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## 2018

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## FACTORS CAUSE LEARNING DIFFICULTIES AUTOMOTIVE MECHANICS PROGRAM

Darul Prayogo<sup>(1\*)</sup>, Bharto Ari Raharjo<sup>(2)</sup>, Moh. Zaenal Arifin<sup>(3)</sup>, Tony Santiko<sup>(4)</sup>, Purwanti Purwanti<sup>(5)</sup>, Ahmad Mauludin<sup>(6)</sup>

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(\*) Corresponding Author

### ABSTRACT

The background of the problem in this research is the learning difficulties experienced by the students of class I Program of Mechanical Expert Automotive SMK N 5 Semarang academic year 2016/2017 which indicated less than optimal learning achievement. This background becomes the basis of research. The purpose of this study is to mengetahui level of difficulty belajar students SMK N 5 Semarang, especially class I Automotive Mechanics Expertise Program. In addition, the main objective to be achieved is to determine the dominant factors that cause the difficulty of learning grade 2 students of Automotive Mechanical Skill Program of SMK Negeri 5. In accordance with the purpose of research into the study population is a class I in the academic year 2016/2017. The method of collecting data used there is 2, that is documentation method to determine population. In this case the documentation is in the form of a list of student names. The second method is the questionnaire method. Questionnaire was prepared using a lattice consisting of 33 sub factors and 66 items. Based on the results of the test instrument performed by students of grade 3 MO I academic year 2016/2017, the analysis results obtained 52 valid questions and 14 invalid questions. In instrument testing, the price of r11 is greater than the reference price of 0.30 so that the instrument is reliable and can be used as a test instrument. Then taken 33 questions sesuai with sub factor respectively. Data analysis technique used is descriptive analysis technique percentage. This technique uses a comparison of the student scores with an ideal score. Overall the total score of students studied is 2470 of the entire ideal score of 5280 or 46.78%. Based on predetermined criteria, this percentage belongs to less problematic category. Of the 32 respondents studied, all had problems learning in the less problematic category. The number of scores per sub-factor shows different categories. Sub factor of family environment, society environment included in less problem

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International Seminar on Education and Development of Asia  
1<sup>st</sup> HseIDEA Saturday, July 14<sup>th</sup>, 2018



### FACTORS CAUSE LEARNING DIFFICULTIES AUTOMOTIVE MECHANICS PROGRAM

Darul Prayogo<sup>(\*)</sup>, Bharto Ari Raharjo, Moh. Zaenal Arifin, Tony Santiko, Purwanti, Ahmad Mauludin  
POLITEKNIK ILMU PELAYARAN (PIP) SEMARANG

#### Abstract

The background of the problem in this research is the learning difficulties experienced by the students of class I Program of Mechanical Expert Automotive SMK N 5 Semarang academic year 2016/2017 which indicated less than optimal learning achievement. This background becomes the basis of research. The purpose of this study is to mengetahui level of difficulty belajar students SMK N 5 Semarang, especially class I Automotive Mechanics Expertise Program. In addition, the main objective to be achieved is to determine the dominant factors that cause the difficulty of learning grade 2 students of Automotive Mechanical Skill Program of SMK Negeri 5. In accordance with the purpose of research into the study population is a class I in the academic year 2016/2017. The method of collecting data used there is 2, that is documentation method to determine population. In this case the documentation is in the form of a list of student names. The second method is the questionnaire method. Questionnaire was prepared using a lattice consisting of 33 sub factors and 66 items. Based on the results of the test instrument performed by students of grade 3 MO I academic year 2016/2017, the analysis results obtained 52 valid questions and 14 invalid questions. In instrument testing, the price of r11 is greater than the reference price of 0.30 so that the instrument is reliable and can be used as a test instrument. Then taken 33 questions sesuai with sub factor respectively. Data analysis technique used is descriptive analysis technique percentage. This technique uses a comparison of the student scores with an ideal score. Overall the total score of students studied is 2470 of the entire ideal score of 5280 or 46.78%. Based on predetermined criteria, this percentage belongs to less problematic category. Of the 32 respondents studied, all had problems learning in the less problematic category. The number of scores per sub-factor shows different categories. Sub factor of family environment, society environment included in less problem category. While the sub-factor of the school environment into the category is quite problematic. Based on the results of the above research can be concluded that the level of difficulty learning siswa masuk dalam less problematic category. The cause of students' learning difficulties from extracurricular factors is very dominant as a learning difficulty factor. For teachers should be as early as possible to identify the learning difficulties experienced by students so that it can help solve it. For SMK N 5 Semarang should always fix the condition of the school so that the teaching and learning process can take place properly.

**Keywords:** Learning Difficulties, Automotive Mechanics



## INTRODUCTION

Ship transport is one mode of transportation that plays an important role in the world economy. The economic actors use the ships as a mode of transportation, because in addition to cheap ships are also able to carry passengers as well as transporting goods in a very large amount. This situation has a positive impact on the need for workers to work on the ship, so it will be directly proportional to the implementation of the program kepelautan. One of the marine training programs that must be followed by the prospective seafarers is Basic Safety Training, which is a training program that teaches training participants to be able to have an understanding of the basics of safety on board and also able to practice ways to prevent and cope with an emergency on board.

The background of the evaluation of the Basic Safety Training curriculum is: (1) Desire to be the world's maritime axis. (2) Free training for 8000 participants. (3) The introduction of the seafaring profession to children as character education from an early age. (3) During the implementation of STCW 2010 curriculum, evaluation has not been conducted. (4) based on preliminary observations of empirical facts in the field indicates that Basic Safety Training training program is still found deficiency, there are still many process and supporting elements in the training program that need improvement, one of them is less conducive learning process in class. (5) there are still some complaints from users about the quality of training graduates, ie the training graduates have not understood the dangers that can be generated from daily activities on the ship, such as smoking in any place and using excessive electrical equipment on board.

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## LITERATURE REVIEW

Learning difficulties are an obstacle facing students in the learning process (Usman Moh Uzer and Lili Setiawati, 1993: 99). In line with that understanding, Ruda Koto Sutadi et al (1996: 77) states that the problem of learning is a problem that inhibits or disrupts the learning process or achievement of learning goals. Furthermore it is said that learning difficulties are defined as conditions in the learning process characterized by the presence of certain obstacles to achieve the goal of learning.

The types of learning that students may encounter such as those written by Ruda Koto Sutadi et al in his book "Learning and Learning" are as follows:

1. Low learning ability.
2. Inadequate attitudes and learning habits.
3. Talents and interests that are not in accordance with the material being studied.
4. Inadequate learning facilities.
5. Learning environment does not support.
6. Physical condition does not support, and others.

## RESEARCH METHODS

1. Descriptive Statistics Analysis  
Statistical descriptive analysis is a statistic used to describe / see the state.

2. Descriptive Analysis Percentage  
Percentage descriptive analysis is used to determine the percentage score of answers from each student taken sample with the following formula:

$$\% \text{ score } (\%) = \frac{n}{N} \times 100\%$$

Information:  
n = Total score of respondents' answers.  
N = Success rate achieved. (Muhammad Ali, 1987: 184)

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## Descriptive Conclusions:

Strongly agree = 5  
Agree = 4  
Hesitate = 3  
Less agree = 2  
Disagree = 1

Determination of the categories as follows:

% highest = (5/5) X 100% = 100%  
% lowest = (1/5) X 100% = 20%  
Span = 100% - 20% = 80%  
Interval % = 80% / 5 = 16%

Interval	Kategori
85% - 100%	Very Troubled
69% - 84%	Problematic
53% - 68%	Quite Problematic
37% - 52%	Less Problematic
21% - 36%	No problem

## RESULTS AND DISCUSSION

From the results of descriptive analysis percentage that the scores obtained from factors causing learning difficulties amounted to 2470 or 46.78% of the ideal score 5280. From this data can be concluded that the difficulty level of students in the less problematic category.

The analysis of each sub factor shows that internal factors are less problematic. While the external factors of the school environment became the biggest factor causing student learning difficulties. It can be deduced that the problem of student learning comes from external factors. On sub factor of school environment, then from community environment and from family environment. Data from this research can be used to answer the problem about the causes of learning difficulties students class I Automotive

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## mechanics skills program SMK N 5

Semarang academic year 2016/2017.  
The factors that cause student learning difficulties come from external factors of students. This condition is very beneficial because the effort solving student learning difficulties, can be done on the external factors of students.

## CONCLUSIONS AND SUGGESTIONS

### A. CONCLUSION

1. Data about students' learning difficulty level shows that the score obtained from causes of difficulty is 2470 or 46.78% of the ideal score of 5280. From this data it can be concluded that the level of learning difficulties included in the category is less problematic.
2. Internal factors indicate a problem, although in less problematic category of 42.29%.
3. The cause of learning difficulties comes from external factors that are school conditions, then rice from the maatakat environment and then from the family environment. This data apt used to answer the problem of causes causes kesulitan belajar experienced by grade 2 students Automotive Mechanics Expertise Program SMK Negeri 5 Semarang academic year 2016/2017.

### B. ADVICE

1. For teachers should be as early as possible to identify the learning difficulties experienced by students so that it can help overcome the difficulties belajar students.
2. For SMK Negeri 5 Semarang should always fix and add facilities and infrastructure that exist in school so

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that learning difficulties faced by students can be resolved.

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Menampilkan 1 sampai 1 dari 1 baris



**THE PROCEEDING OF 1<sup>st</sup> INTERNATIONAL SEMINAR ON  
EDUCATION AND DEVELOPMENT OF ASIA (INSEIDEA)**

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Dr. Sri Darmawati, M.Si. Universitas Muhammadiyah Semarang  
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**PREFACE**

This Conference Proceedings volume contains the written version of all of the contributions presented during <sup>1<sup>st</sup></sup>International Seminar on Education and Development of Asia (INSEIDEA).

The conference was taken place in Universitas Muhammadiyah Semarang at 14 July 2018. The proceedings of INSEIDEA came from researchers, private and public stakeholders, and educators from various field. INSEIDEA expected to provide acceleration of education, technological innovation that has the potential to accelerate the progress of industry and economics growth, solve the multidimensional social problems, and revolutionize the world of education in Indonesia and Asia.

We would like to thank all participants for their contributions to the Conference program and for their contributions to the Proceedings. Many thanks go as well to the all invited speakers. Our special thanks go to Rector of Universitas Muhammadiyah Semarang (UNIMUS), and Director of International Relation Office UNIMUS

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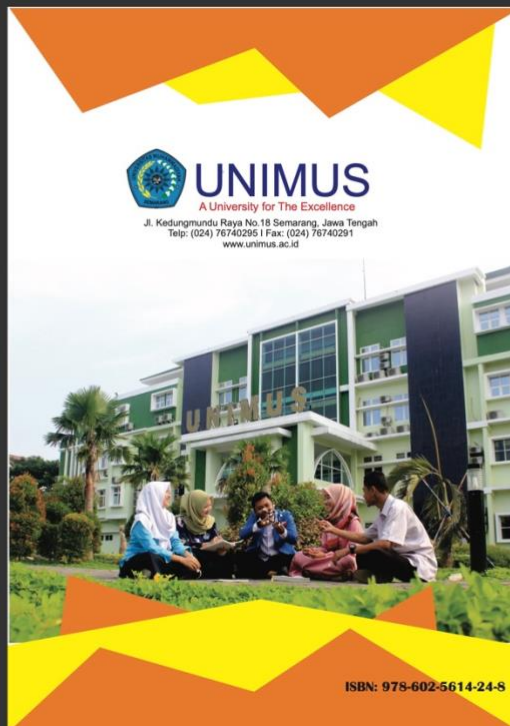
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in collaboration with



## CERTIFICATE OF APPRECIATION

This certificate is awarded to

**DARUL PRAYOGO, M.Pd**

**As Participant**

on MoU/LoI Signing and

1<sup>st</sup> International Seminar on Innovation and Development of Education of Asia  
(INseIDEA)

“Strengthening the Capacity of Indonesian Education  
in Leading International Competition”

Universitas Muhammadiyah Semarang, July 14<sup>th</sup> 2018



Prof. Dr. Masrullah M. Pd.  
Rector of Universitas Muhammadiyah Semarang

SELASA, 31 JULI 2018

## SMK Muhammadiyah MoU dengan Malaysia dan Thailand

**PURWODADI** - SMK Muhammadiyah Purwodadi meluaskan jejaring kerja samanya dengan sejumlah sekolah di luar negeri. Kerja sama pendidikan tersebut dijalin dengan dua sekolah sekaligus dari dua negara, yaitu Malaysia dan Thailand.

Kepala SMK Muhammadiyah Purwodadi Sumarjo menjelaskan, kerja sama dengan sekolah dari dua negara itu ditandatangani di kampus Universitas Muhammadiyah Semarang, baru-baru ini.

"Harapan kami, kerja sama internasional ini akan semakin menguatkan posisi kami sebagai lembaga pendidikan kejuruan yang layak dipercaya masyarakat," jelasnya.

Lebih lanjut dijelaskan Sumarjo, penandatanganan MoU kerjasama tersebut dilaksanakan bersamaan dengan kegiatan International Seminar on Education and Development of Asia 1 St INseIDEA yang dilaksanakan di Universitas Muhammadiyah Se-

marang. "Kami juga menjalin MoU dengan Universitas Muhammadiyah Semarang," katanya.

Dalam kerja sama dengan Malaysia, SMK Muhammadiyah Purwodadi menandatangani MoU dengan Lincoln University College. Sedangkan untuk kerja sama dengan Thailand, ditandatangani MoU dengan Hatyai University.

Isi kerja sama menyangkut pertukaran pelajar, pembelajaran yang baik maupun berbagai hal yang saling memajukan satu sama lain dalam kedua belah pihak. Jalinan kerja sama itu juga diharapkan menjadi pintu pembuka untuk mewujudkan target menjadi sekolah rujukan yang bisa mengorbit di dunia internasional.

Selain itu, kerja sama tersebut juga diharapkan akan semakin membuka peluang-peluang untuk menyalurkan alumninya untuk bisa mengakses dunia kerja internasional. (H43-26)



SM/Nur Kholiq

**PENANDATANGANAN KERJA SAMA** : Wakil Kepala SMK Muhammadiyah Purwodadi Wisnu Anggoro menandatangani kerja sama dengan sekolah Malaysia di Semarang, baru-baru ini (26)

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## Lincoln University College

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Datuk Dr Hjj Bibi Florina Abdullah, Prochancellor of Lincoln University College @ International development and innovation in education with UNIMUS SEMARANG 14th July 2018. With American, Thailand, Malaysia and Indonesia speakers, around 300 principals from high school in Semarang participate in this

