

**KESULITAN BELAJAR MAHASISWA TAHUN PERTAMA PADA
PEMBELAJARAN KIMIA DASAR I SECARA DARING PADA MASA
PANDEMIK COVID 19**

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ABSTRAK

Penelitian ini bertujuan untuk mendeskripsikan dan menjelaskan (1) tingkat kesulitan belajar mahasiswa dalam pembelajaran secara daring, dan (2) faktor penyebab kesulitan belajar mahasiswa dalam pembelajaran secara daring dalam mempelajari materi kuliah Kimia Dasar I semester ganjil tahun ajaran 2021/2022. Subjek penelitian ini adalah 19 orang mahasiswa aktif Program Studi Pendidikan Kimia Undiksha dan dua orang dosen pengajar matakuliah Kimia Dasar I. Penelitian ini dilaksanakan dengan menggunakan jenis penelitian kualitatif dengan pendekatan fenomenologi. Pengambilan data dilakukan dengan cara studi dokumen, angket, dan wawancara. Hasil penelitian ini menunjukkan bahwa (1) tingkat kesulitan belajar mahasiswa dalam mengikuti pembelajaran kimia dasar 1 secara daring tergolong sedikit sulit dengan persentase 53%, tergolong cukup sulit dengan persentase 37%, dan yang tergolong sulit dengan persentase 5%, dan (2) faktor internal penyebab kesulitan belajar secara daring meliputi intelegensi yang ditinjau dari pemahaman materi pembelajaran Kimia Dasar I pada tingkat sub-mikroskopik dan kemampuan mengingat yang rendah, minat yang ditinjau dari keaktifan mahasiswa dalam pembelajaran daring sangat kurang, motivasi belajar dan bakat mahasiswa yang tergolong masih rendah dalam pelaksanaan pembelajaran daring. (3) Faktor eksternal penyebab kesulitan belajar secara daring meliputi kondisi rumah yang kurang nyaman, keterbatasan komunikasi yang kurang intens sehingga menghambat saat proses perkuliahan, dan kendala teknis seperti akses jaringan internet, koneksi yang tidak stabil, dan hambatan keterbatasan dalam penggunaan media.

Kata kunci: kimia, kesulitan belajar, pembelajaran daring, faktor penyebab.

THE LEARNING DIFFICULTIES FIRST YEAR STUDENTS IN ONLINE FUNDAMENTAL CHEMISTRY I LEARNING DURING THE COVID 19 PANDEMIC

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ABSTRACT

This study is aimed to describe and explain (1) the level of student learning difficulties in online learning, and (2) the factors that cause student learning difficulties in online learning in studying Fundamental Chemistry I course material in the odd semester of the academic year 2021/2022. The subjects of this study were 19 active students of the Undiksha Chemistry Education Study Program and 2 teaching lecturer for the Fundamental Chemistry I course. This research was carried out using a qualitative type with a phenomenological approach of research. Data were collected by means of document studies, questionnaires, and interviews. The results of this study indicated that (1) the level of learning difficulty of students in participating in Fundamental Chemistry I learning online is classified as slightly difficult with a percentage of 53%, quite difficult with a percentage of 37%, and which is classified as difficult with a percentage of 5%, and (2) internal factors causes of online learning difficulties include intelligence in terms of understanding of Fundamental Chemistry I learning material at the sub-microscopic level and students low memory skills, interest in terms of student activity in online learning was very lacking, learning motivation and student talents were still low in the implementation of learning online. (3) External factors that cause online learning difficulties include poor housing conditions, limited communication that was less intense so that it hindered the lecture process, and technical obstacles such as internet network access, unstable connections, and limitations in the use of media make it difficult to implement Fundamental Chemistry I learning in a holistic manner online.

Keywords: chemistry, learning difficulties, online learning, cause factors.