

CASE STUDY AT NATURE SCHOOL MEKAR BAKTI TANGERANG: LOW GRADE, HARD TO UNDERSTAND, AND LACK OF RESPONSIBILITY PROBLEM OF CLASS 1 STUDENT

Siti Sumirah^{1*}, Dyah Nursari Anggraeni², Sisca Wulandari³

¹²³Primary School Teacher Education Department, Faculty of Teacher Training and Education,
Muhammadiyah A.R. Fachruddin University
Jl. KH Syekh Nawawi, Number 13, Mata Gara, Tigaraksa District, Tangerang Regency, Banten
sitisumirah143@gmail.com

Abstract: The purpose of this research was to analyze more deeply the cases found in class 1 at Nature School Mekar Bakti Tangerang. The research method used was a case study. The research was conducted on a grade 1 student at Nature School Mekar Bakti Tangerang. The research was conducted through observation and interviews. The results were the student has problems with grades that are always less than the KKM, has difficulty understanding teacher directions, and cannot be responsible for his own needs. Researcher diagnosis of internal factors and external factors. The internal factors are difficult to understand questions and can not regulate their own needs. External factors do not like learning material that has a lot of writing, lack of attention from parents, rarely invited to talk and learn with parents or caregivers to provide all their needs so that children cannot be independent.

Keywords: case study, elementary school, grade 1

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 in class 1 and interviewing the class teacher named Mrs. Lili, I found one child who had problems learning the child's name was Fathan. He has problems with grades that are always less than the KKM, has difficulty understanding teacher directions, and cannot be responsible for his own needs. Fathan is the son of Mrs. Dini who works as a private employee.

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:

Tangerang Mekar Bakti Nature School Jl. Pertamina, Panongan, Tangerang Regency, Banten Province.

2. Research subjects:

Name: Fathan

Age : 7 Years

Address: Griya Mitra Citra, Tangerang Regency

3. Time of research:

Wednesday, May 31, 2023 at 08.00 AM

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 in class 1 and interviewing the class teacher named Mrs. Lili, I found one child who had problems learning the child's name was Fathan. He has problems with grades that are always less than the KKM, has difficulty understanding teacher directions, and cannot be responsible for his own needs. Fathan is the son of Mrs. Dini who works as a private employee.

2. Analysis

The first problem found was that Fathan had a score that was lower than the KKM on the themes being taught and on religious subjects. When there is a memorization task, he has difficulty remembering and has not memorized all the hijaiyah letters.

The second problem found was that Fathan found it difficult to understand the teacher's instructions. It's like the teacher asking Fathan to work on questions number 1 to 5 on the sub-theme of my hero, but Fatha just doesn't move. The teacher repeated his instructions, but Fathan still didn't budge. Finally the teacher approached Fathan and showed him which questions to do, only then Fathan understood the teacher's meaning.

The third problem found was that Fathan could not be responsible for himself. Like playing outbound when changing clothes he can't change his own clothes compared to his other friends. And when he wants to defecate, Fathan doesn't have the courage to do it alone and he has to be accompanied by other people, such as his parents or teachers at school.

3. Synthesis

From the data analysis or from the information, it can be seen that Fathan 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 Fathan 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

- 1) Difficult to understand question sentences
- 2) Unable to manage own needs

b. External Factor

- 1) Do not like the learning material with a lot of writing
- 2) Lack of attention from parents
- 3) Rarely invited to talk and learn together
- 4) Parents or caregivers provide all their needs so that children cannot be independent.

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 going to class
- c. Activities - other activities are hampered
- d. His friends are also not concentrating on studying

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

- a. Get a score above KKM
- b. Always go to class
- c. Other activities run smoothly
- d. His friends became concentrated

6. Treatment

After weighing various decisions, finally my party tried to provide alternative suggestions such as:

- a. Ask teachers and parents to pay more attention to this child
- b. Give additional time to understand questions that the child finds difficult

7. Constraints and Solution

There are constraints, it is:

- a. There is disagreement about the solutions offered between teachers and parents
- b. Parents feel that it should be the teacher who fixes it
- c. Working parents feel they don't have enough time to do their treatment. They say they often come home but their children are already asleep and even in the morning they only meet for breakfast. Meanwhile, the teacher's rejection, the teacher felt that it was difficult to focus on only one child when learning was taking place. Where in one class there are 24 children.

My solution is:

The solution I offer is for teachers to give 60 minutes of time after school to give children enrichment give assignments in schools that can train responsibility.



Picture 1 Nature School Mekar Bakti Tangerang

DISCUSSION

The first problem found was that Fathan had a score that was lower than the KKM on the themes being taught and on religious subjects. When there is a memorization task, he has difficulty remembering and has not memorized all the hijaiyah letters. This case is same as research of Lathifa & Ilmi (2022) and HOLIK (2021)

The second problem found was that Fathan found it difficult to understand the teacher's instructions. It's like the teacher asking Fathan to work on questions number 1 to 5 on the sub-theme of my hero, but Fathan just doesn't move. The teacher repeated his instructions, but Fathan still didn't budge. Finally the teacher approached Fathan and showed him which questions to do, only then Fathan understood the teacher's meaning. This case is same as research of Haslinda (2022) and Krisnawati & Nurunnisa (2022)

The third problem found was that Fathan could not be responsible for himself. Like playing outbound when changing clothes he can't change his own clothes compared to his other friends. And when he wants to defecate, Fathan doesn't have the courage to do it alone and he has to be accompanied by other people, such as his parents or teachers at school. This case is same as research of Sari et al. (2019) and Mahananingtyas et al. (2020)

After weighing various decisions, finally my party tried to provide alternative suggestions such as: a). Ask teachers and parents to pay more attention to this child (Halawa, 2017) and b). Give additional time to understand questions that the child finds difficult (Suminar, 2018)

CONCLUSION

Fathan has problems with grades that are always less than the KKM, has difficulty understanding teacher directions, and cannot be responsible for his own needs. Following are the results of the diagnosis of internal factors and external factors. The internal factors are difficult to understand questions and can not regulate their own needs. External factors do not like learning material that has a lot of writing, lack of attention from parents, rarely invited to talk and learn with parents or caregivers to provide all their needs so that children cannot be independent.

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.

REFERENCES

- Fajrin, N. D., & Wulandari, S. (2020). THE APPLICATION OF LESSON STUDY ASSISTED BY TWO STAY TWO STRAY COOPERATIVE MODEL TO IMPROVE ACTIVENESS AND LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS. *Widyagogik: Jurnal Pendidikan Dan Pembelajaran Sekolah Dasar*, 8(1), 34–43. <https://journal.trunojoyo.ac.id/widyagogik/article/view/8745/5033>
- Fajrin, N. D., & Wulandari, S. (2021). Kendala dan solusi pembelajaran daring selama masa pandemi COVID-19 di sekolah dasar se-pulau madura. *Briliant: Jurnal Riset Dan Konseptual*, 6(November), 874–889. <https://www.jurnal.unublitar.ac.id/index.php/briliant/article/view/776>
- Halawa, A. (2017). Hubungan pola asuh orang tua dengan prestasi belajar anak kelas 4 SD. *Didaktika Dwija Indira*.
- Haslinda, H. (2022). TINDAK TUTUR EKSPRESIF DALAM PEMBELAJARAN BAHASA INDONESIA. *Jurnal Panrita*. <https://doi.org/10.35906/panrita.v2i2.178>
- HOLIK, A. (2021). PENINGKATAN MOTIVASI BELAJAR PENDIDIKAN AGAMA ISLAM DENGAN METODE COOPERATIVE LEARNING STANDAR KOMPETENSI DZIKIR DAN DO'A SETELAH SHOLAT PADA SISWA KELAS IV SD NEGERI WIBAWAMULYA 01 KABUPATEN BEKASI. *Jurnal Pedagogiana*. <https://doi.org/10.47601/ajp.81>
- Krisnawati, D., & Nurunnisa, R. (2022). PEMBELAJARAN DARING UNTUK STIMULASI KECERDASAN LINGUISTIK ANAK MELALUI PERMAINAN IDENTIFIKASI SUARA KELOMPOK B1 DI TK AL-BAITURROHMAN. *CERIA (Cerdas Energik Responsif Inovatif Adaptif)*. <https://doi.org/10.22460/ceria.v5i2.10255>
- Lathifa, N., & Ilmi, D. (2022). Problematika Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam (PAI) di SMAN 1 Candung. *Jurnal Pendidikan Tambusai*.
- Mahananingtyas, E., Ritiauw, S. P., & Siahaya, A. M. (2020). PENINGKATAN NILAI-NILAI KARAKTER DAN HASIL BELAJAR IPS MELALUI MODEL PEMBELAJARAN NUMBERED HEAD TOGETHER PADA SISWA KELAS V SD INPRES 19 AMBON. *PEDAGOGIKA: Jurnal Pedagogika Dan Dinamika Pendidikan*. <https://doi.org/10.30598/pedagogikavol8issue1page24-37>
- Phelan, S. (2011). Case study research: design and methods. *Evaluation & Research in Education*. <https://doi.org/10.1080/09500790.2011.582317>
- Sari, N. S., Febrialismanto, & Solfiah, Y. (2019). Pengaruh konsep diri terhadap kedisiplinan anak usia 5-6 tahun di Yayasan Permata Bunda TK Pertiwi Airmolek. *Jurnal Pendidikan Tambusai*.
- Suminar, W. (2018). Manajemen Peserta Didik Untuk Meningkatkan Prestasi Siswa pada Madrasah Aliyah Negeri (MAN) Pacitan. *Muslim Heritage*. <https://doi.org/10.21154/muslimheritage.v2i2.1117>

- Wulandari, S. (2015). *PENGEMBANGAN MODUL PENGAYAAN TEMA SELALU BERHEMAT ENERGI BAGI SISWA KELAS IV SEKOLAH DASAR* [Universitas Negeri Malang]. <http://mulok.library.um.ac.id/index3.php/69722.html>
- Wulandari, S. (2018a). Web-Based Learning for Elementary School Student to Keep Indonesian Culture: Bridge among Z Generation Kid's Character and Local Culture Existence. In Y. Kawasaki & Chien-Kuo Lie (Eds.), *Proceedings of The International Conference on Education and Global Studies, Japan*. Hyogo University of Teacher Education, Hyogo, Japan. https://scholar.google.co.id/citations?view_op=view_citation&hl=en&user=sG2ZPVEAAAAJ&citation_for_view=sG2ZPVEAAAAJ:2osOgNQ5qMEC
- Wulandari, S. (2018b). *PENGEMBANGAN MEDIA PEMBELAJARAN BERBASIS WEB SUBTEMA INDAHNYA PERSATUAN DAN KESATUAN BAGI SISWA KELAS IV SEKOLAH DASAR* [Universitas Negeri Malang]. <http://repository.um.ac.id/id/eprint/63330>
- Wulandari, S., & Fajrin, N. D. (2022). APPLYING DIGITAL LITERACY LEARNING FOR ELEMENTARY SCHOOL STUDENTS.