Remedial Programs' Effectiveness on Indonesian Language Learning at SMAN 1 Bandar Baru, Pidie Jaya Regency

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Abstract

This research aims to examine the use of remedial education in achieving completeness in Indonesian language education subjects, as well as to provide an overview and information on the use of remedial education on student learning difficulties in class XI SMAN 1 Bandar Baru Pidie Regency for the 2019/2020 academic year.NThe key concern addressed in this study is how the improvement program in Indonesian language learning is implemented and influenced in class X1 of SMAN 1 Bandar Baru, Pidie Jaya Regency, for the academic year 2019/2020. This study employs a quantitative method based on the product-moment formula to answer this question. The acquired data will be triangulated, including questionnaire data triangulation, interviews, and documentation.The findings of this study show that (a) remedial learning occurs when the categories of student learning issues are identified. (b) as a subject that instructs and guides pupils in learning and comprehending Indonesian language instruction. (c) it is discovered that remedial learning has a considerable impact on learning issues following implementation. Based on experiments utilizing the product moment formula, it was discovered that the remedial program had a considerable influence on learning challenges in Indonesian language education, as indicated by the r count of 0.763 from the r table, both at the 1% level (0.361 percent).

I. Introduction

One of the reforms of education in our country, Indonesia, leads to competency-based learning, which is all about active learning (active learning) where teachers help students to learn rather than just learning content. However, in order to meet these expectations, teachers are often faced with the fact that the level of students' abilities in terms of digesting and mastering the subjects is different, especially for those who are less able or who have difficulty in learning, so they need to be given certain assistance; for example by adding lessons, repeating again, providing special exercises and so on that are adapted to the type and level of learning difficulty. Jamildayanti in the journal said that in the learning process, there will always be students who need help.(Jamildayanti, 2019)

Often encountered a person or group of students who do not achieve the desired learning achievement. The learning outcomes of a student are sometimes below the average when compared to the learning outcomes of their classmates. Students like this need to receive remedial teaching. This activity is one of the effective learning strategies in improving student achievement (Ritaningsih, 2017). Remedial programs are basically part of the overall learning, to achieve the educational goals that have been set. In practice, not all students achieve mastery in learning, meaning that there are students who do not reach the competency standards that have been set in the implementation of learning that is

usually carried out. The basis for consideration of providing remedial, among others, is to streamline the learning process. Another basis is to explore the level of student learning abilities.(Hasibuan, 2014)

To overcome students who have learning difficulties in mastering the material and the results achieved in Indonesian language education subjects, students need to get remedial services. In addition, teachers and extension workers need to be equipped with knowledge, attitudes and skills in relation to identifying learning difficulties, their causes and remedial services.(Iqbal, 2019)

In accordance with the background of the problem, in this study it can be stated, the formulation of the problem as follows:

1. How is the implementation of the remedial program in learning Indonesian language education in class X1 of SMAN 1 Bandar Baru, Pidie Regency?
2. How does the implementation of the remedial program affect the learning difficulties of Indonesian Language Education subjects in class XI of SMAN 1 Bandar Baru, Pidie Regency?

This study aims to determine the effect of implementing remedial programs on learning difficulties in Indonesian Language Education subjects in class XI of SMAN 1 Bandar Baru, Pidie Jaya Regency, 2019/2020 academic year.

II. Review of Literature

2.1 Effectiveness

Education is one way to produce quality Human Resources (HR) with experience changes in knowledge, skills and attitudes. These changes can be a capital to improve selfcompetence in facing the era of globalization that always undergoes the change (Sitorus et al, 2019). Effectiveness is a successful work to achieve predetermined goals, because the word "effective" is a state of success in achieving targets or goals that are really useful. While (Handayaningrat 2002) provides an explanation that effectiveness is a measurement in the sense of achieving the predetermined targets or goals. Clearly, if the target or goal has been achieved as it is planned before, it is called effective. In its principle, the definition of effectiveness is an assessment of whether an activity/a system is achieved or not. (Sugandha in Kuswati, 2019)

Yandianto, (2001) gives the definition of effectiveness is an effect, there is an effect, as a result, an effect. If effectiveness is associated with the world of education, it can be said that effectiveness is the result of a work program carried out based on the rules and the program is carried out carefully, so that in the learning process get maximum results. Learning is said to be effective because students experience various new experiences and their behavior changes towards the expected point of accumulation of competencies. This can be achieved if the teacher involves students in planning and the learning process. Students must be fully involved so that they are passionate and no students are left behind, so that the classroom atmosphere is truly conducive and fun (Starwaji, 2011).

An effective school is not only measured by the economic background or parental education, but there are added values that madrasas can provide as a development of student abilities, including the ability and intelligence of children in receiving subjects and also the reciprocal relationship between madrasas and guardians of students and also those who can not be ruled out again is the application of management.(Iqbal, 2019)

2.2 Remedial Program

According to Slamet Remedial teaching or remedial teaching is a form of teaching that is worshipful or correcting or briefly teaching that makes it good. Remedial learning is also called "treatment" learning so that the problems encountered are answered by students(Slamet, 2015). Other education experts define remedial as an effort to help students solve learning difficulties experienced in regular learning in the classroom, only for students who still need additional learning (Made Alit Mariana, 2003)

According to the general understanding of the teaching process aims for students to achieve the best learning outcomes, if it turns out that the learning outcomes achieved are not satisfactory, it means that students are still considered to have not achieved the expected learning outcomes so that a teaching process is still needed that can help students achieve learning outcomes. as expected. Buna'i said that the remedial program was an integral part of the overall planned teaching. Therefore, this remedial program will not be possible without implementing the other components.(Buna'i, 2007)

From the two definitions above, it can be concluded that remedial is giving good hope to students who have learning difficulties. And is a special learning where remedial learning is only implemented after knowing the level of learning difficulties experienced by students. Approach methods, as well as techniques used in remedial learning are adjusted to the type, nature, and background of the learning difficulties faced by students.

b. Remedial Learning Objectives

The general purpose of remedial learning is not different from the learning objectives in general, namely so that each student can achieve learning achievement in accordance with the expected specific instructional objectives. However, the specific purpose of this remedial learning is so that students who have learning difficulties can achieve the expected learning achievements through healing or improving the teaching and learning process. In detail, this learning is so that students:

1. Understanding himself, especially regarding learning achievement which includes his strengths and weaknesses, the type and nature of his difficulties.
2. Can change or improve ways of learning in a better direction according to the difficulties they face.
3. Can have appropriate learning materials and facilities to overcome learning difficulties.
4. Can overcome learning barriers that become the background of the difficulty.
5. Can develop new attitudes and habits that can encourage the achievement of better learning achievement.
6. Can carry out the learning tasks given.

From the description above, it is clear that the purpose of remedial learning is for students to understand the difficulties they face so that they can improve their way of learning in a better direction. Thus students are able to overcome their learning barriers which will motivate themselves to achieve the expected learning achievements (Usman, 1993).

2.3 The Relationship of Complete Learning with Remedial Activities

According to Sudrajat, (2008) a learning is said to be successful if students have mastered the competencies and learning objectives. Based on the complete learning theory, that a student is considered complete if he is able to complete, master competencies or achieve learning objectives of at least 65% of all learning objectives. A student is considered to have completed learning if the student has mastered the basic competencies that are used as guidelines for learning abilities.

The implementation of complete learning is that if students do not achieve the specified completeness, students are given a remedial program. A student is said to have completed learning if the student has mastered the basic competencies that are used as guidelines for the ability of a learning (Suryosubroto, 2002).

III. Research Methods

Based on the problems raised by the researcher, the type of research used in this research is quantitative research. Quantitative research is research that emphasizes analysis on numerical data (numbers) which is processed by statistical methods (Saifuddin Azwar, 2001). This study seeks systematic empirical data and in this study the researcher cannot directly control the independent variables because the events have occurred and by their nature cannot be manipulated. This study places the effectiveness of remedial programs in learning Indonesian language education at SMAN 1 Bandar Baru, Pidie Jaya Regency.

Data collection procedures used in this study were questionnaires, interviews, and documentation. Sugiyono, (2009) states that: to conduct qualitative research, data collection techniques can be used by: 1) questionnaires (questionnaires), 2) interviews (interviews) (3) documentation. These three methods are carried out with the aim of obtaining data and information that are truly reliable and objective. Each of these procedures can be explained as follows:

1. Questionnaire

Is a method of collecting data by using a number of written questions that are used to obtain information from the respondent in the sense of a report about his personality, or things he knows. (Suharsimi Arikunto, 1993.The questionnaire method was used to obtain data on the implementation of remedial learning in Islamic religious education at SMAN 1 Bandar Baru, Pidie Jaya Regency. Questionnaires were given to students and teachers. Before the questionnaire was given, it was first given a pre-questionnaire, namely a discourse on remedial.

2. Documentation

Documentation is needed in this study to obtain information related to the implementation of remedial programs in Islamic Religious Education learning in class X1 of SMAN 1 Bandar Baru, Pidie Jaya Regency. This documentation technique is a method used to collect data by recording existing data. Documents are records of events that have passed, which can be in the form of writing, pictures or mental works of a person, Sugiyono, (2009).

Before the data or information is analyzed, the data or information is first classified according to the research question. Classification of data or information is also carried out in line with data collection. Observation and interview notes that have not been structured in a structured way are arranged in such a way that they become a record for taking the main points in accordance with the focus and research questions. Documentation techniques can be done by looking at existing archives, such as how many teachers, how many students have attended remedial programs and others.

This analysis is to calculate the score of each variable separately so that the characteristics of each variable are known. The formula 1+2 is used by the percentage formula.

$$P = \frac{F}{N} = X100\%$$

Information:

P = Percentage of Earnings
F = Raw Frequency

N = Total Number of Respondents

In this stage, the researcher made a calculation between the X variable and Y variable, which used the product moment correlation formula as follows: Anas Sudjono, (2003).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

Information:

r_{xy} : Correlation coefficient between variable X and variable Y.

X : Value or score of variable X (Remedial Teaching).

Y : Value or variable score Y (Difficulty learning religious education Islam).

X^2 : Value or variable X squared.

X^2 : The value or variable Y squared.

N : The number of samples that became the object of research.

: Sigma

In this further analysis, it is useful to interpret the results of hypothesis testing with a significant level of 1% and 5%, from the test results. If the result ro is greater than rt, then the hypothesis is accepted or significant, but if ro is smaller than rt then the hypothesis is rejected or non-significant. The data collected will be checked using triangulation, triangulation is a technique of collecting data that combines various data collection techniques and existing data sources. If the researcher collects data by triangulation, the researcher actually collects data and at the same time tests the credibility of the data, namely checking the credibility of the data with various data collection techniques and various data sources.

Sugiyono suggested that the value of the data collection technique with triangulation is to find out the data obtained is widespread, inconsistent, or contradictory, by using the triangulation technique, the data obtained will be more consistent, complete and certain (Sugiono, 2009).

IV. Results and Discussion

4.1 Implementation of the Remedial Program (Variable X) in Learning Indonesian Language Education in Class X1 of SMAN I Bandar Baru, Pidie Jaya Regency

To find out the implementation of remedial, the researcher presents the data obtained to be included in the frequency distribution table, from the data collected through a questionnaire consisting of 10 items, namely:

Table 1. Score of Remedial Teaching Questionnaire Results at SMA Negeri 1 Bandar Baru for the 2019/2020 academic year

No	Items				Score				Amount
	A	B	C	D	4	3	2	1	
1	10	0	0	0	40	0	0	0	40
2	9	1	0	0	36	3	2	0	39
3	6	3	1	0	24	9	0	0	35
4	8	2	0	0	32	6	0	0	38
5	7	3	0	0	28	9	0	0	37
6	2	5	3	0	8	15	0	0	29
7	5	5	0	0	20	15	0	0	35
8	7	3	0	0	28	9	0	0	37
9	10	0	0	0	40	0	0	0	40
10	4	6	0	0	16	18	0	0	34

11	5	3	1	1	20	9	2	1	32
12	6	4	0	0	24	12	0	0	36
13	5	5	0	0	20	15	0	0	35
14	8	2	0	0	32	6	0	0	38
15	9	1	0	0	36	3	0	0	39
16	6	4	0	0	24	12	0	0	36
17	10	0	0	0	40	0	0	0	40
18	7	2	1	0	28	6	2	0	36
19	1	5	4	0	4	15	8	0	27
20	5	5	0	0	20	15	0	0	35
21	10	0	0	0	40	0	0	0	40
22	4	6	0	0	16	18	0	0	34
23	4	6	0	0	16	18	0	0	34
24	7	2	1	0	28	6	2	0	36
25	7	3	0	0	28	9	0	0	37
26	8	2	0	0	32	6	0	0	38
27	2	6	1	0	8	18	2	1	29
28	3	5	1	1	12	15	2	1	30
29	1	6	3	1	4	18	6	0	28
30	0	7	2	0	0	21	4	1	26
31	10	0	0	0	40	0	0	0	40
32	8	1	1	0	32	3	2	0	37
33	5	4	1	0	20	12	2	0	34
34	3	6	1	0	12	18	2	0	32
35	6	4	0	0	24	12	0	0	36
36	0	6	4	0	0	18	8	0	26
37	8	2	0	0	32	6	0	0	38
38	3	1	1		12	18	2	0	32
39	9	0	0	0	36	3	0	0	39
40	0	6	3	1	0	18	6	1	25
41	7	2	1	0	28	6	2	0	36
42	2	7	1	0	8	21	2	0	31
43	0	8	1	1	0	24	2	1	27
44	2	6	2	0	8	18	4	0	30
45	5	5	0	0	20	15	0	0	35
46	7	3	0	0	28	9	0	0	37
47	6	4	0	0	24	12	0	0	36
48	1	7	2	0	4	21	4	0	29
49	10	0	0	0	40	0	0	0	40
50	7	3	0	0	28	9	0	0	37
51	9	1	0	0	36	3	0	0	39
52	5	4	1	0	20	12	2	0	34
									1800

Furthermore, to classify remedial teaching into SB, B, C, and K, then first look for intervals.

$$i = \frac{R}{K}$$

Information:

i : Class interval

R : measuring distance

K : Number of intervals

$$I = \frac{40,5 - 24,5}{4}$$

$$i = \frac{16}{4}$$

$$i = 4$$

So, the width of the interval is 4, so that the interval obtained from remedial teaching data is as follows:

1. Scores between 37 – 40 are classified as SB
2. Scores between 33 – 36 are classified B
3. Scores between 29 – 32 are classified as C
4. Scores between 25 – 28 are classified as K

Table 2. Interval Value and Percentage of Remedial Teaching Implementation at SMA Negeri 1 Bandar Baru for the 2019/2020 Academic Year

No	interval	Frequency	Percentage	Category
1	37 – 40	20	38. 46%	Very good
2	33 – 36	17	32. 59%	Well
3	29 – 32	9	17. 30%	Enough
4	25 – 28	6	11. 53%	Not enough
Amount		52	100.00%	

From the analysis above, it can be concluded that the remedial value is classified as good (32.59%), because it is included in the 33-36 interval, meaning that remedial teaching at SMA Negeri 1 Bandar Baru for the 2019/2020 academic year is said to be very good and gets 38.46%. Meanwhile, those included in the 29-32 or 17.30% interval are classified as sufficient, and the 25-28 or 11.53% interval is classified as less.

4.2 Difficulty in Learning Indonesian Language Education (Variable Y) in the Learning Process

To find out the difficulties in learning Indonesian language education, the researcher will present the data obtained and then put it into a frequency distribution table, from the data collected through a questionnaire consisting of 10 items, namely:

Table 3. Scores of the Indonesian Language Education Learning Difficulties Questionnaire Results in SMA Negeri 1 Bandar Baru Academic Year 2019/2020

No	Items				Score				Amount
	A	B	C	D	4	3	2	1	
1	10	0	0	0	40	0	0	0	40
2	6	4	0	0	24	12	0	0	36
3	3	6	1	0	12	18	2	0	32
4	9	1	0	0	36	3	0	0	39
5	7	3	0	0	28	9	0	0	37
6	2	6	2	0	8	18	4	0	30
7	5	5	0	0	20	15	0	0	35
8	5	4	1	0	20	12	2	0	34
9	8	2	0	0	32	6	0	0	38
10	1	7	2	0	4	21	4	0	29
11	3	6	1	0	12	18	2	0	32
12	3	7	0	0	12	21	0	0	33
13	2	6	2	0	8	18	4	0	30
14	6	4	0	0	24	12	0	0	36
15	2	7	1	0	8	21	2	0	31
16	3	7	0	0	12	21	0	0	33
17	7	3	0	0	28	9	0	0	37
18	4	6	0	0	16	18	0	0	34
19	2	5	3	0	8	15	6	0	29
20	3	5	2	0	12	15	4	0	31

21	10	0	0	0	40	0	0	0	40
22	2	8	0	0	8	24	0	0	32
23	2	5	3	0	8	15	6	0	29
24	3	7	0	0	12	21	0	0	33
25	6	3	1	0	24	9	2	1	35
26	2	4	3	1	8	12	6	0	27
27	2	7	1	0	8	21	2	0	31
28	1	7	2	0	4	21	4	1	29
29	2	4	3	1	8	12	6	1	27
30	0	6	3	1	0	18	6	0	25
31	9	1	0	0	36	3	0	0	39
32	4	5	1	0	16	15	2	0	33
33	3	7	0	0	12	21	0	0	33
34	2	5	3	0	8	15	6	0	29
35	5	5	0	0	20	15	0	0	35
36	1	5	4	0	4	15	8	0	27
37	3	6	1	0	12	18	2	0	32
38	3	5	2	0	12	15	4	0	31
39	2	6	2	0	8	18	4	0	30
40	1	5	3	1	4	15	6	0	26
41	4	6	0	0	16	18	0	1	24
42	2	7	1	0	8	21	2	0	31
43	1	4	4	1	4	12	8	1	25
44	1	5	3	1	4	15	6	1	26
45	3	7	0	0	12	21	0	0	33
46	2	7	1	0	8	2	2	0	31
47	4	4	2	0	16	12	4	0	32
48	0	6	4	0	0	18	8	0	26
49	7	3	0	0	28	9	0	0	37
50	1	6	2	1	4	18	4	1	27
51	6	4	0	0	24	12	0	0	36
52	1	6	3	0	4	18	6	0	28
									1665

Furthermore, to classify remedial teaching into SB, B, C, and K, then first look for intervals

$$i = \frac{R}{K}$$

Information:

i : Class interval

R : measuring distance

K : Number of intervals

$$i = \frac{40,5 - 24,5}{4}$$

$$i = \frac{16}{4}$$

$$i = 4$$

So, the width of the interval is 4, so that the interval obtained from remedial teaching data is as follows:

1. Scores between 37 – 40 are classified as SB
2. Scores between 33 – 36 are classified B
3. Scores between 29 – 32 are classified as C
4. Scores between 25 – 28 are classified as K

Table 4. Interval Value and Percentage of Difficulty in Learning Indonesian Language Education

No	interval	Frequency	Percentage	Category
1	37 – 40	8	15.38%	Very good
2	33 – 36	15	28.84%	Well
3	29 – 32	19	19.23%	Enough
4	25 – 28	10	19.23%	Not enough
Amount		**52**	**100.00%**	

From the analysis above, it can be concluded that the mean remedial value is quite adequate (19.23%), because it is included in the 29-32 interval, meaning that it is difficult to learn education. The Indonesian language at SMA Negeri 1 Bandar Baru for the 2019/2020 academic year is said to be sufficient. Meanwhile, those included in the 33-36 or 28.84% interval are classified as good, and the 25-28 or 19.23% interval is classified as less. This analysis aims to prove the acceptance of the research hypothesis used. This test is to determine the effect of variable X (Implementation of Remedial Programs) and variable Y (Difficulty in Learning Indonesian Language Education) using the Product Moment formula by Anas Sudjono, (2003).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

Information :

r_{xy} : Correlation coefficient between variable X and variable Y.

X : The value or score of the variable X (Remedial Implementation).

Y : The value or score of the variable Y (Difficulty learning Indonesian Language Education).

X^2 : Value or variable X squared.

X^2 : The value or variable Y squared.

N : The number of samples that became the object of research.

: Sigma

Table 5. Work Table of Correlation Between Remedial Teaching (Variable X) and Difficulty in Learning Indonesian Language Education (Variable Y)

No	X	Y	X^2	Y^2	XY
1	40	40	1600	1600	1600
2	39	36	1521	1296	1404
3	35	32	1225	1024	1120
4	38	39	1444	1521	1482
5	37	37	1369	1369	1369
6	29	30	841	900	870
7	35	35	1225	1225	1225
8	37	34	1369	1156	1258
9	40	38	1600	1444	1520
10	34	29	1156	841	986
11	32	32	1024	1024	1024
12	36	33	1296	1089	1188
13	35	30	1225	900	1050
14	38	36	1444	1294	1368
15	39	31	1521	961	1209
16	36	33	1296	1089	1188
17	40	37	1600	1369	1480

18	36	34	1296	1156	1224
19	27	29	729	841	783
20	35	31	1225	961	1085
21	40	40	1600	1600	1600
22	34	32	1156	1024	1088
23	34	29	1156	841	986
24	36	33	1296	1089	1188
25	37	35	1369	1225	1295
26	38	27	1444	729	1026
27	29	31	841	961	899
28	30	29	900	841	870
29	28	27	784	729	765
30	26	25	676	625	650
31	40	39	1600	1521	1560
32	37	33	1369	1089	1221
33	34	33	1156	1089	1122
34	32	29	1024	841	928
35	36	35	1296	1225	1260
36	26	27	676	729	702
37	38	32	1444	1024	1216
38	32	31	1024	961	992
39	39	30	1521	900	1170
40	25	26	625	676	650
41	36	34	1296	1156	1224
42	31	31	961	961	961
43	27	25	729	625	675
44	30	26	900	676	780
45	35	33	1223	1089	1155
46	37	31	1369	961	1147
47	36	32	1296	1024	1152
48	29	26	841	676	754
49	40	37	1600	1369	1480
50	37	27	1369	729	999
51	39	36	1521	1296	1404
52	34	28	1156	784	952
N	**1800**	**1665**	**63226**	**541217**	**58295**

From the table it can be seen that:

N = 52 $\quad\quad$ $X^2 = 63226$

X = 1800 $\quad\quad$ $Y^2 = 54127$

Y = 1665 $\quad\quad$ XY = 58295

The data is then entered into the product moment correlation formula as follows: (Anas Sudjono, 2003)

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{\{N \sum X^2 - (\sum X^2)\}\{N \sum Y^2 - (\sum Y^2)\}}}$$

$$= \frac{52.58295 - (1800)(1665)}{\sqrt{\{52.63226 - (1800)^2\}\{52.54127 - (1665)^2\}}}$$

$$= \frac{3031340 - 2997000}{\sqrt{\{3297752 - 3240000\}\{2814604 - 2772225\}}}$$

$$= \frac{34340}{\sqrt{47752 \times 42379}}$$

$$= \frac{34340}{\sqrt{2023682008}}$$

$$= \frac{34340}{44985.3532}$$

$$= 0.763$$

From the results of the calculations above, it is clear that the correlation coefficient of the implementation of remedial programs on learning difficulties in Indonesian Language Education in SMA Negeri 1 Bandar Baru students for the 2019/2020 academic year is rxy = 0.763. This research is not only limited to proving the influence between the two variables studied, but further wants to know how much influence is contributed by variable X to variable Y which is in accordance with the problem formulation, namely the effect of remedial implementation on learning difficulties Indonesian Language Education in students SMA Negeri 1 Bandar Baru for the 2019/2020 academic year.

For further processing, it is done by comparing between r_{xy} (r count) the obtained number is 0.763 with r table at degrees of freedom (db) = N – r. The value of N = the number of samples, the value of r = the number of variables with a value of db = 52 – 2 = 50. At the 5% significance level, the r table is 0.297. While at the 1% significance level, the r table is 0.361. By looking at the comparison of the calculated correlation coefficient (rxy) of 0.763 with r table at a significance level of 1% (0.361), it turns out that rxy (r count) is greater than r table.

Rxy (r count) = 0.763
r table 1% = 0.361

So rxy > r table is good at 1% significance level. On this basis, the hypothesis that the author proposes that there is a significant effect between remedial implementation on learning difficulties in Indonesian language education in SMA Negeri 1 Bandar Baru students for the 2019/2020 academic year can be well received at a significance level of 1%.

To find out how much influence the implementation of remedial teaching has on educational learning difficulties In Indonesian, the results of the above calculations are further calculated using the coefficient of determination formula as follows:

(r2) x 100%
= (0.763)2 x 100%
= 0.582169 x 100%
= 58.21%

From the results of the calculations above, it can be seen that the effect of remedial implementation on learning difficulties in Indonesian language education in SMA Negeri 1 Bandar Baru students for the 2019/2020 academic year is 58.21%, while the rest is 100% - 58.21% = 41.79%. This means 41.79% of the influence other than remedial programs.

V. Conclusion

Based on the research that the author did and after discussing both theory and reality, it can be concluded that the implementation of remedial programs is carried out SMA Negeri 1 Bandar Baruthe 2019/2020 school year in the very good category. This can be seen from the results of the analysis which, when applied in the value interval, is between (33–36). So, the remedial program inSMA Negeri 1 Bandar Baruthe 2019/2020 school year is 32.69%. Based on the analysis using the product moment formula, it was found that the correlation coefficient or rxy was 0.763, where r count was 0.763 > r table

was 0.361 (1%). Because of the significance of r arithmetic > r table, the inference taken is that between remedial implementation and learning difficulties Indonesian language education has a significant relationship in a positive direction. So it can be concluded that the hypothesis that the author proposes is: "there is a significant effect between the implementation of remedial in overcoming the difficulties of learning Indonesian language education in students SMA Negeri 1 Bandar Baru the 2019/2020 school year". Accepted.

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