Analysis of Problems and Obstacles in Class Learning Processes at Islamic School Citra Taman Siswa

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Abstract
This activity aims to analyse the problems & obstacles that occur in the learning process in the classroom. The subjects of this activity were several Math & English teachers in grades 4 and 6 of MI Citra Taman Siswa Menganti. In the implementation of this activity, the method used is a rubric (observation form). The results of the activity showed that there were several problems & obstacles in the learning process at MI Citra Taman Siswa including mastery of learning material, learning methods & lack of learning media covering 4 things: triggering question missed to stimulate students' curiosity, lack of explanation to understand concepts in Mathematics, lack of use of realia in mathematics learning & lack of use of media and learning resources in English classes.

Keywords: Class Learning, Obstacles, Learning Resources

Background
Teaching, on the nature and level of any education, often face various kinds of obstacles and problems. There are two basic things behind the obstacles and problems in learning, namely internal and external factors (Dimyati & Mudjiono, 2009). Internal factors include students' interests, concentration, attitudes and motivation and confidence. While external factors include facilities and infrastructure, social and family environment and teachers as instructors.

The role of the teacher as a teacher is one of the determining factors in teaching. The definition of teaching according to Brown (2000) is as "showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand." Some of the teacher's main tasks are educating, teaching, guide, and direct. Brown (2000) states that teaching is guiding and facilitating learning, helping students to learn and preparing conditions for learning. However, in carrying out their duties and roles, according to Asf (2003) explains that a teacher needs to keep honing and evaluating his abilities by doing practical exercises continuous and systematic.

One of the external factors that cause learning barriers and problems, namely teachers as instructors. The role of the teacher to be multifunctional and at the same time to develop himself and his abilities. The two factors above are the background of writing this scientific work. This scientific work has a focus on the role of the teacher as a teacher concerning obstacles and problems in learning. This scientific work aims to find and record the obstacles and problems accurately in learning with the focus on the role of the teacher as a teacher.

One of the schools facing problems in learning was MI Citra Taman Siswa. Characteristics of teachers at MI Citra Taman Siswa were newly graduated education graduates and were still very young, so they still had little experience.

The formulation of the problem in this scientific work is formulated as follows:
1. Observing the teaching and learning process at MI Citra Taman Siswa
2. Identifying problems and obstacles in the teaching and learning process at MI Citra Taman Siswa Elementary School
3. Discuss the problems and obstacles identified by the teachers at MI Citra Taman Siswa Elementary School.
In line with the problem formulation, this study aims to:
1. Observe the teaching and learning process at MI Citra Taman Siswa Elementary School,
2. Identify the problems and obstacles in the teaching and learning process at MI Citra Taman Siswa and
3. Discuss the problems and obstacles identified with the teachers at SD MI Citra Taman Siswa.

Method
In collecting data for this study, the authors used a rubric as follows:

TEACHING OBSERVATION FORM

Even semester

A. Basic Teaching Skills

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Knowledge of teaching material</td>
<td>12345</td>
<td>a) does not provide an incorrect/incorrect concept in the explanation, b) do not rely on books/records</td>
</tr>
<tr>
<td>2</td>
<td>Teacher's appearance</td>
<td>12345</td>
<td>a) neat appearance b) good, open and friendly but wise and full control</td>
</tr>
<tr>
<td>3</td>
<td>Class management</td>
<td>12345</td>
<td>a) efficient in time management b) able to handle pleasant class situations</td>
</tr>
<tr>
<td>4</td>
<td>Indonesian Language Used</td>
<td>12345</td>
<td>a) using standard oral Indonesian b) use standard written Indonesian</td>
</tr>
</tbody>
</table>

Total Score

B. Opening

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Activities that initiate enthusiasm</td>
<td>12345</td>
<td>a) use exciting media to open teaching and learning activities</td>
</tr>
<tr>
<td>6</td>
<td>Student Motivation</td>
<td>12345</td>
<td>a) able to arouse students' curiosity b) able to take advantage of real situations/topics that students like (which makes students interested)</td>
</tr>
</tbody>
</table>

Reference

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Score</th>
<th>Comment</th>
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</thead>
<tbody>
<tr>
<td>7</td>
<td>Teacher</td>
<td>12345</td>
<td>a) state indicators of primary competency/achievement</td>
</tr>
</tbody>
</table>

b) guides student activities

Total Score

C. Core activities

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Explanation of learning material</td>
<td>12345</td>
<td>Teacher: a) use simple and clear Indonesian b) explain the rules/concepts in an interesting logical sequence that is easily understood by students</td>
</tr>
<tr>
<td>9</td>
<td>Time Management</td>
<td>12345</td>
<td>Teacher: a) use more time to explain difficult parts of the material b) provide enough time for students to do assignments and discuss student work</td>
</tr>
<tr>
<td>10</td>
<td>Example / illustration</td>
<td>12345</td>
<td>Teacher: a) provide sufficient examples/illustrations b) utilize the appropriate real context in providing examples/illustrations</td>
</tr>
<tr>
<td>11</td>
<td>Sound, eye contact and body movements</td>
<td>12345</td>
<td>Teacher: a) speak quite loudly and in a suitable tone b) using sympathetic gestures and eye contact that emphasize controlling interactions between teacher and student</td>
</tr>
<tr>
<td>12</td>
<td>Teacher-student interaction</td>
<td>12345</td>
<td>The teacher can manage a) good interaction between teacher-students b) functional interaction between students and students</td>
</tr>
<tr>
<td>13</td>
<td>Teaching media/tools</td>
<td>12345</td>
<td>Teacher: a) show creativity in using teaching tools b) utilize teaching tools in a practical and efficient manner</td>
</tr>
<tr>
<td>14</td>
<td>Assessment</td>
<td>12345</td>
<td>Teacher: a) develop relevant assessments with achievement indicators b) assess student achievement at the end of the lesson</td>
</tr>
</tbody>
</table>

Total Score

D. Questioning Expertise

<table>
<thead>
<tr>
<th>No</th>
<th>Component</th>
<th>Score</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Characteristics of teacher questions</td>
<td>12345</td>
<td>The teacher gives: a) clear questions b) realistic and straightforward questions relevant to the topic</td>
</tr>
<tr>
<td>16</td>
<td>Questioning technique</td>
<td>12345</td>
<td>The teacher gives questions: a) which conditions students for a deeper understanding of the material</td>
</tr>
</tbody>
</table>
b) which encourages students to think critically

Usability Questions

Indicator
Teacher: 12345
a) give praise for student answers
b) give a turn to different students

Total Score

E. Cover
No Component Score Comment
Review Indicator Teacher: 12345
18 a) shows the relationship between openings and teaching material clearly
b) provide a summary of the lesson orally or in writing

Encouragement
Indicator Teacher: 12345
19 a) able to encourage students to learn more
b) show students other material for students

Feedback
Indicator Teacher: 12345
20 a) giving students questions to check student achievement
b) provide opportunities for students to reflect on their achievements

Total Score

Total Score: A+B+C+D+E =

Adopted and adept from Dr. V. Luluk Prijambodo'
also seems unable to "read" what is being experienced by his students. The teacher explains if the unit goes up the number is multiplied by 10 and if the unit goes down the number is divided by 10.

Then given questions that are not realistic in everyday life that can be experienced by students. The students who numbered 15 children were asked to record and write answers in their respective books, and they were allowed to ask if they did not understand. Only a few students understood learning and could do practice questions. Classes are almost always busy with the activities of students who play alone. This is known because they do not understand and cannot exercise the questions given. Student communication with students occurs because they choose to play rather than work on problems that they find difficult.

The Interviewing is responsible and doing this task has the disadvantage of making students bored quickly, especially for elementary school students who prefer to play. Furthermore, the weaknesses of the question and answer method and assignment are less able to attract students to make students' reasoning low (Surachman, 1998).

The media used by teachers is in the form of whiteboards and textbooks. Mathematical learning requires more than two things in order to achieve the learning objectives. According to Soewarno, Hasmiana & Faiza (2016) media are the facilities and infrastructure used in the teaching and learning process to achieve their goals. The lack of colourful and exciting illustrations is one of the leading causes of obstacles in learning in this Mathematics class. The age of children cannot think abstractly and apply formulas. Moreover, the practice of the given questions is not related to the knowledge and life of students every day.

Whereas in English classes, teachers who teach do not seem to master the material and do not have an appropriate and adequate material and without magnetic media except textbooks. Communication between teacher and student is minimal. The deepening and development of material do not appear to be observed. Learning material has run out long before face-to-face time is up, so there is a vacuum in learning English.

Related to language learning, Dunn (1983) argues that saying that elementary level students easily improve language skills through the right game. This is in line with Sudrajat's (2015) opinion that young age students can interpret the meaning and do this through intonation, gesture and facial or facial expressions. When teacher and student interactions are less than optimal, language learning experiences obstacles and disruptions. While the primary source for language learning is a direct language event that can be used by students as learning resources (Sudrajat, 2015).

From the problems and obstacles faced by teachers at MI Citra Taman Siswa Elementary School, it is essential for teachers to be able to prepare themselves and the material, media and more enjoyable methods of learning. All these things must be well prepared and presented in a balanced manner. Mastery of material and practice must be balanced (Megawati, 2016). Without careful preparation, learning will not work effectively. This thorough preparation includes the preparation of the RPP (Learning Implementation Plan) (Megawati, 2016).

About learning, media that is still minimal in MI Citra Taman Siswa, learning for children is better suited to the method of play. According to Listia & Kamal (2017), choosing games in teaching and learning that are suitable for children that are adjusted to cognitive level, physical and emotional learners are one of the duties of the teacher's duty. However, the existence of learning media must be improved in the future. Besides that, the ability to create learning media is an ability that must be possessed by educators so that the quality of the learning process in the classroom increases (Hidayat, 2018).
Conclusion

From the findings above it can be concluded that there are several problems & obstacles in learning in the classroom at MI Citra Taman Siswa, including mastery of learning material, learning methods & lack of learning media. To improve their quality by providing various training or seminars & workshops on learning materials, learning methods & learning media so that the quality of learning in the classroom is better for the future.

Reference
