

# **CASE STUDY AT SD Al-Azhar Syifa Budi Tangerang: DIFFICULT TO UNDERSTAND THE MATERIAL, THE DIRECTION, AND GET BORED QUICKLY PROBLEM OF CLASS 5 STUDENT**

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**Abstract:** The purpose of this research was to analyze more deeply the cases found in class 5 at SD Al-Azhar Syifa Budi Tangerang. The research method used was a case study. The research was conducted on a class 5 student at SD Al-Azhar Syifa Budi Tangerang. The research was conducted through observation and interviews. The results were the student has problems with difficult to understand the material, difficult to understand the direction from teacher, and get bored quickly in the class. The internal factor is acceptance of the extent of learning, because children do not like learning too long; and external factor is because seeing his classmate who sometimes enjoys playing in the field, makes him want to finish learning quickly. The suggestions are (a) ask teachers and parents to pay more attention to this child; (b) give an example of the negative impact that thing; (c) make new method that match with the child.

**Keywords:** case study, elementary school, class 5

## **INTRODUCTION**

Learning problems are all problems that occur during the learning process itself. Learning problems will still be encountered (Fajrin & Wulandari, 2021). This is a sign that learning is a dynamic activity, so it is necessary to continuously observe the changes that occur in students (Wulandari, 2018a).

An understanding of learning problems enables teachers to anticipate various possible problems that may hinder the achievement of learning objectives. With this understanding, teachers can also find action solutions that are considered appropriate if they find problems in the implementation of the learning process (Wulandari, 2015). These problems are influenced by internal factors (which come from within the students

themselves) and also by external factors (which come from outside the students themselves) (Fajrin & Wulandari, 2020).

When observing class 5 and interviewing the class teacher, Mr. Jafar, I found several children who had learning problems. One of them is Rehan. He has problems regarding understanding the material. For example, Rehan had difficulty describing how far the learning had taken place, Rehan needed a lot of time to interpret the questions and material provided by the teacher. In addition, Rehan is difficult to direct. He often refuses specific directions from teachers who are supposed to make it easier for him to understand material or questions. Rehan is the son of Mrs. Nopi and Mr. Andi. His mother worked as a teacher and his father as a private employee. Therefore, I am interested in doing a case study on Rehan's problem.

Problems experienced by students if not immediately resolved will certainly hinder the student learning process and will have an impact on achieving learning goals. Students will be successful in the learning process if the student does not have problems that can affect the learning process (Wulandari, 2018b). If there are students who have problems and these student problems are not immediately found a solution, students will experience failure or learning difficulties which can result in low achievement, low interest in learning, or unable to continue learning (Wulandari, S., & Fajrin, N. D., 2022).

## **RESEARCH METHODOLOGY**

### **1. Place of research:**

SD Al-Azhar Syifa Budi, Talaga Bestari, Cibadak, Tangerang Regency, Banten Province.

### **2. Research subjects:**

Name: Rehan

Age : 11 Years

Address: Talaga Bestari, Tangerang Regency

### **3. Time of research:**

Wednesday, May 31, 2023 at 01.00 PM

### **4. Type of research:**

Case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context. (Phelan, 2011)

## 5. Case Study Flow



Figure 1 Case Study Flow

## RESULT AND DISCUSSION

### RESULT

#### 1. Case Identification

When observing grade 5 and interviewing the class teacher, Mr. Jafar, I found several children who had learning problems. One of them is Revan. He has problems regarding understanding the material. For example, Rehan had difficulty describing how far the learning had taken place, Rehan needed a lot of time to interpret the questions and material provided by the teacher. In addition, Rehan is difficult to direct. He often refuses specific directions from teachers who are supposed to make it easier for him to understand material or questions. Rehan is the son of Mrs. Nopi and Mr. Andi. His mother worked as a teacher and his father as a private employee. Therefore, I am interested in doing a case study on Rehan's problem.

#### 2. Analysis

The first problem is that the child's response is very lacking about what the teacher has taught. For example, when the teacher asked Rehan about the lesson being taught at that time, he was just stunned, so the teacher had to repeat the question over and over again, a few moments later Rehan understood.

The second problem is because Rehan feels a lot of pressure that he is facing. The amount of learning materials and the variety of learning methods that are emphasized to elementary school children is precisely what makes children bored, this is what Rehan

experienced. Rehan felt dizzy first when his teacher just started the lesson because he thought that it would be difficult and tiring.

The third problem is the long learning time in class. Rehan is a child who gets bored easily. Moreover, learning takes a lot of time. This made it very difficult for Rehan to get through his days at school. This long study also made Rehan even more difficult to direct because he had exceeded the limits of his sense of focus and enthusiasm.

### **3. Synthesis**

From the data analysis or from the information, it can be seen that Rehan has three main problems and must be addressed immediately. Because, if it is not addressed, it will affect students' grades, their enthusiasm in participating in learning. And make the class not conducive.

### **4. Diagnosis**

I tried to correlate data about things that might have been the cause of learning difficulties experienced by Rehan either by talking with the child, discussing with the class teacher, subject teacher, and his parents. The following is a diagnosis of internal and external factors.

#### **a. Internal Factors**

Acceptance of the extent of learning, because children do not like learning too long.

#### **b. External Factor**

Because seeing his classmate who sometimes enjoys playing in the field, makes him want to finish learning quickly.

### **5. Prognosis**

If the problem is not resolved immediately, then the possibility that can occur is

- a. Get a score less than KKM
- b. Not happy in class

If the problem is immediately resolved, then the possibility that can occur is

- a. Get a score above KKM
- b. Happy in class

## **6. Treatment**

After weighing various decisions, finally my part to give suggestions such as:

- a. Ask teachers and parents to pay more attention to this child
- b. Give an example of the negative impact that things
- c. Make new method that match with the child.



Picture 1. Class 5 Students in SD Al-Azhar Syifa Budi

## **DISCUSSION**

The first problem is that the child's response is very lacking about what the teacher has taught. For example, when the teacher asked Rehan about the lesson being taught at that time, he was just stunned, so the teacher had to repeat the question over and over again, a few moments later Rehan understood. This is the same with research of Yamaguchi & Moriguchi (2020) and Weltzien et al. (2019).

The second problem is because Rehan feels a lot of pressure that he is facing. The amount of learning materials and the variety of learning methods that are emphasized to elementary school children is precisely what makes children bored, this is what Rehan experienced. Rehan felt dizzy first when his teacher just started the lesson because he

thought that it would be difficult and tiring. This is the same with research of Fajrin & Wulandari (2020) and Wulandari et al. (2022).

The third problem is the long learning time in class. Rehan is a child who gets bored easily. Moreover, learning takes a lot of time. This made it very difficult for Rehan to get through his days at school. This long study also made Rehan even more difficult to direct because he had exceeded the limits of his sense of focus and enthusiasm. This is the same with research of Bloom et al. (2020) and Ness (2011).

The internal factor is acceptance of the extent of learning, because children do not like learning too long; and external factor is because seeing his classmate who sometimes enjoys playing in the field, makes him want to finish learning quickly.

When the problem is not resolved immediately, then the possibility that can occur are get a score less than KKM and not happy in class. So, I give suggestions such as:

- a. Ask teachers and parents to pay more attention to this child (Wijayanto, 2020)
- b. Give an example of the negative impact that things (Anjani et al., 2008)
- c. Make new method that match with the child (Santi, 2016)

## **CONCLUSION**

The problems experienced by students if not immediately resolved will certainly hinder the student learning process and will have an impact on achieving the learning objectives. Students will be successful in the learning process if the student does not have problems that can affect the learning process. If there are students who have problems and the student's problems are not immediately found a solution, students will experience failure or learning difficulties which can result in low achievement/failure, low learning achievement, interest in learning or not being able to continue studying.

Difficulties in learning or studying are things that are often encountered by teachers. As an effort to provide therapy for problems with learning difficulties, it can be reached through various media that are specifically intensive and integrated between educators, students and parents of students. Because after all most of the time children spend more at home than at school.

In this case educators namely teachers at school and parents at home are required to really understand the types or types of problems faced by students. By understanding the types of problems, educators are expected to be able to provide coping solutions in accordance with the problem in question.

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