

Analysis Of Students' Learning Difficulties In Geography Subjects In Grade X At Diponegoro Dampit Private High School

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Abstract—Student learning activities not always successful and not always the learning objectives are achieved well. Often found problems in the learning process that cause difficulties in student learning. This is related to geography subjects that are considered by students as difficult subjects, especially in the Geographic Information System (GIS) material. Therefore, it is necessary to analyze the problems above which aim to underlie the problems of difficulties, doubts, and obstacles in the learning process begins. Qualitative methods are research that focuses on activities to identify, document, and understand through in-depth interpretation the symptoms of values, meanings, beliefs, thoughts, and general characteristics of a person or group of people regarding life events. In general, there are two factors that cause students to experience learning difficulties, namely factors that originate from within the student themselves (internal) and factors that originate from outside the student (external). Thus, this research report will contain data citations to provide an overview of the presentation of the report. Data derived from interview scripts, observations, and documentation. This study aims to describe a situation and describe the learning difficulties experienced by the students who coincided at SMAS Diponegoro Dampit.

Keywords: Student learning activities, Learning process, Student learning difficulties, Factors, GIS material, at SMAS Diponegoro Dampit.

I. INTRODUCTION

Education is a conscious effort made by humans to develop their potential through the learning process. The learning process is an aspect of the school environment that is regulated and supervised in such a way that the learning process is directed at the goals that have been set. However, learning activities are not always successful and learning objectives are not always achieved properly. Problems are often found in the learning process that cause difficulties in learning. These learning difficulties can affect student learning achievement (1). Geography subjects emphasize character development, organization, reflection and measurable activities, understanding the various gifts of the creator that can be used by humans and the differences in regional characteristics (Kemendikbudristek, 2022) (2). Learning difficulties are various mental disorders in listening, speaking, reading, writing, and arithmetic due to internal factors of the individual himself, namely minimal brain dysfunction, non-verbal learning disabilities are learning disorders in problems with visual-spatial, motor, and organizational skills. In general, the disorders experienced are understanding non-verbal communication and interaction, which can result in social (Suryani 2010:3) (3). Education is an essential sector in human life, especially in Indonesia, which is one of the requirements for building a nation. Education is also one of the facilities in building a civilization based on the cultural values of the Indonesian nation (4). The location of this research is in the

Dampit Village area, which is one of the Villages in Dampit District. Dampit Village has an area of 135.57 km² or 1.55% of the area of Malang Regency (5).

In general, there are two factors that cause students to experience learning difficulties, namely factors originating from within the students themselves (internal) and factors originating from outside the students themselves (external). Factors originating from within the students themselves (internal) include interests, motivation, learning attitudes and physical and mental health of students. While factors originating from outside the students (external) include the school environment, family environment and community environment. Factors from the school environment include factors originating from teachers, school facilities and infrastructure. Factors from the family environment, for example, the way parents educate their children, the relationship between parents and children, the family or home atmosphere and the family's economic situation. While factors from the community environment include friends and activities or busyness in the community and the mass media. As explained above, learning difficulties affect student learning outcomes, as is also the case at SMAS Diponegoro Dampit in Dampit Village, Malang Regency. Students experience symptoms of learning difficulties, especially in the subject of Geography, GIS material. These symptoms are indicated by low grades or student learning outcomes in the subject of Geography.

II. THEORETICAL BASIS

A. Definition of Analysis

Analysis is the process of investigating or finding out about an incident in order to find out the actual situation. Analysis is very much needed to analyze and observe something which of course has the aim of getting the final results from the research that has been carried out. According to Habibi & Aprilian (2020:78), analysis is an activity that consists of a series of activities such as breaking down, differentiating, sorting, something to be regrouped according to certain criteria and then looking for connections and then interpreting its meaning. From the several definitions listed above, analysis is a process for solving problems that will be studied in depth, which includes searching for factual data so that accurate evidence can be presented in a study.

B. Definition of Learning

Learning is a relatively permanent change in behavior that results from past experiences or from purposeful or planned learning.

C. Understanding Geography Learning

Geographical learning is learning about the space of the earth's surface that is taught in the formal education system and the material is adjusted to the level of development of the psychology of students' knowledge at various levels of education. Geographical learning is centered on discussions about how to study the earth by paying attention to the point of view knowledge geography and through spatial, environmental and regional complex approaches. The field of geography is increasingly broad, covering physical aspects, human aspects, and the relationship between humans and their environment. The interest and attention among geography experts towards each particular aspect has resulted in the formulation of different definitions of geography.

D. Student Learning Difficulties

Learning difficulties are difficulties experienced by students in their learning activities, resulting in low learning achievement and behavioral changes that occur that are not in accordance with the participation obtained by their classmates.

E. Learning Difficulties

According to Utami (2020:96), learning difficulties are a condition of students where the learning process is marked by obstacles in achieving learning outcomes, so a condition where students cannot learn properly. These obstacles come from within and outside the student.

F. Obstacles to Learning Geography GIS Material

Obstacles in learning can be interpreted as obstacles or barriers that can disrupt the smoothness of learning activities in achieving learning objectives. With the emergence of these obstacles, learning becomes less smooth. Likewise, students are less enthusiastic about deepening the knowledge they have acquired at school. So, from the definition above, it can be concluded that teacher obstacles in learning are obstacles or barriers for teachers in helping, guiding, and directing students to have learning experiences so that learning objectives are achieved.

1) Factors Affecting Learning Difficulties of Grade X Students at SMAS Diponegoro Dampit

a. External Factors

External factors are factors that originate from outside the student and can influence the learning process. Some external factors that are often associated with difficulties in learning Geography include: (1) Family Environment, (2) School Environment, (3) Community Environment.

b. Internal Factors

Internal factors are factors that come from within the student himself. Several internal factors that can cause difficulties in learning Geography include: (1) Interest and motivation. (2) Perception of subjects, (3) One of the factors that influence learning difficulties, especially in the school environment, is the teacher, (4) Teacher-Student Interaction in Education.

2) Efforts Made by Teachers in Overcoming Difficulties in Geography Learning

The problem of student learning difficulties must be handled immediately. This is done so that students do not experience difficulties in the future. Thus, the teacher's efforts to overcome the problem of student learning difficulties are to implement several methods. Another effort made by teachers in overcoming student learning difficulties is to create a safe and conducive learning environment so that students can easily receive the lessons that are informed. in (Bahrodin et al., 2022).

3) Obstacles Experienced by Teachers When Providing Material to Students

One of the core competencies of a teacher that has been explained in the Regulation of the Minister of National Education (Permendiknas) No. 16 of 2007 is mastering the material, structure, concept, and scientific mindset that supports the subjects taught. In an effort to master the material, concept, and scientific mindset that supports the subjects taught, there are two sub-competencies of subject teachers, namely:

1. Mastering the subject matter and school curriculum
2. Mastering deepening (enrichment) material

4) Teachers' efforts to improve students' understanding of GIS learning materials

Efforts made by teachers to overcome learning difficulties experienced by students are to ask students which materials are not clear, provide learning motivation and foster students' interest in learning. Interest has a big influence on learning because the lesson is not appropriate and the child has no interest in it. Interest in learning geography lessons can be seen from how children pay attention, follow lessons, complete notes, and school assignments or exams.

As for the existence of geographical knowledge, it will continue to change along with the development of the region (Rodríguez-Pose et al., 2024). Geography is closely related to maps, global maps, remote sensing, GIS, etc., which dynamically respond to the development of norms in the international world (Bruce et al., 2024). in (Nurhayati, 2024)

III. RESEARCH METHODS

A. Research methods

According to Sugiyono (2022:2) the term research method includes two words, namely method and research. The word method comes from the Greek word *methodos* which means way. Method is a scientific activity related to a work method (systematic) in order to understand an object or subject of research. Efforts to find solutions that combine validity and can be explained scientifically.

B. Types of research

In this study, the researcher used a qualitative descriptive research method. Qualitative research methods are research methods used to research natural object conditions (as opposed to experiments) where the researcher is the key instrument, data collection techniques are carried out by triangulation (combination), data analysis is inductive, and qualitative research results emphasize meaning rather than generalization.

C. Research Location

In general, the geographical location of SMAS Diponegoro Dampit is quite strategic, because it is located on JL. Semeru Selatan NO. 07 Dampit, Dampit, Kec. Dampit, Malang Regency, East Java and is at the coordinate point $8^{\circ} 12'43.2''$ S $112^{\circ} 44'58.2''$ E.

D. Research Subject

Specifically, this study focuses on the identification and analysis of various factors that cause grade X students to have difficulty in understanding and mastering geography material that discusses Geographic Information Systems (GIS). So that this geography material is often considered a challenging subject for many students.

E. Research Object

The object of research is a collection of elements that can be people, organizations or goods to be studied or as the main problem to be studied to obtain data in a directed manner. The object of research is the nature of the condition of an object, person or object that is the center of attention and target of research.

F. Data source

- a. Primary Data Source: The primary data source in this study was obtained from Class X students consisting of 15 students.
- b. Secondary Data Sources: The secondary data sources in this study are data sources obtained from geography subject teachers.

G. Method of collecting data

1. Observation

This Observation Method is the result of observations with a specific purpose. Observations are carried out directly during the implementation of the learning cycle in the classroom with the aim of collecting qualitative data on teacher and student activities to record problems that occur during the implementation of the learning cycle which will then become a reflection as a follow-up to the research.

2. Interview

According to Abdussamad Z (2021) an interview is a form of verbal communication, so it is a kind of conversation that aims to obtain information or can be interpreted as a data collection technique carried out by asking questions between researchers and the objects being studied. In this study, researchers used an open interview type so that respondents were free to provide answers or suggestions related to the questions given by the researcher.

This interview was conducted with students in class X and Geography subject teachers at SMAS Diponegoro Dampit. By conducting this interview, it is necessary to do it with interview guidelines that have been formulated previously by the researcher. The existence of this interview for researchers will obtain information and then process the information, and data needed regarding the description of student learning outcomes, student learning difficulties, and causal factors that trigger student learning difficulties in class X SMAS Diponegoro Dampit.

3. Documentation

Documentation is done on data related to structure and infrastructure, learning environment and learning process. This documentation is used as one of the ways to obtain direct data from the research location at the school. By using this documentation, it aims to complete the data and interview results in the form of photos and data relevant to the research.

H. Research Data Analysis Techniques

According to Miles and Huberman (1994), there are 3 (three) steps that researchers must take to analyze qualitative research data, namely: a) data collection, b) data reduction, c) conclusion drawing verification, and d) Data Validity.

IV. DATA PRESENTATION AND RESEARCH FINDINGS

A. Characteristics of Diponegoro Dampit Senior High School

SMAS Diponegoro Dampit is a private high school located in Dampit District, Malang Regency, East Java. This school was founded on July 1, 1985 with the Decree of Establishment Number 4202022421102 and is under the auspices of the Ministry of Education and Culture. Since its establishment, SMAS Diponegoro Dampit has been committed to providing quality education for the surrounding community. Currently, the school has 77 students who are guided by 14 professional teachers in their fields. The principal who leads is Sugiono, while the school operator who is responsible for administration is Agus Suprianto.

B. Interview Results

Based on the results of interviews conducted by researchers with 16 respondents consisting of 15 students and 1 geography teacher. The researchers found several findings, including:

- a. Internal factors such as (interest, motivation, learning style) and external (learning methods, learning media, learning environment) have been running well, teachers have made maximum efforts to provide understanding to their students, starting from conventional learning to the use of GIS (Geographic Information Systems).
- b. Teachers have tried to overcome difficulties in learning materials, namely by taking several steps, namely (a) identifying problems faced by students, (b) mapping the problems found, (c) recording learning media owned by the school such as books, pictures, pedagogy, globes, (d) maximizing GIS (Geographic Information Systems).
- c. The obstacles found by geography teachers include (1) students are accustomed to using conventional methods, namely lecture methods, so that if they are switched to interactive classes, they cannot be maximized, (2) limited learning media and relying on existing media such as pictures of the earth, maps, globes, (3) students tend to be passive, have difficulty communicating in multiple directions, (4) students find it difficult to focus if the teacher explains the lesson material. (5) the school does not yet have an adequate computer lab, so it cannot be used optimally.
- d. Teachers' efforts to improve students' understanding of geography learning material are by (1) inviting all students to be active during geography lessons, (2) inviting students to focus on the teacher explaining the material, (3) asking the principal to make a computer practicum schedule so that it can be used better, especially for discussing geography material.



Doc.1 Group photo of class X students



Doc.2 Group photo of the principal and the Deputy Principal of Sarpas

V. DISCUSSION

1. Internal factors (interest, motivation, learning style) and external factors (learning methods, learning media, learning environment) influence students' learning difficulties at SMAS Diponegoro Dampit.

Based on the results of observations and interviews in the field in class XSMAS Diponegoro Dampit. Effective learning is greatly influenced by internal and external factors that shape the student's learning environment.

2. Efforts that have been made by teachers to overcome difficulties in GIS learning materials

Based on the results of observations and interviews with respondents and several findings, the findings of this study indicate that teachers at SMAS Diponegoro Dampit have made various systematic efforts to help students overcome learning difficulties, starting from identifying problems to utilizing available learning media.

3. HWhat obstacles do teachers experience when providing material to their students?

Based on interviews conducted by researchers, there are several obstacles found. The obstacles faced by grade X geography teachers at SMAS Diponegoro Dampit reflect the challenges in implementing more innovative interactive learning. One of the main obstacles is the habit of students in receiving material through the lecture method, which causes difficulties in adapting to the interactive learning model.

4. Teachers' efforts to improve students' understanding

Geography teachers' efforts to improve students' understanding of learning materials are highly dependent on the learning strategies applied. At SMAS Diponegoro Dampit, teachers use various approaches, such as encouraging students to be more active in class, increasing focus during learning, and utilizing existing facilities and infrastructure, including asking the principal to provide a computer practicum schedule.

VI. CONCLUSION AND SUGGESTIONS

A. Conclusion

1. Internal factors, such as interest, motivation, and learning style, as well as external factors, such as learning methods, learning media, and learning environment, have been running well. Teachers have made maximum efforts in providing understanding to students, starting from the application of conventional learning methods to the use of Geographic Information Systems (GIS) to enrich students' learning experiences.
2. Teachers at SMAS Diponegoro Dampit have tried to overcome difficulties in geography learning through several steps, namely: (a) identifying problems faced by students, (b) mapping the problems found, (c) recording learning media available at school, such as books, pictures, maps, and globes, and (d) maximizing the use of GIS to help students understand the material more effectively.
3. The obstacles faced by geography teachers at SMAS Diponegoro Dampit in the learning process include: (1) students are accustomed to conventional lecture methods so they still have difficulty adapting to interactive learning, (2) limited learning media, so teachers can only rely on available media, such as pictures of the earth, maps, and globes, (3) students tend to be passive and have difficulty communicating in multiple directions, (4) students have difficulty staying focused when the teacher explains the lesson material, and (5) the school does not yet have an adequate computer laboratory, so it cannot be used optimally in learning.
4. The efforts of teachers at SMAS Diponegoro Dampit to improve students' understanding of geography material include: (1) encouraging students to be more active during the learning process, (2) inviting students to focus more on listening to the teacher's explanation, (3) proposing to the school to provide a computer practicum schedule to support geography learning more effectively, and (4) optimizing the use of available learning media so that the material can be better understood by students.

B. Suggestion

1. PGRI University of Kanjuruhan Malang
Universitas PGRI Kanjuruhan Malang is expected to continue to improve its role in supporting the development of innovative learning methods for prospective teachers, especially in the field of geography. Through training programs, seminars, and collaborative research, the university can equip students with skills in utilizing technology, such as Geographic Information Systems (GIS), to improve the effectiveness of geography learning in schools.
2. Geography Education Study Program
The Geography Education Study Program needs to put more emphasis on mastering technology-based learning media in its curriculum, so that prospective teachers are better prepared to overcome media limitations in schools. In addition, cooperation with schools, including SMAS Diponegoro Dampit, needs to be improved in the form of internships, research, and community service to improve the quality of geography learning.
3. Head of Diponegoro High School, Dampit
As a school leader, the principal of SMAS Diponegoro Dampit is expected to allocate the education budget to improve learning facilities and infrastructure, especially in providing adequate computer laboratories. With more complete facilities, students will find it easier to understand geography concepts through a more interactive and applicable technology-based approach.
4. Teachers of Diponegoro High School Dampit
Geography teachers at SMAS Diponegoro Dampit are expected to continue to improve creativity in teaching by utilizing various available learning media. Despite limited facilities, teachers can adopt more interactive and practice-based learning strategies so that students are more active in understanding the material. Training and workshops on the use of GIS and other learning technologies can also be a solution to improve teaching effectiveness.
5. Student

Students at SMAS Diponegoro Dampit need to be more active in participating in geography learning by increasing their involvement in discussion activities, practice, and exploration of materials through available media. In addition, they are also expected to be more adaptive to technology-based learning methods applied by teachers, so that the learning process becomes more effective and enjoyable.

6. Further Research

For further researchers, it is recommended to conduct further research on the effectiveness of using GIS in geography learning with experimental methods, so that the impact of the application of this technology on student learning outcomes can be known in more depth. In addition, broader research covering several schools will provide a more comprehensive picture of the problems and solutions in technology-based geography learning.

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