



THE EFFECTIVE WAY OF SOLVING PROBLEMS OF THE ELEMENTARY SCHOOL PUPILS' LEARNING DIFFICULTIES

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Abstract: The competence of the elementary school teacher candidates to solve the problem of the pupil's learning difficulties is essential, since in the school the teacher will solve the problems by himself. Therefore, direct practice is required for teacher candidate students to solve problems of learning difficulties. The purpose of this study is to describe the various ways that the teacher candidate students choose to solve the problem of the learning difficulties of elementary school pupils. The design of this study uses a qualitative descriptive approach through techniques of data collection in the form of observation, interview and questionnaire, while data analysis techniques use interactive analysis techniques. The results of this study indicate that the teacher candidate students' ability increases in solving learning difficulties of elementary pupils. In one hand, each student has an effective and unique way to solve the problem, improve the quality of oneself through prayer and learning, solve problems through a scientific approach and improving for better results.

Keywords: competence of future teachers, learning difficulties, problem solving

Abstrak: Kompetensi calon guru sekolah dasar dalam memecahkan masalah kesulitan belajar siswa sangat penting karena di sekolah, guru akan menyelesaikan sendiri masalahnya. Oleh karena itu, diperlukan praktik langsung bagi mahasiswa calon guru untuk menyelesaikan masalah kesulitan belajar. Tujuan dari penelitian ini adalah untuk mendeskripsikan berbagai cara yang dipilih oleh mahasiswa calon guru dalam menyelesaikan masalah kesulitan belajar siswa sekolah dasar. Desain penelitian ini menggunakan pendekatan deskriptif kualitatif melalui teknik pengumpulan data berupa observasi, wawancara dan angket, sedangkan teknik analisis datanya menggunakan teknik analisis interaktif. Hasil penelitian ini menunjukkan bahwa kemampuan mahasiswa calon guru dalam memecahkan kesulitan belajar siswa SD meningkat. Di satu sisi, mereka memiliki cara yang efektif dan unik untuk menyelesaikan masalah, meningkatkan kualitas dirinya melalui doa dan pembelajaran, menyelesaikan masalah melalui pendekatan saintifik dan peningkatan untuk hasil yang lebih baik.

Kata Kunci: kesulitan belajar, kompetensi calon guru, pemecahan masalah

Introduction

The competence of the elementary school teacher candidates to solve the problem of difficulties in elementary school is very important. Competency is needed, because the world of educational field is not far from several problems of learning difficulties. Although technological advances are growing rapidly, those skills are still relevant. This is in line with the expectation of STKIP Al Hikmah competency standards for the third point, that is, the teacher has the readiness, feasibility and teaching capacity to be able to do the high quality, creative and innovative learning activities. In addition, each school also found a variety of pupil's learning difficulties, thus the realization will need adequate skills of the teacher.

The results of the interviews conducted from researcher show that the student (teacher candidate) has no experience in solving the problem of the pupil's learning difficulties. Although previously, the student had been doing some practices of educative observations and interaction in SD. However, students felt that the practice in elementary schools which has been done, considered only as a teaching skill, such as open and close the class, questioning skills and other skills. While the skills to guide the pupils more intensively about personality, moral and habit have not been done so far.

In addition, the results of observation before the research is started that have been made also show that what students did when they are in elementary school only touching the surface. Students have not personally touched the personality of the elementary pupils who have learning difficulties. Students are more likely to pay attention to the class in general; they have not paid attention in detail. The students

also have not identified the cause of the students who have learning difficulties. Based on the fact that there are so many teaching activities that students have not done, students' skills are needed to solve the learning difficulties of pupils (Ali, 2013). On the other hand, the objectives that must be achieved when students graduate are the high quality and competitive teachers at the national level and qualify based on the ASEAN Qualification Reference Framework (AQRf).

One way to improve students (teacher candidate) 'competence to solve pupils' learning difficulties are to practice at the school directly. This method is considered appropriate because in practice the process involves classrooms and parents. Teachers and parents should help students or their children who have difficulties to learn in an appropriate way. Students choose a school and then identify pupils who have learning difficulties. After finding some pupils, students advise the elementary pupils who have learning difficulties. Students come to elementary school especially at the 6th grade, which consist of grades 6A through 6F.

According to the choose class, the students directly observe the learning activities. After finding pupils who are classified as having learning difficulties, the students consult with the main classroom teacher. The purpose of the discussion is to convince that pupils who are problematic actually have learning difficulties. After the discussion, he also conducted the diagnosis through tests and non-tests. Diagnosis test using the problem, while the non-test diagnosis with direct interview. In identifying the pupils' learning difficulties, it can be done through test or non-test. Differences in the diagnosis of pupils' learning difficulties are crucial started from the learning difficulties (Nag & Snowling, 2012).

After the students finished identifying the pupils who have learning difficulties, then continued the discussion with the researchers. The discussion was about the results of the analysis with the existing theories. The goal is to equate between the characteristics obtained in the field with those in theory. Discussion activities are carried out continuously after every student finished guiding the pupils who have learning difficulties. That is done as one of the feed-back to discuss things that have not been known by students, as well as to plan actions or steps of completion at the next meeting. Hopefully the next treatment will be appropriate with the result of the discussion, and the prior identification, so that the result will be on target.

The purpose of this study is to describe the improvement of students' ability in solving learning difficulties of elementary school pupils. After conducting this research, students are expected to be able to manage the class with various characteristics of pupils, including the ones who have learning difficulties. Students have an effective way to solve various problems of student learning difficulties.

Broader benefits, especially for students themselves can improve the quality of learning, so that pupil's achievement can be increased. Therefore, students who can solve pupil's learning difficulties can easily raise the pupil's learning achievement. Learning difficulties have an effect on pupil's learning outcomes because to obtain the achievement required learning effort both in school and outside school.

There are 2 factors that influence pupil experiencing learning difficulties, namely: (1) Internal factors consists of the lack of interest and motivation to learn; (2) External factors consists of the lack of media variations and learning method (Dewantara, 2012). In addition, what affects students experiencing learning difficulties is the depth of knowledge, acceptance, educational skills, intelligence, emotional social, attention/motivation/habit, home and parental attention, teacher-related issues, censorship, (Felimban, 2013).

Various kinds of learning difficulties namely: (1) Dyslexia (difficulty in reading, writing, and spelling); (2) Dyspraxia (balance in motion/motor balance); (3) Dyscalculia (difficulty in math/arithmetic); (4) Attention deficit disorder/ADD command; and (5) Attention deficit hyperactivity disorder/ADHD (difficulty in self-control to focus and quiet) (British Dyslexia Association, 2016).

Therefore, to prove the quality of education, it is necessary to develop a teacher's pedagogical skills and guidance, individual counseling, and social and also scientific competencies: (1) Learning and education difficulties capable of facilitating all pupils; (2) Building teaching communities between teachers and pupils; (3) Pedagogical ability that can solve pupils' learning difficulties by involving parents; and (4) Community learning between the community and school (Jeder, 2014).

Materials and Methods

The research method used was descriptive qualitative with 14 students of PGSD STKIP Al Hikmah and subject of 14 elementary pupils in Surabaya. This study uses a case study approach. Data collection techniques used are: (1) Observation; (2) Interviews; and (3) Questionnaire. While the research instruments used are: (1) Observation sheet; (2) Self- guiding guidelines, and (3) Questionnaire. Data analysis techniques used are interactive analysis techniques consisting of data collection, data reduction, data presentation, and verification or drawing conclusions (Figure 1).

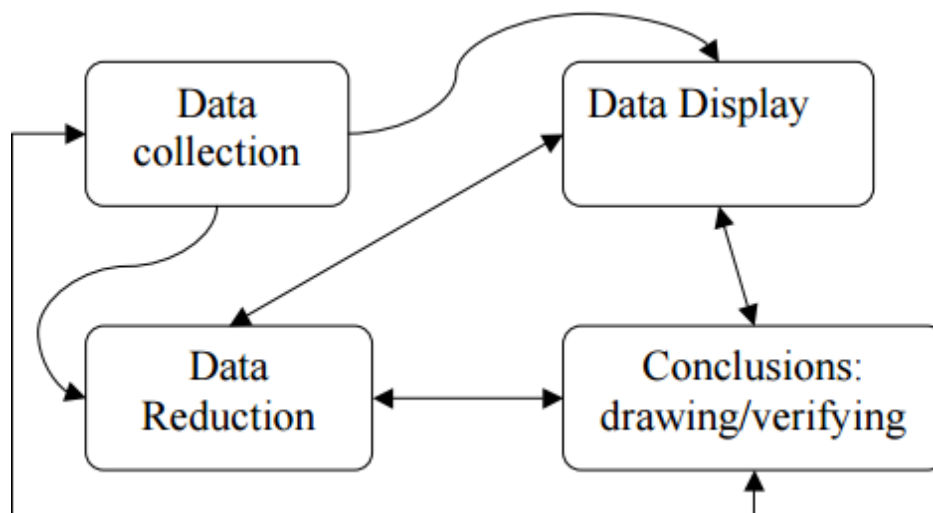


Figure 1: Diagram of interactive analysis techniques (Miles *et al.*, 2014)

Result and Discussion

This research has been conducted by all students of PGSD STKIP Al Hikmah. Each student handles different pupil learning difficulties. Although the learning difficulties are different but in principle the settlement is almost the same, it just needs adjustment based on the type of deity. Most students have difficulty learning in certain subjects. Family background also various types. This shows that there are many background factors experienced by students who have learning difficulties. There is no specific background that causes children learning difficulties, so there are many causes of children having learning difficulties.

Before the student completes student learning difficulties, the students have preparations, procedures, and methods of completion. From the completion that has been done by all students, students try to improve themselves by: (1) Prayer; (2) Reading; (3) Preparing test kits; and (4) Motivation. Uniquely students pray before starting the activity. This means that spirituality has a great impact on the success of student activities. That is in line with the surah Al Baqoroh: 186.

وَإِذَا سَأَلَكَ عِبَادِي عَنِّي فَإِنِّي قَرِيبٌ ۚ أُجِيبُ دَعْوَةَ الدَّاعِ إِذَا دَعَانِ فَلْيَسْتَجِيبُوا لِي وَلْيُؤْمِنُوا بِي لَعَلَّهُمْ يَرْشُدُونَ ۝١٨٦

Meaning:

“(O Muhammad), when My servants ask you about Me, tell them I am quite near; I hear and answer the call of the caller whenever he calls Me. Let them listen to My call and believe in Me; perhaps they will be guided aright” (Anwar *et al.*, 2014).

Students try to equip themselves by reading various sources such as reference books, journals, magazines, and other reading sources. Students master various theories related to learning difficulties. In the reading activity, the students want to get the knowledge of how to solve the problem of correct learning difficulties, want to know the factors that influence the learning difficulties, want to know the characteristics of students based on theory, and want to improve the ability to guide elementary pupils.

Students prepare with various test kits to detect pupils' learning difficulties. The test kit is written

and non-written. In written form contains the problems that test the ability of pupils, while non-written form of observation and interview. Observations and interviews aim to find out more in pupils' learning difficulties. In addition, to know pupils' background, pupils' potential, pupils' weaknesses, and know more about the daily activities of pupils.

There are interesting things that students do to get the attention and sympathy of pupils, namely by giving the cake and gifts as a gift. According to student food becomes an effective tool to focus attention, because true elementary school pupils still like snacking. How to give it done at the end of treatment, so that pupils are eager to complete the treatment. It is an innovative way of getting the attention of elementary pupils. This innovative method can be uniquely useful to people who have bad experiences at school (Peculea, 2015a; 2015b).

Motivation instilled in students, the goal is to encourage self-spirit. Students eagerly prepare various purposes to solve student learning difficulties. Through this motivation, the students consciously do it to help the various learning difficulties experienced by the students. Student completion procedures are various ways, in accordance with the references he holds. However, the outline of the students perform the following stages, namely: (1) Data collection; (2) Data processing; (3) Diagnosis; (4) Treatment; and (5) Evaluation. Here is the pattern of resolving the difficulties of learning elementary school students.

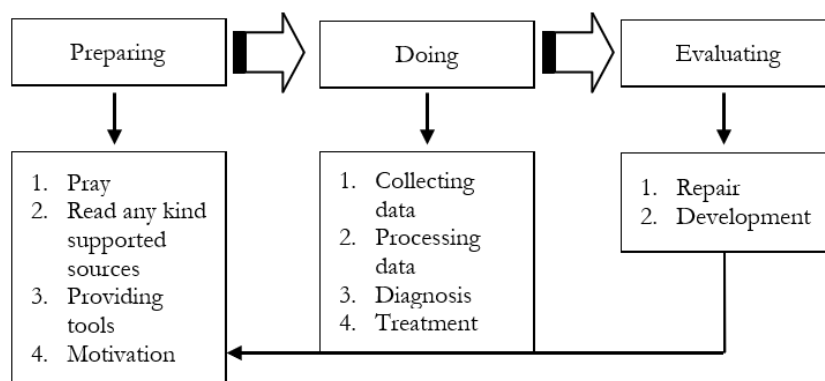


Figure 2. Pattern of completion of learning difficulties of elementary school students

In the data collection is done observation, home visit, case study, case history, private list, examine the child's work, group assignment, and carry out the test. The most important thing in data collection is the use of language in accordance with the language that is easy for students to understand. The way to overcome the difficulties of students in understanding the material that is by giving emphasis to use local language in accordance with the material. The use of language is not necessarily the same, adapting to the students, especially for students with language difficulties. Different strategies can be advantageous in developing typical pupils who experience language difficulties (Krishnan *et al.*, 2016). It implies learning, teacher should be a qualified facilitator or instructor (Ramli *et al.*, 2013).

At this stage is also given the opportunity for students to speak openly expressed things. Teachers' learning should be able to create opportunities for students to learn to communicate (Dewantara, 2012). The purpose of these activities to determine the personality and characteristics of pupils. Various pupils are identified to determine the right solution.

At the stage of data processing performed a careful analysis of data from the data collection phase. At this stage the identification of cases of student learning difficulties, the things that become the subject matter are grouped. Once grouped the subject matter is connected with other problems, among others comparing the value of the test results and giving conclusions.

At the stage of the diagnosis is a decision-making action what will be done after detailing the results of data processing. At this stage the description of the cause, so the result as in the results of data processing. In addition, the possible impacts of the action are also predicted, whether the action succeeds or fails. If it shows improvement then the action will proceed, but if failed will be evaluated and determined again the new action. Treatment stage, pupils who have learning difficulties are given treatment. Type of treatment in accordance with the diagnosis. In this stage has been treated in

accordance with established procedures. The schedule and the timing are also determined, so that the execution is done in an orderly manner. In practice like a clinic, but here the form is a learning clinic.

Especially in students who have high activity, treatment activities are offset by motor activities. The sincerity in the motoric profile of pupils experiencing learning difficulties can help analyze the influence of learning ability (Okuda & Pinheiro, 2015). It is done with the aim to reduce the boredom of students.

In pupils who have difficulty in language, pupils use various media. The media are computers, tapes, visuals, and readings such as books and magazines. But in practice pupils are more interested in computers, because there is audio and video so students do not get bored quickly. Teachers need technological tools that can be used in the classroom to increase language difficulties (sentence stress problems) (Kucukoglu, 2012).

At the stage of treatment or implementation made a form of self-development, which is controlled by mentors, homeroom and parents, to be easy to know aspects that need to be improved. If any aspect of the problem is missed because it is not detected in the pupil's school or house. Indirectly, pupils, teachers, mentors, and parents are involved in solving learning difficulties. Learning to learn requires the involvement of students in building their knowledge, through the experience and skills of students who have been obtained before then apply it in various situations and real life conditions (Peculea, 2015a).

The last stage of the evaluation, the researcher analyzes of the results of treatments. The results will be used for improvement or increasing the effort. If treatment shows results that have not been suitable then it will be repaired, but if the result is good but not maximal then it will be improved again. At this stage also made a flashback of factors that support or inhibit the treatment.

Conclusions

Each student has a varied way of solving learning difficulties of elementary pupils. However, the pattern of completion of students perform three stages of preparation, implementation, and evaluation. The preparatory stage of the students performs prayer, reads various sources of support, prepares the test kits, and motivates. Implementation stage of the students perform data collection, data processing, diagnosis, and treatment. While the evaluation stage is done to make improvements and improvements to the business undertaken. It proves that the students' ability is increasing in solving the learning difficulties of elementary school students. In order to be able to solve the learning difficulties of Elementary school pupils more maximal, teachers should know the factors that affect the difficulties of learning elementary school pupils. It aims to maximize the effort. In addition, also to avoid or improve things that can inhibit or improve the results, so that the results in accordance with the time specified.

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