

CASE STUDY AT SDN PASIR GADUNG 01 TANGERANG: LOW RESPONSE, DIFFICULT CONCENTRATE, AND DISTURB FRIENDS PROBLEM OF CLASS 1 STUDENT

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Abstract: The purpose of this research was to analyze more deeply the cases found in class 1 at SDN Pasir Gadung 01. The research method used was a case study. The research was conducted on a grade 1 student at Pasir Gadung 01 Elementary School. The research was conducted through observation and interviews. The results were the student has problems not being able to quickly respond to questions asked by his teacher or friends, has difficulty concentrating on studying, and likes to disturb other friends who are doing assignments. So the solution that teacher do was give 30 minutes of time after school to give children special learning.

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).

During observations in grade 1 and interviews with the class teacher, Ms. Lely, I found one child who had problems learning the child's name Rafi. He has problems with communication, has difficulty concentrating on studying and is too active to the point of disturbing his study friends. Rafi is the son of Mrs. Wina and Mr. Haris who work as teachers and father as a private employee. Therefore, I am interested in doing a case study on Rafi'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:

SDN Pasir Gadung 01, Pasir Gadung, Tangerang Regency, Banten Province.

2. Research subjects:

Name: Rafi

Age : 7 Years

Address: Pasir Gadung, Tangerang Regency

3. Time of research:

Monday, May 29, 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 in class 1 and interviewing the class teacher Mrs. Lely I found one child who had problems learning. The child's name Rafi. He had problems with communicating, had difficulty concentrating in studying, and was too active to the point of disturbing his friends studying. Rafi is the son of Mrs. Wina and Pak Haris who work as teachers and father as private employees. I am interested in doing a case study on this Rafi problem.

2. Analysis

The first problem found was that Rafi could not respond quickly to questions asked by his teacher or friends. For example, when the teacher asked Rafi about the lesson being given at that time, his response was just dumbfounded, the teacher had to repeat the question again and again for Rafi to understand.

The second problem found was that Rafi had difficulty concentrating on studying. For example Rafi was asked by the teacher to do an assignment in his package book, but he moved and looked here and there. Rafi was too active so that he, besides himself, could not complete his assignment according to the time set. Rafi also disturbed his left and right friends so that his friend felt disturbed by the concentration of his studies and resulted in being late in completing his assignments.

The third problem found was that Rafi likes to disturb other friends who are doing assignments. For example, when his friends were doing assignments, Rafi liked to disturb him by pranking him, and Rafi also often disturbed him when his friends were taking exams until some of his friends cried.

3. Synthesis

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

Can't concentrate, doesn't like the lessons given

b. External Factor

Parents who are too busy and inattentive, caregivers don't give directions, don't socialize with their friends.

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
- c. Give directions to Rafi not to disturb his friends during the lesson

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 28 children.

My solution is:

The solution I offer is for teachers to give 30 minutes of time after school to give children special learning.



Picture 1 Observation in Class 1

DISCUSSION

The first problem found was that Rafi could not respond quickly to questions asked by his teacher or friends. For example, when the teacher asked Rafi about the lesson being given at that time, his response was just dumbfounded, the teacher had to repeat the question again and again for Rafi to understand. This case is same as research of Haslinda (2022) and Krisnawati & Nurunnisa (2022)

The second problem found was that Rafi had difficulty concentrating on studying. For example Rafi was asked by the teacher to do an assignment in his package book, but he moved and looked here and there. Rafi was too active so that he, besides himself, could not complete his assignment according to the time set. Rafi also disturbed his left and right friends so that his friend felt disturbed by the concentration of his studies and resulted in being late in completing his assignments. This case is same as research of Suryani et al (2020) and Anjani et al. (2008)

The third problem found was that Rafi likes to disturb other friends who are doing assignments. For example, when his friends were doing assignments, Rafi liked to disturb him by pranking him, and Rafi also often disturbed him when his friends were taking exams until some of his friends cried. This case is same as research of Latuheru & Meiyutariningsih (2021) and Qowiyah (2020)

Researcher found three constrains. First, there is disagreement about the solutions offered between teachers and parents. This case is same as research of Nurhayati & Ratnaningsih (2022). Second, parents feel that it should be the teacher who fixes it. This case is same as research of Santi (2016). Third, 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. This case is same as research of Wijayanto (2020).

CONCLUSION

Rafi has problems not being able to quickly respond to questions asked by his teacher or friends, has difficulty concentrating on studying, and likes to disturb other friends who are doing assignments. So the solution I offer is for teachers to give 30 minutes of time after school to give children special learning.

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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