

STATISTICAL LEARNING DIFFICULTIES ANALYSIS IN THE ERA OF PANDEMIC COVID-19 IN GUIDANCE AND COUNSELING COLLEGE STUDENTS

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Abstract: COVID-19 is a virus that spreads around the world. Indonesia is one of the affected countries. Everyone has only experienced the current conditions and situations, so that good adaptations and adjustments are needed in all aspects, including learning. Teachers implement online learning methods to students to minimize the risk of spreading the COVID-19. This research was done with a quantitative description method. The results showed that students' learning difficulties when learning at home online were inadequate facilities and internet networks, insufficient understanding of certain subjects, a learning atmosphere at home that was less conducive to the analysis of students' learning difficulties carrying out learning online COVID-19 pandemic period. This study aims to obtain information about the problems experienced by students in carrying out online statistics learning during the COVID-19 pandemic.

Keywords: Online Statistics Learning, COVID-19 Pandemic, Learning Difficulties

INTRODUCTION

. Munib (2012: 31) argues that education is a conscious and systematic effort carried out by people in charge of influencing students to have character and character according to the ideals of education. Another opinion is conveyed by Djahri (1985) in Gunawan (2013: 133), which states that education is an effort that is organized, planned, and takes place continuously and continuously throughout life towards fostering humans or students to become complete, mature, and cultured human beings. COVID-19 (Corona Virus Diseases-19), the virus initially started growing in Wuhan, which then in March of 2020 evolved in Indonesia. It's become a problem that must be faced by

the world when it to perform a wide range of policies.

Indonesia was also felt to be the impact of the spread of the virus COVID-19. The more time, the more rapid spread throughout the territory of Indonesia. The Indonesian government made efforts that applying an appeal to the public by performing physical distancing. That appeals to keep distance among people and activities that various forms of crowd and societies avoid a meeting involving many people. Education in Indonesia has also become one of the areas affected by the COVID-19 pandemic. With restrictions on interaction, the ministry of education in Indonesia also issued a policy, namely by dismissing

schools and replacing teaching and learning activities using an online system.

Learning in networks is carried out to break the chain of the spread of the coronavirus. However, we need to know that online learning will not be possible if schools and parents do not have sufficient capital to access the tools. Online learning will not be carried out if students do not have adequate computers, cellphones, internet quotas, and internet networks. In the process, there are many obstacles during the online learning process. Barriers encountered in implementing such saturation student learning are monotonous because the teacher gives many tasks to students. The constraints of adequate electronic devices, quotas and networks are also a matter of concern for students. So with these constraints, students will experience learning difficulties in carrying out learning in the network (online). Based on these descriptions obtained from learning analysis, the students learn online during past pandemics covid-19. The purpose of this study is to get information about any difficulties encountered in implementing the students' online learning during a pandemic COVID-19.

LITERATUR REVIEW

1. The COVID-19 pandemic

The COVID-19 pandemic is also known as the coronavirus caused by the acute respiratory syndrome coronavirus 2 (SARS-CoV-2). This outbreak was first discovered in Wuhan, China, in December 2019 (Lau SK et al., 2020). Organization Health World declared

this an emergency medical society on January 30 and pandemic on March 11. From June 1, 2020, more than 6.24 million cases of COVID-19 have been reported in more than 188 countries and territories, resulting in more than 374,000 deaths (WHO, 2020). This virus can spread when people are in close contact. This virus is most often spread through tiny droplets produced by coughing, sneezing, and talking (CDC, 2020). Droplets usually fall to the ground or surface rather than drift through the air for long distances and can glide from the perspective for long distances. Besides, it is not uncommon for a virus can infect via a touch surface that is contaminated and then touching their face. The virus can be transmitted within a period of three days, the first after the onset of symptoms, although the spread may occur before symptoms arise from people who do not show signs (OTG) (CDC, 2020).

Common symptoms that often arise include fever, cough, fatigue, shortness of breath, and loss of sense of smell. There can also be complications such as pneumonia and acute respiratory distress syndrome. Exposure to the onset of symptoms is usually about five days but can range from two to four twelve days. No vaccine or specific antiviral treatment has been found. While these treatments are carried out, primary therapy treatment is symptomatic and supportive (CDC, 2020).

Measures of prevention can be done to wash hands, cover the mouth when coughing, keep a distance from others, wear a mask in public, and monitor and self-isolation for people

who suspect they are infected. The whole world is trying to respond by implementing lockdown policies, limiting large-scale social contact to prevent the spread of the virus (CDC, 2020). (Yuen dkk., 2020).

The impact of the corona pandemic on the world of education in Indonesia has forced the government to close schools and universities to prevent transmission. A learning system that, once done by face, must be changed by the method online. COVID-19 makes the education system in Indonesia has changed drastically, and teachers and students are required to do online learning.

Inadequate technology creates learning barriers. Not all students would also lecturers master learning online plus technology less adequate and internet network. So many difficulties were found to understand students who were carrying out home learning online. In this case, the school is a perfect role BK Teacher, Teacher, and Principal subjects and parents.

2. Difficult Learning

Difficulty learning is the ability of students to master a material lesson at maximum. However, the students have not been able to master it in a time that has been determined because several factors affect it (Hellen, 2002: 128). The learning difficulties of students at school vary, such as in terms of receiving lessons, absorbing lessons, or both. Each student has the right to achieve learned that satisfying. Will but in reality, students are different in terms of intellectual ability and physical, background, family, habits, and approaches to learning are used.

Individual differences are what cause differences in the learning behavior of each student. The condition in which students can not learn properly, both in accepting and absorbing lessons, is known as learning difficulties. Difficulty learning is characterized by a decline in children's performance in academic or achievement of learning students (Tohirin, 2008, p. 142).

It can be concluded that learning difficulties are a situation where students have not been able to master the subject matter optimally and experience delays when working on assignments within a predetermined time due to various kinds of factors that influence it.

The factors that cause learning difficulties, according to M. Dalyono (2010: 56), are classified into two groups, namely: internal factors (factors that come from themselves which include: physical factors; due to illness, disabilities, and psychological factors; intelligence, talent, interests, motivation, mental health). External factors (factors that come from outside such as family, school, and environmental factors). It can be concluded that the factors that cause difficulty learning students are internal factors that come from self students. In contrast, external factors are factors outside the influence of the learning difficulties of students.

3. Types of Learning Difficulties

Darsono, d k k (2000: 41) states that there are several types of learning difficulties, including the following:

a. Learning Disorders

The implication of the learning process is disturbed

because their responses are certain conflicting or ti dak accordingly. This kind of symptom may be experienced by students who have little intention of a particular subject but have to learn because of the demands of the curriculum. This kind of condition causes various disturbances such as reduced intensity of learning activities or even studying strikes.

b. Learning Disabilities

This difficulty is in the form of learning disabilities due to various reasons. Students cannot learn or avoid learning so that the results achieved are below their intellectual potential. There are many reasons for this, resulting from less supportive parents' attention and encouragement or mental and emotional problems.

c. Impaired Function of Learning

learning difficulties happen because their limbs are not functioning correctly and disturb learning activities. This difficulty can occur by several things like irritation sensory or disruption of a student's body.

d. Understanding of Learning Slow (Slowly Learner)

Students who have difficulty defend jar of these

kinds show symptoms of slow learning, or it can be said poses progress has been slow. Students are not able to complete lessons or study tasks within a predetermined time limit. This condition is due to factors such as teachers, study time, school facilities, and others.

e. Low Learning Desire (Underachiever)

This kind of student has a low desire to learn r below the potential that it is. His intelligence is classified as usual, but for some reason, his learning process is disrupted so that the learning achievement he gets is not by the potential abilities he has. For example, someone has a low desire to learn physics and mathematics. Then the child will experience interference in the learning process that uses the concepts of mathematics and physics.

4. Online Learning

The learning process online / online is also known as E-Learning. According to Michel Allen (2013), online learning is structured using electronic systems and computer networks to support the learning process. The benefits of e-learning are the process of learning more flexibly, more efficiently, and be independent. Teachers and students can use the material taught in a structured and scheduled over the internet. Students can also learn (reviewing) teaching materials at all

times and were only. It can be concluded that the online learning process is a learning process that utilizes electronic and computer networks without face-to-face contact. Online learning also has shortcomings where the lack of supervision of students when studying at home, obstacles to internet access.

Several educators in Indonesia have carried out online learning before the COVID-19 pandemic. But online learning started much we hear during an outbreak COVID for the world of education should do learning through online. Learning online basically is learning that do by virtual application virtual are available. Although through Digital and not face to face, online learning must still consider the competence to be taught at school. Teachers should be aware that education has a very complex nature because it involves pedagogical, psychological, and didactic aspects simultaneously (Mulyasa, 2013: 100). Therefore, online learning is not just transferring material via internet media. It is not just giving assignments and questions through social media applications. Learning online should be planned, implemented, and evaluated the same as the learning carried out in class (Syarifudin, 2020).

METHOD

This research is descriptive, carried out by describing systematically and accurately the data and characteristics of the subject that has been going on, namely explaining or presenting the research data about the readiness of learning statistics in the

pandemic era to Guidance and Counseling students.

This study uses a quantitative approach. The quantitative approach uses research data in the form of numbers, and the analysis uses statistics. Reliability and validity are absolute conditions that must be met to use this approach because both will determine the quality of the research. This type of descriptive qualitative research is used to describe or explain events or events in the form of significant numbers.

1. Validity Test

Validity is a measure that shows the levels of validity or validity of an instrument. A valid or valid instrument has high validity. On the other hand, less accurate tools have low validity. An instrument is said to be good if it can measure what is desired. An instrument is said to be valid if it can reveal data from the variables under study correctly. The criteria used to determine whether a statement is valid or invalid if the correlation of each factor is positive. The size is 0.3, and above then the element has a validity of construction. Strong (Sugiyono, 2013: 126). Based on the results of the instrument trial conducted on 68 respondents, students majoring in Guidance and Counseling semester four who have taken statistical quality eyes using the SPSS (Statistical Program for Social Science) 20.0 computer program application for windows. An instrument is said to be valid if it can reveal data from the variables under study appropriately. The formula used to test the validity is the correlation formula product-moment expressed by Pearson.

$$r_{xy} = \frac{(N)(\sum xy) - (\sum x)(\sum y)}{\sqrt{\{(N \cdot \sum x^2) - (\sum x)^2\} \{(N \cdot \sum y^2) - (\sum y)^2\}}}$$

Information:

- r_{xy} = correlation coefficient between x and y.
- N = number of respondents.
- $\sum x$ = total item score.
- $\sum y$ = total of the total score obtained by each respondent.

$\sum x^2$ = the sum of the squares of the items.

$\sum y^2$ = the total of the squared total score obtained by each respondent.

$\sum xy$ = the number of results of the multiplication between the scores of the questionnaire items with the total scores obtained by each respondent.

(Suharsimi Arikunto, 2006: 170)

2. Reliability Test

Based on the results of instrument testing conducted on 68 respondents, who are students of the fourth semester in the UNTIRTA Guidance and Counseling department who have taught statistics courses using the SPSS (Statistical Program for Social Science) 20.0 computer program for windows, the following results were found: Reliability Statistics Cronbach's Alpha N of Items 0.756 with 68 respondents With the results of the calculation of the reliability value of the instrument trial above, it is known that this research instrument has a very high level of reliability so that it meets the requirements to be used as a data collection tool.

3. Normality Test

Before processing the data obtained, the researcher must first prove whether the data to be analyzed is usually distributed. To test normality, test for normality aims to test whether the regression model, the confounding variable, or residuals have a normal distribution. Before the researcher uses parametric statistical techniques, the normality of the data must be tested first. If the data is not standard, then pre-symmetric statistics cannot be used. To detect researcher data using normal distribution or not with graph analysis and statistical tests Kolmogorov Smirnov. The data is typically distributed if the significance value is > 0.05. After the data normality test is carried out, the following results are obtained:

Table 1. Data Normality Test Calculation Results

Difficult learning	Kolmogorov Smirnov Coefficient	Significance Value	Ket
Learning Disorder	1.280	0,075	Normally Distributed
Learning Disability	1,225	0,100	Normally Distributed
Learning	1,203	0,110	Normally

Disfunction			Distributed
Slowly learner	0,765	0,602	Normally Distributed
Underachiever	1,185	0,121	Normally Distributed

After the data normality test, then the data categories are carried out based on the

ideal average as a comparison and ideal standard deviation, which are then grouped into five categories,

Tabel 2. Guidelines for Providing Indikator Interpretation

Category level	Score Interval
Very Low	$X > (\mu + 2\sigma)$
Low	$(\mu + 2\sigma) \geq X > (\mu + 0,5\sigma)$
Moderate	$(\mu + 0,5\sigma) \geq X > (\mu - 0,5\sigma)$
High	$(\mu - 0,5\sigma) \geq X > (\mu - 2\sigma)$
Very High	$(\mu - 2\sigma) > X$

(Saifuddin Azwar, 2012 : 149)

DISCUSSION

This research is a descriptive statistical study that describes the learning difficulties of students majoring in Guidance and Counseling in the 4th semester who have taken the statistical subject—Likert scale. The answer scale for each item in this questionnaire is 1 (Strongly Agree), 2 (Agree), 3 (Disagree), 4 (Strongly Disagree).

1. Overall Aspects of Learning Difficulties

The object of the study was guidance and counseling students majoring in semester four who had attended this statistical course, were found to have learning disabilities in statistics courses with an average score of 91.84 or fall into the low category. Difficulty studies of the overall aspect are divided into five types of learning

difficulties: (1) Disabilities (Learning Disorder) with an average score of 14.55 a tau categorized as low. (2) Learning Disabilities with an average score of 14.10 or in the low category h. (3) Learning Functional Disorders with an average score of 14.53 or in the low category. (4) Low Learning Comprehension/Slowly Learner with an average score of 33, 28, or in the low category. (5) Low Learning Desire (Under Achiever) with an average score of 15.37 or in the moderate category.

CONCLUSION

Based on the results of research and discussion about the learning difficulties of students majoring in guidance and counseling 4th semester who have taken this statistics course can be summarized as follows:

1. The difficulty level of learning

- that students majoring in guidance and counseling 4th semester who have taken this statistics course in terms of aspects of learning disorders
2. Learning disorder has an average score of 14.55 or is in a low category.
 3. The difficulty level of learning that students majoring in guidance and counseling 4th semester who have taken this statistics course in terms of aspects of learning disabilities
 4. Learning and disability has an average score of 14.10 or is in a low category.
 5. The level of learning difficulties experienced by students majoring in Guidance and Counseling 4th semester who have taken this statistics course in terms of aspects malfunctioning of learning (learning dysfunction) had an average score of 14.53 or lower in the category.
 6. The level of learning difficulties experienced by students majoring in Guidance and Counseling 4th semester who have taken this statistics course from understanding low learning (slow learner) have
 7. The level of learning difficulties experienced by students majoring in Guidance and Counseling 4th semester who have taken this statistics course
 8. Guidance and Counseling majors 4th semester who took

this course statistics regarding the desire to learn is low (underachiever) Memi Liki average score of 14.76 or categorized as moderate.

9. The difficulty level of learning all aspects of the students majoring in guidance and counseling 4th semester who took this statistics course has an average score of 91.84 or in the low category.

A. Implications

Based on the above conclusions, the results of this study are expected to have the following implications:

1. Through this study expected in late-onset of the spirit of the lecturer to assess more about the learning difficulties of students majoring in guidance and counseling 4th semester who have taken this course online statistics in the era of pandemic
2. The research results that state that the most significant student learning difficulties are low learning desires (underachiever) can be an evaluation for teachers to motivate students to be more active in learning.
3. By knowing the types of learning difficulties, teachers as one of the components in learning activities are expected to recognize the learning difficulties faced by their students and strive to provide maximum assistance. By thus expected of students in trouble can follow the learning

activities well.

B. Suggestion

Based on the conclusions of the research results described above, several suggestions can be given as follows:

1. For Schools

Schools should provide facilities that support learning to the maximum so that statistical learning conducted online can be improved.

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<https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

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