

Analysis of Student's Problems in Learning Social Studies in Tertiary Institutions

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Abstract

This study aims to analyze the problems of students in learning Social Sciences in junior secondary schools. This type of research is qualitative research. The results of this study indicate that students' problems in studying in junior secondary schools include: (1) In the learning process, students do not enter school without permission, often go out at certain class hours and do not re-enter after asking permission to leave, (2) Students have difficulty learning because of physical disabilities, namely impaired hearing, and nearsightedness, (3) Reasons students do not do assignments (homework) because they forget, late at night go home, do not understand about the assignment material given by the teacher, (4) Students being late for school because of not preparing homework, (5) Students violating school rules such as smoking, playing games during the teaching and learning process, not using school attributes, and (6) Students are not confident because of innate since childhood.

Keywords: *Problem Analysis, Learning Behavior, High School Students*

Introduction

The school is a formal educational institution as a place to interact with various components. The school is also a place to study and a place to change behavior, character, and behavior. Education has the duty and responsibility to change students' character in a positive direction so as to provide a good attitude. People who are educated at school can become qualified human beings with all the achievements and potential they have so they can be utilized as well as possible for the betterment of society.

Education is a learning process that can produce changes in a positive direction. While the teaching and learning process is the most important activity, because it is through this process that educational goals will be achieved in the form of changes in student behavior. This is in accordance with the opinion of James O. Wittaker (1997) that "Learning may be defined as the process by which behavior originates or altered training or experience". Thus, learning is a process marked by changes in a person. Changes that are formed due to learning include: changes in knowledge, understanding of attitudes, behavior, skills, skills, habits and other aspects of changes that exist in individuals who learn.

The school is one of the educational institutions where to explore and develop human resources. Through the teaching and learning process at school, students can take up activities such as teaching, education, training and guidance. Schools as a miniature community accommodate a variety of students with different personality backgrounds. Students are heterogeneous because among them there are poor, some are rich, some are smart, some are lacking, some are obedient, and oppose. With a different personality background can enable students to experience various problems.

Based on observations at social studies learning shows that the learning patterns developed by teachers tend to be text book oriented, that is, they only transfer the whole knowledge that exists in the head of the teacher to the student's head. So students are not taught to think logically, only concerned with understanding and memorization. Some students feel stressed in learning Social Sciences because of the large amount of material that must be memorized so that the ability to think logically, the ability to remember and concentrate is decreased. As a result, students consider Social studies lessons to be monotonous and lacking in variety. Even worse, the way teachers teach is too theoretical and there is no learning media.

Besides that saturation in social studies learning will make students less focused in learning. When students are bored students prefer things that they think are more fun, such as chatting with friends or cool with their own imagination that will cause students to have problems in learning like students will have difficulty in carrying out the subject matter and students will not absorb what is explained by the teacher because the students are not ready to learn. From this problem the possibility of students doing things that he thought were fun and did not stress him like ditching during class hours. Students who play truant

have an impact on low learning outcomes because they do not take lessons that are often missed. This causes problems in student learning.

Then, the results of interviews with the homeroom teacher class explained that most of the problems faced by students in learning include: not doing the assignments given by the teacher, students are always cheating, students are not active during the teaching and learning process, students rarely express their opinions because they are embarrassed and seem unconcerned about the lesson, the large number of students who skip classes at class causes not understanding the lesson. Another problem is that students are often late for school because they usually forget to bring textbooks or not prepare their subject matter.

From the observations and interviews above, the students' learning problems in Social studies learning can be identified as follows: (1) Students skip school, (2) Students have difficulty learning, (3) Students do not do school work, (4) Students are late enter school, (5) Students violate school rules, and (6) Character of students who are shy, quiet, and aloof.

Based on the above, the problem raised in this study is "What is the problem of students in learning social studies in junior secondary schools ?. While the purpose of this study was to analyze the students' problems in studying social studies in junior secondary schools.

Literature Review

Understanding Learning

Learning is a process from not knowing to knowing, from not understanding to understanding to obtain a change in behavior that is better overall as a result of its interaction with the environment (Walgito, 2003). Then, Hakim (2005) said that learning is a process of change in human personality and the change is seen in the improvement of the quality and quantity of behavior such as increasing skills, attitudes, habits, understanding, skills, thinking power, and other abilities.

Furthermore, Piaget's in Karwono (2010) states that learning is information processing in order to build their own knowledge. The success of individuals in processing information refers to readiness and maturity in their cognitive considerations. Based on Piaget's opinion, in the learning process, the most important thing is how students or the learners are able to develop and process their own knowledge or information they receive will be far more mature and more developed, especially in cognitive aspects. Learning is a complex process that contains several aspects, namely the increase in the amount of knowledge, the ability to remember and produce, the application of knowledge, inferring meaning, interpreting and relating it to reality and the changes as a person (Siregar, Hara, & Jamludin, 2010).

Based on the above understanding, the writer can conclude that learning is a process of not knowing to knowing, from not understanding to understanding and a change in behavior that is relatively sedentary or permanent, accompanied by an individual's ability obtained from the results of practice or experience, in his interactions with environment. These changes not only increase knowledge, but also take the form of skills, skills, attitudes, behavior, mindset, personality and others.

Student Problems in Learning Social Sciences

Many experts put forward an understanding of the problem. Some see the problem as a mismatch between expectations and reality, there are also those who see it as not meeting one's needs. According to Prayitno (1985), a problem is something that is not liked to exist, and causes difficulties for yourself and others, want or need to be eliminated.

The problem is the occurrence of the gap between expectations and reality so that there are difficulties in achieving a goal. If the reality faced in life is not in line with expectations, it means there is a problem (Lubis, 2014). The problem is something that is not desirable and is not expected to be burdensome and difficult for individuals and their environment (Khofifah, Sano & Syukur, 2013).

Generally the problem is interpreted as a deviation between what should have happened and something that actually happened, so the cause needs to be found and verified. At the level of the individual, the problem that occurs in him can mean a deviation between what is desired to happen with something that actually happened. In other words, it does not match one's expectations with reality (Nahar & Samsu, 2013).

Problems experienced by individuals can also be seen from the characteristics they display. Anggara & Prayitno (2013) suggests several characteristics of the problem, namely something that is not liked to exist, something that can hinder, cause or cause difficulties both now and in the future.

Furthermore, Mustaqim (2010) divides the forms of problems experienced by students into two characteristics, namely regressive and aggressive. Forms of problems that are regressive include: (1) Like to take a ride; (2) Shy; (3) cowardly; (4) Sleepiness; (5) Do not want to go to school. While problems that are aggressive include: (1) Lying; (2) Making trouble; (3) Blackmailing his friends; (4) Violent and other behaviors that can attract the attention of others. Then, Amti & Prayitno (2004) divides the forms of problems that are often faced by students, namely: (1) Low learning achievement; (2) Not interested in certain fields of study; (3) clashes with the teacher; (4) Violating the rules; (5) ditching; (6) being late for school; (7) Quiet; (8) Learning difficulties; (9) Fighting; (10) It is difficult to adjust; (11) Shy, afraid, awkward, rigid, nervous; and (12) Alone, not sociable.

Prayitno (1994), mentions some of the learning problems experienced by students in school as follows :

1. Academic skills, namely the state of students who are estimated to have a high enough intelligence, but cannot be utilized optimally.
2. Acceleration in learning, namely the situation of students who have an IQ of at least 130 but still need special assignments to meet their needs and high learning abilities.
3. Very slow in learning, namely the condition of students who have inadequate academics and need to be considered for special education or teaching.
4. Lack of motivation in learning, namely the state of students who are less keen at in their learning as if seemed deterrent and lazy.
5. Behind and bad habits in learning, namely the condition of students whose activities or daily learning activities are antagonistic as they should, such as delaying assignments, stalling for time, hating teachers, do not want to ask questions for things that are unknown and etc.

Furthermore, Partowisastro (1982) added that the sixth learning problem experienced by students in school is: Often not in school, ie students who are often absent or suffer pain in a period of time long enough to lose most of their learning activities.

Hamalik (2000) states that the factors arising from student learning problems can be grouped into two categories, namely:

- a. Internal factors (factors of the individual): (1) Physical disorders, such as lack of functioning of the sense organs, speech, disruption of the senses, bodily disabilities, and chronic illnesses, (2) mental imbalances (disruption in mental function) , such as showing a lack of mental ability, the level of intelligence tends to be less, (3) emotional weakness, such as feeling insecure, maladaptive (maladjustment), gripped by fear, hate and antipathy and emotional immaturity, (4) Weakness caused by habits and wrong attitudes, such as lack of attention and interest in school lessons, lazy learning, and often skipping class or not attending classes.
- b. External factors (external factors of the individual), i.e. originating from outside): (1) School environment, such as the nature of the curriculum which is less flexible, too heavy the burden of learning (students) and for (teaching teachers), teaching methods are inadequate and inadequate interesting, the relationship between teacher and teacher, teacher with students, and students with students who are less harmonious, Lack of tools and resources for learning activities, (2) Family environment (home), such as incomplete or less harmonious family, for example parents often quarrel in front children, parents are often angry at children, authoritarian parents, strict family rules, hard parents and so on.

Characteristics of Social Sciences Subjects

Social studies education is a simplification of various social sciences with the aim of forming good citizens. Social studies is a combination of the elements of geography, history, economics, law and politics, citizenship, sociology, even the fields of humanities, education and religion (Soemantri, 2001).

According Sapriya (2009), one of the characteristics of social studies is dynamic, meaning that it always changes according to the level of community development. Changes can be in the material aspects, approaches, and even goals according to the level of community development.

There are several characteristics of social studies learning which are reviewed together with the characteristics and nature of social studies learning according to Djahiri in Sapriya (2007) as follows :

- a. Social Sciences seeks to link science theories with facts or vice versa (examines facts in terms of science).
- b. Study and discussion of Social Sciences are not only from one field of scientific discipline but are

comprehensive in nature from various social sciences and others so that various integrated science concepts are used to examine a problem/theme/topic.

- c. Prioritizing the active role of students through inquiry learning processes so that students are able to develop critical, rational and analytical thinking.
- d. Learning programs are arranged by improving or connecting materials from various social and other disciplines with real life in the community, experiences, problems, needs and projecting them into future life both from the physical and cultural environment.
- e. Social Sciences is confronted with concepts and social life that is very unstable (easy to change) so that the focus of learning is the process of internalization in a steady and active manner in students to have the habits and skills to examine real-life problems in society.
- f. Social Sciences prioritizes matters of meaning and appreciation of human relations between human beings.
- g. Social studies Learning not only prioritizes knowledge but also its values and skills.
- h. Social studies Learning seeks to satisfy each different student through the program in the sense of paying attention to students' interests and social problems that are close to their lives.
- i. In the development of social studies learning programs always implement the principles, characteristics (basic nature) and approaches that occur the characteristics of Social Sciences itself.

The description above concluded that the learning characteristics of Social Sciences are dynamic, meaning that they always change according to the level of community development. Changes can be in the material aspects, approaches, even goals in accordance with the level of community development.

Methodology

This type of research is exploratory research with a qualitative approach. The subjects of this study were students in junior secondary schools. Data sources are teacher/homeroom teacher, Counseling Guidance teacher, students with problems, headmaster, economics teacher. The focus of this research is the problem of students in learning in class economics. As for students' problems in learning, they include: (1) School truancy, (2) Learning difficulties, (3) Not doing school work, (4) being late for school, (5) Violating discipline, and (6) Shy, quiet, and be alone.

There are two types of research data, namely primary data taken from observations in the field, and secondary data taken from documentation data as supporting primary data. The research data collection was through observation, interviews, and documentation. The data analysis technique of this study uses an interactive analysis method according to Miles and Huberman (1994), namely: data collection, data reduction, data presentation, and drawing conclusions (verification).

The research data checking technique consists of four trustworthiness, namely (1) Credibility, (2) Transferability, (3) Dependability, and (4) Confirmability (Guba, in Anney, (2014). The details can be explained as follows.

1. **Credibility:** the trust that can be placed in the truth of the research findings. To determine the accuracy of an investigation by adopting a credibility strategy are: long and varied field experience, time sampling, reflexivity (journal field), triangulation, member checking, peer examination, interview techniques, building research authority and structural coherence (Anney, 2014). The credibility strategy used in this study is long field experience, subject checking, and time triangulation.
2. **Transferability:** i.e. refers to the extent to which the results of the study can be transferred to other contexts with other respondents - it is equivalent to the interpretive generalization. According to Bitsch (2005), researchers facilitate the assessment of transferability by potential users through 'bold descriptions' and purposive sampling (Anney, 2014). Transferability assessment in this study uses the aim of taking the subject.
3. **Dependability:** i.e. involves participants evaluating findings and interpretations or research recommendations to ensure that all information is supported by data received from research informants (Anney, 2014). Dependability in this study was made using the researchers' audit trail.

Confirmability, which refers to the extent to which the results of an investigation can be confirmed or corroborated by other researchers (Baxter & Eyles, 1997, in Anney, 2014). Confirmability relates to the determination that the data and interpretation of findings clearly come from the data (Tobin & Begley, 2004, in Anney, 2014). Studies show that the confirmation of qualitative inquiry is achieved through audit trials, reflective journals and triangulation (Bowen, 2009; Koch, 2006; Lincoln & Guba, 1985, in Anney (2014). Confirmability in this study uses reflective journals

Results and Discussion

Based on the results of researching junior secondary schools showed several problems carried out by students as follows:

1. Skipping school

Skipping class is already very popular from elementary school through high school. From the results of the study, there are several factors that cause students to skip school namely because students do not like the subjects they take, do not like teachers who teach these subjects, are invited by friends, do not do homework.

There are several actions taken by the school in tackling the problems of students in learning who often skip school as follows:

- a. Perform preventive actions in the form of reprimands and assignments aimed at preventing the occurrence of delinquency,
- b. Conduct repressive measures, namely calling parents/guardians and suspensions aimed at so that it can suppress juvenile delinquency and deal with more severe juvenile delinquency, and
- c. Perform curative measures that are handed back to parents.

This is supported by the opinion of Gunarso (2005) that, with preventive measures, all actions aimed at preventing the occurrence of delinquency. Repressive actions are actions to oppress and suppress juvenile delinquency and overcome the emergence of juvenile delinquency which is more severe. And curative actions and rehabilitation, namely improving individual behavior from negative actions.

Difficulty learning

Learning difficulties experienced by students in their learning, resulting in low achievement and changes in behavior that is not in accordance with the achievements obtained as classmates. In learning is not always successful, but often things that lead to failure or at least be a disorder that impedes learning progress. Learning failure or difficulty is usually influenced by several factors. Factors that influence learning difficulties are (a) internal factors, namely factors that come from within your self, (b) external factors, namely factors that come from outside one self.

a. Internal factors are factors that originate from within an individual consisting of:

(1). this intelligence factor can affect learning difficulties in a child. The success of a child is determined by the high or low level of intelligence he has, where a child has a high level of intelligence tends to be successful in learning compared to children with low intelligence.

(2). Interest in learning is very important. Learning outcomes will be more optimal if accompanied by interest, with the interest in pushing towards success, children who are interested in a lesson will be easier to learn it and vice versa children who are less interested will have difficulty in learning. From this explanation it can be concluded that interest is very necessary in learning, because interest itself as a motivator in learning and vice versa children who are less interested in learning will tend to experience difficulties in learning.

(3). the talent factor can cause learning difficulties, if this talent is not getting enough attention. This is according to the opinion that explains that: talent varies parents sometimes do not pay attention to this talent factor. The child is often directed in accordance with the wishes of his parents. As a result, the child is a burden, pressure and values set by a bad child and does not there is a will to learn. From these explanations it can be concluded that coercion from parents in directing those that are not in accordance with their talents can burden children, bring up unfavorable values, even be felt to be pressure for children which will ultimately result in unfavorable effects on children's learning at school.

Understand with economics, feel bored when studying, do not do assignments because of the fun of watching television.

There are several actions taken by the teacher in dealing with students who do not do homework, namely: making learning activities fun by using direct learning models so that students are easy to understand, asking students' views or opinions about the subjects I teach, giving assignments that can stimulate creativity students, giving a sense of comfort to these students, introducing how interesting economic subjects to these students, conducting group guidance both inside and outside of learning, and helping the difficulties faced by students when learning takes place. In addition, also do not give too much homework, make sure students master the subject matter, avoid giving homework every day, check homework that has been given and give prizes for those who get the highest score and provide penalties

for students who do not do assignments.

2. Late for School

Discipline in school-age children or students are very important to be considered, the existence of clear and purposeful regulations that greatly affect children in later adulthood. Discipline in students must be done, one of which is discipline must be reasonable and there is a consequence if discipline is violated.

Based on research results, it shows those students who often come late to school with the reason because they always wake up late, far away, and watching TV before going to school. This causes students to be late to class and late to attend classes.

As for some sanctions given to schools in dealing with problem students such as those who are late for school at SMAN 3 Kendari, if they come to school and are 15 minutes late then they are recorded by the picket teacher and allowed to go to class but if they come to school late 15 minutes more than three times then sent home directly from school with a parent's/guardian's summons.

Violating the Code of Conduct

Order and discipline at school is very important. That is because disciplinary violations are often carried out by students such as playing cell phones in the classroom during class time. Discipline and order need to be regulated by an order called school order.

Based on the results of the study, showed that students who often violated the code of conduct that is to activate the cell phone during class hours. This is because the student feels bored and sleepy with the subject being taught. The sanction given by the teacher to the student is to take his cell phone temporarily and report it to his parents. This is in accordance with existing regulations in the SMAN 3 Kendari code of conduct.

Shy, quiet and aloof

The thing that cause someone who is quiet, shy and aloof is divided into two parts, namely internal factors and external factors. Internal factors including:

- (a). Self-attitude that is closed to others. Feelings that are close to others often make someone more solitary. This is reasonable because usually the quiet person prefers a quiet place and does not like crowds.
- (b). Feeling reluctant when doing. Feeling reluctant or reluctant to do something will cause someone not clever to express opinions or hesitate in doing. Usually this feeling will arise when there are social gaps in terms of both material and physical inadequacies of a person.
- (c). Feeling shame towards others. Embarrassment is actually a good trait and a lot of praise, especially shame that builds someone not to do something wrong and violation. Apart from this, what is meant by shame here is shame to do something good. For example, if students are asked to present what they are doing by the teacher and we do not want to go forward because it is so embarrassed.
- (d). Indifferent to the environment. An indifferent attitude and do not want to know about events that occur around us will cause someone to be less deaf and not update the news.
- (e). Limitations. Limitations in some cases often make a person feel inferior and decide not to associate with others. The limitation in question can be in the form of facilities, material or abilities in physical terms and others.
- (f). Regard silence as a personality. It is possible, although it is rather rare for a person to become a pen dim because he considers that the quiet is a good attitude and must be maintained.

While external factors are:

Attitudes given in childhood

The attitude given in childhood, for example from family or from Sodara is the biggest factor that can build a quiet character in a child. For example, unequal attention to all family personnel and more inclination to one or discriminatory attitudes etc.

- (b). Do not care about people around

Often we find that there are some children who don't want to invite one of their friends because of some things like lack etc. Recognized or not, this could be the cause of someone having a quiet character that he brought until he was an adult. If someone already feels unacknowledged, he will think that he doesn't need others just to be happy or just survive.

- (c). Failure

Failure that is experienced by someone will cause him to feel inferior to others, especially people who he had known before. Even so, failure should not be a factor in causing a setback, if we have failed and anyone who has felt it must be able to respond to it with space and try hard to get back up and show everyone that we can do it.

Conclusions

Based on the results of research and discussion, it was concluded that the problems of students in learning in junior secondary schools include:

- (1) In the learning process, students do not enter school without permission, often go out at certain class hours and do not re-enter after asking permission to leave,
- (2) Students have difficulty learning because of physical disabilities, namely impaired hearing, and nearsightedness,
- (3) Reasons students do not do assignments (homework) because they forget, late at night go home, do not understand about the assignment material given by the teacher,
- (4) Students are late for school because they do not prepare homework,
- (5) Students violate school rules such as smoking, playing games during teaching and learning, not using school attributes, and
- (6) Students are not confident because of innate since childhood.

Recommendations

Based on the conclusions above, the researchers provide the following recommendations:

1. In subject teachers should be able to provide a comfortable atmosphere in the learning process so that students become enthusiastic and do not feel bored in accepting lessons.
2. The Guidance Counseling Teacher should intensify the approach to students who are having problems. Counseling Guidance Teacher is expected to increase collaboration with subject teachers and homeroom teachers to help students' problems in learning
3. The parents of students are expected to be able to increase the attention and supervision of children so as not to fall into negative things.
4. The community is expected to give attention and support to students in doing things that are beneficial and not detrimental to others.

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