



Understanding The Dynamics And Challenges Of Learning In Groups Of Students In Grade Vii Mts Yapdi On Procedure Text Material

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ABSTRACT

This study aims to identify and analyze the difficulties and obstacles of class VII students of MTs YAPDI in group learning of procedural text material. This qualitative study used observation, interview, and documentation techniques to collect data from 22 students (saturated sample). Data analysis used descriptive analytic with the Huberman and Miles model (collection, reduction, display, and verification of data). The findings of the study showed several difficulties, namely: (1) differences in understanding of the material between members, (2) lack of member participation, (3) communication problems in groups, (4) lack of motivation and responsibility, (5) lack of self-confidence, and (6) conflict between members. It is recommended that further research focus on developing interventions to overcome these difficulties, the role of teachers in facilitating group learning, and the impact of learning methods on group dynamics and learning outcomes of procedural texts.

Keywords: Group Learning, Procedural Text, Obstacles.

ABSTRAK

Penelitian ini bertujuan mengidentifikasi dan menganalisis kesulitan serta hambatan siswa kelas VII MTs YAPDI dalam pembelajaran berkelompok materi teks prosedur. Penelitian kualitatif ini menggunakan teknik observasi, wawancara, dan dokumentasi untuk mengumpulkan data dari 22 siswa (sampel jenuh). Analisis data menggunakan deskriptif analitik dengan model Huberman dan Miles (koleksi, reduksi, display, dan verifikasi data). Temuan penelitian menunjukkan beberapa kesulitan, yaitu: (1) perbedaan pemahaman materi antar anggota, (2) kurangnya partisipasi anggota, (3) masalah komunikasi dalam kelompok, (4) kurangnya motivasi dan tanggung jawab, (5) kurangnya rasa percaya diri, dan (6) konflik antar anggota. Disarankan penelitian selanjutnya fokus pada pengembangan intervensi untuk mengatasi kesulitan tersebut, peran guru dalam

memfasilitasi pembelajaran berkelompok, dan dampak metode pembelajaran terhadap dinamika kelompok dan hasil belajar teks prosedur.

Kata Kunci: Belajar Berkelompok, Teks Prosedur, Hambatan.

1. INTRODUCTION

Group learning has become one of the most popular pedagogical approaches in modern education. Through social interaction and collaboration, students are expected to develop critical thinking, communication and problem-solving skills effectively. However, the implementation of group learning does not always go smoothly, especially in the context of learning procedural text materials. Group learning is one form of activity implemented in guidance. Group learning activities are activities that involve more than one individual. This group learning activity can be an alternative in helping to solve an individual's problems and can increase student activity in the learning process and make learning more meaningful and meaningful in students' lives (Masrik, 2019, p. 211).

Procedure text as a type of text that presents steps to do something, has unique characteristics. Understanding the structure, linguistic rules, and purpose of procedure text requires an in-depth understanding of the concept. According to Hasmi & Pohan (2021, p. 54) procedure text is a type of text that contains steps, stages, or ways of doing or making something completely, clearly, and in detail to achieve certain goals. Therefore, learning procedure text is often a challenge for students, including students in grade VII of MTs YAPDI (Yayasan Pembangunan Didikan Islam).

In the context of group learning, seventh grade students of MTs YAPDI face various difficulties. Differences in academic ability, learning style and level of social maturity among group members can be an obstacle in achieving learning objectives. In addition, lack of understanding of the concept of procedure text, difficulty in organizing ideas, and limited ability to communicate effectively can also be factors that cause learning difficulties. In group learning, it is important to understand the factors that can inhibit student engagement and response. These factors include lack of motivation, learning difficulties, and inappropriate teaching methods, which directly affect learning outcomes. By understanding and addressing these barriers, teachers can create a more effective learning environment and improve student learning outcomes (Zuriawan & Chotimah, 2024, p. 144).

It is important to emphasize that the difficulties experienced by students in group learning on procedure text material not only impact on individual learning outcomes, but also on group dynamics. If difficulties are not identified and addressed appropriately, this can decrease students' learning motivation, disrupt the learning process, and ultimately hinder the achievement of learning objectives.

Therefore, this study aims to identify and analyze in depth the difficulties and obstacles experienced by seventh grade students of MTs YAPDI in group learning on procedure text material. By understanding the root of the problem, it is hoped that the right solution can be found to improve learning effectiveness and help students achieve optimal learning outcomes.

2. RESEARCH METHODE

The type of research used is qualitative research. Qualitative research is a research method that tries to describe and interpret objects as they are (Sahir, 2021, p. 32). The location of the research conducted was located at MTs YAPDI Jalan Padang Bulan No.34 Medan and the subject of planning, implementation and research using a process approach. Factors are the

difficulties and obstacles of group learning of procedural text material for the implementation of PPL III UINSU activities.

The population of this research is all seventh grade students at MTs YAPDI. The sample that will be used in this research is all seventh grade students of MTs YAPDI totaling 22 students. Determination of the sample in this study was carried out by saturated / census sampling technique, with the consideration that relatively few members of the population so that sampling was carried out on all members of the existing population. The reason for using saturated samples is because it is very possible considering the number of students in class VII is only 22 people, the author sets the entire population as a sample in this study.

The data collection techniques used in this research are observation, interview and documentation techniques. This writing uses descriptive analytic analysis, namely by concluding an object, thinking about the description systematically, factually related to what the author analyzes. In analytical descriptive analysis, the author uses content analysis tools, reflection, induction and deduction, comparison and analysis of the Huberman and Miles model, namely data collection, data reduction, data display and data verification. So after the data is analyzed, then a conclusion is made from the results of the data analysis.

3. RESULT AND ANALYSIS

Difficulty Understanding the Material

One of the dynamics of obstacles in group learning on procedure text material is the difference in the level of understanding of the material between members, which can cause some members to have difficulty following the flow of discussion and completing tasks. Some seventh grade students of MTs YAPDI have difficulty understanding the structure of procedure text (purpose, steps, materials/tools). This can hinder the group in planning and composing the procedure text. When some group members have difficulty in understanding the material, this can trigger some ongoing negative dynamics, namely lack of participation, the emergence of frustration, or even conflict between members (Ashar et al., 2023, p. 2186).

The teacher's role as an observer, motivator, and facilitator to overcome the uneven understanding of the material in learning procedure text, the teacher needs to actively observe the group dynamics. Teachers should be sensitive to signs of lack of participation, such as students who are silent, do not contribute, or look uninterested (Sudiyono, 2020, p. 44). Furthermore, teachers need to motivate students who are less active to participate.

Lack of Member Participation

Group learning aims to develop cooperative skills and solve problems together. However, the lack of member participation directly contradicts this goal. In the material of procedure text, some seventh grade students of MTs YAPDI lacked participation in completing the assigned tasks. If there are passive members, it will result in losing the opportunity to understand the material deeply through discussion and interaction with their peers (Misnah & Usman, 2022, p. 266). As a result, group tasks related to procedure texts, such as analyzing, composing, or presenting procedure texts, can be hampered and not optimal.

Group learning from two paradigms, psychological and social. From a psychological point of view, students should feel recognized, accepted, and valued in the group. However, if there are members who participate less, they may feel isolated or unmotivated. In the context of procedure texts, this can be exacerbated if the material is perceived as difficult or boring. From a social point of view, lack of participation hinders productive activities and positive social relationships in the

group. Discussions about procedural texts, which should be a venue for exchanging ideas and understanding, become less dynamic and less effective if there are passive members.

Communication Problems in Groups

Group learning relies on effective communication between members. Some seventh grade students of MTs YAPDI experience communication barriers in groups when completing assignments on procedural text material due to lack of interaction, unresolved differences of opinion, or difficulty in conveying ideas, so that understanding of procedural text material will also be disrupted. This can result in less than optimal group work results, even failure to complete the task. Effective communication is essential to ensure all group members understand the steps, purpose and structure of the procedure text. If communication is good, it allows the exchange of ideas, explanation of materials, and collaborative completion of tasks (Silalahi et al., 2023, p. 148).

Communication problems in groups can negatively affect various aspects of procedure text learning. The process of discussion and exchange of ideas becomes less productive, so the potential for the group to learn from each other and enrich understanding is reduced. In addition, communication problems can also affect the quality of group work. For example, the procedure text produced is incomplete, incoherent or contains errors due to lack of coordination and ineffective communication between members. Furthermore, unresolved communication problems can trigger conflicts and reduce group members' learning motivation. Therefore, teachers need to create an open learning atmosphere, respect each other, and encourage active participation of all members.

Lack of Motivation and Responsibility

Students of grade VII MTs YAPDI lack motivation and responsibility when completing the task of procedure text material in groups. Motivation and responsibility are important factors in successful learning, especially in group learning (Ayunisyah et al., 2020, p. 120). In learning procedure text, students are required to understand the steps, purpose, and structure of the text, and be able to compose it themselves. If students lack motivation, they tend to be less eager to actively participate in group activities, such as discussing, searching for information, or composing procedure texts. Lack of responsibility can also affect group performance so that students do not do the assigned tasks, or do not contribute to the discussion. As a result, understanding of procedure text material becomes uneven, and learning objectives are difficult to achieve.

Lack of motivation and responsibility in group procedure text learning can have a negative impact on the learning process and outcomes. The discussion and collaboration process becomes ineffective, so the group's potential to learn from each other and exchange ideas is not well utilized. The results of group work also tend to be less than optimal and cause the resulting procedure text to be incomplete, incoherent, or contain errors. Furthermore, the lack of motivation and responsibility within the group can trigger conflicts between members and create a non-conducive learning atmosphere.

Lack of Confidence

Confidence plays a crucial role in successful group learning, especially in the context of procedure texts. Procedure text requires a good understanding of the steps, the use of appropriate language, and the ability to organize information logically. Some seventh grade students of MTs YAPDI lack confidence when expressing opinions in groups, especially on procedural text material. In line with Simatupang's opinion (2020, p. 200) students who have high self-confidence tend to be more courageous to actively participate in group discussions, express ideas, ask

questions if there are things that are not understood, and contribute to the preparation of procedural texts. In contrast, students who lack confidence may feel hesitant to participate, fear being wrong, or feel unable to make meaningful contributions.

Lack of confidence can negatively affect the learning process and outcomes of students in group procedure text learning. The discussion and collaboration process becomes less effective due to the lack of active participation from all members (Subarna et al., 2021, p. 76). This can also lead to uneven understanding of the material among group members. In addition, the quality of the procedure text produced by the group may be less than optimal due to the lack of contributions and ideas from some members. In the long run, the lack of confidence may hinder the development of students' ability to write and understand procedure texts independently.

Conflict Between Members

Students in grade VII of MTs YAPDI experience obstacles in group learning, including experiencing conflict between members when completing the task of procedure text material. Group learning, although it has many benefits, also has the potential to cause conflict between members. This is natural because each individual has different opinions, learning styles, and personalities. In the context of procedure text material, potential conflicts can arise related to differences in interpretation of steps, selection of materials and tools, or determination of text structure. If these conflicts are not managed well, they can disrupt the learning process and the achievement of group goals. Procedure text, with its detailed and structured nature, demands agreement and coordination between group members, so unresolved differences of opinion can be a significant obstacle (Riyanti & Wardhana, 2019, p. 45).

Some of the conflicts between members are differences of opinion about the steps, group members have different interpretations of the order or details of the steps in the procedure text. For example, in a procedure text on how to make churos, some argued that onions should be added to chocolate in the dough, while others argued otherwise. This difference, if not discussed properly, can lead to arguments. Different working styles, group members have different working styles, for example, some prefer to work quickly and efficiently, while others are more thorough and detailed. This difference can cause tension if there is no mutual understanding. And personality differences or personal issues between members can also affect group dynamics and trigger conflict.

Unresolved conflicts can have a negative impact on the process and outcomes of learning procedure texts in groups. The process of discussion and collaboration becomes ineffective, and can even stop. This causes the group's potential to learn from each other and exchange ideas to be underutilized (Saputra et al., 2023, p. 90). The quality of the procedure text produced by the group may also be less than optimal due to the lack of coordination and good cooperation. Furthermore, prolonged conflict can reduce group members' motivation to learn and create a non-conducive learning atmosphere.

4. CONCLUSION

Group learning, although aimed at improving critical thinking, communication and problem-solving skills, does not always run smoothly, especially in the context of procedure texts. Procedure texts, with their specific characteristics in presenting steps, demand a deep understanding of the structure, linguistic rules, and purpose of the text. This study identified some of the main difficulties and obstacles experienced by seventh grade students of MTs YAPDI in group learning on procedure text material. First, there are differences in the level of understanding of the material between group members, which causes difficulties in following the flow of

discussion and completing tasks. Some students had difficulty understanding the structure of procedure text (purpose, steps, materials/tools), which hindered the planning and drafting of the text. Secondly, the lack of participation of members in completing group tasks. This resulted in missed opportunities to understand the material deeply through discussion and interaction.

Thirdly, communication problems within the group, such as lack of interaction, unresolved differences of opinion, and difficulty conveying ideas, interfered with understanding the material and resulted in suboptimal group work. Fourth, students' lack of motivation and responsibility in completing group tasks. This has an impact on the ineffective discussion and collaboration process, as well as suboptimal group work results and has the potential to trigger conflict. Fifth, students' lack of confidence in expressing their opinions, especially in procedure text material. This has an impact on the lack of active participation, uneven understanding of the material, and suboptimal quality of the procedure text. Finally, conflicts between group members, caused by differences in opinion, working style and personality, can disrupt the learning process and the achievement of group goals if not managed well.

This research highlights the importance of deeply understanding the difficulties and obstacles experienced by students in group learning on procedure text material. By identifying the root of the problem, it is hoped that appropriate solutions can be found to improve learning effectiveness and help students achieve optimal learning outcomes. Future research can focus on developing and testing specific interventions or learning strategies to overcome the identified difficulties, such as strategies to improve material understanding, participation, communication, motivation, responsibility, confidence, and conflict management in groups. In addition, further research could also explore the role of teachers in facilitating effective and inclusive group learning and the impact of using specific learning methods on group dynamics and learning outcomes of procedure texts.

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