

## ABSTRAK

**Yonathan Dwi Syah Putra Pelawi, NIM. 4151141067. Analisis Kesulitan Belajar Siswa Pada Materi Hukum Mendel Dan Penyimpangan Semu Hukum Mendel Di Kelas XII MIPA SMA Negeri 1 Berastagi Tahun Ajaran 2019/2020.**

Penelitian ini bertujuan untuk mengetahui kesulitan belajar siswa pada materi hukum mendel dan penyimpangan semu hukum mendel dari aspek kognitif, indikator belajar dan faktor penyebab kesulitan belajar. Desain penelitian yang digunakan yaitu deskriptif kuantitatif. Sampel penelitian ini diambil secara *Purposive Sampling* sebanyak 131 siswa. Teknik pengumpulan data yang digunakan yaitu tes hasil belajar dan angket kesulitan belajar. Teknik analisis data menggunakan metode deskriptif-kuantitatif. Hasil penelitian menunjukkan siswa mengalami kesulitan belajar pada setiap aspek kognitif C1-C6 secara berturut-turut sebesar 70,84%, 63,06%, 73,29%, 61,99%, 74,81%, dan 62,6% dengan kategori sangat tinggi. Sementara hasil belajar siswa dari aspek indikator belajar mempelajari materi pokok adalah indikator 1 sebesar 63,43%, indikator 2 sebesar 71,76%, indikator 3 sebesar 64,89%, indikator 4 sebesar 75,96%, indikator 5 sebesar 64,89%, indikator 6 sebesar 62,6%, indikator 7 sebesar 84,36%, dan indikator 8 sebesar 95,42% dengan kategori sangat tinggi. Faktor internal yang menyebabkan kesulitan belajar adalah faktor kesehatan, intelegensi, minat, motivasi, dan psikiatik (kesehatan mental). Sedangkan faktor eksternal adalah faktor keluarga, sekolah, guru, materi pelajaran dan faktor media massa.

**Kata Kunci :** Kesulitan Belajar, Kognitif, Indikator

## ABSTRACT

**Yonathan Dwi Syah Putra Pelawi, NIM. 4151141067. Analysis Of Students' Learning Difficulties On The Material Of Mendel's Laws And The Pseudo Deviation Of Mendel's Law In Class XII SCIENCE SMA Negeri 1 Berastagi Academic Years 2019/2020.**

This study aims to determine the students' learning difficulties on the material of mendel's laws and the pseudo deviation of the mendel's law from the aspect of cognitive, learning indicators, and the factors causing learning difficulties. The research design used is descriptive-quantitative. The sample of this research was taken by Purposive Sampling as many as 131 students. Data collection techniques used were tests of student learning outcomes and learning difficulties questionnaires. Data analyzes using descriptive-quantitative technique. The results showed students had learning difficulties in every aspects of cognitive C1-C6 successively by 70,84%, 63,06%, 73,29%, 61,99%, 74,81%, and 62,6% with very high category. While the student learning outcomes from the aspect of learning indicators to learn the material are indicator 1 amounted to 63,43%, indicator 2 of 71,76%, indicators 3 of 64,89%, indicator 4 of 75.96 %, indicator 5 of 64,89%, the indicator 6 by 62.6 %, indicator 7 of 84,36%, and the indicator 8 by 95,42% with very high category. Internal factors that cause learning difficulties are health, intelligence, interest, motivation, and psychiatric (mental health). While the external factors are the family, school, teacher, subject matter and the mass media.

**Key Word** : Learning Difficulties, Cognitive , Indicator