

Inquiry-Based Video Learning Media For Overcoming Student Learning Difficulty (Case Study At State Junior High School 3 Lubuk Pakam Deli Serdang District)

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Abstract - students who have difficulty in learning have low learning outcomes. The purpose of this study was to analyze the students' learning difficulties by using inquiry-based video learning media. The study was conducted at the Junior High School 3 Lubukpakam Deli Serdang. Instruments in this study is a questionnaire. The questionnaire used is strengths and difficulties questionnaire (SDQ). The questionnaire was completed by 30 students of class VII Junior High School 3 Lubukpakam Deli Serdang. The result of analysis shows that from 30 students there are 7 students who have learning difficulties. Students with learning difficulties were divided into five aspects, 4 students had emotional symptoms (E), 3 students had behavioral problems (B), 1 student had hyperactive problems (H), 2 students had problems with peers (P), 1 person experienced prosocial issues (Pr). Student learning difficulties result in low learning outcomes. The solution to overcome this problem by using inquiry-based learning media video. The research was carried out for two months with a filling strengths and difficulties questionnaire (SDQ). The results showed that 1 student experiencing emotional symptoms (E), 2 students experiencing behavioral problems (C), 0 students having problems hyperactive (H), 0 students mengalami problem of peers (P), 0 people having problems prosocial (Pr). The CONCLUSIONS of this study indicate that inquiry-based video learning media can overcome students' learning difficulties.

Keywords: *inquiry-based learning video media, learning difficulties students*

I. INTRODUCTION

School is an effective place to inflator knowledge of every learner. As human knowledge will not develop premises n itself without going through learning. Education in accordance with Act No. 20 of 2003, that education is a conscious and deliberate effort to create an atmosphere of learning and the learning process so that students are actively developing the potential for him to have the spiritual power of religion, self-control, personality, intelligence, noble character, and skills needed himself and society. Based on that statement, the

output of education is floating the potential of self that is needed in society.

Learning done in schools should be meaningful for students. Implementation of learning in schools there are some obstacles in planning, process and implementation. Many students have learning difficulties. Learning difficulties resulted in low student learning outcomes. The low yield learning occurs due to various factors one of which is the difficulty of learning experienced by students. Learning difficulties experienced by students are also influenced by various factors. Learning difficulties will make it difficult for students to know and understand ongoing learning and students are not enthusiastic in learning so that learning outcomes are low. If this is allowed to continue - again it will cause a negative attitude to the students. Need to be cooperation between parents and schools to help students' learning difficulties.

Learning in schools can be done using a variety of approaches, models, strategies, methods, learning techniques. Various approaches, models, strategies, methods, learning techniques undertaken in schools are inseparable from the function of media and teaching materials as a reference to support the learning process in students. Grade VII students in junior high school Negeri 3 Kabupaten Deli Serdang also experience learning difficulties. Inquiry-based video learning media can be used to overcome student learning difficulties. Aspects investigated learning difficulties using strengths and difficulties questionnaire (SDQ). Strengths and difficulties questionnaire (SDQ), which is the emotional symptoms (E), behavioral problems (C), Hyperactivity (H), and the problem of peers (P).

In the learning process, students often experience learning difficulties. Learning difficulties are what often result in low student learning outcomes. Learning disabilities is a condition that causes the student can not learn as it should be. Learning difficulties are a condition in a learning process characterized by certain obstacles to achieve learning outcomes. learners with learning difficulties showed the existence of a gap between the academic achievement of the expected with

academic achievement achieved by learners. Burton further states that "students allegedly experiencing learning difficulties if it can not reach the size of the success rate of learning within a certain time".

Based on the expert opinion of the above it can be concluded that learning difficulties are barriers experienced by learners to master the learning resulting in low learning achievement. The constraints experienced by these learners can be sociological, psychological, physiological that affect the overall learning process. Some of the symptoms shown by learners who have difficulty learning are as follows:

1. Low learning achievement, meaning the score obtained below the average score of the group.
2. The effort undertaken in the learning activities is not proportional to the results it achieves.
3. Sluggish in doing tasks and late in completing or handing over assignments.
4. Indifference to the lesson.
5. Demonstrates the deviant behavior of his peer friends, for example, often skipping, reluctant to do the work, and lacking enthusiasm.
6. Indicates emotional symptoms such as irritability, moodiness, and low self-esteem.

Which states that some of the symptoms as indicators of student learning difficulties can be seen from the following instructions:

1. Demonstrate low learning achievement, under minimal mastery criteria.
2. Learning outcomes achieved are not balanced with the efforts undertaken.
3. Students are slow in doing the task.
4. Students were classified as having a high IQ, potentially, they should reach high academic achievement, on kenyataan they gain lower educational achievement.
5. Students who always show a high learning achievement for most subjects, but at other times learning achievement decreased dramatically.

Based on expert opinion it can be concluded that the indicator of the symptoms of learning difficulties experienced by learners is low student learning outcomes, lack of enthusiasm to learn, lazy to do the task, have disturbances in memory, less attention, indifference, and have emotional disturbance.

Negative parenting, lack of responsiveness, rejection, and lack of emotional bonding can predict behavioral disorders in infants. Children with behavioral disorders have a family history with learning problems and alcohol consumption. In addition to parenting and family history, behavioral disturbances more appear on the subject with a history of malnutrition in childhood. Furthermore temperament also an aspect that predict behavioral disorder. Factor-factor of causation by difficulty learn among other things, internal factors (cognitive ability (the realm of intention), the ability of affective (the realm of intention), psychomotor abilities

(the realm of intention). The external factors (family, community, school environment).

The factors that led to student learning difficulties can be classified into two groups: internal factors: factors of physical, psychological (intelligence, attention, interests, talents, motives, maturity, readiness), fatigue (tiredness physical fatigue spiritual) and factors external consisting of family factors (how parents educate, relationships between family members, the atmosphere of the household, family economic circumstances, school factors (methods of teaching, the curriculum, the relation of teachers to students, school discipline, instrument lessons, school time, method studying the wrong, home duties too much), the factor of society. Based on the above description can be concluded that From the above description, it can be concluded that the factors that cause learning difficulties are internal factors (within the individual) that includes physical, psychological, and fatigue students as well as external factors (derived from outside the individual) that includes family factors, and society.

National Education Association give the definition of media as forms of both printed and audio-visual communication and its equipment; thus the media can be manipulated, viewed, heard or read. The notion of media in learning processes tend to be interpreted as graphics tools, photographic, or electronically to capture, process, and reconstruct the visual or verbal information. Learning media can be grouped into four groups namely, (1) printed media, (2) audio visual media, (3) media based on computer technology, (4) mixed media of printing technology and computer. Video media is anything that allows audio signals to be combined with sequential motion pictures.

The inquiry model emphasizes the searching and finding process, the role of the students in this model is to find and find solving problems in a subject matter. While the teacher as a facilitator and mentor students to learn. Inquiry learning strategies have advantages over direct learning strategies. The superior use of inquiry learning strategies is to stimulate students' desire to know, motivate them to continue their work so they find answers and students learn to find problems independently by having critical thinking skills.

There are five steps taken in implementing the inquiry model: (1) formulation of problem solved by the students, (2) establishing the tentative answer (hypothesis), (3) students seeking information, fact data needed to answer the problem, (4) conclusions of answers or generalizations, and (5) applying conclusions or generalizations in new situations. In general that the learning process using inquiry model can follow the steps are [17]:

1. Orientation
Orientation step is a step to build atmosphere or climate responsive learning so that can stimulate and invite to think to solve problem.
2. Formulate the problem

Formulating problems is a step in bringing students to a puzzle-filled problem. Hypothesis is a temporary answer to a problem being studied. As a temporary answer, the hypothesis needs to be verified.

about the total score of difficulty 0-40. The results of data analysis will be presented in the table as follows:

3. Collecting data

Collecting the data is inactive itas capturing the information needed to test the hypothesis. The activities of collecting data include crosses or experiments.

5. Test the hypothesis

Tested the hypothesis is the process of determining the answers that are considered acceptable in accordance with the data or information obtained based on the collection of data.

6. Formulate conclusions

Formulating the conclusions is the process of describing the findings obtained based on the results of hypothesis testing

II. METHOD

The research method used in this research is descriptive qualitative. Location of research is in Junior High School 3 Lubuk Pakam VII class B. The purpose of this study was to analyze difficulties student learning. Research Time March 2017. Data collection tools in this study was a questionnaire. The questionnaire used is Strengths and Difficulties questionnaire (SDQ). Strengths and Difficulties questionnaire (SDQ) is a short behavioral screening tool for children and adolescents (3-17 years old) that provides a brief overview of behavior that focuses on their strengths and also their difficulties. A short questionnaire is particularly useful when used in large-scale surveys where items should be limited to ensure that a response is sought.

SDQ filled by 30 students of class VII B Junior High School 3 Lubukpakam Deli Serdang. SDQ consists of emotional symptoms (E), behavioral problems (C), hyperactivity (H), the problem of peers (P), prosocial (Pr), amounting to 25 statements. Overall learning difficulties were calculated based on the number of emotional symptom scores, behavioral problems, hyperactivity, peer problems (without prosocial score) with difficulty score range 0-40. Questionnaire given twice, initial condition and after treatment.

III. RESULT AND DISCUSSION

Strengths and Difficulties questionnaire (SDQ) filled by 30 votes School students of class VII B Junior High School 3 Lubuk Pakam Deli Serdang. SDQ consists of emotional symptoms (E), behavioral problems (C), hyperactivity (H), the problem of peers (P), prosocial (Pr), amounting to 25 statements. Total learning difficulties calculated the number of emotional symptoms score + behavior problems + hyperactivity + peer problems (without prosocial score) with

Table 1 Results of Data Analysis Using Learning Difficulties SDQ

NO	TOTAL DIFFICULTY	Initial Condition	After Treatment
1	Emotional Gear (E)	4	1
2	Behavioral Problems (B)	3	2
3	Hyperactivity (H)	1	0
4	Peer Friends Problem (P)	2	0
5	Prosocial (Pr)	1	0
	TOTAL	7	3

The analysis showed that of the 30 students before dibelajarkan with inquiry-based learning media video, there are 7 students who have learning difficulties. Students experiencing learning difficulties were divided into 5 aspects, namely 4 students experiencing emotional symptoms (E), 3 students experienced behavioral problems (C), 1 student having hyperactivity problems (H), 2 students having peer problems (P), 1 person experiencing prosocial problems (Pr). After dibelajarkan using instructional media video-based inquiry that has been studied for 2 months, indicating that 1 students experiencing emotional symptoms (E), 2 students experiencing behavioral problems (C), 0 students having problems hyperactive (H), 0 students having problems friend peer (P), 0 people have prosocial problems (Pr).

IV. CONCLUSION

The difficulties of studying the students of grade VII of state Junior High School 3 Lubuk Pakam of Deli Serdang District can be overcome by using inquiry-based video learning media. Thus it can be concluded that inquiry self-based video learning media can overcome students' learning difficulties.

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