ABSTRAK

ANALISIS KESULITAN BELAJAR ILMU GIZI SISWA KELAS X PATISERI DI SMK NEGERI 9 BANDUNG

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Latar belakang penelitian ini berdasarkan data yang penulis peroleh pada saat pelaksanaan PLP di SMK Negeri 9 Bandung pada tahun ajaran 2014/2015, terdapat 30 dari 71 siswa yang memiliki nilai rata-rata ulangan harian di bawah KKM. Permasalahan di atas merupakan salah satu gejala terjadinya kesulitan belajar. Tujuan penelitian ini untuk mengetahui tingkat kesulitan materi ilmu gizi dan peranan indikator berdasarkan faktor anak didik, sekolah, keluarga, dan lingkungan yang menyebabkan siswa mengalami kesulitan belajar ilmu gizi. Sampel penelitian ini menggunakan sampel acak atau *random sampling* terhadap 84 siswa tahun ajaran 2015/2016. Penelitian ini merupakan penelitian deskriptif kuantitatif dengan instrumen penelitian tes dan angket. Hasil penelitian analisis kesulitan materi menunjukkan materi ilmu gizi yang paling sulit dipahami adalah materi DKBM dan DBMP. Materi AKG, Mineral, dan Vitamin berada pada tingkat kesulitan materi "sedang", protein dan lemak berada pada tingkat kesulitan materi "rendah", dan karbohidrat merupakan materi dengan tingkat kesulitan "sangat rendah". Hasil penelitian mengenai faktor penyebab yang berperan "besar" terhadap kesulitan belajar ilmu gizi adalah faktor anak didik, lingkungan dan keluarga, sedangkan faktor sekolah berperan "sedang" terhadap kesulitan belajar ilmu gizi. Hasil penelitian ini memberikan rekomendasi kepada guru pengampu untuk lebih mengoptimalkan pembelajaran ilmu gizi. Rekomendasi kepada siswa untuk mengetahui apa saja penyebab siswa kesulitan belajar sehingga dapat menjadi acuan untuk mengembangkan diri menjadi lebih baik.

Kata Kunci: Kesulitan Belajar, Ilmu Gizi.

ABSTRACT

ANALYSIS OF NUTRITIONAL SCIENCE'S LEARNING DIFFICULTIES ON CLASS X PÂTISSERIE STUDENTS AT SMK NEGERI 9 BANDUNG

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The background of this research is based on the data which author obtained during PLP activities at SMK Negeri 9 Bandung in academic year in 2014/2015. There were 30 of the 71 students who have average results from the daily tests under the minimum completeness criteria (KKM). The problem above is one of the symptoms of learning difficulty. The purpose of this study is to determine the level of difficulty from the materials of nutritional science and the role indicators based on factors of students, school, family, and environment that might cause students to have difficulty in learning the nutritional science. The research sample uses the random sampling method of 84 students from the school year in 2015/2016. This research method is descriptive and quantitative, provided with test research instruments and questionnaires. The results from this research analyzing of the difficulty of the learning materials showed that the materials of nutritional science which is the most elusive to learn are DBMP and DKBM. Meanwhile the AKG, minerals and vitamins materials are at the level of "moderate" difficulty, the protein and fat materials are at the level of "low" difficulty, and the carbohydrate material is the matter of "very low" difficulty level. The research results about the causative factors which have "major" role to the learning difficulties of nutritional science are student, environment and families factors, while the school factor has a "medium" role to the learning difficulty on nutritional science. The results give a recommendation for teachers to optimize learning nutritional science more further. The recommendation for parents is to actively participate in supervising children's learning activities at home, especially in nutritional sciences. It is recommended for the students to find out the cause of learning difficulties by themselves so that the students can be motivated to develop themselves to be better in learning activities.

Keywords: Learning difficulties, Nutritional science