

ABSTRAK

Wijaya Ezra Tamba, NIM 4163141053 Analisis Kesulitan Belajar Mahasiswa Pendidikan Biologi Pada Matakuliah Perkembangan Hewan Ditinjau Dari Faktor Eksternal Terhadap Hasil Belajar Mahasiswa Stambuk 2018

Tujuan penelitian ini adalah untuk mengetahui kesulitan belajar mahasiswa pendidikan biologi stambuk 2018 berdasarkan faktor eksternal pada mata kuliah perkembangan hewan dan untuk mengetahui tingkat kesulitan belajar mahasiswa pada matakuliah perkembangan hewan. Penelitian ini bersifat deskriptif korelasi. Hasil penelitian diperoleh persentase kesulitan belajar termasuk kategori cukup menghambat ditunjukkan pada indikator psikatrik 46%, indikator kegiatan di luar kampus 53%, indikator motivasi 59%, indikator orang tua 38%, indikator ekonomi 52%, indikator suasana rumah 66%, indikator dosen 54%, indikator lingkungan kampus 53%, indikator materi perkuliahan 63%, dan indikator media 41%. Berdasarkan hasil analisis angket yang dilakukan, dapat diketahui bahwa faktor eksternal yang paling mempengaruhi adalah suasana rumah dan materi perkuliahan. Kesulitan belajar mahasiswa ditinjau dari faktor eksternal memiliki pengaruh dengan hasil belajar mahasiswa sebesar -0.53 atau hubungan negative (kategori sedang) yaitu semakin tinggi tingkat kesulitan belajar mahasiswa akan semakin rendah hasil belajar mahasiswa.

Kata Kunci: Kesulitan belajar, faktor eksternal, hasil belajar, mata kuliah perkembangan hewan.

ABSTRACT

Wijaya Ezra Tamba, NIM 4163141053 Analysis Of Difficulty Of Learning Biological Education Students In Animal Development Materials Reviewed From External Factors On Learning Results Students In 2018

The purpose of this study was to determine the learning difficulties of students of biology education in 2018 based on external factors in animal development courses and to determine the level of learning difficulties of students in animal development courses. This research is a descriptive correlation. The results of the study found that the percentage of learning difficulties including the quite inhibiting category is shown in the 46% psychiatric indicator, 53% off campus activity indicators, 59% motivation indicators, 38% parental indicators, 52% economic indicators, 66% home atmosphere indicators, 54 lecturer indicators %, campus environment indicators 53%, lecture material indicators 63%, and media indicators 41%. Based on the results of the questionnaire analysis, it can be seen that the most influential external factors are the atmosphere of the house and lecture material. Student learning difficulties in terms of external factors have an influence with student learning outcomes of -0.53 or a negative relationship (medium category) that is the higher the level of student learning difficulties the lower the student learning outcomes.

Keywords: Learning difficulties, external factors, learning outcomes, animal development courses.