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Teachers' Efforts to Overcome Student Learning Style Problems in Social Studies Subjects at Tondano 2 The State Middle School, Minahasa Regency

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ABSTRACT

This article aims to explore problems, attempt to overcome them, and identify supporting and inhibiting factors related to student learning styles in social studies at SMP Negeri 2 Tondano. The approach used is qualitative, where the researcher is the key instrument, using purposive sampling and snowball techniques, survey techniques with triangulation (combined). Data collection techniques using interviews, observation (observations), documents, and literature. Researchers used the Miles and Huberman qualitative data analysis technique. Activities in data analysis, namely data reduction, data display, and conclusion drawing/verification. The results show that there are several learning style problems among students in social studies learning at SMP Negeri 2 Tondano. While the efforts made by the teacher in overcoming the problem of learning styles include: the teacher tries to understand student characteristics, understands student potential, develops innovative learning models, recognizes student learning styles, develops interest in learning, uses innovative media, provides motivation, involves students in discussions and provides explanations. Supporting factors in overcoming the problem of learning styles among students at SMP Negeri 2 Tondano, which include; the enthusiasm of students in learning. There is a teacher's enthusiasm in learning, there is a passion to succeed in learning. The inhibiting factors in overcoming learning style problems among students at SMP Negeri 2 Tondano include several things such as; there is still a lack of student creativity, lack of motivation to learn, limited school learning facilities.

Keywords: *Teacher Efforts, Solving Problems, Learning Styles, Students, Subjects, Social Sciences*

1. INTRODUCTION

Putrina et al [1] shows the importance of the teacher playing a major role in the teaching and learning process. Lanawaang [2], teachers have a vital position in realizing character education. In addition to conveying the material, the teacher must be a "true teacher, admired and imitated". Teachers must be able to convey morals, ethical values, aesthetics, noble character, etc. Teachers are also required to give rewards to students who excel and punish those who violate and uphold good values. Instead, threaten and avoid the application of values that are not good [3].

This makes teachers have patience and responsibility in educating at school [4]. Moreover, having to deal

with the nature and character that is different from the students in the class [5]. Therefore the teacher must be able to identify the characteristics of existing students, so that the teacher can carry out learning activities according to the conditions of existing students [6].

The character of the teacher becomes an example for students at school [7]. The teacher's example was imitated by students [8]. When teachers and other educators want students to behave in accordance with personality values, it is educators who are the first to give examples according to these behaviors and values [9]. In line with that, he stressed the importance of exemplary by the example of a teacher who is also the father of national education, namely Ki Hajar Dewantara [10].

Mesra et al [11] suggests learning style as a characteristic of cognitive, psychomotor, and affective behavior, as a key indicator of the relationship between learning and the learning environment and its interactions [12]. Learning style as a certain pattern in receiving information and developing new skills, as well as in instilling new information or skills [13]. This learning style explains that to understand a lesson, students must first see the subject matter [14].

Social pedagogy (IPS) as a simplification and adaptation of social and human studies and basic human activities arranged scientifically and pedagogically/psychologically for the purpose of developing science education [15]. The scope of IPS is closely related to human life both as members of society or as humans in an individual context [16]. As an educational program, the scope of social sciences relates to humans as members of society and they have the value characteristics of social science education programs [17].

Social studies as a vital topic for studying social phenomena in society. IPS is a provision for social life for students [18]. Santie et al [19] emphasized that the social studies concept is a concept selected from various disciplines to be integrated and treated in a didactical and pedagogical manner according to the level of development of students.

Mesra et al [20] argues that IPS is an integral study between the social sciences and the humanities. IPS is designed in an integrated manner so that learning IPS is more meaningful. Social studies integration also aims to make students able to deal with social problems, because people are always expected to experience social phenomena or problems. Salamah [21] argues that the social sciences (IPS) is an integration of various fields of social sciences, such as sociology, economics, history, and others.

Social studies learning [22] is closely related to the application of students' social attitudes. Minister of Education and Culture No. 21 of 2016 concerning Content Standards defines social attitudes as attitudes that show honest, disciplined, polite, confident, caring and responsible behavior in relationships with family, friends, teachers, neighbors and the country.

Basically, social learning refers to a person's life [23], which includes all behaviors and needs. Social studies learning refers to how people use all efforts to meet life's needs, cultural and psychological needs, and use existing resources, regulate welfare and governance, etc. Studying human life systems on earth, as the essence of studying IPS [24].

According to the experts above, learning in Social Sciences is a discipline of social sciences that discusses human life and its application to students' attitudes which include their behavior and needs in general [25].

The purpose of social studies education is to equip learners to become citizens who have sufficient knowledge, attitudes, and skills to participate in community life [26].

Learning style [27] is a characteristic of cognitive, affective, and psychomotor behavior that shows the relationship and interaction in the learning environment. Learning styles are related to certain behaviors in receiving new information and developing new skills, as well as the process of storing new skills or information [28].

This research departs from the problem of student learning styles that take place in the classroom. In understanding learning is a challenge that needs to be done by students and it is not fun and boring, that is what many students often hear and say. This indicates a lack of attention and enthusiasm from students when the teacher gives material in class. Students who come to the classroom just sit and be quiet. Lack of interaction between teachers and students so that it makes learning awkward, learning becomes uninteresting, which in turn makes students bored.

These problems caused the students of SMP Negeri 2 Tondano to be unable to concentrate while studying. Students of SMP Negeri 2 Tondano feel tired from studying for a long time so they are not able to study well. In addition, they do not know each other's learning styles, which hinders their learning process. Therefore students of SMP Negeri 2 Tondano need to be familiar with learning styles so they can concentrate more on social studies learning. Therefore students can dig deeper and more material.

In an effort to become reliable educators, teachers strive to realize the implementation of education in accordance with the principles of professionalism, so that every citizen of the country has the same right to receive quality learning. In this case, the teacher is responsible for designing and carrying out the process, pursuing, evaluating overall learning outcomes, providing guidance and training, conducting research, and promoting community dedication.

Based on observational studies at SMP Negeri 2 Tondano where researchers found problems in the field such as students not paying attention when the teacher explained a material in class. Often students, most of the students just come, sit, and just silent in the classroom. Lack of interaction between teachers and students so that it makes learning awkward, learning tends to give a feeling of boredom. Therefore it is interesting to examine more deeply about "teacher's efforts to overcome learning style problems at SMP Negeri 2 Tondano in social studies subjects".

2. RESEARCH METHOD

A qualitative approach was applied in this study with natural characteristics (natural environment) as a direct data source. According to Sugiyono [29], the qualitative research method is a research method based on the philosophy of post-positivism, used to study natural object conditions (as opposed to experiments), where the researcher is the key instrument, using sampling and snowball techniques, and combined research techniques. The analysis is inductive or qualitative, and the results of qualitative research emphasize the importance of generalizations in performance.

This approach is used because a qualitative approach [30] is an approach that is able to reveal facts that occur in the school environment, so it is deemed necessary for researchers to use this qualitative approach. The type of research used is descriptive research. The investigation was carried out to intensively study the situation and conditions of the phenomena and facts that occurred at the school. In this study, interviews and documentation were conducted to collect valid data and find out how to improve students' ability to convert ordinary fractions into decimals. In this research activity, the theoretical basis is presented qualitatively using a phenomenological approach where the researcher tries to understand events in certain situations.

In this study, researchers used information and data sources. Data is a collection of facts, which can be in the form of numbers, symbols or writing, and are obtained through observing objects. Good data must be reliable, accurate, up-to-date and comprehensive. According to [31], a data source is a source of data objects where it originates. And to complete the research data, two data sources are needed, namely primary data sources and secondary data sources. In this research data collection techniques can be done by interview (interview), observation (observation), documents, and literature.

Data analysis technique. The researcher used the Miles and Huberman Spradley qualitative data analysis technique. Miles and Huberman [32] suggest that qualitative data analysis activities are carried out interactively and continuously at each stage of the research so that it is complete. The functions of data analysis are data reduction, data display and conclusion/verification. The analysis steps are shown in Figure 1 below.

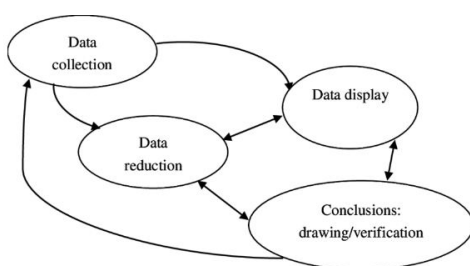


Figure 1. Miles and Huberman's data analysis concept map

Data validation was carried out according to Sugiyono's guidelines [33], where data validity tests were carried out by qualitative research, Credibility Test (Internal Validity), transferability (External Validity), dependability (Reliability), and confirmability (Objectivity).

3. RESULTS AND DISCUSSION

After carrying out research activities, especially interviews for the primary data of this study, then an analysis was carried out using qualitative data analysis techniques, using data analysis according to Miles and Huberman [34] which consists of 3 stages of analysis, namely: 1) data reduction (data reduction), 2) data presentation (display data) and 3) drawing conclusions.

The focus of this research is "Teachers' efforts to overcome the problem of student learning styles at SMP Negeri 2 Tondano in social studies subjects. Based on the research focus, the sub-focus of research is determined as follows:

1. Learning problems related to student learning styles.
2. The efforts made by social studies teachers in overcoming the problem of student learning styles
3. Factors supporting and inhibiting the efforts made in overcoming the problem of student learning styles.

Based on the research focus above, the main research question can be formulated, namely "Teacher efforts to overcome the problem of student learning styles in social studies subjects at SMP Negeri 2 Tondano.

1. What are the problems related to student learning styles in social studies at SMP Negeri 2 Tondano?
2. What is the effort made by the social studies teacher in overcoming the problem of student learning styles in social studies at SMP Negeri 2 Tondano?
3. What are the supporting and inhibiting factors for the efforts made by the teacher in overcoming the problem of learning styles in Social Studies students at SMP Negeri 2 Tondano?

Research objectives according to the formulation of the problem above, as follows:

1. To find out what problems are related to student learning styles in social studies students at SMP Negeri 2 Tondano.
2. To find out the efforts made by Social Sciences teachers in overcoming the problem of student learning styles in Social Studies students at SMP Negeri 2 Tondano.
3. To find out the supporting and inhibiting factors of the efforts made by the teacher in overcoming the problem of learning styles in social studies students at SMP Negeri 2 Tondano.

Based on the research activities that have been carried out, data and research information are obtained based on interviews conducted, then data analysis is carried out using qualitative analysis according to Miles and Huberman, in Sugiyono's book, [35].

3.1. Learning problems related to student learning styles

The results of the study show that there are still problems related to learning styles among students in social studies learning at SMP Negeri 2 Tondano. The problems in question include: 1) there are students who find it difficult to receive information, 2) it is difficult to understand the subject matter, 3) there are those who find it difficult to focus on the subject matter, 4) there are students who have to listen to the teacher's explanation first and then understand the subject matter, 5) there are those who see first and then understand the material, 6) there are those who read first then understand and 7) there are students who can understand a material if they do an activity.

By paying attention to the research results as described above, it can be explained that there are various learning style problems among students, and this must get good attention from the teacher in learning. Paying attention to these learning style problems will clearly have an influence on student learning activities, or in other words there will be difficulties for students in understanding the subject matter provided.

The opinion above explains that there are indeed various kinds of learning styles that exist in everyone or in every student. This is evident from the results of the research conducted, clearly showing that there are various learning styles, and this is a problem that teachers must pay attention to in the learning process. Because in general the results of the research show that there are a number of problems related to learning styles among students in social studies learning at SMP Negeri 2 Tondano such as: students have difficulty receiving information, students have difficulty receiving information, students have difficulty focusing on subject

matter, if they don't listen to explanations, read first, and learn first.

3.2. The efforts made by social studies teachers in overcoming the problem of student learning styles

Based on the data display above, it can be explained that there are various efforts made by Social Sciences teachers in overcoming the problem of student learning styles in Social Sciences subjects at SMP Negeri 2 Tondano. The efforts made by the teacher in overcoming the problem of learning styles include: the teacher tries to understand student characteristics, understands student potential, develops innovative learning models, recognizes student learning styles, develops interest in learning, uses innovative media, provides motivation, involves students in discussions and provides explanations .

The application of teacher strategies to improve student learning styles consists of using learning methods in which images related to material are displayed on the LCD screen or articles prepared by the teacher, and using reading aids in textbooks and worksheets. Audio type learners can use the lecture method.

With the results mentioned above, it shows that the social studies teacher at SMP Negeri 2 Tondano has made various efforts or efforts in order to overcome the problem of learning styles that exist among students in social studies learning. Efforts made by the teacher such as trying to understand student characteristics, understanding student potential, developing innovative learning models, recognizing student learning styles, developing interest in learning, using innovative media, providing motivation, involving students in discussions and providing explanations. Everything is done in order to overcome the problems in learning faced by students.

3.3. Factors supporting and inhibiting the efforts made in overcoming the problem of student learning styles

Supporting factors

Based on the data display as in the chart above, it can be explained about the supporting factors in overcoming the problem of learning styles among students at SMP Negeri 2 Tondano, which include; the enthusiasm of students in learning. There is a teacher's enthusiasm in learning, there is a passion to succeed in learning. teachers who teach are classified as professional teachers. And there is a good learning environment in school.

With the results mentioned above, it shows that there are supporting factors in order to overcome the problem of learning styles that exist among students in social studies learning. In essence, the supporting factors in an effort to overcome the problem of learning styles are the enthusiasm for learning from students in learning, the

enthusiasm of teachers in learning, and the existence of a school environment that supports learning activities.

Obstacle factor

Based on the data display as based on the data reduction in the table above, it can be explained about the results of the research regarding the inhibiting factors in overcoming the problem of learning styles among students at SMP Negeri 2 Tondano including several things such as; there is still a lack of student creativity, lack of motivation to learn, limited school learning facilities:

4. CONCLUSION

Problems related to learning styles among students in social studies learning at SMP Negeri 2 Tondano include: 1) there are students who find it difficult to receive information, 2) it is difficult to understand the subject matter, 3) there are those who find it difficult to focus on the subject matter, 4) there are students who have to listen to the teacher's explanation first and then understand the subject matter, 5) there are students who see first then they understand the material, 6) there are those who read first then they understand and 7) there are students who can understand a material if they do an activity. The efforts made by the teacher in overcoming the problem of learning styles include: the teacher tries to understand student characteristics, understands student potential, develops innovative learning models, recognizes student learning styles, develops interest in learning, uses innovative media, provides motivation, involves students in discussions and provides explanations. Supporting factors in overcoming the problem of learning styles among students at SMP Negeri 2 Tondano, which include; the enthusiasm of students in learning. There is a teacher's enthusiasm in learning, there is a passion to succeed in learning. teachers who teach are classified as professional teachers. And there is a good learning environment in school. Inhibiting factors in overcoming learning style problems among students at SMP Negeri 2 Tondano include several things such as; there is still a lack of student creativity, lack of motivation to learn, limited school learning facilities.

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