

ABSTRAK

Ulfa Raihan, NIM 4173341076 (2017). Analisis Kesulitan Belajar Siswa Dalam Pembelajaran Biologi Pada Materi Sel Secara Daring Di Kelas XI MIA MAN Tanjungbalai T.P 2020/2021.

Penelitian ini bertujuan untuk mengetahui tingkat kesulitan belajar siswa secara daring pada materi sel ditinjau dari aspek kognitif, indikator pembelajaran dan faktor penyebab. Metode yang digunakan adalah deskriptif kuantitatif. Populasi dalam penelitian adalah seluruh siswa kelas XI MIA MAN Tanjungbalai. Sampel penelitian diambil secara *simple random sampling* sebanyak 50 siswa. Instrumen penelitian adalah tes diagnostik berupa tes pilihan berganda dan angket tertutup. Data dianalisis dengan teknik persentase. Hasil penelitian menunjukkan bahwa persentase tingkat kesulitan belajar siswa dari aspek kognitif pada untuk C1 (62%), C2 (76%), C3 (72%), C4 (77%), C5 (89%) dan C6 (80%) yang secara keseluruhan termasuk dalam kategori sangat tinggi. Persentase kesulitan belajar pada aspek indikator pembelajaran mengetahui sejarah penemuan sel (60%), menjelaskan teori sel (47%), menjelaskan komponen kimia sel (68%), mengetahui struktur sel (80%), mengetahui bagian-bagian sel (73%), mengetahui fungsi bagian-bagian sel (84%), mengetahui persamaan sel hewan dan sel tumbuhan (90%), mengetahui perbedaan sel hewan dan sel tumbuhan (81%), menganalisis mekanisme transport pasif difusi (70%), menganalisis mekanisme transport pasif osmosis (90%) dan menjelaskan diagram transport aktif (75%) secara keseluruhan termasuk kedalam kategori kesulitan sangat tinggi. Faktor penyebab kesulitan belajar yaitu kesiapan diri (68,25%), kesehatan (70%), motif (79,83%) dan sikap terhadap belajar (71,75%), keluarga (67,40%) serta guru (74,75%) termasuk dalam kategori menghambat dan intelegensia (53,16%), minat (45,66%) dan fasilitas (60,08%) termasuk kedalam kategori cukup menghambat.

Kata kunci: Aspek Indikator Pembelajaran, Aspek Kognitif, Kesulitan belajar, Sel.

ABSTRACT

Ulfa Raihan, NIM 4173341076 (2017). Analysis Of Student Learning Difficults In Biology Learning On Matter Cells When Online Learning In Class XI MIA MAN Tanjungbalai T.P 2020/2021.

This research aims to determine the learning difficults of students when online learning on matter cells which viewed from the cognitive, learning indicators and causal factors. The method used is descriptive quantitativ. Population in research is all students of class XI MIA MAN Tanjungbalai. The samples of the study were taken in a *simple random sampling* of 50 students. The research instrument is a diagnostic test in the form of multiple choise test and questionnaire. The results showed that: the percentage of students learning difficults on cognitive aspect of C1 (62%), C2 (76%), C3 (72%), C4 (77%), C5 (89%) and C6 (80%) which overall included in the highest category. The percentage of learning difficults in the aspect of learning indicators are explain the history of cell discovery (60%), explain cell theory (47%), describe the chemical components of a cell (68%), know cell structure (80%), know the parts of the cell (73%), know the fuction of the cell parts (84), know the similarities between animal cells and plant cells (90%), know the difference between animal cells and plant cells (81%), analyzing the mechanisms of passive transport (diffusion) (70%), analyzing the mechanisms of passive transport (osmosis) (90%) and explain active transport diagram (75%). Factors learning difficults are self readiness (68,25%), health (70%), motive (79,83%) and attitudes towards learning (71,75%), families (67,40%) and teachers (74,75%) are included in the category of inhibiting and intelligence (53,16%), interest (45,66%) and facilities include into the category of quite inhibiting.

Key words : Aspects of learning indicators, Cells, Cognitive aspects Learning difficults.