

CHAPTER I

INTRODUCTION

1.1 Background

Learning is a process or effort made by each individual to get changes in behavior, both in the form of knowledge, skills, attitudes and positive values as an experience from various materials that have been studied. The achievement resulting from the learning outcomes is called learning, so that learning can be interpreted as a process that is carried out in certain ways to make someone learn. Learning occurs between students and educators using methods, strategies, and learning resources. Learning is defined as teaching and guiding activities towards the process of self-maturation. The concept of understanding learning basically focuses on the learning process as an activity that is planned, implemented and evaluated by the teacher (Syamsuddin, 2019). Indonesia has been carried out online learning for the last 2 years since the Covid-19 announcement outbreak which first appeared in Wuhan, China (Shi et al., 2020) and was declare as a pandemic by the world health organization (WHO) (Sohrabi et al., 2020). The government in anticipating the transmission of the virus has issued various policies, such as isolation, social and physical distancing to Large-Scale Social Restrictions (PSBB) (Siregar et al., 2020). This condition requires people to stay at home, work, worship and study at home. Include the educational institutions must follow government regulations for the inovation of learning process when a global pandemic occurs through online learning to improve the learning quality (Syarifudin, 2020).

Online learning is learning that is done without face-to-face. Online learning is not only caused by the Covid-19 pandemic, but online learning has become a demand in the world of education since the last few years. This is important to find out the obstacles and solutions in online learning for students, considering that this learning system was used during the Covid-19 pandemic. Therefore, several steps are needed as a solution to improve the quality of online

learning (He & Kruck, 2019). Online learning process certainly provides a new experience and atmosphere for students and educator. this online learning causes learning difficulties for students which will have an impact on student learning outcomes.

Universitas Negeri Medan has implemented the KKNi Curriculum since 2016. During the Covid-19 pandemic, the implementation of KKNi assignment at Universitas Negeri Medan was carried out online and The KKNi curriculum emphasizes optimal student involvement in learning process, that hoped the students' completely mastery the scientific concepts, and special skills. One of the strategies for the KKNi curriculum implementation at this university is to present 6 types of assignments, namely routine assignments (TR), critical book reports (CBR), critical journal reviews (CJR), mini research (MR), projects, and Idea Engineering (RI) (Pramuniati, 2019).

The implementation of KKNi assignment at Universitas Negeri Medan must be carried out by all students independently and require online access which finds many obstacles to fulfil the assignment. The impact of online learning activities can be seen from aspect of learning spirit, literacy of online learning technology, intrapersonal communication activities, collaborative activities, and independent learning (Hasanah et al., 2020).

Based on the results of the interviews and observations that researcher have made, there were several obstacles experienced by students in carrying out online learning including various distractions when studying at home, students felt less focused on learning without direct interaction with lecturers or other students, so they tended to do other activities during online learning process. the topic presented is difficult to understand, some of them also experience difficulties in accessing the internet because they live in remote areas, find it difficult to buy quotas due to financial factors that parents cannot afford and it is difficult to understand using the features contained in SIPDA system for the first time. The obstacle experienced by students is that they find it difficult when doing practicum, as a result of this online learning students are required to do practicum

at home and look for journals as a reference for their observations, so they do not understand the observations made.

Based on Sudjana (2009), students learning difficulties are related to the achievement of academic results and students learning activities that do not always run smoothly. Learning outcomes are abilities that students have after receiving a learning experience. Learning outcomes can also be said as behavior in the form of knowledge, skills, attitudes, information on new cognitive strategies and obtained by students after interacting with the environment in an atmosphere or learning condition.

Based on Zikra (2016), some of the factors that cause learning difficulties in biology are external factors such as family factors 70% (with a high category) and community factors 63% (with a high category). Based on Sianturi (2016), it was found that the learning difficulties factors in biology are external factors, which include parent indicators 67.89%, home atmosphere indicators 67.46%, teacher indicators 64.33%, school environment indicators 68.87%, and subject indicators 75.55%. Based on Tobing (2015), the factors that influence student learning difficulties are internal factors including interest of 75.25% and motivation of 79.95. While external factors include the media by 65.66%. This shows that previous studies reveal that students' learning difficulties in biology are still high and influenced by internal and external factors.

Lower Organisms is one of the subjects for students at the university level which will be examined how the obstacles and what factors cause students' learning difficulties in participating in online learning process. The Taxonomy of Lower Organisms subject teaches students the principles of classification, nomenclature, identification, description of taxon, habitat, breeding methods, and role in life. This course is one of the courses carried out by students during the online learning process.

Based on the description above, it is necessary to know the learning difficulties experienced by students during the online learning process and what are the factors causing these learning difficulties. The importance of this research

is to see what learning difficulties are experienced by Biology students Class of 2020 Universitas Negeri Medan and what factors cause these learning difficulties. Therefore, the author will conduct research with the title “ Online Learning Difficulties Analysis for Class of 2020 Students Universitas Negeri Medan for Lower Organism Taxonomy Course ”.

1.2 Problem Identification

Based on the background above, it can be identified the problems in this research are:

1. Students find it difficult to participate in online learning as a result of problematic internet network access
2. Students experience difficulties in buying quotas due to financial factors of underprivileged parents
3. Students find it difficult to do practicum because they have to do independent practicum
4. Students feel confused in using the features contained in the SIPDA system for the first time

1.3 Problem Scope

In order for this research to be more focused, the problem scope are:

1. Learning difficulties for biology students class of 2020 Universitas Negeri Medan in Lower Organism Taxonomy Course during online learning
2. Factors causing learning difficulties for Biology students class of 2020 Universitas Negeri Medan in Lower Organism Taxonomy Course during online learning

1.4 Research Question

Based on the problem scope above, the research question are:

1. What difficulties did biology students class of 2020 experience Universitas Negeri Medan in the Lower Organism Taxonomy Course during online learning?

2. What are the factors that cause biology students class of 2020 Universitas Negeri Medan in Lower Organism Taxonomy Course during online learning?

1.5 Research Purpose

Based on the research question above, the research purpose are:

1. To find out the learning difficulties experienced by biology students in Lower Organism Taxonomy Course during online learning
2. To find out the factors that cause learning difficulties for biology students in Lower Organism Taxonomy Course during online learning

1.6 Research Benefit

The benefits that can be obtained from this research are:

1. Provide Provide information about the analysis of learning difficulties for Biology students class of 2020 at Universitas Negeri Medan from cognitive aspects in the Lower Organism Taxonomy Course during online learning
2. Provide information about the factors that cause students learning difficulties in Lower Organism Taxonomy Course during online learning

