



Factor Analysis of Learning Difficulties of SMKN 1 Students in Civic Education Subjects

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ABSTRACT	ARTICLE INFO
<p>Low student learning outcome in the subjects of Civic Education if left unchecked can affect the students' civic skills and attitudes. In theory, this can be categorized as learning difficulties. The purpose of this study is to find out the factors causing the class XI students' learning difficulties of SMK Negeri 1 Kepil on the civic knowledge component and find out the teachers' efforts and constraints in increasing the students' civic knowledge. This research used qualitative methods with a case study approach. Data sources were obtained through observations of teaching and learning activities, Civic Education teacher's interviews, vice principal interviews, students interviews and analysis of various relevant documents. Furthermore, the results of the study showed that the factors that cause students' learning difficulties consisted of intelligence, talents, interests, motivation, and peer influences at school and community environment. The efforts made by Civic Education teachers to improve civic knowledge include carrying out observations so that the root of the problem can be revealed. In addition, the teachers provide motivation, used varied learning models and methods, use learning media, and provided reflection. The obstacles that arose in carrying out these efforts came from the teachers themselves, students, and in terms of facilities and infrastructure.</p> <p>© 2023 Jurnal Civicus</p>	<p>Article History: <i>Submitted/Received 13 Oct 2022</i> <i>First Revised 30 Oct 2023</i> <i>Accepted 18 Dec 2023</i> <i>First Available online 18 Dec 2023</i> <i>Publication Date 29 Dec 2023</i></p> <hr/> <p>Keyword: <i>Civic Education,</i> <i>Learning Difficulties,</i> <i>Teacher.</i></p>

1. INTRODUCTION

Civic Education according to terminology can be said to be political education which has a scope of material that focuses on the role of citizens in carrying out the life of the nation and state to be processed with the aim of fostering the role of citizens in accordance with Pancasila and the 1945 Constitution (Winarno, 2011). The purpose of civic education subjects in Indonesia is to prepare students who have knowledge, character, and skills that are in accordance with the mandate of Pancasila and the 1945 Constitution in order to become good citizens (Gustiani, et al., 2022).

Civic education at the school level has 3 main components that are interrelated, including civic knowledge, civic skills, and civic disposition. Civic knowledge is the content or material about what citizens should know. This makes citizenship knowledge the main foundation that students must master to have citizenship skills. Civic skills themselves are what citizens must have, including intellectual skills and participatory skills. After having civic skills, students are expected to have a civic disposition as a result of what is learned or experienced related to the private and public character of citizens that needs to be maintained and improved. Therefore, in order for the output produced to be in accordance with the purpose, civic knowledge as a fundamental thing must be understood by students well.

To measure the level of understanding of students, in the 2013 curriculum there is a Graduate Competency Standard (GCS/SKL) which is a qualification criterion for each graduate that includes knowledge, attitudes, and skills. SKL is translated into Core Competencies (CC) which is an assessment component to realize SKL. KI is then translated again into Basic Competencies (BC/KD) which contains subject matter. To measure the achievement of KD, there is a Minimum Completeness Criterion (MCC/KKM) which is prepared by taking into account the SKL, considering the characteristics of the KD to be achieved, carrying capacity, and characteristics of students. So it can be concluded that students can be said to master a subject if they have scores above MCC.

Based on the results of initial observations and document studies in the form of pure grades of Midterm Assessment and attendance documents for class XI students of SMK Negeri 1 Kepil, it shows that there are only 19 out of 178 students who are recorded as having learning outcomes above MCC. This indicates that the understanding of civic education subject matter is still lacking and if ignored on an ongoing basis it can later have an impact on aspects of students' skills and attitudes. Supported by preliminary observations, it was found that during teaching and learning activities, the percentage of student attendance was still relatively low and most students did not submit homework or assignments according to the deadline given. In addition to learning activities, the location of SMKN 1 Kepil which is in remote villages, the absence of public transportation that passes, and the difficult signal situation and only relying on school wifi as the main signal source motivate researchers to carry out research on learning difficulties.

Based on the explanation of the background that has been described, the problems that can be raised include, among others, what factors are the causes of learning difficulties for grade XI students of SMK Negeri 1 Kepil in civic education subjects; how civic education teachers improve students' civic knowledge; and what are the obstacles that complicate the effort. This research is important to carry out so that later the level of citizenship knowledge of students can increase and the objectives of civic education subjects can be fulfilled properly. In addition, later teachers can use this research as a reference for providing appropriate treatment to students who have learning difficulties.

2. METHODS

The research method used is a qualitative descriptive method with a case study design because it focuses on one phenomenon, namely learning difficulties. Qualitative methods are used because this research requires in-depth observation of phenomena and cannot be calculated statistically because it is related to the learning difficulties of students when participating in learning.

The research procedure carried out includes a preparatory stage where researchers prepare all research needs including research proposals, research permits, and research instruments. The stage of carrying out research, namely going into the field to take research data. The data analysis stage, which is analyzing data by reducing, displaying to then make conclusions on the problem under study. The last stage of preparing a report on research results.

The subjects of this study were class XI students of SMK Negeri 1 Kepil with a total of 175 students divided into 5 vocational fields. The sampling technique uses purposive sampling by paying attention to the ranking of students in the end-of-semester assessment, which takes two students with the highest rank, two students with the lowest rank and two students with an average rating. The data collection techniques used are interviews, observations and document studies with information sources coming from civic education teachers, vice principals and fellow civic education teachers, 6 students, teaching and learning activities and relevant documents. Data analysis techniques using the Miles and Huberman model are reducing data, then presenting in the form of descriptions, and making conclusions.

3. RESULTS AND DISCUSSION

3.1. Factors Causing Learning Difficulties of Class XI Students of SMK Negeri 1 Kepil

Difficulties can be interpreted as a condition where the situation shows characteristics or signs of obstacles in achieving something desired so that the existence of these obstacles makes someone need to give more effort so that they can achieve the desired goals ([Mahrus, 2013](#)). While learning as a process where a person experiences changes in behavior due to interactions made with the environment, where these changes can be carried out naturally or planned ([Yuhana & Aminy, 2019](#)). Then the difficulty of learning itself according to ([Ananda & Wandini, 2022](#)) is a problem where students cannot follow the entire series of teaching and learning processes properly as other students due to various factors so that students are late or cannot achieve the expected goals.

Based on the results of interviews, observations and document studies show that the factors that cause learning difficulties of grade XI students of SMK Negeri 1 Kepil include:

(i). Physical health factors

Students who have physical pain will basically be easily tired, sleepy and so on so that the acceptance or response of students at the time of learning is less ([Mumtahanah & Warif, 2021](#)). Based on the results of the study, it was found that the physical condition of the students of SMK Negeri 1 Kepil was good. Because there are no students who suffer from serious illnesses. The pain suffered by students is mostly mild illness that is two or three days healed.

(ii). Factors of weakness or disability of the body

Disability will certainly interfere with students if they have to adjust to normal students. The results showed that none of the students of SMK Negeri 1 Kepil had severe physical

disabilities, for mild physical disabilities there were some students who had minus and had to wear glasses. However, this does not affect the learning activities of students.

(iii). Intelligence factors

Intelligence or intellectual intelligence is an ability possessed by a person where a person must involve a rational thought process. Intelligence is a potential capital in learning success, but it does not fully affect learning success because there are other factors that influence, including motivation, interest, emotions, physical health, and others (Purnaningtyas & Suharto, 2010). Based on the results of the study, students of SMK Negeri 1 Kepil had never carried out an IQ test when entering SMK. However, when viewed from the learning outcomes and level of understanding, it is found that students are still unable to understand learning well and the learning outcomes obtained are low or even do not exceed the Standard of minimum completeness applied by the school.

(iv). Talent Factor

Talent is the ability that a person is born with. Someone who learns according to the talents they have will be easier to understand (Juwita, et al., 2020). However, if someone learns not according to their talents they will get bored faster, not calm, lag behind other friends, and easily discouraged. This can later cause learning difficulties. Learners are less talented in civic education subjects. Based on the results of research when learning civic education they tend to be unhappy, easily bored and lack understanding of the material explained by the teacher. Inversely, when students carry out learning in practice, they tend to be happy and easy to understand learning.

(v). Interest factors

Interest relates to a person's drive to relate to other people or things. Students who do something that interests them will provide feelings such as pleasure, joy and other positive responses (Arianti, 2019). The results showed that students of SMK Negeri 1 Kepil were less interested in civic education subjects. This can be seen during learning, only a few students pay attention to the teacher's explanation and there are still many students who are busy with other activities that are not related to learning. In addition, summarized from the results of interviews show that students are less interested in theoretical subjects because the orientation of SMK students is to work so they prefer effective and efficient learning and useful when they work.

(vi). Motivational factors

Motivation is an internal state in which it awakens, directs, and maintains one's behavior. Motivation affects the learning situation of students because the greater the motivation to learn, the more active students will learn and vice versa (Winata, 2021). The lack of interest of learners in learning also affects the motivation of learners to learn. According to (Fauziah, 2017), motivation is very important to build interest in learning because motivation is a force that drives someone to achieve certain goals. Students of SMK Negeri 1 Kepil lack motivation because the orientation of SMK students is to work causing them to be more motivated to learn material that is applicable and useful in the world of work. This causes students to be lazy and lack motivation to learn theory.

(vii). Mental health factors

Mental health affects the activities of students in learning. A good mental state and emotional calm will later affect a good learning atmosphere. Conversely, if the mental and emotional conditions are not good such as sad, disappointed will cause a bad learning atmosphere and students will find it difficult to concentrate. Based on the results of the study, students of SMK Negeri 1 Kepil have a stable mental condition and they can control it well.

(viii). Curriculum factors

The curriculum can cause learning difficulties because it is related to skills that must be mastered as a pre-requisite for continuing to the next level. Based on the results of the study, the 2013 curriculum applied is basically not in accordance with school conditions. However, in practice, the school adjusts as much as possible to the conditions of students.

(ix). Facilities and infrastructure factors

According to [\(Herawati, et al., 2020\)](#) explained that the completeness of facilities and infrastructure affects learning conditions, because complete facilities and infrastructure can support good learning conditions. Based on the results of the research, the facilities and infrastructure at SMK Negeri 1 Kepil can be said to be sufficient to meet the standards to support learning. It's just that it needs some things to be added or improved.

(x). Economic factors

Poor economic conditions can cause learning difficulties, because students are unable to finance school fees and meet school needs [\(Mujiati et al., 2018\)](#). Based on the results of the study, the average student of SMK Negeri 1 Kepil comes from families with average economic conditions and below with an average income of parents of Rp. 500,000 – Rp. 999,000 per month. This affects the fulfillment of students' school needs, but does not affect the achievement of students in school because it depends on each student.

(xi). Family factors

The family is the first center of education for students. Parents who are indifferent and do not pay attention to learners in learning can be the cause of learning difficulties [\(Hasibuan, 2018\)](#). Based on the results of the study, most of the students of SMK Negeri 1 Kepil still live with their parents so they still get supervision from their parents.

(xii). School environmental factors

The school environment is related to how students interact at school, namely interaction with teachers or interactions between students. According to Abu Ahmadi and Widodo [\(Nazaruddin, 2020\)](#) teacher conditions that can cause teacher difficulties are teachers are less able to teach subjects, the relationship between teachers and students is not harmonious, and high learning success. Based on the results of research, the relationship between teachers and students is harmonious because as much as possible teachers try to build and maintain good relationships with students.

For interaction between students in the school environment, it can also be said to be interaction between peers at school. According to [\(Wawan & Kuraesin, 2020\)](#), peers can have an influence on learning achievement which can be in the form of positive and negative influences. Based on the results of the study, the positive influences caused include students working hand in hand to carry out picket tasks, working together in doing assignments or helping friends who do not understand the material provided by the teacher. While the negative influences caused include students often joking when the teacher is explaining the material and inviting them to skip school.

(xiii). Environmental factors of society

According to [\(Asmanullah, et al., 2019\)](#) the community environment can be one of the causes of learning difficulties, especially because of the normal association of students. Based on the results of research on the association of students in a normal community environment, because in rural areas the surrounding community also supervises. It's just

that, when playing, sometimes students still often forget the time and cause them not to do the task.

Based on the explanation presented, the conclusion that can be drawn is that the factor that causes learning difficulties is intelligence which is then related to the talents, interests, and motivations of students in learning. Furthermore, peer influence is also influential because in addition to causing a positive impact, it can also have a negative impact. The negative impact generated due to relationships with peers in the environment of SMK Negeri 1 Kepil is that during learning students joke with their seatmates and some students claim to have been invited to skip class by their school friends. This incident causes students not to concentrate on learning and do not understand the lessons delivered by the teacher. Whereas with peers in the community, students often play until they forget the time and do not do assignments until their tasks are not completed on time.

3.2. Efforts of Civic Education SMK Negeri 1 Kepil Teachers to Improve Civic Knowledge

Low student learning outcomes must be addressed immediately so that student learning outcomes meet the criteria and can meet the expected civic education goals. To overcome this, efforts are needed from various parties, one of which is teachers. We can interpret teacher efforts as efforts made by teachers to achieve achievable goals (Sari, et al., 2016). The goal in this case is to increase citizenship knowledge.

The initial effort made by teachers of SMK Negeri 1 Kepil to improve students' civic knowledge was to carry out observations in each class to find out the main causes of students getting low learning outcomes. Next, the teacher takes a personal approach to the learners. After carrying out initial observations and knowing the causes of students getting learning results, the efforts made by civic education teachers include:

- (i) Provides motivation
At the beginning of learning before starting learning activities, teachers usually provide motivation. Motivation is given so that they are responsible with the tasks given and active in learning.
- (ii) Using varied models and methods
At the time of learning, the models used include discovery learning and problem-based learning by emphasizing learning to students. Meanwhile, the learning methods used by teachers include lectures, questions and answers, and group discussions.
- (iii) Using learning media
As a further effort, teachers use learning media to clarify the explanation presented. The learning media used include power points, videos and other media that have a relationship with the material described.
- (iv) Provides reflection
The purpose of providing reflection is to analyze the success rate of the learning process of students and evaluate the teaching and learning process that has been implemented (Directorate General of Teachers and Education Personnel of the Ministry of Education and Culture, 2016: 7). Reflection is carried out by the teacher with students at the end of learning. Activities carried out include providing conclusions from the material that has been studied, conducting questions and answers related to the material, giving homework as study material, and giving daily tests when the material is finished.

3.3. Civic Education Teachers' Constraints in Efforts to Improve Civic Knowledge

Efforts to improve students' civic knowledge do not always run smoothly. Constraint itself is a condition that restricts, hinders / prevents the achievement of targets or forces that force the cancellation of implementation, control, obstruct, or hinder. Obstacles that arise can come from within teachers, students, and in terms of facilities and infrastructure. The obstacles experienced by teachers of SMK Negeri 1 Kepil include:

(i) Constraints from within the teacher

The obstacles experienced by teachers are laziness, especially in evaluating learning activities, experiencing difficulties in terms of technology, and difficulty finding ways to condition students.

(ii) Constraints from learners

The obstacles that arise from students are that students do not have an interest in participating in learning so they do not pay attention to the teacher in teaching, especially in the back row, students find it difficult to follow teacher instructions, late for class, and there are students who do not enter school.

(iii) Constraints in terms of facilities and infrastructure

Learning support facilities at SMK Negeri 1 Kepil are classified as sufficient to meet the standards and comfortable school atmosphere for learning. Some of the obstacles found include library collections that are still incomplete, LCD projectors are not in every class, and the difficulty of internet networks

4. CONCLUSION

Based on the results that have been described, it can be concluded that the factors causing learning difficulties of grade XI students of SMK Negeri 1 Kepil are intelligence factors, which are then related to talent, interest, and motivation. In addition, peers are also influential because of the negative impact caused. Efforts made to improve students' civic knowledge include carrying out observations to determine the causes of students getting low learning outcomes. Then after knowing the cause of students getting low learning outcomes, then the teacher provides motivation, uses varied models and methods, uses learning media, and provides reflection. In carrying out the above efforts, teachers encounter obstacles that come from teachers, from students, and in terms of facilities and infrastructure.

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