



THE ROLE OF SOCIOLOGY TEACHER IN OVERCOMING STUDENTS' LEARNING DIFFICULTIES AT SMA NEGERI 2 SAMBI RAMPA

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ABSTRACT: The objectives of the study were to determine the role of sociology teachers and the factors that impede overcoming students with learning difficulties at SMA Negeri 2 Sambu Rampa. This study employs a qualitative method. The informants were sociology teachers and students who had learning difficulties. Data for the research was collected through observation, interviews, and documentation. This study employs qualitative analysis techniques that revolve around data collection, data reduction, and drawing conclusions. According to the findings, the role of the sociology teacher in overcoming learners who have learning difficulties was becoming a source of inspiration, providing motivation, facilitating learning, guiding and managing classrooms that are comfortable for students to learn in. Furthermore, the factors that cause students to experience difficulties in learning are the decreased interest in learning, the influence of online games, the lack of desire or willingness of students to learn and learning facilities that are inadequate and poorly managed.

Keywords: Teacher's Role, Sociology, Learning Difficulties

ABSTRAK: Penelitian ini bertujuan untuk mengetahui (1) peran guru sosiologi dalam mengatasi peserta didik yang mengalami kesulitan belajar di Kelas XI IPS SMA Negeri 2 Sambu Rampa, dan (2) faktor-faktor yang menghambat peran guru sosiologi dalam mengatasi kesulitan belajar peserta didik kelas XI IPS di SMA Negeri 2 Sambu Rampa. Metode yang digunakan dalam penelitian ini adalah kualitatif. Informan dalam penelitian terdiri dari Guru Sosiologi, dan peserta didik yang mengalami kesulitan belajar. Data penelitian dikumpulkan melalui observasi, wawancara dan dokumentasi. Penelitian ini menggunakan teknik analisis kualitatif, yang bergerak dalam lingkaran pengumpulan data, reduksi data, dan penarikan kesimpulan. Hasil penelitian ini menunjukkan bahwa peran guru sosiologi dalam mengatasi siswa yang mengalami kesulitan belajar ialah dengan menjadi sumber inspirasi, memberi motivasi, memfasilitasi pembelajaran, membimbing dan mengelola ruangan kelas yang nyaman untuk belajar bagi peserta didik. sedangkan faktor-faktor yang menyebabkan siswa mengalami kesulitan dalam belajar ialah karena minat belajar peserta didik yang menurun, pengaruh game online, tidak adanya keinginan atau kemauan peserta didik untuk belajar dan fasilitas belajar yang kurang memadai dan kurang ditata.

Kata Kunci: Peran Guru, Sosiologi, Kesulitan belajar

INTRODUCTION

The success of an educational program in the learning process in schools is influenced by the learning achievements of students (Pumar, 2021; Syahrul, Arifin, & Datuk, 2021). Students who have learning difficulties can be successful if the learning process is carried out using meaningful methods and changes the mindset of students about learning. If students make mistakes in achieving learning goals, then learning is considered an obstacle to learning. The existence of learning difficulties experienced by students can be detected by the high number of student errors in doing assignments and test questions (Syahrul; Zahrawati & Nursaptini, 2023). Learning difficulties refer to groups that are manifested in a

tangible form in terms of proficiency and using the ability to listen, speak, read, write, reason or abilities in other fields of study (García-Carrión, López de Aguilera, Padrós, & Ramis-Salas, 2020).

Learning difficulties are a natural thing experienced by students. It is often found that students experience difficulties in receiving lessons at school. The teacher as a motivator must be able to provide stimulation and encouragement to develop students' potential in facing obstacles, digesting, and absorbing the learning information provided. This situation will have an unfavorable impact on student learning progress. Therefore, it is necessary to seek problem solving both by teachers at school and parents at home. Various efforts have been made to improve

the quality of learning. Learning in schools is a series of activities that are consciously planned with good planning that will support successful learning (Howard, Vasseleu, Neilsen-Hewett, & Cliff, 2018).

The role of the sociology teacher at SMA Negeri 2 Sambu Rampas Pota is less creative in the learning process because students are already faced with various problems in the reality of life and their environment. Sociology talks about social phenomena, social change, and social issues, so it's the same as when we talk about everyday life. The social changes that occur in today's society cannot be separated from the role of the sociology teacher, a sociology teacher essentially has a role as social control and social observer. A sociology teacher will provide an understanding and explanation of the changes that have occurred in society, especially for students and their environment (Smith-Tran, 2020).

Sociology learning is learning that develops the ability to understand the phenomena of everyday life, in which this lesson includes basic concepts, approaches, methods, and analytical techniques in studying phenomena and problems encountered in real life in society (Maswi, Syahrul, Arifin, & Datuk, 2022; Syahrul & Datuk, 2020). Therefore, learning sociology requires creative teachers because this learning encourages students to think critically and be able to solve an existing problem (Mayer, Blume, Black, & Stevens, 2019).

Research conducted by Syahrul, Zahrawati, & Nursaptini (2022); Weinzimmer & Bergdahl (2018) shows the efforts of teachers in overcoming student learning difficulties. To achieve optimal learning conditions, teachers need special skills to manage classes, namely skills to create and maintain optimal classroom conditions, in the event of disturbances in the teaching and learning process, evaluating, and conducting orientation. The teacher as a guide and supervision is carried out by the teachers of MTS Darussalam Ngentrong, Campurdarat District, Tulungagung Regency in two ways, namely directing and monitoring students who are stubborn and violate the rules. They are given guidance and punishment so that they can increase their understanding of the learning process and follow these subjects.

Based on preliminary observations made at SMA Negeri 2 Sambu Rampas, there were still students who experienced difficulties including lack of mastery of learning material, no interest and motivation to learn, low memory, negative perceptions of learning, poor communication between teachers and students, and poor peer relations. The less harmonious, learning environment is not ideal, and limited learning time. This research is important because it sees the practical benefits that students who have learning difficulties can later use. The results of this research will later be useful as a material for evaluating

schools so that teacher performance can overcome learning difficulties or obstacles in learning sociology.

METHOD

Judging from the data and data sources required, it can be seen that this research includes field research, namely research on the role of the teacher in overcoming the learning difficulties at SMA Negeri 2 Sambu Rampas. The method used is qualitative. This research was conducted at SMA Negeri 2 Sambu Rampas, Sambu Rampas District, East Manggarai Regency, East Nusa Tenggara Province. The reason the researchers chose this location was that there had been no previous research related to the role of sociology teachers in overcoming students with learning difficulties. Data collection time starts from May to June 2022. The subjects in this study consisted of one sociology teacher and six students. Data collection techniques were observation, interviews, and documentation. The validity of the data was carried out to examine its credibility using the technique of the presence of researchers in the field, in-depth observation, triangulation using several sources of research methods and discussion theory starting from discussions, tracking suitability and checking members as an effort to prove that the data obtained was truly valid. There are several activities carried out in analyzing data with the Miles and Huberman model, including data collection, data reduction, data presentation, and drawing conclusions or verification.

RESULT AND DISCUSSION

The Role of the Sociology Teacher in Overcoming Student Learning Difficulties

Learning difficulty is a condition that causes students to not be able to learn as they should, so they have low learning achievement. Students whose learning problems are usually characterized by symptoms, low learning achievement, low learning motivation, and low interest in learning. The phenomenon of student learning difficulties is usually seen clearly in the decline in learning achievement. However, learning difficulties can also be evidenced by the emergence of strange behaviour changes such as screaming in class, fighting, skipping class, and often disturbing his friends.

Based on the researcher's interview with Basirun as a sociology teacher, in overcoming learning difficulties, a teacher usually always makes himself a source of inspiration, namely being a giver of good knowledge for the learning progress of students. Apart from being a source of inspiration, I also usually always provide motivation and become a facili-

tator, namely providing learning facilities that support student learning activities. Furthermore, I also always guide students and manage classrooms so that they are comfortable with learning. To support students who have learning difficulties, teachers always provide motivation so that students are happy and not easily bored listening to the subject matter in class.

We can see that the main step of the teachers in overcoming students' learning difficulties is to collect data related to student problems. In collecting the data, the teacher visited students' homes directly to have a dialogue with parents and the students themselves. Where the purpose of the dialogue is to explore or find out more in-depth information regarding the roots of students' problems. After the data has been collected completely, then it comes to the action stage. One way is to provide support and motivation, provide individual assignments and carry out tests to test the ability of students who have learning difficulties whether they understand or still having difficulties.

According to Mahari et al. (2019) the teacher's role in overcoming students' learning difficulties, namely: (1) collecting data, facts and information about students which includes a list of values, records of home visits, and interview notes; (2) being able to describe learning materials into various forms of delivery methods; (3) Mastering effective learning methods according to the type and learning style of individual students; (4) has a positive attitude towards his professional duties, the subjects he coaches, so that he always strives to improve his abilities in carrying out his duties as a class teacher; (5) skilled in making simple learning aids in accordance with the needs and demands of the subjects being coached and their users in the learning process; (6) skilled in using various learning models and methods that can foster interest, so as to obtain optimal learning results; (7) skilled in interacting with students taking into account the objectives and subject matter, the conditions of the students and the time available; (8) understand the nature and characteristics of students, especially their learning abilities, ways and habits of learning, interest in learning, motivation to learn, and learning outcomes achieved; (9) skilled in managing classes or student leaders in learning, so that the learning atmosphere becomes interesting and fun.

Students who experience learning difficulties due to lack of availability of learning media, lack of affection from parents, bullying by their friends, and lack of support. According to Maswi, Syahrul, Arifin, & Datuk (2022), the factors that cause learning difficulties are sourced from oneself, the school environment, the family, and from the community. They often disturb friends who are focusing on studying. As a result, they are often scolded by teachers

and other friends. Apart from that, there are also frequent absences from school during free hours, skipping school, and often arriving late to school. They also do not like teachers who are strict in teaching.

They take certain actions to attract the attention of the teacher and their friends so that they are always and continue to be noticed. As a result of undisciplined behaviour, students cannot participate in teaching and learning activities in the classroom as they should. To overcome this problem, students must have a disciplined attitude because discipline acts as a tool to adapt to the existing environment. Because discipline is a feeling of obedience and adherence to the values that are trusted also in carrying out certain jobs that are their responsibility. Self-discipline refers to the training that a person gets to fulfil a certain task or to adopt a certain pattern of behaviour, even if the person is doing something else.

Factors inhibiting the role of the sociology teacher in overcoming students' learning difficulties

The inhibiting factor is something that cannot be separated from any activity. At least these factors can be minimized and resolved as soon as possible. In order to overcome the learning difficulties of students at SMA Negeri 2 Sambu Rampas, there are obstacles that are often experienced by teachers in overcoming learning difficulties for students. The constraints of sociology teachers in overcoming students' learning difficulties are the decreased interest in learning of students, and they are influenced by online games, so they are difficult to persuade, and there is no desire or willingness of these students to learn. This is because they are only interested in the world of entertainment, such as playing online games in class, and playing TikTok and WhatsApp. The next obstacle is inadequate learning facilities and study rooms which only have walls and holes. This has an unpleasant impact and can give a bad impression to students.

The atmosphere of teaching and learning activities during the learning process took place, namely that there were still many students who did not pay attention to the teacher, such as playing and chatting with their peers, and even there were still some students who fell asleep in class. Based on the results of interviews and observations, it is known that one of the obstacles for teachers in overcoming students' learning difficulties is the students themselves. They often skip school because they don't have the desire to study. When the student has no desire to learn, he will look for his own activities to be noticed by the teacher, such as playing during class hours, or going to chat with friends and it is more negative than that is falling asleep in class. The lack of will and interest, as well as the lack of motivation to learn, is what causes it to be difficult for him to learn.

Julyyanti, Yusuf, Saldika, Syahrul, & Ramlah (2022) says that interest is a state or attitude that produces a directed response to a certain situation or object that is pleasant and gives satisfaction. Thus, asking can cause an attitude which is a readiness to act when there are special stimuli according to these circumstances. Interest is strongly influenced by the stimulus it receives. Where if the stimulus is pleasant and in accordance with the conditions and circumstances then he is automatically motivated, but if the stimulus is not appropriate then he will reject it. In addition, online games also affect students.

In addition, inadequate learning facilities can cause students' interest in learning to decrease. Student motivation and interest in learning can only grow if there are facilities such as comfortable reading rooms, cool classrooms, and lots of books. If everything is available, then the teacher's job is only to motivate and encourage them to learn because everything is available. In addition to the problem of lack of facilities, the condition of the study room also influences students' learning difficulties. This is because classrooms that only have walls that are weathered and not neatly arranged can disrupt students' learning concentration. They cannot concentrate properly because their minds are distracted by events outside the classroom that they can see freely.

According to Stacey et al., (2019) facilities when connected with learning activities, facilities that facilitate and expedite the teaching and learning process are complete learning facilities and will support teaching and learning activities to run smoothly, so that learning objectives can be achieved properly. Conversely, if the learning facilities prepared are inadequate, it will hinder the process of teaching and learning activities, thus it can be believed that learning facilities have a positive relationship to learning outcomes. Learning outcomes will be achieved well if the factors that support the learning objectives are available.

Based on this description, it can be seen that learning facilities and learning processes need and complement each other. If one of them is not available or is not available, it can affect and hinder the running of a teaching and learning activity in achieving an expected goal. Therefore, to achieve this goal, the main thing that must be prepared is to complete the needs in the form of facilities and infrastructure, as well as other supporting facilities.

CONCLUSION

The role of the teacher in overcoming learning difficulties at SMA Negeri 2 Sambu Rampas is by becoming a source of inspiration, providing motivation, facilitating learning, guiding and managing a comfortable classroom for students to learn. The factors that cause learning difficulties for students at

SMA Negeri 2 Sambu Rampas are changes in student behaviour and hearing impairment in classrooms that are less supportive. The teacher's role in overcoming student learning difficulties that occur is by collecting data related to problems, providing practice through repeating material that students understand, giving full attention, motivating and giving prizes to students who have learning difficulties, when he succeeds in answering a question. given correctly. Factors that hinder the teacher's role in overcoming learning difficulties are the decreased interest in learning students, being affected by online games, the lack of desire or willingness of students to learn and learning facilities that are inadequate and poorly managed.

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