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ANALYSIS OF LEARNING DIFFICULTIES AND STUDENT MISCONCEPTIONS IN THE USE OF SUMO DIRHAMS (SUPER MODULE AND HUMAN RIGHTS INTERACTIVE VIDEO) IN HUMAN RIGHTS COURSES

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Abstract

This study aims to find out the obstacles that cause learning difficulties and misconceptions faced by students of the Balitar Islamic University, especially in Pancasila and Citizenship Education Study Program on human rights courses. The research method used is descriptive analysis using tests and questionnaires which are expected to be able to find out the causes of learning difficulties and student misconceptions in human rights courses. The findings revealed that the greatest percentage of difficulty is found in internal factors which include difficulties in determining data analysis techniques with a percentage of 81,25% and difficulties in conducting data analysis with a percentage of 93,75%. While learning difficulties from external factors are known to have the highest percentage of difficulties adapting to the dynamics of society at 81,25%. From the results of interviews with students who experience misconceptions, it shows that students are still confused about the selection of data analysis techniques from observations and research results in the community. This is because the data obtained in the community are very diverse in form and data must be analyzed or triangulated, so that conclusions can be determined that are intact and interrelated.

Keywords: Human Rights, Learning Difficulties, Misconceptions, Sumodirham

1. INTRODUCTION

Learning at the tertiary level was necessary to offer learning that motivates students, encourages creative thinking, and fosters independence through activities that include hands-on exploration. This aims to form a meaningful learning experience for students, so that they can benefit from the material studied through application in various activities that can develop their understanding of thinking.

Human Rights (hereinafter referred to as HAM) courses was one of the compulsory subjects in the Pancasila and Citizenship Education study program. In the lecture process, textbooks were one of the most frequently used teaching materials (Nurgiansah, 2021). However, the use of textbooks in lectures, especially human rights courses, has not been effective. This is because the broad human rights material requires students to enrich their insights and increase their social sensitivity to apply the material in social life.

Social sensitivity can grow and develop not only depending on the material they read from textbooks, but from the learning process of case studies and direct exploration in the community (Kosasih, 2021). As a result, there is a broader thought process and is supported

by physical activity that produces meaningful experiences in an individual. With the development of broad insights and a meaningful lecture process will produce graduates who are competent and professional. For this reason, a quality lecture process is needed by involving competent educators, varied learning resources and supported by adequate tools, media and infrastructure.

Through the use of SUMO DIRHAM teaching materials (refers to Super Module and Human Rights Interactive Video) in the Human Rights course it is hoped that it will be able to increase understanding of human rights concepts and principles so that awareness in upholding human rights can be realized. Multimedia-based learning in the form of videos really helps students understand complex and multi-disciplinary lecture material. Multimedia, especially video, does not only function as entertainment, but can be maximized as an educational medium that is packaged attractively to facilitate the learning process.

SUMO DIRHAM teaching materials (Super Module and Human Rights Interactive Video) were developed by collaborating on lecture materials packaged in modules and supported by interactive video shows. The content of the interactive video includes material in the form of schematics/concept maps, theoretical studies, animated images, videos of various interesting events and an evaluation process in the form of exercises, structured assignments and projects and is also equipped with motivational learning videos. The videos are packaged in CD/DVD discs which can be played via a DVD player or computer/laptop, so that students can learn more easily and if the material is not understood, the videos can be played repeatedly.

During lectures using SUMO DIRHAM students will be analyzed learning difficulties. Learning difficulties are defined as a condition of the inability of students to achieve the competence of predetermined standard criteria (Putri Rarasati, I. D. A., & Yurniawati, 2019). There are several factors that cause students to experience learning difficulties (Azzizah, F. N., Amaliyah, A., Amalia, R., & Muflihah, 2022). According to Dalyono (1997: 239) in Rarasati & Yurniawati (2019) factors that cause learning difficulties are influenced by internal factors (from within the learner) such as physical disturbances, for example being sick, or due to physical limitations (disabilities). In addition, it is also due to spiritual disorders such as intelligence, interests, talents, learning motivation, mental health factors and other special characteristics in students. In addition to internal factors, there are also external factors (outside the students) such as family factors, for example: ways of communication between parents and children, ways of educating children, family atmosphere and family economic factors. School factors such as limited learning facilities, how to teach lessons and others. Other external factors can be influenced by the community environment such as socializing with friends, being active in organizations, not being able to manage time and so on (Kosasih, 2021).

Things that can also be used as benchmarks to find out the causes of student learning difficulties are the obstacles students experience during the learning process (Faika & Side, 2011). This learning difficulty often appears because it is caused by not mastering prerequisite skills, namely skills that must be mastered first before mastering the next skill (Ristiyani & Bahriah, 2016). Prerequisite skills really support the achievement of competency mastery at the next level/stage because students have been provided with sufficient provision of an understanding of the basic concepts of the material to be taught.

According to Mukhlisa (2021) misconceptions are defined as a form of initial concept that is understood by students but there is an erroneous relationship between the concepts recognized by experts. There are six groups that cause misconceptions including: a) constructivism misconceptions that are considered normal in the process of forming knowledge by someone who is learning, but in constructing his knowledge requires context and a supportive environment including the role of the teacher and friends for joint discussions; b) Misconceptions in students are often found because of initial conceptual errors that students understand before they take part in teacher-guided learning; c) Student misconceptions can occur due to misconceptions brought by the teacher. Teachers who do not master the material or understand the material correctly will cause students to get misconceptions; d) misconceptions come from the books students use because there are writing errors, language that is difficult to understand, the pictures presented are not in the form of real pictures; e) Student errors can come from the confusion of the language used, because everyday language is different from scientific language. Students need to be assisted with appropriate explanations with appropriate examples; and f) The teaching method used by the teacher can raise student misconceptions. Teachers need to be critical with the methods used and not limited with by only one method.

While the demands of lectures in the 21st century which are influenced by advances in science and technology (scientech) are one of the demands for lecturers to carry out lectures that are effective, efficient and student-oriented to be able to think critically, creatively, communicatively as well as have character (Abidin, 2014). In addition, students are also expected to be sensitive and skilled in thinking creatively, providing new ideas for community development and providing solutions to social problems that occur. Students' social sensitivity cannot simply be developed, but through a learning process of integration between concepts and practices and continuous and directed learning is needed. To encourage the achievement of student competency in human rights lectures, the evaluation process is required to find the lecturers with regard to the student's success indicators in mastery of materials, the application of material concepts in life, and is able to provide solutions to existing social problems. Hence, this study aims to find out the obstacles that cause learning difficulties and misconceptions faced by students of the Balitar Islamic University, especially in Pancasila and Citizenship Education Study Program on human rights courses.

2. RESEARCH METHOD

2.1. Types of Research

This research uses a qualitative descriptive research approach. With a qualitative descriptive approach, it will be possible to describe the data extracted in the form of information based on facts experienced by students while studying human rights. The types of learning difficulties experienced by students in human rights lectures can be identified using instruments in the form of test questions and interview instruments. Meanwhile, to identify misconceptions, a questionnaire was used.

2.2. Research Subjects

In this study, the research subjects focused on third semester students of the Pancasila and Citizenship Education Study Program, Teaching and Education Faculty, Balitar Blitar Islamic University for the 2021/2022 academic year as many as 16 students.

2.3. Data Collection

The data collection process in this study was carried out using saturated sample techniques. In the process of collecting data, questionnaires for diagnosing learning difficulties were used to identify obstacles and student progress in understanding each human rights concept. Data on student misconceptions was measured through a questionnaire using the Certainty of Response Index (CRI) scale. In the process of extracting data on learning difficulties and students' misconceptions in learning human rights, an interview instrument is also needed to reveal personal matters. Hence, a picture of learning difficulties can be obtained in accordance with the reality of students.

The research instruments used to collect data in this study were observation instruments and field notes, interview guidelines, questionnaires and tests as follows:

Table 1 Observation Instrument Grid and Field Notes

No	Aspect	Indicator
1	Learning Preparation	1.1 Learning Media 1.2 Learning Resources 1.3 Learning Media
2	Learning process	2.1 Teaching method 2.2 Teaching style 2.3 How to learn 2.4 Learning situation 2.5 Learning barriers 2.6 The solution to these obstacles
3	Learning Evaluation	3.1 Learning Evaluation Process 3.2 Learning Evaluation Results 3.3 Follow Up

Table 2 Questionnaire Grids to Collect Data on Learning Difficulties

No	Aspect	Indicator	Question
1	Internal factors	1.1 Motivation to learn	1,2,3
		1.2 Learning style	4,5,6
		1.3 Learning barriers	7,8
		1.4 How to overcome learning barriers	9,10
2	External Factors	2.1 Teaching style	11,12
		2.2 Teaching method	13,14
		2.3 Learning Media	15,16
		2.4 Learning Resources	17,18,19
		2.5 Study partner/friend	20,21,22
		2.6 Learning environment	23,24,25

2.4. Data Analysis Technique

This study uses a qualitative descriptive approach to explain student learning difficulties in human rights courses. The data analysis technique used to explore data on learning difficulties is to use a qualitative descriptive approach. The qualitative data method is described through the following stages (Siswono, 2008):

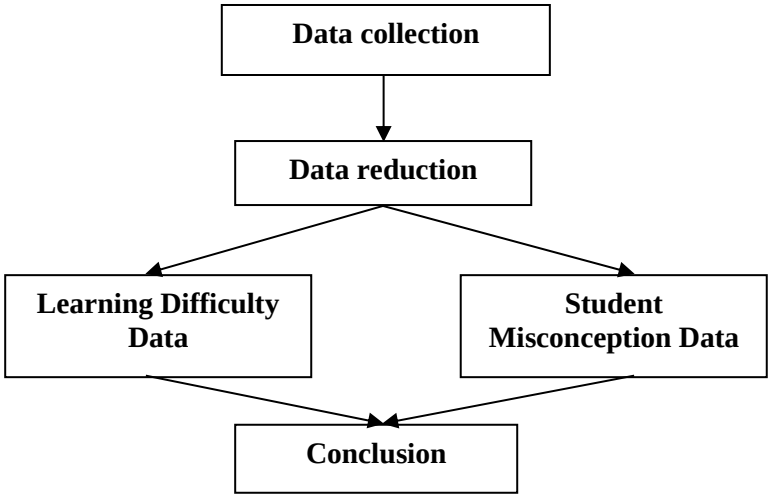

Figure 1 Research Data Analysis Procedures

Meanwhile, to determine student misconceptions, a misconception questionnaire instrument is needed which is tested using the Certainty of Responses Index (CRI). The CRI scale used is as follows:

Table 3 Certainty of Responses Index (CRI) Scale

Scale	Category
0	Really don't know
1	Kinda know
2	Not sure
3	Certain
4	Somewhat sure
5	Very sure

Based on the CRI scale above, the analysis of misconceptions can be categorized into three, namely categories of understanding concepts, not understanding concepts, and misconceptions as shown in the following table:

Table 4 Classification of Comprehension Categories Based on CRI

Answer	Low CRI (<2.5)	High CRI (>2.5)
Right	Just guessing (don't understand the concept)	Understand the Concept
Wrong	Don't Understand the Concept	Misconceptions

3. RESULT AND DISCUSSION

The Human Rights course is implemented by applying a project-based theoretical and practical learning system to analyze each theory studied and its application in society. To facilitate the lecture process and complete projects according to lecture topics, all students are formed into four groups consisting of four people each. Each group will hold a joint discussion on the material that has been determined. The human rights material consists of several topics, namely: Module I: Evolution of Thought and History of Human Rights Development, Module II: Human Rights Principles, Module III: International Human Rights Instruments and International Human Rights Monitoring Mechanisms, Module IV: Human Rights in Indonesia, Module V: Humanitarian Law and the Truth and Reconciliation Commission.

Based on the test results, it was found that there were four groups (85%) who still experienced difficulties in learning human rights, this was evidenced by the low score obtained from corrected answers. Some of the difficulties experienced include the inaccuracy in determining the data analysis technique used to analyze cases of human rights violations that have been determined. To explore the causes of the low score on the test instrument, a questionnaire is needed which is distributed to all students. The previously created questionnaire has been validated by the validator. The questionnaire distributed aims to diagnose the types of learning difficulties faced by students in human rights courses.

The results of the recapitulation of questionnaire data distributed to students by determining several indicators of learning difficulties are as follows:

Table 5 Results of Student Learning Difficulty Data

No	Aspects analyzed	Category (in %)	
		Experiencing Learning Difficulties	**Not Experiencing Learning Difficulties**
Internal factors			
1	Difficulty understanding the basic concepts of theory	37.5	62.5
2	Difficulty comparing theoretical concepts from experts	25	75
3	The difficulty of analyzing the relationship between theoretical concepts	12.5	87.5
4	The difficulty of giving examples of the application of theory in society	37.5	62.5
5	Difficulty determining project topics and goals	6.25	93.75
6	Difficulties in data collection	25	75
7	Difficulty in determining data analysis techniques	81.25	18.75
8	Difficulty in conducting data analysis	93.75	6.25
9	Difficulty in presenting data	12.5	87.5
10	Difficulty providing a discussion of the results of data analysis	37.5	62.5
11	Difficulty drawing conclusions	6.25	93.75
12	Difficulties in analyzing problems and providing solutions based on learned social theory	25	75
External Factors			

13	Difficulty following the lecturer's teaching method	12.5	87.5
14	Difficulty doing structured guidance with lecturers	6.25	93.75
15	Difficulty choosing sources and learning materials to support the project	12.5	87.5
16	Difficulties in obtaining facilities and infrastructure to support the project	25	75
17	Difficulty working with a team	6.25	93.75
18	Difficulty in cooperating with community organizations/institutions	12.5	87.5
19	Difficulty adapting to the dynamics of society	81.25	18.75
20	Difficulty implementing theoretical concepts in social life	25	75

Based on the table above, it is known that the greatest percentage of difficulties is found in internal factors which include difficulties in determining data analysis techniques with a percentage of 81.25% and difficulties in conducting data analysis with a percentage of 93.75%. While learning difficulties from external factors are known to have the highest percentage of difficulties adapting to the dynamics of society at 81.25%. To strengthen the results of the questionnaire recapitulation, consistency was also obtained with the results of interviews with students which showed that students understood the concept of human rights, but when carrying out the learning process as a project which required going into the community to observe and analyze social cases, almost all students experienced confusion in determining data analysis techniques and interacting with the community in the midst of social problems that exist and are being researched. Almost all students have difficulty triangulating data based on the source, time and technique. The data obtained from several sources do not all show the same thing, so the ability to triangulate the data according to the correct procedure is needed. So that the data can be processed, presented and drawn conclusions according to the correct research procedures. All students carry out structured mentoring with subject lecturers and experience relatively the same difficulties, namely in determining relevant data analysis techniques to analyze a case of human rights violations in the surrounding community.

Based on the results of the project as a group, it shows that there are problems in providing examples of the implementation of the concept of human rights theory amidst the dynamics of a society that is bound by values, norms and rules. Besides that, the influence of globalization also adds to the difficulties for students implementing concepts that are understood to be applied in society. In addition, it is also influenced by the social sensitivity factor of each student, which is different so that not all students are able to accept any social diversity that develops in society, such as issues or public opinion that are not in accordance with real events or do not have a basis of relevance to the theory or rules that apply.

Furthermore, a misconception test is carried out which aims to measure the extent to which students understand the material being studied. In addition, it can also be seen the weaknesses of students in mastering the concept of human rights and their implementation in society. The results of the analysis of student data show that 18.75% of students have experienced conception, there are 68.75% of students who have misconceptions and there are 12.5% of students who do not understand the concept. Based on the indicators for measuring student misconceptions, it is shown in the following graph:

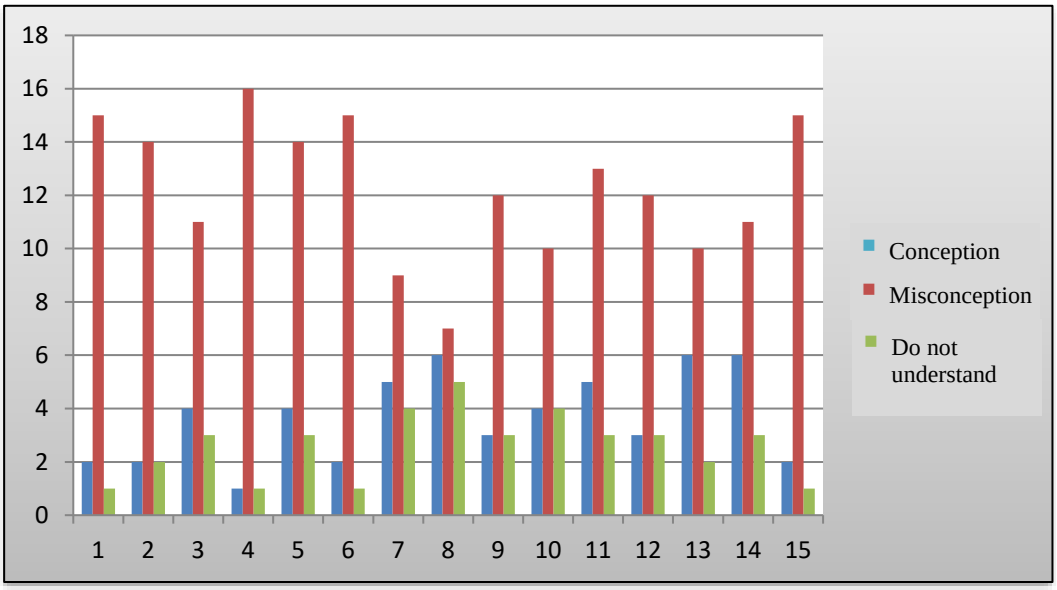

Figure 2 Student Misconceptions Indicator

From the results of interviews with students who experience misconceptions, it shows that students are still confused about the selection of data analysis techniques from observations and research results in the community. This is because the data obtained in the community are very diverse in form and data must be analyzed or triangulated, so that conclusions can be determined that are intact and interrelated. So far, students are still hesitant in determining data analysis techniques to complete projects in groups, and even conceptual errors often occur due to concepts that have not been understood. Even though in a structured project there are clear instructions, in the stage of taking the types of problems being researched students are required to independently determine their own according to their abilities and desires.

Another factor that can cause student misconceptions is that students tend to prefer learning by viewing material from video shows without being accompanied by reading the full information on the module according to the learning stages that have been prepared. This has an impact on students' learning difficulties in understanding the material as a whole, because the material presented in the video is only supporting learning. So that it will result in an understanding of the material that is still minimal and it is likely that there will be misconceptions about the material.

Based on the results above, efforts are needed to add value to the implementation of the human rights concept by guiding students to provide design solutions for the social problems that have been studied. The design of this solution is expected to be able to answer social challenges that exist in society. In addition, students are also asked to apply theoretical concepts that are understood in social life. However, this also raises its own problems. There are still many students who are not convinced to implement the theoretical concepts that are understood in society.

In overcoming learning difficulties and student misconceptions, balanced efforts are needed between lecturers and students. Efforts that must be made by lecturers to avoid ongoing misconceptions, need for structured remediation and guidance for students.

Instructions are also needed for carrying out project assignments in groups so that students can carry out research activities and field studies in a structured manner. In addition, it is also necessary to instill sufficient conceptual understanding for students before carrying out project activities in groups. Improving learning strategies in class so that students can more easily understand the material and be able to implement it in society, especially to help solve problems related to human rights violations in society. This will have an impact on increasing awareness and social sensitivity of students towards every social event that occurs.

The independence and cohesiveness of the group also need to be improved so that structured project tasks can run as expected. The process of adaptation to the dynamics of people's life requires social sensitivity that needs to be trained and accustomed so that students are not easily influenced and dissolved in existing social problems. By the above findings, it is hoped that students will be able to appear to provide solutions and act as community mobilizers to prevent social conflicts from arising.

4. CONCLUSION

The research results show that the greatest percentage of difficulty is found in internal factors which include difficulties in determining data analysis techniques with a percentage of 81.25% and difficulties in conducting data analysis with a percentage of 93.75%. While learning difficulties from external factors are known to have the highest percentage of difficulties adapting to the dynamics of society at 81.25%. From the results of interviews with students who experience misconceptions, it shows that students are still confused about the selection of data analysis techniques from observations and research results in the community. This is because the data obtained in the community are very diverse in form and data must be analyzed or triangulated, so that conclusions can be determined that are intact and interrelated.

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