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Factors Causing Low Interest in Learning Science in Elementary Schools

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ABSTRACT

The purpose of this study was to determine the cause of the low interest of students in science subjects at SDN 5 Komet Banjarbaru. The method used in this study is a descriptive method which aims to describe or describe a situation in a place where it is now. The object of this research is the factor that causes the students' low interest in learning about science subjects at SDN 5 Komet Banjarbaru. The subjects in this study were the fifth grade students of SDN 5 Komet Banjarbaru who were used as a source of information needed in collecting research data. The population in this study amounted to 60 students and the sampling technique in this study used purposive sampling. The sample in this study were 20 fifth grade students at SDN 5 Komet Banjarbaru. The results showed that 60% of internal factors caused the students' low interest in learning in science subjects at SDN 5 Komet Banjarbaru 60%, internal factors were small 20% of the causes of students' low interest in learning. Learning science subjects at SDN 5 Komet Banjarbaru and internal factors of 20% caused students' low interest in learning science subjects at SDN 5 Komet Banjarbaru. Some students said that external factors caused the students' low interest in learning science subjects at the Komet 5 Banjarbaru State Elementary School 50% of the external factors caused the students' low interest in learning science subjects at the Banjarbaru 5 Komet State Elementary School, while 21% small external factors caused the low interest of students in learning science subjects at the State Elementary School 5 Komet Banjarbaru.

Keywords: Factors Cause, Interest in Learning and Science

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1. INTRODUCTION

In general, talking about education issues in Indonesia is related to issues of quality, quantity, efficiency, relevance, and other special problems. The current concern in education lies in the low quality of output. One sign of the quality of the output of educational institutions is expressed in the form of learning achievement scores (Wahyuni, 2022:30). The learning achievement of the students reflects the teaching and learning process. The learning process is the main content of education, therefore as developments show that all components contained in education are devoted to the learning process in students.

One of the factors that determine the success of an education is the role of the teacher. Where in general the teacher's task is to be a manager in the learning process and other tasks that are not directly related to the learning process. Being a good teacher is required to master various basic abilities that must be displayed in an integrated manner in the learning process. These abilities include mastery of material, ability to master learning methods, motivating learning situations, relationships with students and various other abilities. Therefore, one of the steps that can be taken by a teacher as a student mentor is to condition learning in accordance with the learning modalities of the students.

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The development and progress of technology today can not be separated from the development of science. Along with that, science is a science that has an important role in other sciences in everyday life. Science can lead to a better direction, because people who have knowledge are very different from people who are not knowledgeable. Likewise with science, with science we can find out many things around us. This can be seen in everyday life, in society science science is always present as a problem solver of our lives, in fulfilling daily needs, all of them use science.

Science is a component in the curriculum, which is one of the disciplines in improving students' thinking and argumentation (Santika, 2021;20). Science ability is needed to master and create technology in the future or the future, strong science mastery needs to be fostered from an early age. Science learning is one of the educative action learnings carried out in the classroom. Action can be said to be educative if it is oriented to the development of knowledge, skills and attitudes. Learning achievement is a student's intellectual ability to determine the success of students in obtaining achievement. "Learning is one of the very basic concepts of psychology, humans learn to live, without learning a person will not be able to maintain and develop himself, and by learning humans are able to be cultured and develop their human dignity" (Khairani, 2014: 93). Learning outcomes are changes in behavior that occur after following the teaching and learning process in accordance with educational goals. Humans have the potential for psychological behavior that can be educated and changed their behavior which includes cognitive, affective, and psychomotor domains.

Learning outcomes are arranged in order from the lowest and simplest to the highest and most complex (Berta & Swarniti, 2020). Higher level learning outcomes can only be achieved if students have mastered lower learning outcomes. almost all developments or progress of the work is also the result of learning, because the learning process does not only take place at school but also in the workplace and in the community. In the work environment, learning outcomes are often referred to as work performance, which is actually a learning outcome as well (Pratama & Swarniti, 2021). The measuring instrument for learning outcomes is called a learning outcome test or learning achievement test or achievement test (Sumkadinata, 2011 :102). Sudjana (2005:5) "states that student learning outcomes are essentially changes in behavior and as feedback in an effort to improve the teaching and learning process. Behavior as a result of learning in a broad sense includes the areas of cognitive, affective and psychomotor.

Furthermore, Widoyoko (2009:1), suggests that learning outcomes are related to measurement, then an assessment will occur and lead to evaluation using both tests and non-tests. Measurement, assessment and evaluation are hierarchical. Evaluation is preceded by an assessment (assessment), while the assessment is preceded by measurement (Swarniti, 2021). To find out whether someone is successful in learning, it is necessary to carry out an evaluation, the aim is to find out the achievements of students after the teaching and learning process takes place. The achievement can be interpreted as the results obtained because of the learning activities that have been carried out (Khatimah, 2022;10). But many people assume that what is meant by learning is seeking knowledge and seeking knowledge. Where basic education is a level of education that is expected to be able to equip students with various knowledge, skills, and basic attitudes that allow students to grow into complete human beings, citizens with noble character, skilled, responsible, and have social involvement, both with continued formal education or without it (Yamin,

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2012: 33). "Natural Science has three abilities, namely, first, the ability of students to know what they have observed, secondly, the ability of students to predict what they have not observed and the ability to test the follow-up to the results of experimental methods and thirdly to develop a scientific attitude" (Trianto, 2010). :102). The linkage of these three abilities provides useful knowledge for everyday life if it is carried out by exploring and understanding natural knowledge, observing, measuring, classifying and concluding.

However, at the basic education level, problems often occur related to the lack of mastery of science material. Based on the results of the initial observations of researchers at SDN 5 Komet Banjarbaru, the problems that occur are because students have difficulty in science subjects because during the learning process they just sit listening, writing or dealing with textbooks that have been provided without emphasizing the level of student creativity in channeling new ideas. with the material presented, causing students to be less active, creative, and less motivated. Basically, the teacher only uses a conventional learning approach model.

One of the causes of the lack of mastery of the material is the low interest of students in science lessons. Science is considered a difficult lesson because students' ignorance about the use of science in daily applications causes them to get bored quickly and less interested in science lessons and sometimes there are some monotonous teachers in delivering in class, which causes the science learning process in elementary schools to be less than optimal. Students always say that learning science is one of the subjects that tends to be difficult. Based on the above background, the researcher is interested in knowing and proving in a study entitled: Factors that cause students' low interest in learning science subjects at SDN 5 Komet Banjarbaru.

2. METHODS

This research took place at SDN 5 Komet Banjarbaru on Jalan Cengkeh No. 46 Rt. 02 Rw. 02 Banjarbaru 7071 South Kalimantan Province. The object of research is the nature of the state of an object, person, or object that is the center of attention and research target. The object of this research is the factor that causes the students' low interest in learning in science subjects at SDN 5 Komet Banjarbaru. Research subjects are individuals, objects, or institutions (organizations) that are used as sources of information needed in collecting research data. The subjects in this study were the fifth grade students of SDN 5 Komet, Banjarbaru.

The population was taken from class I to class VI as many as 377 students. Furthermore, for this sampling based on purposive sampling, namely sampling intentionally and purposefully, the sample in this study was class V, totaling 60 students, consisting of 30 male students, and 30 female students, this sample was taken because the fifth grade students have less interest in science subjects than other classes, so they are suitable as samples. The method used in this study is a descriptive method which aims to describe or describe a situation in a place. '

Data were taken using questionnaires and interviews. Questionnaires were used as the main data mining tool in this study regarding the low interest in science subjects at SDN 5 Komet Banjarbaru. The distribution of the questionnaire will be shown to students who are the samples in this study. The questionnaire was arranged in a closed form. While the interview is a tool for

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extracting data in the form of questions and answers directly to the research subject.

3. RESULT AND DISCUSSION

Based on the average percentage of answers given by students in this study are as follows:

1) Most of the internal factors that cause students' low interest in learning science subjects in public elementary schools 5 Komet Banjarbaru as much as 60%, 20.% small internal factors cause students' low interest in learning science subjects in public elementary schools 5 Komet Banjarbaru and 20 Small % of internal factors cause students' low interest in learning in science subjects at the public elementary school 5 Komet Banjarbaru.

2) Some students said that external factors caused the students' low interest in learning science subjects at the 5 Komet Banjarbaru public elementary school, 50% of the external factors caused the students' low interest in science subjects at the 5 Komet Banjarbaru public elementary school, while 21% were small. external causes of low student interest in science subjects at the public elementary school 5 Komet Banjarbaru.

Based on the fact of data analysis, it can be concluded that the factors causing the students' low interest in learning in science subjects at the 5 Komet Banjarbaru public elementary school, which is located at Jalan Cengkeh No.46, North Banjarbaru District, some respondents said that internal factors were caused by a sense of laziness that arose in children. This can be caused by lack of self-motivation, low capacity or intelligence of students, and disruption of the senses of sight and hearing (eyes and ears). And some respondents said that external factors were caused by the family environment, for example the role of parents for students was not good, the community environment for example living in a slum village and their playmates were not good, the school environment for example the condition and location of bad school buildings such as near markets, highways , the condition of teachers and learning tools that are of low quality, as well as other factors such as: student activities when learning science takes place when taking lessons in class are not good, the atmosphere when learning science takes place is not good, science material being taught is difficult for students to understand, facilities and infrastructure which does not really affect students, the teacher's activities in teaching are not very good, it greatly affects science learning, and the activities of friends who are not good in the class greatly affect the learning process. Ahmadi (in Siagian, 2015) states that the learning achievement achieved by a person is the result of the interaction of various factors that influence it both within (internal factors) and from outside (external factors) individuals. Factors from within the individual, including physical and psychological factors, including student interest in learning. The success of the teaching and learning process cannot be separated from the role of teachers in varying methods, as well as in science lessons. One aspect that is often reviewed by some people is the method used by the teacher. The selection of the right method does not necessarily make students have a positive perception of the teacher's teaching method, and vice versa the selection of an inappropriate method does not necessarily make students have a negative perception. Hartini & Ramadhani (2022:22) In addition, the application of information technology (and also communication) is so rapid and has become a necessity for every education actor (including teachers) to be able to take advantage of information and communication technology. Therefore, teachers in teaching are required to be able to choose the right method and be able to apply it according to the abilities of their students.

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