

Memori kerja dan kesulitan belajar pada anak sekolah dasar: Suatu kajian berbasis bukti di satu sekolah dasar negeri Jakarta Pusat = Working memory and learning difficulties in primary school student: An evidence based study in a state primary school at Central Jakarta.

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Abstrak

Gangguan memori kerja merupakan salah satu faktor risiko yang signifikan dalam mempengaruhi kemampuan belajar anak. Penelitian ini bertujuan untuk mendapatkan proporsi anak dengan gangguan memori kerja dan kesulitan belajar serta untuk menelusuri hubungan keduanya. Penelitian kuantitatif dengan desain potong lintang. Subjek penelitian ini adalah 184 siswa/i kelas 1-6 SD di salah satu Sekolah Dasar Negeri Jakarta Pusat. Memori kerja dinilai berdasarkan kuesioner Working Memory Rating Scale (WMRS) versi Bahasa Indonesia yang diisi oleh guru sekolah. Kesulitan belajar ditentukan berdasarkan nilai akademik pada satu semester terakhir yang berada di bawah nilai rerata kelasnya. Hasil penelitian menunjukkan 21 (11,41%) mengalami gangguan memori kerja. Sementara itu, 92 anak (47,30%) mengalami kesulitan belajar Bahasa Indonesia, 96 anak (52,20%) mengalami kesulitan belajar matematika, dan 65 anak (51,58%) mengalami kesulitan belajar Ilmu Pengetahuan Alam. Anak dengan defisit memori kerja berisiko 4,8 kali lebih besar mengalami kesulitan belajar dibandingkan anak tanpa defisit memori kerja, perbedaan ini bermakna secara statistik OR ($p < 0,05$) memori kerja dengan kesulitan belajar pada pelajaran matematika (OR=4,935), dan Ilmu Pengetahuan Alam (OR=3,075) dan bahasa Indonesia (OR=3,373). Kesimpulan: Perlu deteksi dini gangguan memori kerja pada anak sekolah dasar terutama di sekolah dasar untuk menghindari kesulitan belajar dikemudian hari.

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Working memory deficit is one of the significant risk factors that affect children's learning ability. This study aims to obtain the proportion of children with working memory deficit and learning difficulties as well as for tracing the relationship between both of them. Quantitative research with cross sectional design. Subjects of this study were 184 students of 1st-6th grade in A State Elementary School at Central Jakarta. Working memory was assessed based on Indonesian version of Working Memory Rating Scale questionnaire (WMRS) filled by their hometeacher. Learning difficulty determined based on student's last semester academic achievement that below class average. The results showed 21 (11.41%) students had working memory deficit. Meanwhile, 92 (47.30%) students had Indonesian language learning difficulty, 96 (52.20%) students had mathematics learning difficulty, and 65 (51.58%) students had science learning difficulty. Children with working memory deficit have 4.8 times greater risk of learning difficulties than children without working memory deficit, this difference is also statistically significant OR ($p < 0.05$) in working memory deficit status with learning difficulty in mathematics (OR = 4,935), and science (OR = 3.075) and Indonesian language subject (OR = 3,373). Conclusions: It is needed early detection of working memory deficit in primary school students especially in inclusion primary school to avoid future learning difficulties.