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Learning Guidance For Children With Difficulties Learning To Read Class II At Sd Miftahul Ulum Menganti (Case Study)

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Abstract

This research is supported by the presence of students who have difficulty learning to read. So that the researchers studied in depth the problems of learning to read that occurred in research subjects who were class II students at SD Miftahul Ulum Menganti, Gresik Regency.This research is a qualitative research with the form of case study research which was conducted on only two subjects, namely AR and KK. The subjects in this study were students of class II SD Miftahul Ulum, Gresik Regency. The data collection techniques used were observation, interview and documentation. Based on the results of the research and discussion, it can be concluded that the learning difficulties that arise in the subject (AR and KK) are not being able to read, not memorizing the alphabets, not being careful in writing, so they often write wrong words or sentences. The cause of AR experiencing learning difficulties is due to the busyness of parents so that AR feels that there is no one accompanying learning, the lack of time limits for playing so that AR often forgets time to forget the time to study. Meanwhile for KK, there is a lack of curfew for studying and no tutors when studying so that KK feels lazy to study because there is no one to accompany them.

Key words: case study, difficulty learning to read

INTRODUCTION

Elementary school (SD) is an important level of education, because elementary school is the beginning of planting an appropriate educational concept. The objective of the basic unit level of education is to lay the foundation for intelligence, knowledge, personality, noble character and skills to live independently and attend further education. To achieve the educational goals at the basic education unit level, the role of the teacher is required in the

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learning process so that students have a balance between cognitive, affective and psychomotor.

Most of the students are aged 6-12 years. At this age, children experience physical and psychological development. Physical development includes, for example, increasing height, gaining weight, as well as the development of the brain system in the child's body. While psychological growth such as children's self-understanding or children's self-confidence.

Syamsul Yusuf LN (2004:24) explains that elementary school students are generally aged 6 to 13. There are three characteristics that stand out at this time, namely: a strong urge to relate to peer groups, an urge to be curious about the world around them and physical development. Based on the results of observations made by researchers at Miftahul Ulum Menganti elementary school, it shows that there are students who have difficulty reading. These difficulties included, KK and AK cold not distinguish letters that turned around like letters B and D, M and W, N and U, S and Z, C and E. These students also had difficulties with reading such as AE, AU and IA. So that this causes these students to have difficulty when reading.

In class II of the 30 students, there were two students who had learning difficulties, especially reading, the children had the initials AK and AR. This made the researcher observe the students. The results of the observations that the researchers made were that these students often did not do the assignments. When appointed to read in front of the class, they did not want to and often did not even go to school.

The researcher came to AK and AR's house to make observations. From the results of observations and interviews with KK and AR families. According to the family and parents, AR never wanted to learn, even parents had registered AR at the tutoring place, but AR didn't want to, and parents couldn't supervise AR every day because they were busy working. Meanwhile, the results of the information provided to KK were that KK experienced problems in the family because KK left his father when he has was small while his mother was busy working, so KK was handed over to an Islamic boarding school. In making observations on KK and RR at the beginning of the study, they experienced problems, namely the difficulty of finding KK and AR outside the school environment because AR and KK often played away from home and the shy nature of AR and KK. However, as time went on, researchers had no difficulty finding the whereabouts of AR and KK, and the shy nature of AR and KK began to disappear. According to the results of interviews with several teachers at Miftahul Ulum Menganti Elementary School, they also said that there were indeed two students who had difficulty reading, this was justified because these students still did not memorize the letters of the alphabet.

Based on the description of the background and facts above, is attracts the attention of researchers to obtain a clear picture of reality about children who have difficulty larning to red.

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These children's learning difficulties include learning disorders in students and the need for special guidance. One of the ways taken to study in depth about the case, the researchers conducted research with the title "Learning Guidance For Children With Difficulties Learning To Read Class II At Sd Miftahul Ulum Beranti (Case Study)".

As for the formulation of the problem, what are the learning difficulties experienced by students and what causes these students experience learning difficulties? The research objectivies include knowing what learning difficulties are experienced by these students and knowing what causes these children to experience learning difficulties.

RESEARCH METHODS

This research is included in the type of case study research. Case study is a model that focuses on one particular case or cases in detail with in-depth data. This study aims to describe the conditions or problems that exist in Miftahul Ulum Menganti Elementary School. This research was condudted in class II in the odd semester of the 2020/2021 school year. The subjects in this study focused on two students in class II.

In the research produre the researcher stages such as the preparation stage, the implementation stage and the data analysis stage. The following can be described from each stage namely:

1. Preparation phase
   The preparation stage includes selecting research locations, arranging school permints, reviewing research location and selecting informants for the implementation phase.
2. Implementation Stage
   The implementation stage includes research sites and data verification
3. Data analysis Stages
   At this stage, the results of data collection will be presented and analyzed. Formulate the results of data analysis in the form of presentation of research result. Discussion of the findings put forward according to the researcher's idea of the interrelationship between categories, the linkage of research findings with the result of previous studies, the interpretation and explanation of the findings, the making of basic conclusions and the correctness of the data.

Data collection techniques and instruments

1. Observation
   Observation, namely data collection throught direct observation of the condition of students who are suspected of having difficulty learning to read. This observation data

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collection technique is carried out when observing data collection at the subject's house.

2. Interview

   At this stage the researcher also compiled interview guidelines as a reference in the interviews to be conducted to gather information related to negative social behavior that occurred in the research subjects. This interview was used to obtain data when conducting research involving the subject and other informants such as teachers at the subject's school and family.

3. Documentation

   Documentation is used to obtain photos or pincures of everything related to the rsearch to be carried out. The results of the documentation are used as material for consideration in working on reports and drawing conclusing. Documentation in this study is in the form of photos during interviews with informants. The following are the results of the researcher's documentation.





Interview with the principal Interview with class teacher II Interview with point supervisors






Interview with the subjeck KK Interview with the subjeck AR Father's interview AR Mother's interview AR

Data Analysis Technique

1. Data Reduction

   The steps taken by researchers in this study were to record all data objectively in accordance with the results of observations or observations and interviews in the field.

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2. Data Display
   Presentation of data in this study is done in a description with words
3. Conclusion Drawing/Verification
   The conclution of the data in this study was carried out by presenting the appropriate data carefully and linked to the existing theory, then seeing whether the result of the data are in accordance with the theory or not.

RESULTS AND DISCUSSION

The results and discussion opf this study are based on the data collection process including through interviews, observation and document analysis as follows:

Results and discussion of interviews

1) Subjeck KK
   a. Result Of Interviews With School Principals
      Based on the results of interviews with the principal, information was obtained that there were two students who had difficulty learning to read in class II. In this case the school principal msaid that he had given special treatment such as reading guidance before class time began, and even the school principal also helped guide these students.
   b. Results Of Interviews With Homeroom Teachers
      In this case the class teacher justifies that if in the class there are two children who have difficulty reading, learning activities in the class are carried out in an enjoyable and happy way students do npot fell pressured.
   c. Results Of Interviews With English Teachers
      Based on the results of interviews with the English teacher, it was said that there were two students in grade II who had learning difficulties such as not being fluent in reading and often making mistakes in writing because there were letters that were lacking in writing. In teadher taught them to read and write like words word in English.
   d. Result Of Interviews With Religious Teachers
      Based on the results of interviews with religious teachers, it was said that if there were two students who were not fluents in reading, it was often reversed.
   e. Result Of Interviews With Pondok Supervisors
      Berdasarkan hasil wawancara terhadap pengawas pondok mengatakan bahwa tidak dapat mengawasi selama 24jam dan seringkali melihat anak tersebut tidak belajar

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dengan teman-teman dan cenderung pendiam,

2) Subjec AR

a. Result Of Interviews With School Principals

Based on the results of interviews with the principal, information was obtained that there were two students who had difficulty learning to read in class II. In this case the school principal said that he had given special treatment such as reading guindance before class time began, and even the school principal also helped guide these students.

b. Result of Interviews With Homeroom Teachers

In this case the class teacher justifies that if in the class there are two children who have difficulty reading, learning activites in the class are carried out in an enjoyable and happy way so that these students do not fell pressured.

c. Results Of Interviews With Engglish Teacher

Based on the results of interviews with the English teacher, it was said that there were two students in grade II who had learning difficulties such as not being fluent in reading and often making mistakes in writing because there were letters that were lacking in writing, in this case the English teacher taught them to read and write like words word in English.

d. Results of Interviews with Religious Teacher

Based on the results of interviews with religious teachers, it was said that students who were not fluent in reading, it was often reversed.

e. Result of Interviews with AR's Father

Based on the results of interviews with AR's father, it was revealed that AR rarelya lot, because no one accompanied AR to study at home.

f. Result of Interview with Mrs. AR

Based on the results of interviews with AR's mother, she said that AR was still not fluent in reading because with the letters of the alphabet.

1. Observation Results and Discussion

a. Observation of Student Activities in Class

Before lessons, the habit at school is to go to the prayer room to pray dhuha and recite the koran together. However, for children who still cannot read, they are directed into the classroom and gided or picket teacher, sometimes eveb the principal will guide these students.

b. Observation of Student Activities Outside Learning

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Student activities outside of learning are students activities when they are not participating in teaching and learning activities. When after school, at home the research subject made observations at the same time as the parents.

2. Documentatuion Analysis Results

The results of the analysis of documentation in the form of researchers and information providers regarding research subjects.

CONCLUSION

Based on the results of the case study research conducted by the researcher, it can be concluded as follows:

1. Based on observations and interviewa with several informants, the learnoing difficulties experienced by AR were not being able to read,
2. Based on observations and interviewa the learning difficultes experienced by KK are not fluent in reading, they are also not too familiar with the alphabet, and are not careful in writing so that this can also cause KK this can also not too familiar with the alphabet, and are not careful in writing so that this can also cause KK to often make mistakes in writing words or sentnces. The letters of the alphabet, so this caused AR to often make mistakes in writing words or sentences.
3. The causes that affect AR are parents who are too busy working so they can never accompany AR to study, lack of supervision so that when AR is playing they often forget the time to study.
4. The cause that affect the KK are the lack of a place and curfew for studying, the absence of a tutor or boarding house supervisor who accompanies the KK in studying, this cause the KK to be lazy to study.
5. The school has provided reading guidance for KK and AR every morning before class before class starts. Ladies and gentlemen teachers who teach in class have also given rewards to KK and AR so that they become even more enthusiastic about learning.

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