schools is to form capable moral human beings and democratic and responsible citizens (Kurniawan & Parnawi, 2023). Literally learning difficulty is a translation of the English "learning Disability which means learning disability. The word disability is translated as difficulty" to give an optimistic impression that children are actually still able to learn (Kusumawati et al., 2024). There are two learning problems. First, internal learning problems are problems caused by students or internal factors that cause students' difficulties in learning. Second, external learning problems are problems that are caused from outside the student, or there are external factors that cause student difficulties in learning (Dewi, 2024) .

According to Utami (2020) factors that influence learning difficulties arise due to learning problems, from students, learning problems that can arise before learning activities, namely related to



the characteristics or characteristics of students, both with regard to interests, skills and experiences during the learning process, learning problems are often related to attitudes towards learning, motivation, concentration on processing learning messages, storing messages, re-exploring messages that have been stored, for learning outcomes. After learning, learning problems may be related to the application of achievements or skills that have been obtained through the previous learning process. Learning difficulties are conditions where children with average or above average intelligence abilities, but have inabilities or failures in learning related to obstacles in the process of perception, conceptualization, language, memory, as well as concentration, self-control, and sensory-motor integration functions (Akmal & Fitriani, 2024). Based on the view of Habsy et al. (2024) Learning difficulties are a condition that is a multidimensional syndrome that manifests as specific learning disabilities, hyperactivity or distractibility and emotional problems. The group of children with Learning Disability (LD) is characterized by the presence of certain accompanying disorders.

Basically, everyone has their own differences, both in terms of intellect, habits, the background of the person himself and even his own physical abilities. With a number of diverse student characteristics. There are students who are smooth and successful in their learning activities without experiencing difficulties, but on the other hand there are also many students who experience difficulties in learning. To improve the quality of education and results in the teaching of social studies in order to educate the nation's life and instill moral and social values required the ability and skills of teachers in the teaching and learning process, which is the main task of a teacher, especially so that teachers are able to master and apply various methods, learning media, and able to create a pleasant atmosphere that accepts social studies learning (Andira et al., 2024). The teacher's ability to use learning media aims to make students active and easy to absorb social studies subject matter, as well as being able to master every aspect of learning to be taught, as well as being able to use props during the lesson process oriented to student success (Oktaviani & Soraya, 2024). Problems arise in the learning process, namely that it is still often found that there is a tendency for students to experience learning difficulties in social studies subjects, especially UPTD SMPN 1 Gunungsitoli Utara students.

This problem is closely related to the condition of each student and the factors that affect their abilities. On the other hand, problems that arise in connection with students' difficulties in learning include, among others, ineffective learning time so that the teaching and learning process does not run as it should which results in students finding it difficult to understand the lesson, such as during recess the teacher at the school does not provide direction or give restrictions on playing to students so that students play a lot with their classmates, thus making a commotion that can interfere with other classes and even with local residents, there is a lack of interest in learning in students, the wrong way to learn, lack of attention during the teaching and learning process, then fatigue too much playing during recess (playing ball and chasing). Things like this always affect student learning outcomes, especially social studies subjects to be low. However, the problem cannot be seen from that alone, the problem can also occur from the students themselves and from outside the students. Learning in its position as a source and teaching in learning plays an important role to condition learning so that they can learn well, including developing academic and psychomotor skills.

Learning outcomes are evidence of the level of ability in mastering the content of each presentation which is essential and functional for students in realizing the achievement of learning outcomes (Rahman, 2022). Learning is a process within individuals who interact with the environment to get changes in their behavior (Syah & Pertiwi, 2024). Learning is a mental / physical activity that takes place in active interaction with the environment which results in changes in knowledge, skills and attitudes.

2. RESEARCH METHOD

In this study, researchers used qualitative research methods. A qualitative approach is a research procedure that produces qualitative descriptive data in the form of written or spoken words from people or observed behavior (Sarosa, 2021). According to Harahap (2020) Qualitative research is

research that is more focused on describing the nature or nature of the value of a particular object or symptom. Objects in qualitative research are natural objects, or natural settings, so this research method is often referred to as a naturalistic method. Data collection in qualitative research is not guided by theory but guided by facts found during field research. Therefore, the data analysis is inductive. This means that the data collected by researchers are in the form of words, pictures, interview results and not numbers like quantitative research. The type of research used is descriptive research. Descriptive research is a research strategy in which researchers investigate events, phenomena of individual lives and analyze and present facts systematically so that they can be more easily understood and concluded.

Variables are defined as everything that becomes the object of researcher observation. Research variables are everything that is the main object of researcher observation (Arib et al., 2024). Research variables have factors that play a role in the events or symptoms to be studied. In this study, the variable determined by the researcher is the analysis of student learning difficulties. In this study, researchers chose a location at UPTD SMP Negeri 1 Gunungsitoli Utara. This research will be conducted in the even semester of the 2023/2024 academic year. The data sources of this research consist of primary and secondary data. Primary data sources, namely data directly from the field or research site. data in the study are observation, interviews, and documentation. The data sources in this study were students of class VIII UPTD SMP Negeri 1 Gunungsitoli Utara. The key informants and additional informants in this study are:

1. The key informant is a person who really understands the problem under study, who is the key informant is the 8th grade student of UPTD SMP Negeri 1 Gunungsitoli Utara.
2. Additional informants are people who are considered to know the problem under study, which is an additional informant, namely the Social Studies teacher.

Secondary data sources are data obtained or collected from existing reading sources. This data is used to support the primary data that has been obtained. So the secondary data in this study were obtained from books, journals and so on that support the problems of this study. Research instruments are tools needed or used to collect research data information, (Hidayat, 2021). In qualitative research, researchers themselves collect information by coming to the field by conducting observations, interviews and documentation. The data collection techniques in this study are observation, interviews, and documentation. Therefore, researchers are assisted by observation instruments, interviews, camera equipment (cellphones), and stationery. Data collection techniques that will be used in this research are observation, interviews, and documentation. The data analysis technique in this research consists of data reduction, data presentation, and conclusion/verification.

3. RESULT AND DISCUSSION

3.1. Research Results

Based on data obtained through interviews with teachers and students of class VIII UPTD SMP Negeri 1 Gunungsitoli Utara along with field observations and supported by documentation in the form of students' scores, the factors that cause students to experience learning difficulties are internal factors, namely factors that come from students such as interest, talent, intelligence and motivation. While external factors are factors that come from outside such as environmental factors, school factors, teacher factors and family factors.

a. Internal factors

The results of observations show that students in Class VIII UPTD SMP Negeri 1 Gunungsitoli Utara, in this case the authors find several internal factors that cause students to have difficulty in understanding the material presented by the teacher. Due to the low interest and motivation of students to learn social studies. This can be seen from the behavior of students during the learning process, many students do not pay attention when the teacher presents the material and talk to themselves. In addition, students feel bored when learning social studies subjects because students

think that social studies subjects are subjects that have a lot of material and memorization. From the results of interviews obtained from one of the students, it is known that most students often memorize, as a result students do not understand the material studied. In addition, teaching teachers sometimes use their own language so that students do not understand. The statement indicates that students are less happy to learn social studies and think that social studies learning is very boring. This will have a negative impact on students' learning achievement, because if students are not happy to learn social studies then students have no enthusiasm for learning. Student interest in social studies subjects is not enough if it is not accompanied by a good learning method. Many students do a way of learning that is not maximized, therefore it is also necessary guidance and guidance from the teacher. With the right way of learning, the learning outcomes achieved will be maximized. Factors that influence further learning difficulties are, many of the students when the teacher teaches there are those who talk to themselves, some are doing activities that should not be done, such as busy playing alone when learning takes place. From the interview conducted with one of the teachers, it can be concluded that the factor that influences student learning difficulties in Integrated Social Studies subjects in class VIII is the student factor itself. It can be seen when the teacher is explaining there are still students who are busy with their own activities and ignore the teacher's explanation. Thus, the material that has been delivered by the teacher cannot be absorbed optimally. The failure of students in learning can also be caused by students not actively participating in lessons and taking notes without expressing the difficulties they experience.

b. External factors

External factors are factors that come from outside the student, these factors are teachers, parents, schools, and study friends. These factors greatly affect student achievement. When the author made observations and interviews with students, there were external factors that influenced students' learning difficulties, including the lack of support and attention of students' parents and the way the teacher still did not reach students. The teacher is a facilitator in the learning process, the teacher must provide all the needs of students to support learning. From the results of an interview with one of the students, he explained that the factor of learning difficulties in social studies subjects is when there is no teacher in the classroom, which makes the average student play with friends and do activities outside the classroom so that when tired of playing can make them sleepy in the next learning process. Furthermore, when the teacher explains, most students do not understand the language used by the teacher when learning, so students cannot understand and can make noise that disrupts the learning process.

Teaching method is a way/road that must be followed in teaching. Teaching is presenting subject matter by one person to another so that the other person receives, masters and develops. Poor teacher teaching methods will affect student learning which is not good either. The implementation of the teaching and learning process, the teacher has the task of encouraging, guiding and providing learning facilities for students to achieve goals. Teachers have the responsibility to see everything that happens in the classroom to help the process of student development. In addition, external factors that influence students in learning difficulties, including the lack of support and attention of students' parents. When students are given homework by the teacher, students do not do it, besides that when at home students also never study, parents are less able to control their children to study at home, because most of the parents' educational background is very low, so they are less aware when the importance of education for their children.

The factors that cause student learning difficulties described above start from internal and external factors, such as internal factors meaning that it occurs from the students themselves. These internal factors such as student interest in social studies subjects is very minimal, the level of ability is very low which can make students experience lazy learning, making noise when learning takes place and not enthusiastic about participating in learning. While external factors, namely the lack of support and attention of parents of students and the way the teacher is still not getting to students. From these factors, students rarely do the assignments given by the teacher at home, students rarely study at home. As for the teacher's efforts in overcoming the difficulties experienced by students to understand social studies learning, among others: re-explaining material that has not been understood, using methods that can make students active, giving assignments, increasing learning motivation and adding hours

outside of school lessons. In the teaching and learning process a student is required to be able to understand and be able to apply what has been conveyed by the teacher, but sometimes there are students who still have difficulty in learning. Students experience difficulties or obstacles in learning it is a natural thing, and the most important thing is how to overcome the learning difficulties faced by students, especially in social studies subjects so that later they can achieve optimal goals and very satisfying learning outcomes for students later. Likewise, at SMPN 1 Gunungsitoli Utara, the school and teachers, especially social studies, always try to overcome the difficulties experienced by their students.

3.2. Discussion

The learning difficulty factors experienced by class VIII UPTD students of SMP Negeri 1 Gunungsitoli Utara are included in the cognitive and affective properties where intelligence is a mental quality consisting of the ability to learn from experience, adapt to new situations, understand and handle abstract concepts and the environment. It can be concluded that intelligence is the ability to learn, understand and make judgments based on reason. In addition, intelligence is to describe the quality in people. And affective includes emotions, interests and attitudes of learners. The above statement is reinforced by the findings in the field after the author observes the ongoing learning process in the classroom, especially class VIII, so in this case the author finds several factors that influence the learning difficulties of students in understanding social studies subjects that are being taught by the teacher. One of them is that many students when the teacher teaches there are those who talk, such as busy playing alone, and disturbing their friends. Those are some of the findings observed by the author. The difficulty factor that causes students to have difficulty understanding social studies subjects is that students' interest in learning is very minimal and the level of learning ability of students is low so that it affects low learning outcomes. This makes it difficult for students to understand the material conveyed by the teacher, then students often make noise and interfere with the social studies learning process. So the teacher's efforts to deal with the problem is to use learning media such as using power point where the school has facilitated with the projector. So the social studies teacher uses a projector to explain the learning material where the contents of the power point displayed are not only a writing but there are animations, short videos, pictures and so on. So that it will make students not bored if they have to listen to the teacher's explanation in front of them monotonously. However, of the many students who have difficulty in understanding social studies lessons, not a few there are also students who understand and like social studies lessons because it can be seen from the data on the scores of students who get scores above the KKM.

External factors are factors that come from outside students, these factors are in the form of teachers, parents, schools, the environment and learning friends. These factors greatly affect the learning achievement of students. When the authors observed students in class VIII UPTD SMP Negeri 1 Gunungsitoli Utara, there were several external factors that influenced students' learning difficulties, these factors were lack of support from parents. This is evident when the teacher gives assignments to students, students rarely do the assignments given by the teacher. Even students rarely study at home, it can be seen that when the day of collecting assignments there are still many students who do homework at school. because most of the parents' low educational backgrounds are less aware of the importance of education for their children. Because there is no support or control from parents to study at home, it makes students underestimate the tasks given by the teacher. The efforts made by the teacher are to provide direction and explanation to the guardians of students during parent meetings. Sometimes teachers call the guardians of students to school because their children often do not do assignments, skip class and so on.

Judging from the various problems experienced by students when learning, there are various kinds of student obstacles in understanding social studies material. Teachers also try to provide enjoyable learning to students, teachers assume that learning in the classroom is not just explaining and then completing, but learning must be planned and focused on students. Teachers try to overcome these problems in various ways adjusted to the situation and conditions of students, when students find it difficult to understand the teacher's language, the teacher tries to repeat the language again and tries to use the students' local language. Meanwhile, when students do not do their homework, teachers

try to motivate students and provide direction to parents to better control students at home. Every learning process students will definitely get difficulties, learning difficulties experienced by students are caused by certain factors. Muhibbin Syah (2012: 184) explains that there are factors that cause learning difficulties for students and there are also two kinds of factors including:

1. Internal student factors, namely things or circumstances that occur purely within the students themselves, namely: a) cognitive in nature, (the realm of creation), such as the low intellectual capacity or intelligence of students, b) affective in nature (friendly feeling), such as the more emotions and attitudes of students, c) psychomotor in nature (the realm of karsa), such as the disruption of the sensory organs of sight and hearing (eyes and ears).
2. External student factors include all environmental situations and conditions that do not support student learning activities in class. This factor can be divided into three types, namely: a) Family environment, for example: disharmony between father and mother, and low family economic life. b) The neighborhood or community environment, for example: slum areas and naughty friends. c) The school environment, for example: the condition and location of bad school buildings such as near the market, the condition of teachers and low-quality learning tools.

Based on the research conducted, researchers found the same similarities with previous researchers, which found that the learning difficulty factors experienced by class VIII UPTD students of SMP Negeri 1 Gunungsitoli Utara included cognitive and affective properties where intelligence is a mental quality consisting of the ability to learn from experience, adapt to new situations, understand and handle abstract concepts and the environment. It can be concluded that intelligence is the ability to learn, understand and make judgments based on reason. In addition, intelligence is to describe the quality in people. And affective includes emotions, interests and attitudes of learners. The study also found several research findings, among others, the factors of student learning difficulties, namely internal factors including low interest and motivation from students to learn social studies. In addition, many students when the teacher teaches there are those who talk, such as busy playing alone, and disturbing their friends. While external factors include the lack of support and attention of parents of students and the way the teacher has not hit the students. Student learning difficulties in this Integrated Social Studies subject will greatly affect student learning achievement which makes its own worries for the teacher. Learning difficulties occur in students because these students have disharmony in participating in a teaching and learning activity carried out at school. Comparison of findings with relevant research can be explained as follows:

1. Ahmad Zamroni, State Islamic University Maulana Malik Ibrahim Malang, 2019, (Social Science Teacher's Strategy in Overcoming Learning Difficulties of Grade VII Students at Islamic Junior High School Tikung Lamongan). this research uses qualitative descriptive methods. This study discusses the learning difficulties experienced by students are difficulties in understanding the material, the factors that influence students' learning difficulties are the low interest in learning of students because they often joke when the teacher conveys the material. The author also discusses student learning difficulties in Integrated Social Studies class VIII, including internal factors (low interest and motivation to learn) while external (lack of parental attention and the teacher's way is still not hitting the students) which makes students have difficulty in following learning. The equation with the writing carried out is that it uses a qualitative descriptive method. And examine the learning difficulties and factors of learning difficulties experienced by students in learning. The difference lies in the subject where in the previous writing learning difficulties in understanding economic subjects while the current writing learning difficulties in understanding social studies subjects.
2. Ria Nur Wulandari, IAIN Sheikh Nurjati Cirebon, 2015 (Teachers' efforts in overcoming student learning difficulties in social studies subjects at MTs Sains Al Hadid Cirebon city). This study aims to examine further the efforts of teachers in overcoming student learning difficulties in social studies subjects at MTs Sains Al Hadid Cirebon City. The method used is descriptive quantitative. The method used was descriptive quantitative, data collection was

carried out by means of observation and giving questionnaires to all students in grades VII and VIII. Based on this study, the problems faced by students in receiving social studies lessons at MTs Sains Al Hadid Cirebon showed an average questionnaire score of 35.20%.

The author also discusses student learning difficulties in Integrated Social Studies class VIII, including internal factors (low interest and motivation to learn) while external (lack of parental attention and the teacher's way is still not hitting the students) which makes students have difficulty in following learning. The similarity with the writing carried out is the focus of writing on students who have difficulty in understanding the material that has been delivered. The difference between previous research and current research lies in the research method, where previous research used descriptive quantitative, while the author used qualitative research methods,

4. CONCLUSION

The conclusion from the study on factors influencing student learning difficulties in Integrated Social Studies for class VIII at UPTD SMP Negeri 1 Gunungsitoli Utara can be summarized as follows. The factors contributing to learning difficulties are both internal and external. Internal factors include low student motivation, lack of interest in learning, laziness in following social studies lessons, and the perception that the subject matter is extensive and difficult. External factors include insufficient parental attention to their children's education and ineffective teaching methods that fail to engage students. The efforts of teachers to address these learning difficulties are also highlighted, with teachers striving to create more enjoyable and focused learning experiences. The teachers recognize that classroom learning is not merely about explaining material but should be well-planned and centered on the students. Based on the results of this study, several suggestions are offered for UPTD SMP Negeri 1 Gunungsitoli Utara and other interested parties. First, the learning difficulties of class VIII students should be given more serious attention, as these challenges impact both student achievement and the overall quality of education at the school. Second, social studies teachers should aim to create active, creative, effective, and enjoyable learning environments to foster student engagement and enthusiasm, helping students avoid boredom during lessons. Third, teachers must select appropriate teaching methods that can inspire students to be eager to learn, particularly in social studies. Fourth, students are advised to prepare themselves thoroughly before each lesson to ensure they are ready to absorb the material presented by the teacher. Lastly, for future researchers, it is suggested that studies on this topic expand beyond focusing solely on students. Other factors such as teacher-related issues, learning methods, instructional support tools, and even environmental factors should also be considered to gain a comprehensive understanding of the problem.

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