



ANALYSIS OF SUPPORTING AND INHIBITORY FACTORS OF STUDENT'S LEARNING OUTCOMES SUBJECT OF SCIENCE IN IX GRADE AT AL ISHLAH JUNIOR HIGH SCHOOL IN CILEGON BANTEN PROVINCE

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Abstract

Teaching and learning activities involve the execution of the curriculum in educational institutions to enable students to attain established objectives. Insufficient student enthusiasm in the educational process significantly affects suboptimal student learning outcomes. This study aimed to analyze the factors that influence teacher strategies in improving the learning outcomes of grade IX students in Sciences Subject at Al-Ishlah Junior High School in Cilegon Banten Province. The research employed a qualitative methodology, utilizing data collection techniques such as observation, interviews, and documentation. The snowball sampling method determined the informants: Subject Teachers, Principals, and Grade IX Students of Al-Ishlah Junior High School. The study results showed that the learning outcomes of Al-Ishlah Junior High School students were quite good, but there were still students who got low learning outcomes. This is evident from the fact that the average daily test scores related to science subjects were entirely satisfactory; however, there were still students whose scores had not yet reached completion. The findings of the study indicate that factors either support or inhibit students' learning outcomes. The internal supporting factors include motivation and attitude, while the external factors include the relationship between parents, teachers, and the environment. Internal inhibiting factors are motivation, intelligence, interests and talents, self-confidence, and discipline. At the same time, external inhibiting factors are the family environment, school environment, and peers. The strategy of science subject teachers in improving student learning outcomes is to provide motivation, varied learning strategies, learning methods appropriate to the situation and condition of students, and optimization of engaging learning media according to the learning material.

Keywords: Supporting Factors, Inhibitors, Learning Strategies, Learning Outcomes

INTRODUCTION

Education is a critical component of the human experience. A polite, civilized, and culturally appreciative individual can be a person who is educated. Education can also alter an individual's perspective, enabling them to innovate and enhance their quality of life in all areas. Planned, directed, and continuous education can help people develop their abilities optimally, cognitively, affectively, and psychomotorically. To facilitate the democratization process and contribute to the nation's development, education must constantly develop by future developments.

Education and teaching are inextricably linked. Education encompasses a learning process. To achieve quality education, an effective learning framework must be employed. Educational activities aim to cultivate personality, enhance knowledge, and promote positive attitudes and habits that can

elevate an individual's quality of life. In other words, teaching and learning activities are critical to develop the potential of students so that they can master the expected competencies. The teaching and learning process is an effort to make students learn to change their behavior. A person's behavior can change due to interaction with their environment. In this case, teachers have an essential role in learning because they influence the achievement or goals of learning.

Indonesia's educational system follows the curriculum that was implemented in 2013. Understanding, skills, and character education are the primary focuses of the curriculum for the year 2013. Students must have disciplined morals, understand the material, and participate actively in presentations and discussions. The previous curriculum, which had been in use since 2006, has been replaced by the curriculum with the year 2013. All subjects must be studied by all students at every level or stage of education, according to the curriculum implemented in 2013. Students must demonstrate that they have mastered and improved upon this competency as part of the teaching and learning process. This competency is regarded as being of utmost importance. Therefore, in the teaching and learning process, core competencies must be included to help students improve their knowledge, especially in Natural Sciences. The Al-Ishlah Junior High School is an educational institution based on Islamic principles and teaches religious values, independence, justice, and cooperation in society. It is located in Cilegon, in the province of Banten.

In teaching and learning, the school expects students to be able to learn effectively. Despite this, the reality is that it does not always adhere to the expectations set forth. Some students still have not been able to achieve the Minimum Completion Criteria (KKM) set by the school. The results of the mid-semester exam for grade IX in the subject of Natural Sciences (IPA) at Al-Ishlah Junior High School in the 2023/2024 Academic Year are still relatively low. This is evidenced by the results of the mid-semester exam scores in Science achieved by grade IX students at Al-Ishlah Junior High School, which are still below the KKM standard with a score of only 67.

Table 1

Mid-Semester Exam Results for Grade IX Students of Al-Ishlah Middle School for the 2023/2024 Academic Year

No	Class	Number of Students	KKM	> KKM	< KKM	Average value
1.	IX A	28	70	25	3	70
2.	IX B	32	70	28	4	70
3.	IX C	30	70	28	2	70

Source: Subject Teacher

Based on Table 1, some students get scores below the KKM, which is 70. In class IX-A, there are 3 out of 28 students whose scores are still below the KKM. In class IX-B, there are four students whose scores are below the KKM. Meanwhile, in class IX-C, there are two students whose scores are below the KKM. The science teacher explained that some students still have low scores and require remedial instruction to reach the school's KKM. Considering this phenomenon, it is possible to

conclude that students attending SMP AL-Ishlah during the 2023/2024 Academic Year have done an excellent job of studying; however, some students receive low scores in Science.

Science teachers have tried to implement good learning strategies, but the strategies are not structured. As a result, the learning strategies used do not match the needs of students. The incompatibility of the strategy used with the needs of students is one of the causes of low learning interest and lack of understanding from a student so student learning outcomes are not optimal. Because motivation can encourage students to be active in learning and ensure smoothness in following the teaching and learning process, students need to be motivated to learn to succeed. It is widely acknowledged that education is essential in meeting the challenges posed by the rapid advancement of Science and technology. It can potentially bring about changes in various facets of human existence.

Without learning, humans will have difficulty adapting to the ever-changing environment and life demands (S. Chandrasekhar Noor Ikhsanto, 2020). Students' thoughts that consider some lessons complex and burdensome can also affect the achievement of learning outcomes. The teacher's attitude that is too strict when teaching can make students more afraid when taking lessons. If this continues and is not immediately addressed, it can hinder students in the school's teaching and learning process.

Educators frequently encounter a diverse array of student characteristics and personalities. Some students can learn effortlessly and effectively, while others exhibit lower motivation in their studies. (Rokhim, 2022). An example is students who seem lethargic, readily disheartened, and apathetic. In addition, some students often engage in deviant behavior such as playing truant, not doing assignments, and refusing to study. In the teaching and learning process, many students show low learning motivation by not paying attention to the teacher when teaching, being indifferent to lessons that are considered problematic, spending time in front of the school waiting for the bell to ring, always cheating when there is an assignment or exam, and often playing truant during certain class hours.

In addition, the role of parents is also a key factor in student success in achieving optimal learning outcomes. When parents encourage children to learn, children will be more motivated. Motivation to learn comes not only from within the child but also from the environment, especially parents.(Rumbewas et al., 2018).

Students who exhibit a lack of enthusiasm for the teaching and learning process due to their dissatisfaction with the monotonous learning methods, including difficulty comprehending the subject matter, difficulty concentrating in class, minimal participation in class, negative attitudes in class, and poor learning habits. Because of this, the learning outcomes of the students are diminished. As the final step in the teaching and learning process, learning outcomes are the final consideration. In light of this, it can be stated that education and learning aim to achieve positive learning outcomes. Learning difficulties are experienced by a significant number of students, which results in learning

outcomes that are less than ideal. To find a solution to this problem, it is essential to investigate the factors that affect learning outcomes.

LITERATURE REVIEW

Learning is the deliberate acquisition of new knowledge and the ability to change one's thinking, understanding, and behavior (Harefa D. et al., 2022). Learning outcomes are the skills that students acquire as a result of teaching and learning activities. Learning is a process by which someone changes another person's behavior (Warsah et al., 2022). According to Izza et al. (2020), learning outcomes are changes in behavior in knowledge, skills, and attitudes after going through a specific process through individual experience in interacting with the environment. Meanwhile, according to the Big Indonesian Dictionary (2011:895), Learning outcomes are mastery of knowledge or skills obtained from subjects with grades given by the teacher.

The learning outcomes encompass both the content and the capabilities of an individual. According to Rakhman and Rokmanah (2024), it refers to a product that an individual comes out with after finishing a training or particular education program. This product can be determined by taking a test after the educational experience. According to Bella (2022), learning outcomes serve as indicators of success, representing the optimal results attained by an individual following diligent study. Learning outcomes are affected by various specific factors throughout the teaching and learning process (Nabillah, 2019). Learning outcomes encompass three dimensions: the cognitive dimension, the affective dimension, and the psychomotor dimension.

METHOD

This research employs a qualitative descriptive methodology, detailing a symptom, event, or incident currently occurring and serving as the focal point for accurate depiction (Cresswell, 2017). This study does not specify the sample size; instead, it identifies several informants to be interviewed to gather information regarding the issues under investigation, employing the snowball sampling method with specific considerations. Subject Teachers, Principals, and Students in Grade IX are the individuals who are being questioned as potential informants. Observation, interviews, and documentation are the methodology employed in the research procedure. The techniques of data analysis include reduction, the presentation of data, and the extraction of conclusions. Additionally, triangulation is utilized in the validity check.

RESULTS AND DISCUSSION

The findings of the observations and interviews conducted at SMP Al-Ishlah revealed that the Science Teacher at that institution consistently exhibited exemplary behavior. To give just a few examples, he never missed a school day, was respectful to his fellow teachers and students, was honest in his behavior, and led engaging and thought-provoking lessons in the classroom. The

responsibility of guiding students and ensuring that they comply with school rules falls squarely on the shoulders of a science teacher. When working in a school setting, that is a teacher's responsibility. A teacher must use creative learning methods so students can easily understand the lesson. The teacher's strategy for improving learning is crucial to improving learning outcomes. Therefore, teachers use various methods to improve student learning outcomes in science lessons.

Strategies to enhance science learning outcomes encompass numerous significant methods. Effective pedagogical techniques will enhance student engagement and facilitate optimal learning outcomes. Effective teaching methods can enhance student learning outcomes. In this context, media is utilized to enhance student learning engagement and improve educational outcomes. In this study, the researcher asked what media had been used in science learning by a science teacher with a unique teaching style. He thought that science teachers were strict and disciplined people. Seriousness in class shows that a science teacher has a high commitment.

A good and diverse learning model is essential for teaching lessons. This is important because it can increase students' interest in learning and improve learning outcomes. The suitability of methods and media for learning Natural Sciences is critical. This is one of the factors that helps Al-Ishlah Middle School students perform better in science classes. Implementing the appropriate methods and media can improve student learning outcomes.

Both help teachers improve student learning outcomes. The science teacher's strategy to improve student learning outcomes is crucial in achieving maximum results. Therefore, there are many variations in how to develop and provide teaching. Learning is frequently suboptimal due to various impediments. Science educators can surmount these challenges by employing facilitating elements to enhance student learning outcomes. With this assistance, science educators devise strategies to enhance student learning outcomes. Challenges faced by educators in the instructional process can be mitigated through the implementation of interactive learning media and methodologies. The quality of learning can be enhanced by using suitable media and methods. Science educators enhance student learning by employing learning media that inspires students to learn. In addition to educators using visual media, practicums can stimulate students' curiosity.

Several factors that hinder science subject teachers in their efforts to improve the quality of student learning at Al-Ishlah Middle School are:

1. Some students have lower abilities than others.
2. The limited supervision of students by schools is due to parental responsibilities at home.
3. Students' awareness of the importance of learning is lacking.
4. Some students do not pay attention when the teacher explains; some chat with friends, and some are sleepy.

The supporting factor for science teachers at Al-Ishlah Middle School to improve student learning outcomes is using interactive media and learning methods. By using media and

CONCLUSION

Supporting and inhibiting factors for student learning outcomes include internal and external factors. Internal supporting factors include:

1. Motivation

In addition to the material and how it is presented, educators must also consider the method they employ to cultivate students' motivation and enthusiasm for learning. The internal motivation of the students is the most critical factor.

2. Attitude

Teachers must be capable of regulating the behavior and attitudes of students in the school environment during the teaching and learning process. Teachers must maintain composure and refrain from being influenced by various student attitudes. Teachers must maintain an impartial and objective stance. Teachers must exhibit a positive attitude toward themselves and the subjects they instruct to prevent students from developing negative attitudes. Students are anticipated to gradually develop a more positive attitude toward their teachers and lessons as their negative attitudes diminish.

Meanwhile, external supporting factors include:

1. Parental relationship

Parents have an important role in supervising their children daily and taking good care of them. Although children are not constantly supervised while at school or playing, parents still communicate with their children at home and always try to meet all their needs.

2. Teacher

The teacher's role is crucial to a student's engagement in learning. When a teacher fosters a close relationship with the student, employs engaging pedagogical techniques, and effectively motivates, the student experiences happiness and motivation in their learning process. Students who dislike instruction from a specific teacher may become disengaged from the learning process. Consequently, students may attend class without comprehending or acquiring the knowledge imparted by the instructor.

3. Environment

Unsupportive social environments, such as slums, deprivation, and disruptive children, can hurt student learning. Students will have difficulty learning if they need friends to discuss or borrow learning tools.

Factors that inhibit student learning outcomes also include internal and external factors. Internal inhibiting factors include:

1. Motivation

Students may become passive and less enthusiastic about learning when they lack motivation or interest in a lesson.

2. Intelligence

Every individual possesses a unique level of intelligence. If the learning method does not align with the student's learning style, the student may experience difficulty comprehending the material.

3. Interest and talent

Students may feel overwhelmed and have diminished motivation because their interests and abilities do not align with their study subjects.

4. Confidence

Students may hesitate to ask questions or engage in active learning activities due to lacking self-confidence.

5. Discipline

Achieving learning objectives can be impeded by a lack of discipline in studying, such as frequently postponing work, being irregular in studying, or having difficulty managing time.

Meanwhile, external inhibiting factors include:

1. Family Environment

A disharmonious family or lack of support from parents can disrupt students' focus on learning.

2. School Environment

Unsupportive school environment conditions, such as noisy classes, poor learning facilities, or poor relationships with teachers, can hinder the teaching and learning process and thus impact student learning outcomes.

3. Peers

Bad peer influence, for example, encouraging laziness or involvement in useless activities, can disrupt students' focus on learning.

The learning process's significance is evident in how teachers employ various techniques to captivate students' attention and encourage them to concentrate while studying. Diverse methodologies will facilitate students' comprehension of the subject matter. The science teacher's approach to enhancing student learning outcomes involves consistently offering motivation and enthusiasm, employing diverse learning strategies, utilizing contextually appropriate teaching methods, and incorporating engaging learning media that aligns with the subject matter.

RECOMMENDATION

Based on the research results, several problems have not been resolved. Therefore, the researcher provides several recommendations, including:

1. The principal must contemplate enhancing school facilities by incorporating laboratories, comprehensive libraries, projectors, and public computers or laptops for student use on campus. Furthermore, it offers professional development for educators in class management and organization.

2. Science teachers can place a greater emphasis on their students, making the learning process more engaging and encouraging students to take an interest in doing so. Never stop innovating new approaches to learning and new forms of media in order to ensure that the learning process is always enjoyable. By participating in discussions, visits, social media evaluations, socialization, and training on the significance of the role of teachers in supporting student learning outcomes, teachers have the opportunity to gain knowledge from other schools that have been successful in transforming teachers into individuals who act as facilitators. Teachers must never allow themselves to become bored while providing students with enjoyable and encouraging lessons.
3. Students must understand how to identify and regulate themselves as learners and recognize their responsibilities as individuals engaged in the learning process. Students can exhibit more extraordinary courage in discussing their required learning methods with teachers, enabling educators to modify the instructional approach.
4. Parents must motivate and direct their children to do homework at home. This role is crucial in ensuring that children can achieve optimal results and perform well in their studies.

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