

ANALYSIS OF STUDENT DIFFICULTIES IN EDUCATION PHILOSOPHY MATERIALS IN UISU ENGLISH LITERATURE PRODI

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Abstract: Analysis of Student Learning Difficulties in Educational Philosophy Material at UISU English Literature Study Program. The large number of students who have difficulty in studying the philosophy of education is the main reason that makes writers interested in this problem. The subjects used for the study were the 2017 UISU English Literature Students with 28 people. The method used is the questionnaire method in the form of a questionnaire. The results of the study show that the difficulties of students in the philosophy of education subject are influenced by several factors, namely factors from lecturers, students, learning time, learning materials used and the influence of educational philosophy courses on the education system.

Keywords : Learning Difficulties, Educational Philosophy, Questionnaire Method

Abstrak : Analisis Kesulitan Belajar Mahasiswa Pada Materi Filsafat Pendidikan Di Prodi Sastra Inggris UISU. Banyaknya mahasiswa yang kesulitan dalam mempelajari filsafat pendidikan adalah alasan utama yang membuat penulis tertarik dengan masalah ini. Subjek yang dijadikan untuk penelitian yaitu Mahasiswa Sastra Inggris 2017 UISU dengan jumlah 28 orang. Metode yang digunakan adalah metode kuisioner dalam bentuk angket. Diperoleh hasil bahwa kesulitan mahasiswa dalam mata kuliah filsafat pendidikan dipengaruhi oleh beberapa faktor yaitu faktor dari dosen, mahasiswa, waktu pembelajaran, bahan pembelajaran yang digunakan dan pengaruh dari mata kuliah filsafat pendidikan terhadap sistem pendidikan.

Kata Kunci : Kesulitan Belajar, Filsafat Pendidikan, Metode Kuisioner

INTRODUCTION

Learning difficulties defined by The United States Office of Education (USOE) cited by Abdurrahman (2003) are a disorder in one or more of the basic psychological processes that include understanding and use of teaching or writing language. Whereas according to Sunarta (1985) learning difficulties are difficulties experienced by students in their learning activities, resulting in low learning achievement and changes in behavior that occur is not in accordance with the participation obtained as classmates. Based on these opinions it can be understood that learning difficulties are a condition in the teaching and learning process where students cannot learn as they should.

The importance of knowing learning difficulties for students is to develop the quality of student learning. The benefit of knowing learning difficulties is to develop, evaluate the extent of the difficulties experienced by students in learning, and whatever aspects affect the learning difficulties. especially for education students this is very important to improve the performance of educational students who will later become educators.

Many of us meet in the field that there are many students who experience learning difficulties. the factors that cause learning difficulties can be grouped into two types, namely: internal factors (factors within the child itself)

and external factors (including in terms of the learning process).

The number of students who have difficulty in learning, where one aspect that affects the learning difficulties is the educator. is the main reason that makes writers interested in this problem. Because by knowing the difficulties in learning, students can improve, evaluate themselves to be better in the future. Not only that, knowing the learning difficulties of educators can improve and evaluate learning to be better in the future.

METHOD

The subjects used for the study were 2017 English Literature Students with 28 people. The time of data collection for research is carried out on Friday, November 17 2017 at 1:50 p.m. The method used is the questionnaire method in the form of a questionnaire. The data collection technique is to share a questionnaire that contains a question to students to analyze the problem of education in the Philosophy Education subject experienced by students. Data is processed using SPSS.

DISCUSSION

Based on the curiosity of the author to find out the difficulties of learning in the course of philosophy of education, the authors conducted the study using a questionnaire method in the form of a questionnaire. From the results of the study, the following data were obtained:

No.	Statement	Number of students who answered YES	Number of students who answered NO
1.	The lecturer arrived on time	11	17
2.	Lecture contracts approved by lecturers and students are carried out properly	28	0
3.	The lecturer is sufficient in accordance with his field of expertise	28	0
4.	Lecturers are open and cooperative with students	25	3
5.	The lecturer is willing to help students who have difficulty in the philosophy of education courses	28	0
6.	Students get the clarity of lecture material provided by the lecturer	18	10
7.	The assessment given by the lecturer is objective	22	6
8.	The lecturer returns the exam results / assignments to students	25	3
9.	he time of learning is used effectively	20	8

10.	The time provided for discussion and question and answer is enough	28	0
11.	Sanctions for students who violate the rules have been established and apply to all students without exception	23	5
12.	Students are able to understand the material delivered by the lecturer well	27	1
13.	The learning material given to students to complete the lecture material is quite good	27	1
14.	Books used in the philosophy of education courses are used well	23	5
15.	The philosophy of education course supports knowledge about education	28	0

Based on the table above, it can be seen in statement 1 with the lecturer statement coming on time, the students answered no more, so we know that the lecturer always arrives late, in statement 2, the lecture contract approved by the lecturer and student is done well, all students answer yes so they can It is known that the learning process is carried out in accordance with the lecture contract, in statement 3 that the lecturer is adequate in accordance with

his field of expertise all students answer yes, in statement 4 the lecturer is open and cooperative most students answer yes which means the lecturer is open, in statement 5 i.e. lecturers are willing to help students who have difficulty in the educational philosophy courses of all students answer yes, in statement 6 that students get clarity of lecture material given by lecturers most students answer yes but there are also students who answer no, in statement 7 that the assessment given by the lecturer is objective most students answer yes and there are also those who answer no where it means there are students who feel that the lecturer is judging is not objective, in the 8th statement the lecturer returns the test results / assignments to most students students answer yes, at statement 9, that is, when learning is used effectively most students answer yes, in statement 10, that is, the time provided for discussion and question and answer is enough for all students to answer yes, in statement 11, sanctions for students who break the rules have been set and apply to all students without the exception of most students answering yes, in statement 12 that students are able to understand the material delivered by lecturers well most students answer yes, in statement 13 the learning material given to students to complete the lecture material is enough b If most students answer yes, in statement 14, the book used in the course of philosophy of education is used well, most students answer yes, in statement 15, the philosophy of education course supports knowledge about education, all students answer yes.

Factors that influence the problem of education in the philosophy of education courses where the author emphasizes more on external factors

which include factors from: lecturer, student, learning time, learning materials used and the influence of educational philosophy courses on the education system.

The solution to solving the problem of learning difficulties in this philosophy of education course is from the factor of lecturers where the lecturer should arrive on time and must be cooperative with students, from the student factor students should be more critical in understanding the philosophy education subject material delivered by lecturers, from the learning time factor students and lecturers should use learning time effectively so that the learning process runs well, from the learning material factors the learning material provided by the lecturer to students is used well and students not only use the learning material given by the lecturer but also must look for learning materials from existing sources, from the factors of the philosophy of education subject to the education system should support students' knowledge of special education for students majoring in education.

CONCLUSION

Based on the results of the research, it can be concluded that the difficulties of students in the philosophy of education subject are influenced by several factors, namely factors from lecturers, students, learning time, learning materials used and the influence of educational philosophy courses on the education system. From the results of the research, the lecturers were good enough in implementing the teaching and learning process except that the lecturers did not arrive on time. The problem of learning difficulties in

education class A 2017 is not too difficult because external factors that influence the learning process are quite good and supportive in the learning process.

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