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# Analysis Of Student Learning Difficulties In Digital Literacy-Based Learning On Social Arithmetic Material

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## Abstract:

*This study aims to analyze and find out the Analysis of Student Learning Difficulties in Digital Literacy-Based Learning on Social Arithmetic Material. The problems in this study are how student learning difficulties in digital literacy-based learning in Social Arithmetic material and what factors influence student learning difficulties in digital literacy-based learning in Social Arithmetic material. The research method used is descriptive qualitative. Data collection techniques in this study through observation, interviews, tests and documentation. The level of student learning difficulties in digital literacy-based learning on social arithmetic material at SMP Negeri 2 Sukowono is in the high category, namely 27 students with a percentage of 50%.*

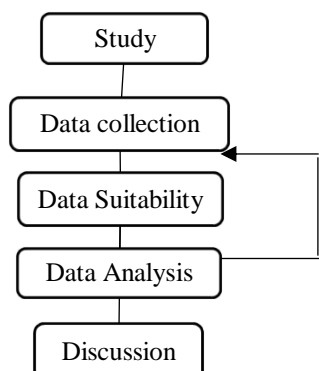
**Keywords:** Learning Difficulties, Geometric Literacy, Social Arithmetic

## INTRODUCTION

Students' learning difficulties vary depending on how they receive lessons, absorb lessons, or both. In principle, all students have the right to obtain satisfactory academic results. According to Rohmah (2015), learning difficulties are students who cannot learn naturally and are different from other friends. This is due to threats, obstacles or disturbances experienced during learning activities. This student learning difficulty can be measured through student identification by providing a link to a learning video about social arithmetic. In introducing digital literacy at school, teachers as facilitators should not only utilize learning resources available at school, such as relying only on textbook reading materials, but also use various learning resources such as magazines, newspapers, the internet, and other digital media. The concept of digital literacy cannot be separated from literacy activities such as reading, writing and understanding. Digital literacy helps deliver learning materials more innovatively not only in verbal form but in a variety of ways such as text, visual, audio, motion and animation. (Yudistira dkk, 2020). Self-learning difficulties according to the United States Office of Education (USOE) (Ayuningrum et al in Panglipur. I.R) are defined as impairments in one or more basic psychological processes that include the understanding and use of spoken or written language consisting of various forms, such as difficulties in listening, thinking, speaking, reading, writing, spelling or counting.

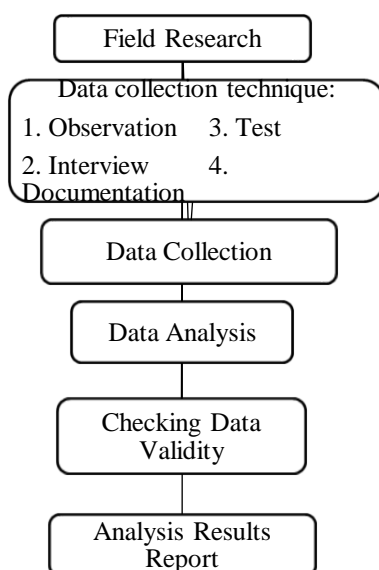
Therefore, digital competence not only refers to the ability to use information and communication technologies and devices, but also skills that include social skills, learning skills and attitudes, critical thinking, creativity, inspiration, and so on (life skills). The application of digital literacy in schools so far that has been carried out is communication with teachers or students using WA Group, in addition to communicating with teachers or students using WA groups, schools also implement digital literacy-based learning using learning videos about social arithmetic (Panglipur, 2023). The purpose of digital literacy-based learning is to provide digital information to students. The implementation of digital literacy programs in the school literacy movement is expected to encourage students and all other school members to support skills, as explained by computer users to support

students in thinking critically and being able to solve problems by being given problems in learning, provoked with questions, and trying to find problem-solving by searching for various information via the internet. Through interviews, data was obtained that students' abilities in digital literacy-based learning using learning videos, students still cannot understand the material well, so it becomes one of the student learning difficulties in digital literacy-based learning on social arithmetic material. The problem of learning difficulties experienced by students can slow down the completion of their assignments. Therefore, researchers are interested in conducting research as material for preparing a thesis with the title "Analysis of Student Learning Difficulties in Digital Literacy-Based Learning on Social Arithmetic Material" conducted at SMP Negeri 2 Sukowono.



**Figure 1. Data Analysis Technical Design**

Researchers in this study employed a believability test to evaluate the data's validity. Researchers employed source triangulation in this investigation. By using many sources of information to compare interview results with document contents, a process known as source triangulation is utilized to verify the veracity of data. Here, the author makes a comparison between the observational and resultant data. The results of each student will be grouped from highest to lowest. Each of the highest, medium, and lowest scores is taken from 2 students. From the results taken at each of the 3 levels of student ability, they will be interviewed about the learning difficulties experienced by students. This research design is a research plan that is structured in such a way that allows researchers to get answers to research questions. Research design refers to the type or style of research and serves as a tool and guide to achieve these goals. The research design used in this study is:



**Figure 2. Scheme of Research Stages**

**METHOD**

This type of research uses a qualitative approach, which is a research technique that produces descriptive data in the form of written or spoken words and observable individual behaviour. The presence of researchers is very important because researchers also act as data collectors, data analyzers, evaluators and pioneers of research results (Aisah et al., 2023). The data was obtained in the form of observation results, student test results, interviews, and documentation. The location of this research is SMP Negeri 2 Sukowono which is located on Jl. Sultan Agung No. 80, Ragang, Sukowono, Sukowono sub-district, Jember district, East Java 68194. This research was conducted for approximately 2 months, namely October-November 2023. Primary data collection can be done using various methods such as observation, interviews and documentation, information that already exists and is deliberately collected by researchers is used to complement research information needs in secondary data. Usually, this information is in the form of graphs, charts or tables containing important information. Data collection in this study is through interviews by including questions regarding student learning difficulties and factors that influence student learning difficulties. Secondary sources of information are information that does not come from the first party but comes from certain parties participating in this research, information from documentation, previous research, literature review or other sources. This study included observation, interviews, tests, and documentation as data gathering methods. According to Kaelan (2012: 129), The act of methodically gathering information from field notes, interviews, and documentation is known as data analysis technique. It involves classifying the data, providing descriptions, identifying the key information, and drawing conclusions to make the process easier for both you and other users.

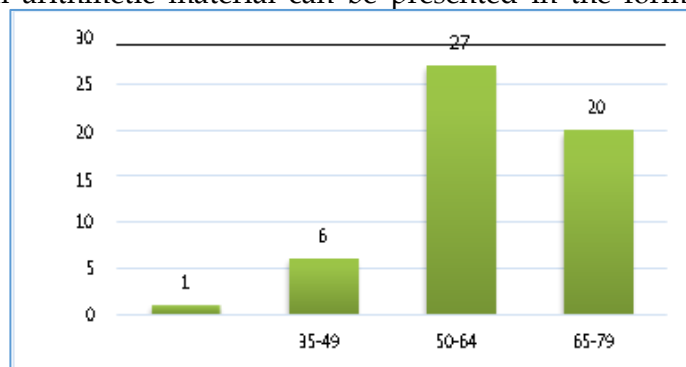
**RESULTS AND DISCUSSION**

The results of descriptive statistical analysis of student learning difficulties data on digital literacy-based learning on social arithmetic material at SMP Negeri 2 Sukowono obtained an average student learning difficulty of 60.02, Median of 62.00, Mode of 68, standard deviation of 8.395, variance of 70.471, range of 40, lowest learning difficulty of 33 and highest learning difficulty of 73. When displayed in the form of a frequency distribution, the level of student learning difficulties in digital literacy-based learning on social arithmetic material is as follows:

**Table 1. Frequency Distribution of Student Learning Opening Level**

No	Interval	Frekuensi	Percentage (%)	Kategori
1	20-34	1	1,9	Low
2	35-49	6	11,1	Medium
3	50-64	27	50	High
4	65-80	20	37	Very High
Total		54	100%	

Based on Table 1, the magnitude of student learning difficulties in digital literacy-based learning on social arithmetic material can be presented in the form of a histogram as follows:



### Figure 3. Comparison Chart

Based on the results of descriptive analysis, the data obtained shows that the average student learning difficulty in digital literacy-based learning on social arithmetic material at SMP Negeri 2 Sukowono is 60.02 out of 54 students, at least included in the low category, namely 1 student in the interval 20-34 with a percentage of 1.9%, then in the medium category, namely 6 students in the interval 35-49 with a percentage of 11.1%, most in the high category, namely 27 students in the interval 50-64 with a percentage of 50%, and in the very high category, namely 20 students in the interval 65-79 with a percentage of 37%. This situation shows that students learning difficulties in digital literacy-based learning on social arithmetic material at SMP Negeri 2 Sukowono have a high level of learning difficulty. The results of this study are in line with the opinion of Hakim (2015) which states that learning difficulties are a situation that can cause various obstacles in the learning process failing to achieve learning goals. Learning challenges arise from various elements that impact the learning process; these factors may include self-direction, internal, or external forces (Rohimah, 2020). Utami & Cahyono (2020) reported that, based on the average achievement of e-learning math learning difficulties, students achieved the highest indicator, which was technical signal problems and the inability to learn online (e-learning), at 77%, and the lowest achievement value was the implementation of interactions, tasks, and teaching materials in online learning, at 73%.

### CONCLUSIONS

The level of student learning difficulties in digital literacy-based learning on social arithmetic material at SMP Negeri 2 Sukowono is in the high category, namely 27 students with a percentage of 50%. Based on the conclusions that have been obtained, the suggestions that can be put forward are, that schools should facilitate online learning so that it can run optimally and can reduce student learning difficulties. In digital literacy-based learning on social arithmetic material, teachers can use various learning methods that can create learning conditions. remain effective, to reduce the learning difficulties experienced by students. Learning difficulties experienced by students must be overcome by referring to indicators of learning difficulties which are dominated by students who do not ask about material they do not understand during learning. In this case, students are expected to always interact with the teacher to learn optimally.

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