

STUDENT PROBLEMS IN LEARNING ISLAMIC RELIGIOUS EDUCATION IN MAN CURUP: ANALYSIS OF THE TYPES, NUMBERS, AND TEACHER'S EFFORTS IN ALLEVIATE IT

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Abstract

The present study aimed to reveal the types and numbers of problems as well as teachers' coping efforts to help students solve their problems in Islamic education learning. This study applied a mixed method deploying a transformative congruent strategy. The population referred to 102 social science students of grade XI at MAN Curup. They were all involved as the samples at once. Subsequently, 4 Islamic education teachers and 3 supervising teachers were incorporated as the informants. The techniques of data collection deployed questionnaires in the form of a problem disclosure instrument called AUM PTSDL and structured interviews. This study uncovered that the types of learning problems experienced by students extended to those associated with prerequisites for the mastery of learning materials (P), learning skills (T), learning facilities (S), personality (D), and learning environments and socio-emotional aspects (L). The average number of problems per student was 50.67. The most problems experienced by students were those of learning skills (T) with the average of 23.6 per student. Subsequently, the least problems were those of learning facilities (S) with the average of 3.7 per student. The coping efforts the teachers made were by means of remedial activities and the provision of counseling guidance services by supervising teachers.

Keywords: *Types Of Learning Problems; The Number Of Learning Problems; Islamic Religious Education.*

Abstrak

Penelitian ini bertujuan untuk mengungkapkan jenis, jumlah dan upaya yang dilakukan oleh guru untuk mengentaskan masalah belajar siswa dalam pembelajaran Pendidikan Islam. Penelitian ini menggunakan metode mixed methods dengan strategi transformatif konkuren. Populasi penelitian ini adalah siswa kelas XI Jurusan IPS kelas XI MAN Curup yang berjumlah 102 orang dan sekali gus menjadi sampel penelitian. Informen penelitian terdiri dari guru yang mengajar Pendidikan Islam yang berjumlah 4 orang dan guru pembimbing berjumlah 3 orang. Teknik pengumpulan data menggunakan kuisioner berupa Alat Ungkap Masalah PTSDL dan wawancara terstruktur. Hasil penelitian menunjukkan bahwa jenis masalah belajar yang dialami oleh siswa terdiri dari masalah berkaitan dengan Prasyarat Penguasaan Materi Pelajaran (P), Keterampilan Belajar (T), Sarana Belajar (S), Diri Pribadi (D), dan lingkungan Belajar dan Sosio Emosional (L). Jumlah masalah belajar yang dialami siswa rata-rata sebesar 50.67. Masalah yang paling banyak dialami oleh siswa adalah aspek keterampilan belajar (T) dengan rata-rata sebesar 23.6 dan terendah pada aspek sarana belajar (S) dengan rata-rata 3.7 per siswa. Upaya yang dilakukan oleh guru untuk membantu mengentaskan masalah belajar siswa adalah melalui kegiatan remedial dan pemberian layanan bimbingan konseling oleh guru pembimbing.

Kata Kunci: *Jenis Masalah Belajar; Jumlah Masalah Belajar; Pendidikan Agama Islam.*

INTRODUCTION

Intrinsically, humans cannot be away from learning activities. Learning activities enable humans to survive. By means of learning, humans can develop their potency. Learning paves the way for humans to gain knowledge and new experiences. With learning, humans can even obtain higher prestige compared to other creatures.

According to a number of experts, learning is basically a process of individual adjustments made to environments (Pane & Dasopang, 2017). Such a process can run effectively if reinforcement is given (Hidayah, 2017). Learning can also be defined as a process of transformation that occurs in oneself due to the presence of experiences (Maâ, 2018).

In the perspective of behavioristic theory, someone is said to have learned if a change in behavior has occurred (Lazim, 2018; Nahar, 2016). Different from a cognitive theory, someone is said to have learned if he has been able to understand learning materials well (Pahliwandari, 2017). Meanwhile, anchored in a humanistic theory, learning is identical to someone if he has been able to understand himself and his environments considerably (Sumantri & Ahmad, 2019). Grounded in a social theory, someone can be said to have learned if he has been able to absorb the main points of various information solicited from other individuals' behavior, and he can determine which sort of behavior to be imprinted (Lesiololo, 2018).

At first glance, some of the terminologies as regards learning as stated above differ but have something in common, in which learning leads to a change. A change is represented as the result of learning processes if the change is relatively permanent and obtained through experiences or interactions with environments by involving a variety of physical and psychological processes (Emda, 2018).

Learning plays a very critical role in educational processes. The educational processes will not run if there are no learning activities. Narrowly, learning activities in educational institutions are said to be successful if students are able to master learning materials according to the predetermined standards across cognitive, affective, and psychomotor elements (Cahyaningsih, 2017; E. N. Sari, 2016). The mastery of learning materials in cognitive, affective, and psychomotor dimensions is usually exhibited by learning outcomes that can be measured and written in numbers on students' reports or educational certificates (Azrai et al., 2017). Learning outcomes can also be seen from the presence of individuals' mental progress or changes that increase according to the stages of development (Anggoro & Suyitno, 2019; Maisaroh et al., 2017). With the increased mental ability as a result of learning, individuals will develop into independent or self-regulated ones (Degeng, 2017; Jazimi, 2020; Nur, 2020; Widyaningrum et al., 2020). However, sometimes students encounter problems in learning so that the desired learning outcomes cannot be achieved optimally.

A problem is something that must be resolved (Fitri & Marjohan, 2017). A problem is literally defined as something that is difficult to be understood or dealt with (Hornby, 2015). Terminologically, a problem is something that hinders or makes it difficult for someone to achieve certain goals (Winkel, 2005). Something is said to be a problem if it has three characteristics in which it is not favored; it causes difficulties for both present and future time; and it is to be eliminated by those who are aware of it (Paembong, 2019). Learning problems can be interpreted as anything that disturbs, hinders, or causes difficulties for students to be engaged into learning (Prayitno, Amti. E, 2015). Students who have learning problems are identical to some characteristics. Their learning outcomes are at the level of low or

below average; their learning outcomes do not conform to the efforts made; they have an unreasonable attitude towards learning; they are slow in carrying out tasks during learning; and they have negative learning behavior such as truancy, unwillingness to learn, disturbing friends during learning, and so on (Budianto et al., 2018; Haqiqi, 2018).

The types and numbers of learning problems faced by each student are diverse. In general, the types of problems experienced by students can be classified into two, namely problems in respect of life in general and problems related to learning (Prayitno, Amti. E, 2015). General problems extend to the problems of physicality and health, personality, social relations, financial economy, career and work, education and learning, religion, values and morals, relationships of youth and marriage, circumstances and relationships in family, and free time (Prayitno, Amti. E, 2015).

William. F. Brown and Wayne H. Holtzman split learning problems into three, namely problems *vis-a-vis* learning methods, learning motivation, and attitudes towards school activities (Darimi, 2016; Sari et al., 2018). Another opinion suggested that learning problems fall into four categories, namely problems associated with the completion of learning tasks, learning methods, attitudes towards teachers, and perceptions of education in general (Hasibuan, 2018). Learning problems can also be in the form of low academic skills such as having high intelligence but being incapable of making full use of it, too quick learning, slow learning, low motivation in learning, having negative attitudes and bad habits in learning, and so on (Bulolo, n.d.). According to the problem disclosure instrument (in Indonesian abbreviation as AUM), learning problems are grouped into five categories, namely problems related to prerequisites to the mastery of learning materials, learning skills, learning facilities, personality, and learning environments and

socio-emotional aspects (Prayitno et al., 2008).

Likewise, the factors causing problems of learning between one student and another are diverse. There are at least two factors that can cause learning problems, namely internal and external factors. Internal factors causing learning problems include low interest in learning, lack of learning motivation, lack of concentration in learning, low intelligence, poor study habits, lack of confidence, unsupported health and senses, and so on (Nofitasari & Sihombing, 2017; Sugiarto, R Suhendra, 2018). Subsequently, external factors causing problems of learning extend to unsupportive familial, scholastic, and social environments, unsupportive parental attitudes and economic conditions, inadequate facilities, less supportive learning methods applied by teachers, and so on (Haqiqi, 2018; Nurlaili et al., 2020).

Research related to learning problems has actually been done. Some of these studies include research conducted by Syafni, E., Syukur, Y., & Ibrahim, I. (2013) examining the problem of students' learning abilities and skills. Yuhana, A. N., & Aminy, F. A. (2019) found that some of the learning problems experienced by grade 6 elementary school students are difficulty reading and writing. Bastomi, H. (2020) seeks to map the learning problems experienced by vocational school students. Wijayanti, W. (2019), emphasizes the ability of vocational school students in solving learning problems. Hanum, M., Prayitno, P., & Nirwana, H. (2015), emphasizes the importance of alleviation of learning problems through counseling services. Haniah, H. (2014), offers solutions in strengthening masala learning Arabic by utilizing information technology, Parwata, K. Y. L., Sudiarmika, A. A. I. A. R., & Devi, N. L. P. L. (2019) explains, that peers, parents, and teachers have a very important role in alleviating student learning problems. However, there has not been any specific research to study the problem of students in learning Islamic

religious education which is reviewed in terms of type, number, and effort to overcome it.

This study aims to reveal the problems faced by MAN Curup in learning Islamic religious education, both in terms of its type, number, and efforts to eradicate it. This is based on the discovery of students of the Department of Social Sciences Madrasah Aliah Negeri (MAN) Curup experienced some learning problems, especially in the learning of Islamic Education in the subjects of Fiqh, Quran Hadith, History of Islam, and Arabic. The foregoing was depicted from the preliminary study conducted by the researcher, showing that 52 of the 102 students gained the scores of mid-semester examination lower than the minimum completion criteria (in Indonesian, KKM). However, the types and numbers of learning problems experienced by students and the efforts to reduce such problems are not yet clearly identified thus far. In the present study, the researcher seeks to reveal the types and numbers of learning problems experienced by social science students at MAN Curup in terms of Islamic education learning and the efforts made by the teachers in solving learning problems experienced by students.

RESEARCH METHODOLOGY

The present study applied a mixed method design. A mixed method study is a study that combines between quantitative and qualitative paradigms and makes use of those paradigms concomitantly within one study (Sugiono, 2018). The strategy of mixed method exerted in this study was a congruent transformative strategy, referring to a mixed method study which uses both quantitative and qualitative approaches concomitantly to answer diverse problem statements (Craswell, 1994). A quantitative approach was applied to reveal the types and numbers of learning problems in Islamic education learning at MAN Curup. Subsequently, a qualitative approach was used to uncover

data regarding the efforts made by teachers in helping solve the problems faced by students.

The population of this study was social science students of grade XI at MAN Curup with the total number of 102 people, and they were all also involved as the samples. The informants of the present study consisted of 4 Islamic education teachers and 3 supervising teachers. The techniques of data collection used a problem disclosure instrument of PTSDL or the so-called AUM PTSDL and interviews. AUM PTSDL is a problem disclosure instrument used to uncover learning problems faced by students (Prayitno et al., 2008). Besides, the researcher also conducted structured interviews for the sake of revealing data concerning the efforts made by teachers to help students solve their problems in Islamic education learning. The quantitative data were processed and analyzed according to a quantitative analysis principle, and the qualitative data were processed and analyzed resting upon the qualitative procedures.

RESULTS AND DISCUSSION

1. Types of Learning Problems

Anchored in the results of data processing using a problem disclosure instrument (AUM) of PTSDL Format-2, it was known that there were some problems of learning experienced by social science students at MAN Curup. The problems are presented in table 1.

Table 1
Types of Students' Learning Problems

No.	Fields of Problems	Learning Problems	
		Sum	Averages
1.	Prerequisites to the Mastery of Learning Materials (P)	486	4.8
2.	Learning Skills (T)	2523	23.8
3.	Learning Facilities (S)	378	3.7
4.	Personality (D)	978	8.6
5.	Learning Environments and Socio-Emotional Aspects (L)	767	6.7
Total		5132	50.3

Grounded in table 1, the learning problems experienced by social science students of MAN Curup could be grouped into five types, namely: First, the problems related to the prerequisites to the mastery of learning materials (P). In this field, social science students of MAN Rejang Lebong experienced 486 types of problems with an average of 4.8 types of problems per student. Second, there were 2,523 problems as regards learning skills (I) with an average of 23.8 types of problems per student. Third, there were 378 problems with regard to learning facilities (S) with an average of 3.7 types of problems per student. Fourth, there were 978 problems *vis-a-vis* personality (D) with an average of 8.6 types of problems per student. Fifth, there were 767 problems related to the learning environments and socio-emotional aspect (L) with an average of 6.7 types of problems per student.

The most problems experienced by students were those related to learning skills (I) with a total of 2,523 problems or with an average of 23.8 types of problems per student. Learning skills are basically the competences students must have in order to be able to carry out learning activities well (Zahri et al., 2017; Zubaidah, n.d.). Good learning skills can help students succeed in learning, especially in mastering learning materials (Nasution, 2016). Likewise, the low learning skills possessed by students can lead to their low learning outcomes (Damayanti & Utama, 2016). This is aligned with Prayito's (2003) explanation elucidating that to get maximum learning outcomes, students need to have adequate learning skills. A study demonstrated that students' failure in learning is not only caused by their low abilities to learn, but it is also very much determined by their learning skills and competences in carrying out effective learning (Hayati & Sujadi, 2018).

On the other side, students also experienced learning problems in terms of prerequisites to the mastery of learning materials (P), learning facilities (S),

personality (D) and learning environments and socio-emotional aspects (L). However, the problems experienced by students were on average still lower than 10. It indicates that students' learning problems in terms of the aforesaid aspects are still relatively low. However, students must still be assisted so that their learning problems do not interfere and affect their motivation, interest, and learning outcomes.

2. Numbers of Learning Problems

Anchored in the results of data processing using AUM PTSDL format-2, the numbers of learning problems experienced by social science students at MAN Curup are as displayed in table 2.

Table 2
Frequency Distribution
Numbers of Learning Problems
Experienced by Social Science Students
of MAN Curup

Frequency Distribution of the Numbers of Learning Problems			
Class of Interval	fo	%fo	%fk
102-114	1	0.98	0.98
89-101	1	0.98	1.96
76-88	7	6.86	8.82
63-75	20	19.61	28.43
50-62	20	19.61	48.04
37-49	28	27.45	75.49
24-36	19	18.63	94.12
11-23	6	6	100.00
Total	102	100.00	-

Notes

1. N = 102
2. Average = 50.676
3. Standard Deviation = 18.783
4. Median = 48.570
5. Modus = 43.380
6. Maximum = 107.00
7. Minimum = 11.00

From table 2 above, it could be seen that the highest number of learning problems experienced by social science students of MAN Curup was of 107, and the lowest number was of 11.00. The most number of learning problems experienced between interval class of 37-49 was 27.45, while the least number between interval class of 102-114 was 0.98%.

Viewed from the average per student, the number of learning problems experienced by social science students of MAN Curup was high, namely 50.67 per student. This means that the average per student faced learning problems of 50.67. Such learning problems were spread over five types of problems, namely problems related to the prerequisites to the mastery of learning materials (P), problems regarding learning skills (I), problems with respect to learning facilities (S), problems corresponding to personality (D), and problems concerning learning environments and socio-emotional aspects (L).

The high level of learning problems faced by students is largely due to two factors, namely internal and external factors. Internal factors causing problems of learning include physical disorders, psychological disorders, mental disorders, reduced interest and motivation for learning, poor attitudes and learning skills, and laziness in learning. External factors leading to problems of learning include a less-flexible curriculum, students' learning load which is too heavy, the application of inaccurate learning methods, lack of learning resources and tools, unsupportive parental attitudes, parents' economic conditions, and less supportive environments (Teken, 2019).

Besides the large numbers of learning problems experienced by students, the extent to which the problems are experienced needs attention. The heavier the problems are experienced by students, the greater the impact it will have on students' activities, quality, and learning outcomes (Swadharma et al., 2018). Therefore, the numbers and extent of students' learning problems should be used as basic references for the teachers to determine the priority scale in helping students alleviate their learning problems.

3. Efforts to Solve Students' Learning Problems

Based on the results of interviews conducted with the informants, it was revealed that there were a number of points undertaken by the teachers to solve students' learning problems. They are as follows:

a. Carrying out remedial activities

Remedial activities referred to learning activities provided by teachers to students whose learning outcomes had not reached the predetermined standards of competencies. The foregoing is aligned with the interview result the researcher conducted as follows:

"Remedial activities are learning activities the teachers provide to students who have not achieved learning outcomes resting upon the established standards of learning competencies after students participate in daily tests, mid-semester assessment, or final semester assessment. These activities aim to help students who have difficulty mastering the predetermined competencies, so that students can get good learning outcomes according to the predetermined competencies" (Hadi, F, Personal Communication, 2019)

A similar statement was stated by Farid, in which "remedial activities are additional learning activities specifically given to students whose learning results have not passed the scores of standard competencies in terms of daily tests, mid-semester assessment, and final semester assessment. Such activities are intended to assist students who face problems or difficulties in learning, especially in the mastery of the predetermined competencies" (Wajdi. F. M, Personal Communication, 2019).

The interview result also demonstrated that remedial activities were carried out through a number of stages, namely "conducting a diagnosis of learning difficulties experienced by students, analyzing learning difficulties

faced by students, planning activities, carrying out activities, and conducting assessments (Hamidi. S, Personal Communication, 2019). According to Saidina Ali, the focus of attention in remedial activities is on those who have learning difficulties with the criterion that has not reached 80% of the predetermined standards of learning competencies (Ali. S, Personal Communication, 2019).

For the sake of making remedial activities attain maximum results, appropriate strategies were required. The interview result showed that there were several strategies applied by the teachers in providing remedial activities for social science students of MAN Curup who suffered from learning difficulties or problems. Hadi. F explained as follows:

"Strategies commonly used in remedial activities for social science students who have learning difficulties or problems are giving assignments, group activities, peer tutoring, and using resource persons. The remedial activity through assignments is carried out by giving certain tasks related to the competencies that have not been passed by students. These assignments are usually in the form of questions that must be answered by students. The remedial activity through group activities is undertaken by making group discussions. Students who have not reached the standards of competencies are asked to hold discussions with friends who have already mastered the learning materials. The remedial activity through peer tutoring is done by assigning peers who have mastered the learning materials in order to help their friends who have learning difficulties or problems. The remedial activity through resource persons is usually carried out by providing opportunities for students to learn again with the

related teachers outside class hours. It is usually done at breaking hours (Hadi. F, Personal Communication, 2019).

Grounded in the interview result displayed above, it could be seen that one of the efforts the teachers made to help social science students of MAN Curup who faced difficulties or problems of learning was through remedial activities. Remedial activities were given to students who did not yet pass the yardsticks of learning mastery in accordance with the predetermined competencies. Remedial activities were undertaken through assignments, group activities, peer tutoring, and resource persons.

b. Providing counseling guidance services

The teachers also made efforts to help students suffering from learning difficulties or problems by providing counseling guidance services. Students facing difficulties or problems of learning caused by internal and external factors, apart from being given remedial activities, were also given counseling guidance services. This is demonstrated by the following interview result:

"Students who experience learning difficulties or problems, besides being provided with remedial activities, are also given counseling guidance services. Those facing difficulties or problems of learning due to internal and external factors, such as lack of learning skills, low motivation to learn, lack of confidence, familial problems, learning environments, problems with friends, and so on, will be provided with counseling guidance services. Such counseling services aim to give information as well as understanding and to help students alleviate the problems they face, especially those related to learning or other things that cause students' learning outcomes not to pass the predetermined competencies. Students having

learning problems, especially problems associated with the mastery of the learning materials, are given remedial activities" (Wajdi. F. M, Personal Communication, 2019).

The head of MAN Curup also elucidated, "Besides receiving remedial activities, students having difficulties or problems of learning are also given counseling guidance services (Saidina Ali, 2019). The representative of the curriculum said, "Counseling guidance services are provided by supervising teachers. Currently, MAN Curup has 4 supervising teachers (Hadi. F, Personal Communication, 2019). Based on the result of interview with a supervising teacher, the provision of counseling guidance services is as follows:

"Students who experience learning problems are provided with several guidance and counseling services including an information service, a group guidance service, a group counseling service, an individual counseling service, and a content mastery service. The types of services are adjusted to the types and numbers of students' problems. If students experience learning problems on account of lack of information related to skills and learning methods, and such problems are experienced by many students, then the appropriate service is an information service. However, if there are only a few individuals (8-15) who experience learning problems, the possible service provided is a group guidance service or a group counseling service. If students experience problems that have an impact on learning outcomes, the service provided can be an individual counseling service or a group counseling service. Meanwhile, students who experience learning difficulties or problems caused by their inability to master learning

materials are usually provided with a content mastery service besides remedial activities served by the subject teachers (Yunita, Personal Communication, 2019).

Counseling guidance services at MAN Curup were given in programmatic and continuous ways. All students were entitled to services in order to develop their potential or to help cope with their problems, both problems or difficulties of learning or other problems they experienced (Kismanto. K, Personal Communication, 2019). Not only were counseling guidance services functioned to help alleviate students' problems, but those services were also functional to provide information, understanding, prevention, and development (Musfah. T, Personal Communication, 2019).

Based on the interview data displayed above, it could be identified that to help students experiencing difficulties or problems of learning, other than being given remedial activities, students were also provided with counseling guidance services. The types of counseling guidance services ranged from an information service, a group guidance service, a group counseling service, an individual counseling service, to a content mastery service.

The results of the present study exhibited that the ways of solving the learning problems of social science students of MAN Curup were executed by means of two ways, namely remedial activities and the provision of counseling guidance services. Remedial activities were given to students who had learning difficulties related to the mastery of learning materials. Remedial activities given to students who do not yet reach the minimum standard of learning competencies aim at assisting students in mastering learning materials according to the predetermined yardsticks (Khairiyah et al., 2019). Remedial activities can be

carried out in various ways, including using peer tutoring. A remedial activity by means of peer tutoring can effectively be applied to improve students' learning outcomes (Dewi et al., 2017). Also, a remedial activity can be carried out by mentoring students in groups. Such an activity can be undertaken before or after schooling hours (Uliah et al., 2020).

Besides carrying out remedial activities, the way of coping with students' learning problems was also taken by providing counseling guidance services. The types of counseling guidance services could be in the form of an information service, a group guidance service, a group counseling service, an individual counseling service, and a content mastery service (Nur, 2020). The main purpose of providing counseling services to students who experience learning problems is to help solve their problems and motivate them to take part in remedial activities well (Murni et al., 2016). Counseling guidance services to help increase students' motivation to join remedial activities can be implemented in several stages, namely giving understanding to students about remedial activities, making dialogues about implementing remedial activities, and giving motivation, case analysis, and self-reflection (Murni et al., 2016).

Generally, there are a couple of steps that must be taken to determine whether to provide assistance to students who have learning problems. Such steps are: first, identifying the problems; second, finding the causes of problems; third, determining the provision of alternative assistance; fourth, providing assistance; and fifth, conducting evaluation (Balqis et al., 2019). Another opinion explained that there are other five stages that have to be passed in order to provide assistance to students who have learning difficulties. Those stages extend to: first, making a diagnosis of learning

difficulties; second, providing recommendations for remedial activities or counseling guidance services; third, implementing remedial activities or counseling guidance services; fourth, conducting evaluation; and fifth, doing the follow-up (Lidi, 2018).

CONCLUSION

Pursuant to the results of the present study, it can be concluded that the types of learning problems experienced by social science students of MAN Curup comprise problems related to prerequisites to the mastery of learning materials (P), learning skills (T), learning facilities (S), personality (D), and learning environments and socio-emotional aspects (L). On average, each student experiencing problems of learning is represented by the value of 50.67. The most problems experienced by students are the problems in association with learning skills (T), in which on average each student facing these problems is represented by the value of 23.6. Subsequently, the least is in the aspect of learning facilities (S) with the average per student of 3.7. The efforts made by the teachers to help solve students' problems of learning are through remedial activities and the provision of counseling guidance services. The types of counseling guidance services range from an information service, a group guidance service, a group counseling service, an individual counseling service, to a content mastery service.

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