

Analysis of Student Learning Difficulties in Islamic Religious Education (PAI) Subjects

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Abstract

This study aims to describe the mathematics learning difficulties experienced by students as well as internal and external factors in science learning difficulties of Students at SDN 3 Bumi Kencana, starting from what are the internal and external learning difficulty factors. This type of research is descriptive qualitative research. This research takes the subject of the class teacher and class III students. The technique in this research is qualitative and the data collection techniques in this research are observation, interview, and documentation. The results showed that, in addition to internal and external factors, students' learning difficulties are also influenced by common errors they make, such as mistakes in reciting the order of prayer. For children with poor memory, it is challenging to connect one topic with another in mathematics.

Keywords: *Learning Difficulties, PAI, Learning Difficulties, PAI*

INTRODUCTION

Learning objectives are the first component that must be set in the learning process (Emda, 2018; Faizah, 2020; Pane & Dasopang, 2017; Wang, Wang, & Cheng, 2023). The purpose of learning is to obtain the results of learning itself. The learning outcomes achieved by students are the result of the interaction between various influencing factors, both internal and external factors (Ilham, Bafadal, & Muslimin, 2020; Mitchell & Manzo, 2018; Robinett, Hutchinson, & Waters, 1988). Internal factors are factors that come from within the child, which affect their learning ability. External factors are factors from outside the child that affect learning outcomes, including family, school and society.

Each child is endowed with different abilities, which results in different learning outcomes for each child. When learning activities at school take place, teachers are

faced with a number of diverse student characteristics. Some students who can go through their learning activities smoothly and successfully experience various difficulties. Learning difficulties are conditions where children with average or above average intelligence abilities, but have inability or failure in learning related to obstacles in the learning process (Alp Christ, Capon-Sieber, Grob, & Praetorius, 2022; Dantas & Cunha, 2020; González Hernández, 2023; Marini et al., 2019). Student learning difficulties are indicated by certain obstacles to achieving learning outcomes. The right solution will help students improve their learning achievement. Specific learning difficulty is an impairment in one or more psychological processes that include the understanding and use of spoken or written language. The impairment may manifest itself as difficulties in listening, thinking, speaking, reading, writing, spelling or arithmetic. It may be caused by a visual, auditory or motor impairment (Soewardini et al., 2019).

Students' low interest in math subjects is one of the impacts of learning difficulties experienced by students. This is evident from the students' PAI scores which are still classified as very low, 78% of 23 students have a complete math score, this is based on information from the teacher when after observation, the low value is seen from the students' scores which are below the KKM. Students who are not active during the lesson or students who do not understand the material presented. This will result in students not being able to complete the memorization given during practice or homework.

METHOD

The methodology of this study employs a descriptive qualitative approach to investigate the mathematics learning difficulties and the internal and external factors contributing to science learning challenges among third-grade students at SDN 3 Bumi Kencana. The research focuses on obtaining in-depth insights into the nature of these difficulties from both educators' and students' perspectives, involving the class teacher and third-grade students as the primary subjects.

Multiple qualitative data collection techniques are utilized, including observation, interviews, and documentation. Observations are conducted in the classroom to monitor students' behavior and engagement with mathematical content, allowing the researcher to identify specific difficulties in real-time and understand the classroom environment's role in these challenges. Semi-structured interviews with the class teacher provide insights into their perspectives on students' learning difficulties, covering aspects such as teaching methods, observed challenges, and strategies used to address learning difficulties. Interviews with students focus on their experiences and perceptions of their learning difficulties in mathematics and science, exploring their feelings towards the subjects, perceived challenges, and any external factors impacting their learning. The research also involves the collection and analysis of relevant documents, such as student work samples, test scores, and lesson plans, to provide

additional context and evidence of the students' learning challenges. The data analysis process includes data reduction to focus on relevant information, data display to present the data in a structured format for pattern identification, and conclusion drawing to synthesize findings. The study specifically examines both internal factors, such as cognitive aspects and emotional and motivational influences, and external factors, including environmental conditions and social support, to provide a comprehensive understanding of the factors contributing to learning difficulties.

RESULT AND DISCUSSION

Causes of Student Learning Difficulties in PAI Subjects

Factors that cause learning difficulties in students, the first is internal factors, internal factors, namely factors that come from within the students themselves, these internal factors include intelligence, interest in learning, and student health (Asmidir Ilyas, 2020). Furthermore, there are external factors, external factors, namely factors that come from outside the learners themselves, these external factors include family factors, school factors and community factors (Slameto, 2015). This will be clearer if understood through the following explanation:

1. Internal factors

- a. Physiological Factors

Physiological factors relate to the physical condition of the individual, such as, illness (someone who is sick will experience physical weakness so that his sensory and motor nerves are weak), unhealthy (an unhealthy child can have difficulty learning, because he is easily tired, sleepy, dizzy, loses concentration, lacks enthusiasm, and his mind is disturbed) and body defects (lack of hearing, vision, and psychomotor disorders).

- b. Low intelligence. Dalyono said that someone who has good intelligence (high IQ) is generally easy to learn and the results tend to be good. Conversely, someone with low intelligence tends to experience difficulties in learning and is slow to think so that his learning achievement is low.

- c. Students' interest in learning. According to Hilgard, talent is *the capacity to learn* the ability to learn. This ability will be realized with the achievement of real skills after learning or training (Slameto, 2010: 2).

- d. Lack of Learning Motivation

Motivation is an important thing that makes a big change in a person to do various things, because motivation is support or encouragement from within that can be given by others as a spirit to do something. Learning is not only an obligation when at school but when at home students must also learn to repeat the lessons learned so as not to forget what they got at school that day but this is not done by grade 3 students, they do not repeat their learning when at home, especially in this material. When at home, students admit that they are not required to study if there is no pr

that must be completed and there is no special guidance from parents for PAI lessons. Motivation is one of the important things in achieving learning goals because with the right motivation students will get out of their learning difficulties and will follow the lessons well without any obstacles they face, so it can be said that some of the students' learning difficulties are lack of motivation in students. (Interview result with Mr. Supriyadi)

Less varied learning methods

The learning methods used also affect the learning outcomes of students in the classroom, a fun learning method will certainly make students feel happy and not bored when learning otherwise monotonous learning methods will make students easily bored and bored when learning this happens in class 3 where the teacher who teaches only uses monotonous learning methods so that students get bored and even sleepy. The learning method used by the teacher is the lecture method and only interacts with students at the end of the lesson. This was said by several students where they admitted that when learning, the teacher only focused on the material presented and only opened a question and answer session at the end of the lesson, which made students bored because they only listened to the teacher.

1. Physical Condition

Physical condition has a great influence on learning ability. Someone who is in good physical condition will learn differently from someone who is tired.

After knowing the factors from within the student, then the next thing that causes learning difficulties is from the student's environment as will be explained below:

2. Parental guidance

The results of the researchers' conversation with the PAI teacher at SDN 3 Bumi Kencana said that another factor that causes learning difficulties is the lack of parental guidance because many parents only think that their job is only to provide children with money and food without providing qualified guidance so that this becomes a difficulty for teachers in providing subject matter at school, some parents also let their children not study, not pray and not recite the Koran. Parents should provide guidance for their children so that the learning process at school and outside of school.

3. The lack of student family economy

Cost is one of the important things that must exist in taking formal education because without costs it is impossible for media such as books to be owned by students, this is what happens at SDN 3 Bumi Kencana, it is still difficult for parents to buy books for their children due to lack of funds.

4. Mass media

Times are getting more sophisticated and information is increasingly accessible, in fact not all students take advantage of existing technology to access subject matter

they prefer to play games at will and some are even addicted and forget about the assignments given by teachers at school, this is what causes student learning difficulties at SDN 3 Bumi kencana. So it is not surprising that many students do pr in class.

5. Social environment

After conducting interviews with relevant parties at SDN 3 Bumi Kencana, they agreed that another cause of learning difficulties is inappropriate student socialization.

6. Home or Family Atmosphere

A very noisy or rowdy family atmosphere makes children unable to study comfortably because their concentration is disturbed.

7. School environment factors

The school environment is a process in education that occurs continuously. Each environment will influence the process of forming individuals through education received either directly or indirectly.

According to Slameto (2003: 64-69), "Indicators of the school environment include teaching methods, curriculum, teacher-student relations, student-student relations, learning tools, school discipline, school time, learning standards above the size, building conditions and learning methods.

DISCUSSION

Student Difficulties in Performing Prayers

Two points that can be grouped by researchers, First difficulties in prayer recitation, Second difficulties in practice of prayer.

Concept of reading that is less precise.

Based on the results of the researcher's interview with the teacher of Islamic Religious Education about imprecise reading. After conducting an interview about: What factors cause inaccurate reading?

"Lack of student interest in the material presented, focus on other things during the lesson, afraid of memorization which is known to be difficult" Based on the results of interviews with students, it can be concluded that most students have difficulty recognizing arap lettersthatand lack ofinterest inreading the Qur'anthey considermemorizationit is too difficult so that it makes them confused, too muchmemorizationandstudents do not like memorization.

The attitude of students who who teelihat playful, making students experience learning difficulties reading the Qur'an many of them do not pay attention to the teacher when explaining the material they are more chatting back and forth playing alone or choosing to sleep when the lesson hours PAI is going on. The absence of a student's interest in a lesson will arise difficulties in reading the qur'an, low motivation

and awareness of the importance of reading the Qur'an correctly is also one of the factors that cause students to experience difficulties and experience obstacles in practice. According to the explanation of the Islamic Education teacher, Mr. Supriyadi, when students with low interest in learning will create students who do not understand Arabic letters or material, they will definitely be mistaken in reading so that this causes students to find it difficult to read the reading of short verses or others, the overall student answer will be wrong so if the student cannot understand when the teacher explains the material or is busy by himself or prefers to play, the student will experience a lot of difficulties.

Based on interviews with third grade students of SDN 3 Bumi Kencana about: What causes you to have difficulty?, the statement from the student: "Lazy to learn and because the lesson is difficult the letters are too difficult, complicated, mind-draining, and also boring.

From the above ideas, the researcher can conclude that students have no interest in learning from before the lesson starts, with the concept of thinking like that it will be difficult for students to accept the material delivered by the teacher. The difficulties experienced by students will have an impact on the next material because students are not motivated for correct and precise reading.

Difficulties in Prayer Practice Movements

Based on the interview with Mr. Supriyadi as the PAI Teacher conducted by the researcher about: What is the difficulty of siswa in the practice of prayer?, his statement is as follows: "Students are still often mistaken when running the prayer movement, because of the lack of concentration when learning or not paying attention when the teacher is explaining" Based on the ideas above, it can be concluded that students with a low level of seriousness when learning or students who have low concentration when the material practice of prayer is delivered can result in students making mistakes when doing prayer, if it happens often then students cannot achieve perfect scores. Difficulties in prayer movements can occur because students are less careful when the teacher conveys the material provided. In addition, difficulties in prayer practice can also occur because students lack understanding and also students who do not understand the concept. Errors that are often made by students are, mistaken in prayer movements.

The researcher also interviewed third grade students, Vattan about: What causes you to have difficulty in the practical movement of prayer?"I have difficulty when I differentiate between bowing and sijd. There is a lot of confusion and I recoil when performing the prayer.

Based on the results of these interviews, it can be concluded that students experience problems in the prayer movement, this happens because students do not pay attention to the teacher explaining and when modeling problems students are busy

themselves. /Problem solving difficulties occur when students have difficulty understanding the Movement and difficulty in distinguishing the readings. Students who do not understand the movement of a problem or a material will definitely be wrong so that this causes students difficulty in prayer movements.

Likewise, when asked about the difficulties experienced, Vattan a third grade student of SDN 3 Bumi Kencana also expressed his opinion: "I don't understand the prayer movements yet, there are many Pack movements that I don't understand."

From the above ideas, it is also concluded that students mistake in performing prayer movements as well as students mistakenly mistaken in prayer recitations. difficulties when tasyahud beginning and tasyahud end so that students cause errors in the movement. Based on interviews with the two students above, it can be concluded that students are often mistaken in the prayer movement because students do not pay attention and students are also confused about the movements that will be used students who have difficulties in movement certainly also have difficulties in reading. mistakes in movement result in imperfect prayer. Students who do not understand the prayer movement material perfectly result in the student being confused when told to practice the prayer movement.

CONCLUSION

Based on the results of the research and the factors of PAI learning difficulties at SDN 3 Bumi Kenaca, the following conclusions can be drawn:

1. Difficulties in learning PAI for students at SDN 3 Bumi Kenaca. The location of the difficulties experienced by students in learning PAI prayer material is in the concept section where many mistakes are made by students such as making mistakes in reciting the recitation. Students also experience difficulties in the skill of practicing prayer where many mistakes are made by students, mistaken in the order of implementation.
2. The factors that influence student learning difficulties apart from external and internal factors are the imbalance between at school and at home, for students who leave with good stamina and high interest in learning will remain focused during the lesson, but for students who do not prepare themselves from home, when they arrive at school they will believe that their focus is divided, students who do not have breakfast will want a faster rest hour. With the situation.

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