

ANALYSIS OF STUDENTS' LEARNING DIFFICULTIES ON PROTISTA MATERIAL CLASS X MIA PANCASILA EDUCATION FOUNDATION SAWIT SEBRANG 2024/2025

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ARTICLE INFO:

ABSTRACT

Article History:

Received: May 2nd, 2025

Revised: June 20th, 2025

Accepted: June 30th, 2025

Keywords:

Difficulties, learning difficulty factors, learning outcomes

This study aims to determine students' learning difficulties in the material protista based on learning outcome indicators and cognitive aspects and factors causing learning difficulties of class X students of SMA Yayasan Pendidikan Pancasila in the 2024/2025 Academic Year. This type of research is descriptive-quantitative research using several data collection techniques, namely questionnaires and learning outcome tests. The most dominant external factor causing students' difficulties in learning biology protista material in class X MIA Yayasan Pendidikan Pancasila is the Family Environment factor in the Very High Difficulty category with an overall average of 91.96%. Meanwhile, the most dominant internal factor causing students' difficulties in learning biology protista material in class X MIA Swab Yayasan Pendidikan Pancasila is the Intelligence factor in the Very High Difficulty category with an overall average of 92.53%.

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How to Cite:

Sari, W. & Rangkuti, M.N.S. (2025). Analysis Of Students' Learning Difficulties On Protista Material Class X MIA Pancasila Education Foundation Sawit Sebrang 2024/2025, 13(2): 95-101

Introduction

Education is a means or bridge for humans to develop their potential through the learning process they receive. As stated in the 1945 Constitution, Article 31 Paragraph 1, which states that: "every citizen has the right to receive education". With education, it is hoped that it can produce the next generation of the nation with intelligent and quality individuals, meaning a generation that is able to utilize existing progress as best as possible. And also create a generation that has a high sense of nationalism. Without education, there will be no such thing as progress. Therefore, education is very important and must be given to every citizen from an early age (Fitri, 2021).

Learning difficulties are a condition that causes obstacles in the student's learning process. These obstacles cause students to fail or at least be less successful in achieving learning goals, learning difficulties are caused by various factors, therefore the role of counselors is very much needed, students need a simple, practical, and easy-to-apply method to be able to learn effectively and overcome the various learning difficulties they experience (Nuraeni, 2021). Based on the results of observations that have been carried out at the Pancasila Education Foundation Private High School, several problems were found in learning, namely: (1) The Protista material is one of the materials that is considered difficult by students because they memorize too many scientific names, protista concepts, and the life cycle of organisms. (2) The results of students' daily tests on the Protista material show that it is still below the KKM, which is 75. (3) Biology teachers at the Pancasila Education Foundation Private High School only focus on the books that have been provided. (4) Students have difficulty understanding the Protista material because it is microscopic and cannot be seen with the naked eye, and the objects are difficult to

obtain. (5) Other problems that arise due to the lack of learning resources, lack of facilities and infrastructure for practical tools so that students cannot carry out practical work. These causing students to be unable to develop protist material directly on objects.

Therefore, it is necessary to conduct research to analyze the learning difficulties experienced by students with the title: "Analysis of Students' Learning Difficulties in Protista Material in Class X MIA of Pancasila Sawit Seberang Private High School in the 2024/2025 Academic Year."

Method

This research is a descriptive-quantitative research. The data in this study were collected using several methods, namely questionnaires and learning outcome tests. The instruments used to conduct the study have conducted a series of test tests, namely validation tests, reliability tests, difficulty levels and discriminatory power. This study was conducted using multiple-choice tests to determine students' learning difficulties from the cognitive aspect and their learning indicators, after the data was obtained, a questionnaire on the causes of students' learning difficulties in the protista material would be given.

Result and Discussion

Based on the data obtained from the student learning achievement test, of the 68 students of class X Mia of SMA Swasta Yayasan Pendidikan Pancasila who were sampled, there were 22 students who completed the learning achievement ability test and 46 students who did not. So that a study was conducted on the factors causing students' learning difficulties. The factors causing students' learning difficulties consist of two supporting factors, namely internal factors and external factors. The internal factors causing students'

difficulties include 4 aspects, namely health, intelligence, interest and learning attitudes. External factors causing students' difficulties include 4 aspects, namely family environment, school environment, teachers and electronic media.

The Influenced Of Internal Factors Causing Students' Difficulties In Learning Biology Protista Material Data on the influence of internal factors causing students' difficulties in learning biology on Protista material can be seen in Table 4.2, which shows the achievement of each influence with an overall average of 74.52% with a high difficulty category.

Table 4.1 . Influence of Internal Factors

No	Influence Internal Factors	Percentage	Category
1	Health	32.47%	Low Difficulty
2	Intelligence	92.53%	Very High Difficulty
3	Interest	81.93%	Very High Difficulty
4	Learning Attitude	91.15%	Very High Difficulty
Overall Average		74.52%	High Difficulty

From Table 4.1 based on the dimensions of internal factors causing students' difficulties in learning biology protist material, several influences are shown, namely:

(1) Health obtained a percentage of 32.47% with a low difficulty category, students stated that they could hear the teacher's explanation clearly, but there were several students who were nearsighted, but did not have any abnormalities or physical disabilities. This is what causes low learning difficulties for students when viewed from the student's health factor.

This study is in line with previous research, conducted by Tamba (2020), where health factors received the highest percentage with positive answers reaching Health factors

received the highest percentage with positive answers reaching 78.70% indicating that health is not a cause of learning difficulties while psychiatric factors had the lowest percentage of positive answers with 51.57%. This shows that psychiatric factors affect learning difficulties experienced by students. Supported by previous research, conducted by Agustin (2023). Students who experience physical illness will cause weak sensory and motor nerves so that students will have difficulty receiving the material presented by the teacher, so students will experience a lag in learning with other students. Such conditions cause students to have difficulty learning with other students.

(2) Intelligence obtained a percentage of 92.53% with a very high difficulty category, students stated that they could not easily remember the Protista lesson because the material taught used Latin which was difficult to understand and remember, students also had difficulty concentrating when the teacher explained the abstract Protista material so that students were reluctant to repeat the Protista material at home. This is what causes students' learning difficulties in the Protista material to be in the very high category.

This study is in line with previous research conducted by Ulfa (2023), where intelligence got a percentage of 63.63% which is included in the category of difficulty in understanding biology material. This can be influenced by the lack of attention and interest of students in studying the material, students also have poor memory and difficulty in understanding the material so that the learning process does not go well. Supported by previous research, conducted by Ma'rifatul (2023). A person's intelligence is related to a person's ability to easily understand and remember the learning material being studied. Based on the research that has been done, they have difficulty learning because they easily forget the

material that has been studied so that their learning outcomes are less than optimal.

(3) Interest obtained a percentage of 81.93% with a very high difficulty category. From the results of interviews conducted by researchers, students stated that they were less interested in studying Protista material because it was abstract and difficult to understand. This is what causes students' learning difficulties in Protista material to be in the very high category.

This study is in line with the results of previous research conducted by Lutfia et al., (2022), showing that almost all students experience learning difficulties, with a percentage of 70.5% in a fairly high category, which is influenced by interest indicators where students rarely ask teachers, regarding material that is not yet understood, because students do not have the drive or desire from within to seek information or answers to what is not yet known and do not have the courage to ask. Supported by previous research, conducted by Nuraeni (2020). Interest in learning from within the individual himself is a very dominant factor in its influence on learning activities, because if from within the individual does not have the slightest desire or interest to learn, then the lessons he has received will be in vain.

(4) Learning attitude The percentage obtained was 91.15% with a very high difficulty category. From the results of interviews conducted by researchers, students do not like biology lessons on the Protista material because it is abstract and have a negative attitude towards learning Protista so that students do not follow the learning properly. This attitude is shown by not completion, being able to re-explain the material being studied, and understanding the material being studied. Based on these results, the readiness and attention factors of students in learning

are very important factors, because if students want to learn but have not prepared and focused on the learning that will be carried out, it will affect the learning outcomes obtained. Supported by previous research, conducted by Nurhayati et al., (2021). Learning attitude is a state of mental readiness through experiences that have a direct or dynamic influence, based on responses to all objects that connect data and learning situations.

The Influence of external Factors Causing Students's Difficulties in Learning Biology on Protista Material Data on the influence of external factors causing students' difficulties in learning biology on Protista material can be seen in Table 4.2, which shows the achievement of each factor with an overall average of 69.74% with a high difficulty category.

Table 4.2 Influence of External Factors

No	Influence of External Factors	Percentage	Category
1	Family Environment	91.96%	Very High Difficulty
2	School environment	84.24%	Very High Difficulty
3	Teacher	38.37%	Low Difficulty
4	Electronic Media	64.40%	High Difficulty
Overall Average		69.74%	High Difficulty

From Table 4.2, based on the influence of external factors causing students' difficulties in learning biology protist material, several influences are shown, namely :

(1) The family environment obtained a percentage of 91.96% with a very high difficulty category. This is due to the lack of attention and guidance from students' parents when studying at home because the students' parents are busy working so that there is no special time to accompany students when studying at home and there are some students

who help their parents earn a living so that students are not focused on studying because of the low economy of the students' families, causing students to work to help their parents.

This study is in line with research conducted by Hisdayu et al.,(2023). Where the largest external factor is the family factor with a percentage of 70.32%. The family environment in question is how parents provide education to children from an early age, interactions between parents and children, guidance from parents, the level of family ties that are established, and the atmosphere in the home. Supported by previous research, conducted by Nuraeni (2020). The family environment also greatly determines learning success. Economic status, social status, habits and family environment atmosphere also contribute to learning success. A peaceful and calm family atmosphere greatly supports harmonious family relationships. The relationship between parents and children will be felt to be caring and complementary. If a child finds learning difficulties, his parents wisely and understandingly provide their views and opinions on solving their child's learning problems.

(2) The school environment obtained a percentage of 84.24% with a very high difficulty category. School facilities that do not provide a lab and little learning time cause students to have difficulty in understanding the Protista material which is abstract and uses Latin languages which are difficult to understand, causing students' learning difficulties in the Protista material to be in the very high category.

This study is in line with previous research conducted by Hisdayu et al ., (2023). The results of the study that have been conducted indicate that the school environment plays a role of 72.09% with strong criteria in

influencing students' learning difficulties. Teacher methods, tool factors, and building conditions are part of the intended school environment. School facilities are every instrument used by teachers in the learning process. Using these instruments to encourage students to capture learning achievements. The learning process at school can run smoothly supported by learning facilities inside and outside the classroom. This instrument helps teachers to teach students efficiently, so that students learn effectively. Supported by previous research conducted by Agustin (2023). The learning process at school can run effectively if the role between students and the school environment also runs well. The school environment such as teacher quality, teacher-student relationships, learning methods provided by teachers, teaching aids to support learning, school building conditions, curriculum and school hours if the school environment is not good, it will cause learning difficulties for students.

(3) Teachers obtained a percentage of 38.37% with a low difficulty category. The results of the analysis that have been carried out show that teachers have tried to use various methods in learning. Teachers do not only use lecture methods in learning. Teachers combine several methods such as combining lecture methods with cooperative methods. The use of the selected method has also been adjusted to the material to be taught. This is what causes low student learning difficulties when viewed from the teacher factor.

This study is in line with previous research conducted by Sihombing et al. , (2021), the percentage of 78% with a fairly high category because in teaching, teachers must master the material well where teachers always deliver material accompanied by examples and always answer questions given by students. However, the media used when teaching protista material is less varied and is not related to

everyday life. The inability of teachers to relate the material taught to everyday life can cause students to be uninterested in explanations in class. This can be the cause of students having difficulty learning. Supported by previous research conducted by Nuraeni (2020). The role of teachers can influence learning. It can be seen from the way teachers teach students, this is very important in learning success. The teacher's attitude and personality, basic knowledge in education, mastery of teaching techniques, and the ability to dive into the minds of each individual student are very important.

(4) Electronic media obtained a percentage of 64.40% with a high difficulty category. This can happen because students do not use the electronic media they have properly. The results of the analysis carried out show that students use electronic media for a long period of time in playing games, social media and so on.

This study is in line with research conducted by Fitarahmawati et al., (2017), the aspect of facilities and infrastructure received a percentage of 40% in this case, learning support from parents to students is quite high both in terms of morals, for example reminding students to study and in terms of material, for example providing learning tools needed by students, but parents still need to supervise student activities when using electronic media whether it is used in learning properly. Supported by previous research conducted by Ma'rifatul (2023). Electronic media is very helpful in obtaining and searching for information. The existence of electronic media will actually not have an impact on student learning outcomes that are less than optimal as long as the use of electronic media is used with limitations. There needs to be a role for parents in supervising the use of electronic media at home so that it will not interfere with student learning activities at home. Based on

the results of the study, it was concluded that students admitted to using cellphones to play online games, watch YouTube, watch TikTok, and so on. However, it is necessary to limit the time parents watch television, so that learning activities at home can still be carried out.

Conclusion

The conclusions that can be put forward based on the results and discussion are as follows: The most dominant internal factor causing students' difficulties in learning biology on Protista material in class X MIA Private Pancasila Education Foundation is the Intelligence factor in the very high difficulty category with an overall average of 92.53%. The most dominant external factor causing students' difficulties in learning biology on Protista material in class X MIA Private Pancasila Education Foundation is the family environment factor in the very high difficulty category with an overall average of 91.96%.

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