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### Analysis of Learning Problems in Grade 5 Students Elementary School in Serang City Banten Province



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ABSTRACT: The purpose of this study was to determine the differences in learning problems in grade 5 students at Public Elementary Schools in Serang City. The research method used quantitative methods. The research design used comparative design. The population of the study was grade Five students at Public Elementary Schools Banjarsari One, Public Elementary Schools Banjar Agung One and Public Elementary Schools Rawu. The sampling technique used saturated sampling with a sample size of 125 students. The research instrument used a questionnaire. Data analysis used analysis of variance (anova) one way anova with the SPSS version 23 statistical program. Based on the results of the study, it was found that (1) the learning problems of grade 5 students at SDN Banjar Agung 1 obtained a mean value of 120.07 which was the highest, (2) the learning problems of grade 5 students at SDN Rawu obtained a mean value of 80.55 which was the lowest mean, and (3) the learning problems of grade 5 students at Public Elementary Schools Banjarsari One obtained a mean or average value of 116.17 which was the lowest order middle. The results of the hypothesis test show that: (1) there are significant differences in the learning problems of 5th grade students at Three Public Elementary Schools in Serang City, namely Public Elementary Schools Banjarsari One, Public Elementary Schools Banjar Agung One and Public Elementary Schools Rawu, (2) there are no significant differences in the learning problems of 5th grade students at Public Elementary Schools Banjarsari One and Public Elementary Schools Banjar Agung One, (3) there are significant differences in the learning problems of 5th grade students at Public Elementary Schools Banjarsari One and Public Elementary Schools Rawu, and (4) there are significant differences in the learning problems of 5th grade students at Public Elementary Schools Banjar Agung One and Public Elementary Schools Rawu.

**KEYWORD:** Learning Problems, Grade 5 Students, Elementary Schools in Serang City.

#### INTORDUCTION

Learning is an effort to change or increase a person's potential (Sriyanti, 2016:135). Learning changes attitudes, behaviour and abilities. Somebody from no know becomes known, and no capable becomes able and better again through the learning process that is undertaken. Formally, schools become a place for somebody to follow activity learning to obtain knowledge and improve their ability in a way, starting from level Elementary School up to college.

Somebody or a student in the following activity Study naturally has problems with different learning. Dalyono (2017:229) states that learning problems are a condition that causes students or students to be unable to learn properly which can interfere with the achievement of learning goals properly. Problem Study can happen Because students experience constraints or difficulty in receiving, absorbing and processing material lessons taught by teachers in class. Problem Study this can caused by differences in intellectual ability in every student, personality students, background, family students, teacher methods used in learning and things others of various kinds.

Every students at every school, no except State Elementary Schools (SDN) have problem different learning become Power pull For study more deep. Public Elementary Schools selection remembers become school favorite for people living in Serang City For send to school his son, well Because factor completeness means infrastructure school, factors availability of competent teachers, factors professional management and also factor cost free education. The selected Public Elementary Schools are Public Elementary Schools Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu. Researchers found problems related to learning problems experienced by 5th grade students at 3 Public Elementary Schools in Serang City, including Public Elementary Schools Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu. The learning problems of 5th grade students are generally indicated by the following symptoms: There are still 5th-grade students

who cannot master or understand the lesson material during class learning, 2) There are still 5th-grade students who do not do the homework assigned by the class teacher, 3) There are still 5th-grade students who are less active or tend to be passive during learning activities in class, 4) There are still 5th-grade students who appear to be unfocused during classroom learning activities, 5) There are still 5th-grade students who look gloomy during learning activities in class, 6) There are still 5th-grade students who are less brave in speaking or less able to communicate with the class teacher when they are in the school environment.

Showing symptomsexistence problem Study experienced by 5th-grade students at Three Public Elementary Schools. To overcome these students' learning problems, it is necessary to know what causes learning problems. as well as look to know whether there are differences between students between One school and another school.

In the research here, the author formulates the problem as follows: 1) Are there any significant differences in learning problems among students in Three State Elementary Schools in Serang City, namely Public Elementary Schools Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu?, 2) Is there a significant difference in learning problems between students at Public Elementary Schools Banjarsari 1 and Public Elementary Schools Banjar Agung 1?, 3) Is there a significant difference in learning problems between students at Public Elementary Schools Banjarsari 1 and Public Elementary Schools Rawu? . 4) Is there a significant difference in learning problems between students at Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Banj

#### THEORETICAL FRAMEWORK

#### **Problem Study**

Learning problems are a condition that causes students or students to be unable to learn properly which can interfere with the achievement of learning goals properly (Dalyono, 2017:229). Arianto (2022:45) explaned that Three factors that cause obstacle learning, namely obstacle tactical (as a result) of teacher teaching ), obstacle ontogeny (mental readiness to learn), obstacle epistemology (knowledge limited students )

Mulyadi (2016:6) states the learning difficulties faced by students in the following forms: 1) *Learning* Disorder; Is a situation where the student's learning process is disrupted due to the emergence of conflicting responses. Basically, for people who experience learning disorders, their learning achievements will not be disturbed, but their learning process will be disrupted or hampered by conflicting responses. Thus, the learning outcomes are lower than the potential they have, **2**) *Learning disabilities;* Indicates a student's inability which refers to symptoms where the student is unable to learn, so that the results of his learning are below his intellectual potential, **3**) *Learning Dysfunction* (learning dysfunction); Shows symptoms where the learning process is not functioning properly even though there are basically no signs of mental subnormality, sensory disorders or other psychological disorders, **4**) *Under Achiever* (Low Achievement); It refers to students who have above-normal levels of intellectual potential but whose academic achievement is relatively low, **5**) *Slow* learner ; They are students who are slow in their learning process so they need time compared to other students who have the same level of intellectual potential.

#### **RESEARCH METHOD**

This research method uses a quantitative method namely Sugiyono (2018:23) states that quantitative research is research that uses its research method to research a certain population or sample, data collection using research instruments, and data analysis is quantitative or statistical in nature to test the research hypothesis. The research variable is student learning problems.

The population of this study was students in Grade Five at Three Public Elementary Schools in Serang City covering Public Elementary Schools Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu, with a total of 125 students. The sampling technique sample uses a saturated sampling technique, namely the technique of taking samples with a method made all over the member population as a sample study or population research or census (Sugiyono, 2018:122). The saturated sampling technique is generally used if the population size is smaller or less than 100 people. However, in a study considering the research population, as many as 125 students are still approaching a total of 100 people, and to get results in comprehensive research, the researcher used a sample of as many as 125 students.

The research data source uses primary data. Data collection techniques are conducted through field studies and studies. bibliography. The instrument study uses a questionnaire. Scoring of research instruments using a Likert scale by giving weight to the respondents' responses to the answers provided by the researcher for each alternative answer. with four (4) alternatives, the answer is, namely, No Once with weight 1, sometimes with weight 2, often with weight 3, always with weight 4. Grid instrument study is presented in the table as follows:

#### Table 1. Instrument Grid

Variables	Indicator	ltem		
Learning Problems	Attention and Concentration	1-7		
	Aspects			
	Academic Skills	8-15		
	Social and Interpersonal	16-22		
	Physical and Sensory	23-27		
	Learning Environment			
	Organizational and Time	32-35		
	Management Skills			
	Emotional and Psychological	36-40		

Source: Processed data from various source, 2024

The research data analysis technique uses *analysis of variance* (*ANOVA*) *one-way ANOVA* using the SPSS version 23 program to answer the hypothesis proposed in this study. Hypothesis testing using the t-test. Hypothesis testing criteria as follows: 1. If Sig > alpha (0.05), then H0 is accepted and Ha is rejected, meaning there is no significant difference

2. If Sig < alpha (0.05), then H0 is rejected and Ha is accepted, meaning there is a significant difference.

#### **RESULTS AND DISCUSSION**

Results of research data analysis using the SPSS version 23 program, the following results were obtained:

**Instrument Test Study**; Instrument test research related to feasibility testing questionnaire as a data collection tool (Sugiyono, 2018:174). The study of instrument testing stages consists of validity tests and reliability tests.

Validity testing is used to show the level of validity of the research instrument (questionnaire), meaning that the instrument can be used to measure what should be measured. Ghazali (2016:47) states validity test criteria if mark r count (coefficient correlation Pearson) > r table (0.147), then the item is stated valid, and if mark r count (coefficient correlation Pearson) < r table (0.147), then the item is stated No valid. The value of the r table can be known by the formula df = n (sample) - k (number of variables), then 125 -1 = 124, and the value of the r table = 0.147 is obtained. Furthermore, the validity test uses the *Pearson product-moment* method.

Validity test results variable problem Study presented in the table as follows:

Item Number	r <sub>count</sub>	<b>r</b> table	Information	Item Number	r <sub>count</sub>	r <sub>table</sub>	Information	
Item No. 1	0.582 **	0, 147	Valid	ltem No. 21	0.693 **	0, 147	Valid	
ltem No. 2	0.313 **	0, 147	Valid	ltem No. 22	0.691 **	0, 147	Valid	
Item No. 3	0.647 **	0, 147	Valid	ltem No. 23	0.640 **	0, 147	Valid	
ltem No. 4	0.664 **	0, 147	Valid	ltem No. 24	0.629 **	0, 147	Valid	
ltem No. 5	0.279 **	0, 147	Valid	ltem No. 25	0.804 **	0, 147	Valid	
ltem No. 6	0.657 **	0, 147	Valid	ltem No. 26	0.740 **	0, 147	Valid	
ltem No. 7	0.523 **	0, 147	Valid	ltem No. 27	0.709 **	0, 147	Valid	
ltem No. 8	0.685 **	0, 147	Valid	ltem No. 28	0.593 **	0, 147	Valid	
ltem No. 9	0.611 **	0, 147	Valid	ltem No. 29	0.236 **	0, 147	Valid	
Item No. 10	0.256 **	0, 147	Valid	ltem No. 30	0.400 **	0, 147	Valid	
Item No. 11	0.636 **	0, 147	Valid	ltem No. 31	0.302 **	0, 147	Valid	
Item No. 12	0.540 **	0, 147	Valid	ltem No. 32	0.642 **	0, 147	Valid	
ltem No. 13	0.484 **	0, 147	Valid	ltem No. 33	0.593 **	0, 147	Valid	
ltem No. 14	0.623 **	0, 147	Valid	ltem No. 34	0.720 **	0, 147	Valid	
ltem No. 15	0.687 **	0, 147	Valid	ltem No. 35	0.692 **	0, 147	Valid	

#### Table 1. Validity Test Variables Problem Study

ltem Number	r <sub>count</sub>	<b>r</b> table	Information	Item Number	r <sub>count</sub>	<b>r</b> table	Information
ltem No. 1 6	0.665 **	0, 147	Valid	ltem No. 36	0.697 **	0, 147	Valid
ltem No. 17	0.712 **	0, 147	Valid	ltem No. 37	0.711 **	0, 147	Valid
ltem No. 18	0.544 **	0, 147	Valid	ltem No. 38	0.637 **	0, 147	Valid
ltem No. 19	0.625 **	0, 147	Valid	ltem No. 39	0.698 **	0, 147	Valid
ltem No. 20	0.707 **	0, 147	Valid	ltem No. 40	0.567 **	0, 147	Valid

Based on Table 1, it is known that Each statement item has a different calculated r value between one item and another. The test results show that 40 statement items or all items have a calculated r value > r table (0.147) marked with a double asterisk, indicating that all statement items in the questionnaire are stated valid. In addition, no statement items were found with calculated r value < r table (0.147) or there are no invalid statement items. After the validity test is finished, the stage furthermore is a reliability test.

Next, the reliability test shows the extent to which the measurement results can be trusted, reliable or consistent in measurement. The reliability test uses *Cronbach's alpha*. Nunnally Ghozali (2016:48) states the criteria in the reliability test: if the *Cronbach* value *alpha* > 0.70, then the instrument from the variable is declared reliable. The results of the reliability test are presented in the following table:

#### Table 2. Reliability Test Variables Problem Study

Variables	Cronbach's Alpha	Reference Value	Information
Problem Study	0.954	0.7	Reliable

Source: Processed researcher, 2024

Based on Table 2, it is known that the variables problem Study to obtain *Cronbach* value *alpha* (0.954) > 0.70, indicating the instrument stated to be reliable or dependable in measuring research variables (Nunnaly in Ghozali, 2016:48).

#### Assumption Test Classic Normality Test

# Used to find out whether, in the regression model, the residual value of the regression has a normal distribution (Santoso, 2015:210). The data normality test uses the *Liliefors test*. The results of the data normality test are presented in the table as follows: following:

#### Table 3. Normality Test

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro Wilk		
	Which school are you from	Statistics	df	Sig.	Statistic s	df	Sig.
Elementary School Students Learning	SDN Banjarsari 1 Banjar Agung 1 Elementary School	.124 .098	29 45	.200 * .200 *	.954 .958	29 45	.226 .107
Problems	Rawu Elementary School	.138	51	.016	.855	51	.000

#### Tests of Normality

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: SPSS Output Version 23

Based on Table 3, it is known that the normality of the data is indicated by the value Significance or Sig in the Kolmogorov Smirnov column. It was recorded that the Public Elementary Schools Banjar Sari 1 group data obtained a Sig value (0.200), and the data from the Public Elementary Schools Banjar Agung 1 group obtained a Sig value (0.200) > alpha (0.05) then the data in the second group, the stated normally distributed. While the data from the Public Elementary Schools Rawu group to obtain Sig value (0.016) < alpha (0.05) then the data is stated abnormal.

#### **Homogeneity Test**

The homogeneity test is carried out to determine whether the sample data is obtained from a population with homogeneous variance or not. The homogeneity test uses the test *of homogeneity of variance Levene statistic* (Ghozali, 2016:110). The results of the homogeneity test The research data is presented in the table as follows following:

#### Table 4. Homogeneity Test

#### **Test of Homogeneity of Variances**

Elementary School Students Learning Problems

Levene Statistics	df1	df2	Sig.
2.633	2	122	.076

Source: SPSS Output Version 23

Based on Table 4, it is known that the Sig value (0.076) > *alpha* (0.05), then data variance is stated as homogeneous.

#### Analysis of Variance (ANOVA) One Way Anova

Analysis of Variance One Way Anova is a method to test the relationship between dependent variables with attribute/category variables with more than two categories (Ghozali, 2016:68). The relationship referred to in this study is whether or not there is a significant difference in the average value of the *dependent variable* (learning problems) with attribute/category variables consisting of 3 categories (grade 5 students at Public Elementary Schools Banjarsari 1, SDN Banjar Agung 1 and SDN Rawu).

The results of the *Post Hoc Test* analysis or further testing to determine the *mean value* or average value of the variable, namely learning problems in grade 5 students according to each group or school of origin are presented in the following table.

#### Table 5. Analysis Results Post Hoc Test

#### Description

Public Elementary Schools Students Learning Problems

					95% (	Confidence		
					Interval for Mean			
			Std.		Lower	Upper		
	N	Mean	Deviation	Std. Error	Bound	Bound	Minimum	Maximum
Public Elementary								
Schools Banjarsari 1	29	116.17	10,505	1,951	112.18	120.17	101	139
Public Elementary								
Schools Banjar Agung 1								
	45	120.07	14,867	2.216	115.60	124.53	92	153
Public Elementary								
Schools Rawu								
	51	80.55	21,037	2,946	74.63	86.47	43	157
Total	125	103.04	25.207	2.255	98.58	107.50	43	157

Based on Table 5, it is known that *mean* value or average value of a variable problem learning from students grade 5 according to group school explained as follows:

- 1. The learning problems of 5th grade students at Public Elementary Schools Banjarsari 1 obtained a *mean value* or average value of 116.17. The *mean value* is ranked second in the average value.
- 2. The learning problems of 5th grade students at SDN Banjar Agung 1 obtained a *mean value* or average value of 120.07. The *mean value* is ranked first (highest) in average value.
- 3. The learning problems of 5th grade students at Public Elementary Schools Rawu obtained a *mean value* or average value of 80.55. The *mean value* is ranked third (lowest) in average value.

One Way Anova analysis are presented in the following table:

#### Table 6. Analysis Results One Way Anova

#### ANOVA

Public Elementary Schools Students Learning Problems

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	43845.235	2	21922.617	76,539	.000
Within Groups	34943.565	122	286,423		
Total	78788.800	124			

Source: SPSS Output Version 23, 2024

Based on Table 6, it is known that the F value count is 76,539 and the value Significance is 0.000. The results of the analysis *are* one-way ANOVA will be used for testing the hypothesis First.

The results of the *Post Hoc Test analysis* or other further tests are presented in the following table:

#### Table 7. Analysis Results Post Hoc Test

#### **Multiple Comparisons**

Dependent Variable: Elementary School Students' Learning Problems

Bonferroni

				95% (	Confidence
	Mean			Interval	
	Difference			Lower	Upper
(I) School_Origin (J) School_Origin	(IJ)	Std. Error	Sig.	Bound	Bound
Public ElementaryPublic Elementar Schools Banjarsari 1 Schools Banjar Agung 1	<sup>y</sup> -3.894	4.030	1,000	-13.68	5.89
Public Elementar Schools Rawu	<sup>y</sup> 35,623 *	3.936	.000	26.07	45.18
Public ElementaryPublic Elementar	ý				
Schools BanjarSchools Banjarsari 1	3,894	4.030	1,000	-5.89	13.68
Agung 1					
Public Elementar Schools Rawu	<sup>y</sup> 39,518 *	3,461	.000	31.12	47.92
Public ElementaryPublic Elementar	y				
Schools Rawu chool Schools Banjarsari 1	-35,623 *	3.936	.000	-45.18	-26.07
Public Elementar Schools Banjar Agung 1	y -39,518 *	3.461	.000	-47.92	-31.12

\*. The mean difference is significant at the 0.05 level.

Based on Table 7, it is known that mark significance comparison between the two schools described as following :

1. Significance value between Public Elementary Schools Banjarsari 1 and Public Elementary Schools Banjar Agung 1 is 1,000

2. Significance value between Public Elementary Schools Banjarsari 1 and Public Elementary Schools Rawu of 0.000

3. Significance value between Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu of 0,000.

Analysis results *Post Hoc Test* or further testing the will used For test hypothesis second , hypothesis third and hypothesis fourth .

#### Hypothesis Testing

Hypothesis testing uses the t-test to test the research hypothesis to find out whether the alternative hypothesis (Ha) is proven to be accepted or rejected. As for testing the research hypothesis using the following criteria:

Research Hypothesis (Ha)	Sig	α	Decision	Conclusion
First Hypothesis (H1)	0,000	< 0.05	Ha accepted	There is a Significant
There are significant differences in learn	ing			Difference
problems among students at Pu	blic			
Elementary Schools Banjarsari 1, Pu	blic			
Elementary Schools Banjar Agung 1 and Pu	blic			
Elementary Schools Rawu				
Second Hypothesis (H2)	1,000	> 0.05	Ha rejected	There is no
There are significant differences in learn	ing			significant
problems between students at Pu	blic			difference
Elementary Schools Banjarsari 1 and Pu	blic			
Elementary Schools Banjar Agung 1				
Third Hypothesis (H3)	0,000	< 0.05	Ha accepted	There is a Significant
There are significant differences in learn	ing			Difference
problems between students at Pu	blic			
Elementary Schools Banjarsari 1 and Pu	blic			
Elementary Schools Rawu				
Fourth Hypothesis (H4)	0, 000	< 0.05	Ha accepted	There is a Significant
There are significant differences in learn	ing			Difference
problems between students at Pu	blic			
Elementary Schools SDN Banjar Agung 1 a	and			
Public Elementary Schools Rawu				

Source: Processed Researcher, 2024

#### **RESULTS AND DISCUSSION**

**Table 8. Testing Summary Hypothesis** 

Differences in Learning Problems in Students in 3 Public Elementary Schools in Serang City (SDN Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu)

Based on the results of the hypothesis test, it is known that there is a significant difference in learning problems in grade 5 students in Three Public Elementary Schools Serang City including Public Elementary Schools Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu. This is based on the hypothesis test criteria, where if the Sig value (0.000) < alpha (0.05), then H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This shows that in the Three Public Elementary Schools in Serang City, learning problems are still something experienced by grade Five students. This condition is reinforced by the results of the continuous assessment of respondent responses, where learning problems in students Class 5 in 3 elementary schools in Serang City covering Public Elementary Schools Banjarsari 1 Elementary School, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu are located in the evaluation approach "frequent" category which reflects Learning problems are still "often" faced by grade 5 students during learning activities at school.

In fact, if calculated as a percentage, the percentage is large. problem learning from students Class 5 in 3 elementary schools in Serang City covering Public Elementary Schools Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu amounted to 64.49 %. The percentage value problem Study the Enough tall Because bigger from 50%, where problem Study reviewed from The academic skills aspect obtained a percentage value of 13.11%, ranking first, the social and interpersonal aspects obtained a percentage value of 11.24%, ranking second, and the attention and concentration aspects obtained a percentage value of 11.11%, ranking third from the total percentage of problems. learning from students Class 5 in 3 elementary schools in Serang City covering Banjarsari 1 Elementary School, Banjar Agung 1 Elementary School and Rawu Elementary School were 64.49%.

## Differences in Learning Problems between Students of Banjarsari 1 Elementary School and Students of Banjar Agung 1 Elementary School

Based on the results of the hypothesis test, it is known that there is no significant difference in learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 and Public Elementary Schools Banjar Agung 1. This is based on the criteria for hypothesis testing, where if the Sig value (1,000) > alpha (0.05), then H<sub>0</sub> is accepted and H<sub>2</sub> is rejected. It is recorded that the learning problems of grade 5 students at Public Elementary Schools Banjarsari 1 obtained a *mean value* or average value of 116.17,

while the learning problems of grade 5 students at Public Elementary Schools Banjar Agung 1 obtained a *mean value* or average value of 120.07. The *mean value* or average value that has a less sharp difference underlies the absence of a significant difference in learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 and Public Elementary Schools Banjar Agung 1, although learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 have a lower category when compared to learning problems in grade 5 students of Public Elementary Schools Banjar Agung 1.

#### Differences in Learning Problems Between Students of Banjarsari 1 Elementary School and Students of Rawu Elementary School

Based on the results of hypothesis testing, it is known that there is a significant difference in learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 and Public Elementary Schools Rawu. This is based on the criteria for hypothesis testing, where if the Sig value (0.000) < alpha (0.05), then H<sub>0</sub> is rejected and H<sub>3</sub> is accepted. It is recorded that the learning problems of grade 5 students at SDN Banjarsari 1 obtained a *mean value* or average value of 116.17, while the learning problems of grade 5 students at Public Elementary Schools Rawu obtained a *mean value* or average value of 80.55. The existence of a very sharp difference in *mean value* or average value underlies the significant difference in learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 and Public Elementary Schools Rawu, where learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 and Public Elementary Schools Rawu and the significant difference in learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 and Public Elementary Schools Rawu, where learning problems in grade 5 students of Public Elementary Schools Rawu have the lowest category when compared to learning problems in grade 5 students of SDN Banjarsari 1.

## Differences in Learning Problems Between Students of Banjar Agung 1 Elementary School and Students of Rawu Elementary School

Based on the results of the hypothesis test, it is known that there is a significant difference in learning problems in grade 5 students of Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu. This is based on the criteria for hypothesis testing, where if the Sig value (0.000) < *alpha* (0.05), then H<sub>0</sub> is rejected and H<sub>4</sub> is accepted. It is recorded that the learning problems of grade 5 students at SDN Banjar Agung 1 obtained a *mean value* or average value of 120.07, while the learning problems of grade 5 students at Public Elementary Schools Rawu obtained a *mean value* or average value of 80.55. The existence of a very sharp difference in mean value or average *value* underlies the significant difference in learning problems in grade 5 students of Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu, where learning problems in grade 5 students of Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu, where learning problems in grade 5 students of Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu, where learning problems in grade 5 students of Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu, where learning problems in grade 5 students of Public Elementary Schools Rawu have the lowest category when compared to learning problems in grade 5 students of Public Elementary Schools Banjar Agung 1.

#### CONCLUSION

Based on the research results, the author took the conclusion as follows :

- 1. There are significant differences in learning problems in grade 5 students at 3 elementary schools in Serang City, including Public Elementary Schools Banjarsari 1, Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu.
- 2. There is no significant difference in learning problems between grade 5 students at Public Elementary Schools Banjarsari 1 and Public Elementary Schools Banjar Agung 1.
- 3. There are significant differences in learning problems in grade 5 students of Public Elementary Schools Banjarsari 1 and Public Elementary Schools Rawu.
- 4. There are significant differences in learning problems in grade 5 students at Public Elementary Schools Banjar Agung 1 and Public Elementary Schools Rawu.

Research conclusions, the author provides suggestions that: among others :

- 1. Teachers should pay more attention to the behavior of Grade 5 students, both in terms of speech, words, actions, and body gestures while studying in class. This is because generally students who experience learning problems have certain characteristics that can be recognized, for example being less active during the learning process or when socializing with friends, having a gloomy face, and other characteristics so that the provision of handling or *treatment* to the students concerned can be done quickly in order to achieve optimal learning goals and results.
- 2. Grade 5 students must build strong learning motivation which can be done by coming to school a maximum of 10 minutes before the school bell rings, always doing the assignments given by the teacher, and obeying school rules.
- 3. Schools can instruct homeroom teachers to provide counselling to students who are indicated to be experiencing learning problems through interpersonal communication activities (communication between individuals) carried out in a special room, such as in a counselling room or on certain days and hours in turns to absorb more in-depth information related to learning problems from each student and can strengthen the emotional relationship between homeroom teachers and all students so that students feel that homeroom teachers and teachers are not only teachers but also a place to share stories about things that exist in their school environment.

4. The results of this study can be used as a reference for subsequent researchers, both research with similar problem variables. Study or as a basis for conducting experimental research or classroom action research at the SDN.

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