

STUDENTS' COGNITIVE BEHAVIOR (CASE STUDY IN LEARNING MANAGEMENT)

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ABSTRAK

Studi kasus ini bertujuan sebagai dasar atau acuan dalam pemecahan masalah perilaku kognitif peserta didik, dapat memiliki data yang lebih untuk dilakukan pengelolaan tahap selanjutnya, menganalisis permasalahan perilaku kognitif peserta didik dan menyelaraskan setiap elemen yang terkait. Metode studi kasus yang diambil adalah metode kualitatif, dengan pendekatan fenomena dan psikologi karena meyangkut perilaku kognitif peserta didik dalam manajemen pembelajaran. Metode pengumpulan data dilakukan dengan wawancara dan observasi. Studi kasus ini dilaksanakan dengan mengambil 2 peserta didik sebagai sampel, serta beberapa guru di SMP Negeri 3 Limboto. Pada teknik analisis data penulis membagi atas identifikasi masalah, analisis, sintesis, diagnosis, prognosis, treatment dan tindak lanjut. Hasil studi kasus, dari identifikasi masalah peserta didik ini mengalami permasalahan perilaku kognitif berupa kesulitan belajar dalam manajemen pembelajarannya. Analisis, permasalahan kognitif peserta didik yakni dengan adanya kesulitan memahami mata pelajaran matematika, IPA dan Bahasa Inggris, kurangnya kemauan untuk belajar, kesulitan berbahasa, memiliki karakter pemalu, adanya konflik sibling dan tindakan bullying verbal yang dialami peserta didik. Sintesis, peserta didik kurang motivasi belajar, rasa malas belajar dan adanya rasa benci terhadap suatu mata pelajaran tertentu serta adanya konflik. Diagnosis, Faktor Internal dalam diri peserta didik dan eksternal dari lingkungannya. Prognosis, jika masalah tidak segera diatasi, maka yang dapat terjadi tidak ada ilmu yang tertransfer dan prestasi belajar semakin menurun. Treatment, Wali kelas dan guru harus selalu kebersamaan, memberikan nasihat kepada peserta didik, mengajarkan secara pelan-pelan hingga menemukan kenyamanan belajar. Tindak lanjut, peserta didik dapat diikutsertakan dalam perlombaan contohnya dalam Olahraga dan Seni yang mana itu pelajaran yang dia sukai. Memberi tahu orangtua tentang masalah dan treatment yang harus dilakukan sam dengan yang dilakukan di sekolah.

Keyword: Perilaku kognif, kesulitan belajar.

ABSTRACT

This case study aims as a basis or reference for solving students' cognitive-behavioral problems, can have more data to be carried out in the next stage of management, analyze students' cognitive-behavioral problems and align each related element. The case study method used is a qualitative method, with a phenomenon and psychology approach because it involves the cognitive behavior of students in learning management. The method of data collection was done by interview and observation. This case study was carried out by taking 2 students as samples, as well as several teachers at SMP Negeri 3 Limboto. In the data analysis technique, the writer divides the problem identification, analysis, synthesis, diagnosis, prognosis, treatment and follow -up continued. The results of the case study,

from the identification of problems these students experienced cognitive-behavioral problems in the form of learning difficulties in learning management. Analysis, students' cognitive problems, namely the difficulty of understanding mathematics, science, and English, lack of willingness to learn, language difficulties, having a shy character, sibling conflict, and verbal bullying experienced students. In synthesis, students lack the motivation to learn, feel lazy to learn, and have a sense of hatred towards a particular subject and conflict. Diagnosis, Internal factors within students and external to their environment. Prognosis, if the problem is not immediately addressed, then what can happen is that no knowledge is transferred and learning achievement will decrease. Treatment, homeroom teachers, and teachers must always cooperate, provide advice to students, and teach slowly until they find comfort in learning. As a follow-up, students can be included in competitions, for example in Sports and the Arts, which are their favorite subjects. Inform parents about problems and treatments that must be carried out as well as those carried out at school.

Keywords: Behavior cognitive, difficulty study.

INTRODUCTION

Cognitive development has an important role in the success of learning because some activities in learning are related to thinking problems. Therefore, an educator needs to understand one aspect of psychology related to the cognitive aspects of elementary school students. Understanding, in this case, is considered important because the learning carried out must be adjusted to the level of students' cognitive development. Cognitive aspects include perception, memory, thoughts, symbols, reasoning, and problem-solving. This cognitive development activity helps students in overcoming situations or conditions to solve problems, especially in learning activities in class.¹

Teachers are seen as cognitive mentors, so students are able to develop cognitive processes to understand academic tasks.² Cognitive development in education is important, if cognition is not developed properly it will affect students in the academic field. This will affect students when doing learning activities, if students have cognitive difficulties then students will have learning difficulties. The process of cognitive development experienced by children is related to learning activities in the classroom. Cognitive development that does not develop properly in accordance with student development will cause learning difficulties. Learning difficulties such as difficulties in understanding the material taught by the teacher and so on.³

Case studies are a way to get complete data about individuals. The data is processed and analyzed, then the results can be used to predict individual problems so that guidance and/or counseling services can be provided as accurately as possible.⁴ This case study can provide in⁵-depth information about the problems

¹Rita Izzaty et al., "Perkembangan Peserta Didik Penulis," *Perkembangan Peserta Didik* (2007): hlm.24, [http://staff.uny.ac.id/sites/default/files/pendidikan/Dr. Rita Eka Izzaty, S.Psi., M.Si./Buku PPD-revisi akhir.pdf](http://staff.uny.ac.id/sites/default/files/pendidikan/Dr._Rita_Eka_Izzaty,_S.Psi.,_M.Si./Buku_PPD-revisi_akhir.pdf).

²Musari Dalyono, *Psikologi Pendidikan Islam, Cirebon*, vol. 4, 2015.

³Masganti Sit, *Perkembangan Peserta Didik* (Jakarta: Edu Publish, 2012).

⁴Dede Rahmat Hidayat, "Teori Dan Aplikasi Psikologi Kepribadian" (Bandung: AriPublisher, 2015).

experienced by students. We will be able to obtain information about the cause of the problem and determine the steps to deal with the problem experienced by the student.⁶

From the theory put forward, it was found that there were problems in student behavior at school, especially in cognitive behavior, therefore it was interesting to be able to do simple research in the form of a case study which in this case was carried out at SMPN 3 Limboto. The aims of this case study are:

1. As a basis or reference in problem-solving
2. Can have more data for the next management stage
3. Analyzing students' cognitive-behavioral problems
4. Align each related element.

METHOD

The research method taken is a qualitative method, with a phenomenon and psychology approach because it involves the cognitive behavior of students. The method of data collection was done by interview and observation. This case study takes place at SMP Negeri 3 Limboto. In the data analysis technique, the writer divides the problem identification, analysis, synthesis, diagnosis, prognosis, treatment and evaluation.

In carrying out this case study, the author tries to present data related to the problem to be studied. The data that can be provided relates to students' cognitive behavioral problems. Therefore, all pure data were taken for the purposes of case study activities to help, treat and provide the concept of solving the problems that occurred.

CASE STUDY RESULTS

Identification of problems

In identifying this problem, the author took samples from 2 students with the initials MJA and SYD and was assisted with additional information from several teachers. These two students are children from affluent families. Samples were taken by purposive sampling. In accordance with the research background that the information that will be taken from students is the types of cognitive-behavioral problems. After a brief interview, the two students experienced cognitive-behavioral problems in the form of learning difficulties.

Analysis

Based on the information obtained from teachers, MJA and SYD, it is also stated that at school they are often late, sometimes homework is not done for many reasons. MJA and SYD are children of the type who only likes a few subjects, he said he likes it because the teacher is fun. He likes Sports and Arts and really doesn't like math, science let alone English. From the story of MJA and SYD themselves, if one day after he went out of town with his family the next day he often missed school because he was tired even though he said " *yes, I'm just lazy, I don't want to go to school anymore* ". MJA and SYD are children who really like

⁶ Margarita Surmai and Elsie Duff, "Cognitive Behavioural Therapy: A Strategy to Address Pandemic-Induced Anxiety," *Journal for Nurse Practitioners* 18, no. 1 (2022): 36–39, <https://doi.org/10.1016/j.nurpra.2021.10.013>.

music and Korean songs, every time they study they will definitely be interspersed with playing gadgets to watch their idols. They are also children who get tired easily so they often complain, especially if they are at home and told to study, it has made their mood not good.

The results of the case study analysis revealed that students experienced cognitive problems. This problem is related to the academic problems experienced by students in the school environment, this is because the learning process of students is mostly carried out at school. This problem is as expressed by respondents in open questions " it is *difficult to understand science lessons*" "*I have difficulty in mathematics lessons* " and "*difficulty in math story problems* ". These problems will have an influence on students such as difficulty in completing tasks given by the teacher so that they are left behind in terms of learning which result in student learning outcomes. This is as written by the respondent "*cannot do homework assignments that have been given by the teacher* ". Difficulty in remembering is a difficulty marked by students feeling that they often forget or have difficulty remembering things.

The difficulties experienced by students are related to mathematics, English, and science subjects. Difficulties in mathematics, English, and science were the answers most frequently mentioned by students. Teachers must pay attention to the characteristics of children during learning activities in the classroom. For example, when the teacher explains mathematics subjects, the teacher uses concrete examples that are around students to facilitate students' understanding of the material being taught. The goal is to reduce the problems of students who have difficulty understanding math story problems, with the application of media that attracts attention, students are more enthusiastic about participating in learning and paying attention to teacher explanations, and students feel that the learning activities carried out are not boring. English language difficulties expressed by students are related to intellectual cognitive development. Difficulties in understanding science subjects can be caused because students find it difficult to remember things, so students have difficulty understanding. In this case, when delivering material the teacher must pay attention to the ability of students and conduct questions and answers on each material being taught, so the teacher can find out whether the students have understood the material being taught. Science lessons provide real-world experiences to develop process skills and scientific attitudes.⁷ The science process skills of children must be adjusted to the stage of cognitive development. The learning process can be done by using concrete objects in the environment. So, it is important for a teacher to overcome or take preventive action because mathematics, English, and science are important subjects for students. Teaching mathematics in schools certainly has a goal to be achieved.

The next cognitive problem is related to language difficulties experienced by respondents such as "*shame because they are not fluent in reading*". Language difficulties experienced by students cause students difficulty in doing assignments.

⁷ Yusuke Umegaki et al., "A Rumination-Focused Cognitive-Behavioral Therapy Self-Help Program to Reduce Depressive Rumination in High-Ruminating Japanese Female University Students: A Case Series Study," *Cognitive and Behavioral Practice* 29, no. 2 (2021): 468–484, <https://doi.org/10.1016/j.cbpra.2021.01.003>.

This is because students do not master spoken language in reading. This is because students do not master spoken language in reading. This agrees with Widyorini, who explains that the problem of spelling is the difficulty of associating sounds and letters, therefore the embodiment of words is also not displayed perfectly.⁸ Children in this group are not good at seeing word symbols (reading) and abstracting in their minds the spelling of words. Problems in reading difficulties need to be the attention of a teacher to help students to read well. Efforts are made by using interesting ways to make it easier for students to learn to read.

The next academic problem related to cognitive aspects expressed by respondents was "sometimes at school I don't really understand the lesson but I am embarrassed to ask". In this case, the teacher needs to find ways or activities such as question and answer to find out students' understanding of the subject matter that has been taught. Sudjana stated that the question and answer method is one of the most effective and efficient teaching methods in building students' creativity in the learning process. The question and answer method can enable the creation of mental process activities for students to see the links available in the learning material.

Another cognitive problem related to sibling conflict as stated by the respondent "I find it difficult to study at home because the home environment is too noisy". Cognitive problems experienced by these students are difficulties in paying attention or concentration. Same to say that concentration is focusing the mind on one thing to the exclusion of all other things that are not related to learning activities. The problems experienced by students related to sibling conflicts require parental assistance in children's learning activities at home, such as providing special hours for study. It is expected that children who are in the home environment can apply the rules made and reduce the risk of problems such as siblings interfering with the learning activities of their younger siblings because all children have the same learning hours.

Furthermore, the cognitive problems related to verbal bullying raised by the respondents were "being made fun of because I am not good at English lessons" and "I was made fun of stupid at school because I couldn't do the questions". Coloroso said verbal bullying is words that can discourage children who receive them. Verbal bullying is like ridicule. Bullying in a school environment may be considered normal, but bullying can have an impact on victims who are bullied. Students who are constantly ridiculed by their peers, of course, will feel ashamed and hopeless in participating in learning activities⁹. This has an impact on the mental health of students who experience these problems. Although some students face problems, on the other hand, students have advantages that are in them.¹⁰

⁸ H Abu Ahmadi and Widodo Supriyono, *Psikologi Belajar* (Bandung: Pustaka Setia, 1991).

⁹ Adib Asrori, "Terapi Kognitif Perilaku Untuk Mengatasi Gangguan Kecemasan Sosial," *Jurnal Ilmiah Psikologi Terapan (JIPT)* 03, no. Vol 3, No 1 (2015) (2015): 89–107, <http://ejournal.umm.ac.id/index.php/jipt/article/view/2128>.

¹⁰ Sri Nyumirah, "Peningkatan Kemampuan Interaksi Sosial (Kognitif, Afektif Dan Perilaku) Melalui Penerapan Terapi Perilaku Kognitif Di Rsj Dr Amino Gondohutomo Semarang," *Keperawatan Jiwa* 2 (2013): 121–128, <http://pmb.stikestelogorejo.ac.id/e-journal/index.php/ilmukeperawatan/article/view/45>.

Based on the results of the case studies, the researchers found that most of the students' strengths were in the field of physical exercises, such as sports. Second, students have advantages in the field of music, such as singing and playing musical instruments. The third order is the students' strengths in visual-spatial intelligence, such as drawing and painting. Fourth, the student's strengths in linguistics, such as writing and reading. The fifth-order, advantages in the intrapersonal field, such as being active and enthusiastic in learning. The sixth order is advantages in the physical field such as having a large and tall body. Then lastly, excellence in interpersonal fields, such as in terms of communication and collaboration as well as excellence in logical-mathematical fields, such as numeracy. The strengths that students have can be an "entrance" for teachers to help students solve problems faced by students. This statement is supported by a theory that explains the advantages of applying multiple intelligences so that teachers can use the multiple intelligences framework in implementing the teaching process widely. Activities that can be done such as drawing, composing songs, listening to music, or watching performances.¹¹

Synthesis

Based on the identification and analysis of the problem, here the author can provide an illustration that MJA and SYD have problems in their motivation, interest, and enthusiasm for learning because no one supports their enthusiasm for learning. From their own point of view, MJA and SYD do not have the enthusiasm to learn, they like to be sleepy and feel that they will not be able to learn the material. From the factor of their parents, there is also a lack of supervision from parents in monitoring their learning progress. The author concludes that MJA and SYD are children who lack the motivation to learn, feel lazy to learn, and have a hatred for certain subjects.

Diagnosis

- a. Internal factors
 - Nothing can motivate him to study
 - Lack of interest and have not found the essence of learning
 - Lazy to study and often play
- b. External factors
 - Lack of attention regarding monitoring child development in learning
 - Get sufficient facilities but not as needed
 - The teacher's way of teaching that is not liked, causes hatred towards certain subjects
 - From the previous school level, they don't like certain subjects

3. Prognosis

- a. MJA and SYD are not immediately resolved, then the possibilities that can occur are:
 - No knowledge is transferred
 - Not Passing the Exam

¹¹ Christina Cronauer Klöckner et al., "Relationship between Self-Reported Cognitive and Behavioural Empathy among Medical Students," *Patient Education and Counseling* 105, no. 4 (2022): 895–901, <https://doi.org/10.1016/j.pec.2021.07.053>.

- Decreased learning achievement
- Low value
- b. If the problems faced by MJA and SYD can be resolved immediately, the possibilities that will occur are:
 - There is a sense of enthusiasm to learn, and catch up in terms of understanding the material
 - Can take advantage of time with positive activities at home, study hard and do assignments
 - Learning achievement will increase
 - Can make parents proud
 - Value up

Treatment

The homeroom teacher and the teacher will always be together in class by gradually providing advice and understanding to MJA and SYD, teaching slowly until he finds comfort while learning. BK teachers provide individual guidance and provide good image input such as being motivated to learn by communicating frequently, BK teachers must also provide understanding to MJA and SYD that the facilities provided by parents are not to be abused, but can be used to support learning. learning process.

Evaluation/Follow Up

MJA and SYD can be included in competitions such as Sports and Arts which are their favorite subjects. MJA and SYD parents should also pay attention to not only the material but also their internal development, including learning.

So from there, we can monitor the progress of MJA and SYD at home through their parents. Some of the ways that we can convey to increase enthusiasm for learning are by parents themselves who educate their children in a fun way and adapted to the conditions of MJA and SYD. For example, we love music and we provide material through interesting audio or video. Then there can also be homework that involves children's activities such as making crafts, etc., this will slowly attract children's interest.

CONCLUSION

Case studies are carried out with the aim of revealing facts related to the existing problems and causes of the problems and then to be able to determine steps to deal with these problems. In the case study report above, it can be concluded that the cognitive-behavioral problems found were learning difficulties due to a lack of enthusiasm, motivation, and interest in learning.

The availability of mentors to accompany and direct students or counselees is very much needed. Because every student will have problems with their respective characteristics. And cooperation between parties will determine the future of students, especially teachers and parents. In the field of independent study, a case has several background causes that are quite complex to be studied. Good analytical skills are needed in managing the data obtained.

In the process of collecting case study data, there were several obstacles, namely the limited time of researchers and very limited time to conduct interviews with students because they would continue learning in class. Students as informants

have not revealed in-depth about the cognitive problems they are experiencing. Data validity still needs to be done again, because student statements have changed. The supporting factor is the good response from the principal and teachers, especially from the students who were interviewed.

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