

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

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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 (Dimiyati & 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 multi-functional 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			
No	Component	Score	Comment
<u>Knowledge of teaching material</u>			
Indicator: Teacher:			
1	a) does not provide an incorrect/incorrect concept in the explanation, b) do not rely on books/records	12345	
<u>Teacher's appearance</u>			
Indicator: Teacher:			
2	a) neat appearance b) good, open and friendly but wise and full control	12345	
<u>Class management</u>			
Indicator: Teacher:			
3	a) efficient in time management b) able to handle pleasant class situations	12345	
<u>Indonesian Language Used</u>			
Indicator: Teacher:			
4	a) using standard Indonesian b) use standard Indonesian written	12345	
Total Score			
B. Opening			
No	Component	Score	Comment
<u>Activities that initiate</u>			
Indicator: Teacher:			
5	a) enthusiastic b) use exciting media to open teaching and learning activities	12345	
<u>Student Motivation</u>			
Indicator: Teacher:			
6	a) able to arouse students' curiosity b) able to take advantage of real situations/topics that students like (which makes students interested)	12345	
<u>Reference</u>			
Indicator: Teacher:			
7	a) state indicators of primary competency/achievement	12345	

b) guides student activities

Total Score

C. Core activities

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

	b) which encourages students to think critically	
	<u>Usability Questions</u>	
	<i>Indicator</i>	
17	Teacher:	12345
	a) give praise for student answers	
	b) give a turn to different students	
Total Score		

E. Cover			
No	Component	Score	Comment
	<u>Review</u>		
	<i>Indicator</i>		
	Teacher:		
18	a) shows the relationship between openings and teaching material clearly	12345	
	b) provide a summary of the lesson orally or in writing		
	<u>Encouragement</u>		
	<i>Indicator</i>		
	Teacher:		
19	a) able to encourage students to learn more	12345	
	b) show students other material for students		
	<u>Feedback</u>		
	<i>Indicator</i>		
	Teacher:		
20	a) giving students questions to check student achievement	12345	
	b) provide opportunities for students to reflect on their achievements		
Total Score			
Total Score: A+B+C+D+E =			

Adopted and adapted from Dr. V. Luluk Prijambodo'

Scoring Guide:	
Score	Interpretation
1	Two indicators were not observed
2	One indicator was not fully observed
3	One indicator was observed
4	Two indicators were not fully observed
5	Two indicators were observed

This rubric is used as a guide to the observation of several teachers in 2 different subjects randomly selected Grade 4 Mathematics and Class 6 English. Then an informal interview with the teacher was observed. Observations and interviews were held at *MI Citra Taman Siswa* Elementary School on November 10, 2016, and November 24, 2016. After the data was collected and collected then analysed. The data that has been analysed is presented in the form of a description.

Findings and Analysis

Researchers are provided with an assessment rubric for teachers for the teaching and learning process to observe teaching and learning activities in the classroom. The researchers took part in the class, observing and recording everything that

inhibited and became a problem in the teaching and learning process.

After following the teaching and learning process in the classroom, observers discuss with the teacher who is observed about the findings. The findings and discussions are subject to discussion for the next theme training.

The findings that were successfully observed and identified were as follows:

1. Triggering question is missed to provoke students' curiosity
2. The lack of explanation for understanding the concepts in grade 4 mathematics lessons, when observed, one observer was in a Mathematics class discussing weight units, namely kilos, hectares, etc.
3. For grade 4 students, a formula has been given, in which primary school-age children cannot understand how the formula works. They are easier to understand with realia, concrete things, and real.
4. Lack of use of media and learning resources in English classes. One observer entered an English class. Study material has been exhausted prematurely. Media is also limited and or not yet available. This happens because of the lack of ideas and creativity in learning to make the class enjoyable.

Triggering questions

Mathematics is one of the essential lessons that hone thinking logically, rationally, critically and carefully, effectively and efficiently (Hasan, 2015). Nevertheless, learning difficulties in Mathematics are often faced by students. This happens at every stage and level of education (Puspitasari, Purwasih & Nurjaman 2017).

In the observation, it was found that the mathematics subject teacher in the meeting used the lecture method and then gave the following formula the picture on the board using the ladder illustration to explain the unit weight. Learning begins without any triggering questions and an explanation of the subject and learning objectives of the day.

The teacher seems to master the learning material but is still not optimal in transferring heavy unit concept knowledge to his students. Communication between teachers and students is less effective and tends to be one-way. The teacher

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).



Figure 1. Observation

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.

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