LEARNING DIFFICULTIES AND HOW TO OVERCOME IT: A LITERATURE REVIEW

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ABSTRAK

Pendidikan ialah suatu kebutuhan bagi siapapun dan sampai kapanpun. Salah satu tonggak utama dalam pendidikan adalah proses pembelajaran. Aktifitas pendidikan atau belajar bagi setiap individu, tidak selamanya dapat berlangsung secara wajar. Kadang-kadang lancar, kadang-kadang tidak, kadang-kadang dapat cepat menangkap apa yang dipelajari, kadang - kadang terasa amat sulit, masalah pembelajaran di dalam kelas dan masalah pembelajaran tersebut dikenal sebagai kesulitan belajar. Kesulitan belajar adalah kondisi siswa yang mengalami hambatan dalam menerima pelajaran sehingga menimbulkan masalah dalam proses pembelajarannya. Penelitian ini menggunakan metode studi literature dari artikel dan jurnal nasional. Hasil review diketahui jika terdapat beberapa cara yang dapat digunakan untuk mengatasi kesulitan belajar seperti memberikan dukungan dan perhatian, memberikan materi tambahan, dukungan dari orang tua, memfasilitasi media pembelajaran dengan lebih baik hingga mengikutsertakan siswa dalam kegiatan kelompok belajar.

Kata Kunci: Cara Mengatasi, Kesulitan Belajar, Penanganan, Psikologi Pendidikan

ABSTRACT

Education is a necessity for anyone and at any time. One of the main objects in education is the learning process. For every individual, educational or learning activities may not always go well. Sometimes, it can quickly grasp what is learned, and sometimes, it feels challenging; problems learning in the classroom, and these learning problems are known as learning difficulties. Helping learning is a condition where students experience obstacles in receiving lessons, causing problems in the learning process. This research uses a literature study method from articles and national journals. The results of the review show that several ways can be used to overcome learning difficulties, such as providing support and attention, providing additional material, parental support, facilitating better learning media and including students in study group activities.

Keywords: Educational Psychology, Handling Learning Difficulties, Learning Difficulties

INTRODUCTION

Education is an essential requirement for individuals at all times. It plays a crucial role in strengthening the nation and fostering intellectual development within society. The learning process stands as a significant milestone in education, as it involves transforming behavior through experience and training. In this process, the presence of both students and teachers is

indispensable, as they each fulfill distinct yet interconnected roles. Teachers rely on students for their teaching endeavors, while students depend on teachers for guidance and knowledge acquisition (Cahyono, 2019). However, educational and learning activities may not always go well for every individual. Challenges may arise, hindering the smooth progression of learning. Sometimes, they learn it smoothly, sometimes they don't, sometimes they can quickly grasp what is learned, and sometimes it is tough to understand. Every student frequently encounters this reality in their daily lives when it comes to engaging in learning activities (Arumiyah et al., 2018). To ensure effective learning, both students and teachers must establish mutual understanding and create a conducive classroom environment. Nevertheless, there may be instances where teachers lack in-depth knowledge about specific learning difficulties students face in the classroom setting. These challenges are commonly referred to as learning difficulties (Cahyono, 2019).

Learning difficulties refer to the conditions in which students encounter challenges in grasping educational material, leading to disruptions in the learning process. This struggle can result in a lack of progress or failure to meet educational objectives (Utami, 2019). Learning difficulties, also known as learning disabilities, refer to the circumstances where children exhibit a disparity between their intellectual capabilities and the academic standards they are expected to meet (Armella & Rifdah, 2022). Learning difficulties among students signify a discrepancy between the anticipated academic performance and actual academic accomplishments. Conversely, an alternative perspective posits that these obstacles can adversely affect students' academic performance within the classroom setting (Irham & Wiyani, 2013; Cahyono, 2019).

Learning difficulties can be attributed to various factors, broadly categorized into internal and external factors. Internal factors encompass aspects within the student themselves that contribute to their learning, such as intelligence, talent, motor skills, and the five senses. On the other hand, external factors refer to influences from the student's surroundings that impact their learning experience, including their experiences, social environment, teaching methods, learning strategies, and the availability of teaching facilities and staff (Rozak et al., 2018). Furthermore, other studies have also identified internal and external factors as the main contributors to learning difficulties. Internal factors encompass physiological factors, which pertain to the student's physical condition, and psychological factors, which relate to their psychological well-being. On the other hand, external factors originate from outside the student

and include family, school, and community-related factors (Ahmadi & Supriyono, 2013; Fitria et al., 2021).

This study aims to investigate strategies for addressing the learning difficulties encountered by students in the learning process.

RESEARCH METHODS

The research methodology employed in this study involves conducting a comprehensive literature review, which entails analyzing relevant literature gathered from various sources to draw conclusions and generate novelty ideas (Sakti & Sulung, 2020). The selected journals for this study focus on topics related to Learning difficulties and strategies for addressing them. A total of 10 articles were written after reviewing 27 national journals identified through keyword searches on Google Scholar, encompassing literature reviews, experimental studies, as well as quantitative and qualitative research designs.

RESULTS AND DISCUSSION

Result

The first result came from a study carried out by Ayu Putri Utami (2019) titled "Kesulitan Belajar: Gangguan Psikologi Pada Siswa dalam Menerima Pelajaran." The first step in addressing student learning difficulties is establishing an appropriate diagnostic strategy. Subsequently, it is essential for assessing the student's learning capacity, identifying the disparity between the student's abilities and the requirements of the school or curriculum, recognizing the indicators of learning failure, and developing an effective learning strategy that aligns with the educational system.

The second result was obtained from the study conducted by Saugadi, Agung Rinaldy Malik & Burhan (2021) titled "Analisis Upaya Guru dalam Mengatasi Kesulitan Belajar Membaca Siswa". They revealed three key approaches employed by grade 1 teachers to address reading difficulties among their students. These approaches include: 1) Offering supplementary tutoring sessions, which aim to support students who struggle with reading by providing them with additional opportunities to practice and improve their reading skills. 2) Assigning homework tasks where teachers hand them photocopies containing pictures and expect students to write responses based on provided pictures completed at home. 3) Sustaining students' motivation to learn how to read by consistently providing encouragement and support, thereby fostering an environment where students are actively engaged in their reading lessons.

The study conducted by Sitta Novia Muyassaroh & Izzatin Kamala (2021) titled "Learning Motivation Among Dyslexic Students to Overcome Learning Difficulties" revealed various methods to address learning difficulties in children. These strategies include: 1) Utilizing visual learning aids, 2) Boosting children's self-confidence, 3) Providing continuous support during the learning process, 4) Avoiding blame on the child's condition, 5) Enhancing children's motivation to learn, and 6) Fostering a strong collaboration between teachers and parents.

Subsequently, the fourth result of the research conducted by Syarif Abdurrahman and Asriana (2021) titled "Strategi Mengatasi Masalah Kesulitan Belajar Siswa Dengan Memahami Gaya Belajar Siswa (Studi Kasus Di Ma Al-Ahsan Bareng)". They revealed the following key findings: 1) Teachers must identify students' learning styles to ensure an effective learning process, 2) Collaboration between Madrasahs and external entities proficient in assessing student learning styles is essential, 3) Teachers in Madrasahs should be equipped with the knowledge and practical skills about student learning styles, and 4) Guidance counselors (BK) should play a role in facilitating the introduction of student learning styles.

The research conducted by Fadila Nawang Utami (2020), titled "Peranan Guru dalam Mengatasi Kesulitan Belajar Siswa SD," yielded the fifth finding, which highlights the crucial role of teachers in resolving students' difficulties. Students greatly benefit from the presence and involvement of teachers in their academic progress. To tackle learning difficulties effectively, teachers must undertake various efforts. These include identifying students who face learning difficulties, diagnosing the outcomes of data analysis related to students with learning difficulties, determining the specific types of learning difficulties experienced by students, and devising prognoses to develop plans or programs aimed at addressing these difficulties. Lastly, teachers provide valuable assistance and therapy in the form of tutoring to aid students in overcoming their learning obstacles.

The sixth result was derived from a study conducted by Agung Setyawan, Qisnah Arsilah Novitri, Silfi Rahartini Eka Pratiwi, Mardhatilla Birrul Walidain, and Moh. Agus Khoirul Anam (2020) focuses on the topic of " Kesulitan Belajar Siswa di Sekolah Dasar (SD)". The research suggests teachers can address children's learning difficulties by incorporating games or songs tailored to the learning material. Teachers can effectively stimulate the enthusiasm of students who struggle to engage in the learning process by employing engaging and interesting methods that align with the student's interests. Parents also play a crucial role in assisting their

children with low achievement and difficulties in learning. They should provide motivation and support to encourage their children's enthusiasm for learning. In cases where students come from broken homes, it is crucial to create a sense of affection and security, expose them to new experiences, and offer praise and recognition. These measures can help foster a positive learning environment and enhance student enthusiasm. For students who lack complete learning tools due to their parents' low economic status, assistance can be provided through programs such as BSM (Cash Transfer for Poor Students), BOS (Student Operational Aid), or other forms of support from donors. This support ensures that students have access to the necessary resources and can overcome the challenges posed by their economic circumstances.

The study conducted by Siti Nusroh & Eva Luthfi Fakhru Ahsani (2020) titled "Analisis Kesulitan Belajar Pendidikan Agama Islam (PAI) Serta Cara Mengatasinya" yielded the seventh outcome. It was found that educators employ various tactics to address students' learning difficulties. These include: 1) Strategizing and organizing the methods teachers will utilize to tackle students' learning obstacles. 2) Selecting and planning instructional approaches that align with students' circumstances, and 3) Choosing and implementing teaching methodologies and techniques deemed most efficient.

The eighth result comes from the study conducted by Nuraeni & Syahna Apriani Syihabuddin (2020) titled "Mengatasi Kesulitan Belajar Siswa Dengan Pendekatan Kognitif" presents strategies for addressing learning obstacles, including: 1) Providing rewards, 2) Implementing consequences, 3) Incorporating playful learning, and 4) Reviewing lessons. In order to effectively address learning difficulties, teachers should follow a series of steps. First, they need to assess the results of the diagnosis. Second, they should pinpoint and define the specific areas of expertise that necessitate enhancement. Third, teachers should design a remedial teaching plan.

The study conducted by Siti Arumiyah, Miftakhul Djannah & Bakhrudin All Habsy (2018) titled "Manfaat Bimbingan Kelompok Dalam Mengatasi Kesulitan Belajar Pada Siswa Sekolah Menengah Kejuruan" poses as the ninth researches. They revealed a significant impact of group guidance on addressing learning difficulties before and after the intervention. Lastly, the tenth result was the study by Amalia Rizki Pautina (2018) titled "Aplikasi Teori Gestalt Dalam Mengatasi Kesulitan Belajar Pada Anak" highlighted that according to Gestalt theory, learning difficulties stem from tension caused by the disparity between perception and memory. The application of Gestalt theory to address learning difficulties in children involves a six-stage

process, starting with case identification, followed by diagnosis, prognosis, treatment or therapy, and concluding with evaluation and follow-up.

Discussion

Based on the findings of the search for journals and articles related to strategies for addressing learning difficulties, it is evident that a recurring theme in the literature is the importance of utilizing effective teaching methods to support students in overcoming these obstacles. Additionally, the student's current circumstances during the learning process are highlighted as crucial factors that influence the success of interventions aimed at addressing learning difficulties. Nevertheless, before determining an appropriate instructional approach for addressing learning difficulties, it is recommended to conduct a thorough diagnosis to identify the underlying factors contributing to such difficulties. Subsequently, a prognosis should be established, followed by an evaluation stage to monitor and assess the progress of the student's learning process.

In addition to the factors mentioned earlier, teachers play a crucial role in addressing the learning difficulties experienced by children. Their role encompasses a series of interconnected behaviors executed in specific situations and directly related to the progress of behavioral changes and student development, ultimately aiming to achieve specific goals. Teachers are required to provide additional specialized treatment and allocate more attention to students who encounter challenges in their learning process than those who do not face such difficulties (Utami, 2020). Through extensive research conducted in various journals and articles, it has been discovered that one effective approach teachers employ to assist children in overcoming their learning difficulties is demonstrating attentiveness. This finding aligns with the study conducted by Tatsuri et al. (2017), which emphasizes teachers' significant role in addressing students' problems. Specifically, teachers exhibit increased attention towards students who struggle with their learning by assigning additional tasks and assignments tailored to their specific learning needs. This approach is also supported by other studies, which advocate for the provision of independent practice materials, commonly referred to as enrichment materials, with the aim of enhancing students' comprehension of the subject matter (Budiyanto, 2015; Fauzi, 2019; Utami, 2020).

The findings from the search for journals and articles indicate that boosting children's self-confidence and motivation is a key strategy in addressing learning difficulties. This strategy aligns with prior research suggesting that instilling motivation in children can

positively change attitudes and learning behaviors. By consistently fostering motivation, students are more likely to enhance their interest in learning, ultimately resolving issues related to learning difficulties (Budiyanto, 2015; Utami, 2020). Moreover, apart from motivation, another effective approach to tackling learning obstacles is by encouraging students to engage in group learning activities. This approach is supported by research indicating that group learning and the use of engaging instructional models can effectively address learning difficulties (Tatsuri et al., 2017; Utami, 2020).

The successful management of learning difficulties in children can be facilitated by using various learning methods and supporting media. This solution aligns with previous research emphasizing the importance of teachers employing diverse methods and developing effective learning strategies to enhance children's learning outcomes (Winarsih, 2013; Malik, 2019; Saugadi et al., 2021). One effective learning medium that can be utilized is using pictures, which aid students in recognizing and differentiating letters, thereby facilitating improved spelling, reading, and writing fluency (Muyassaroh & Kamala, 2021). While teachers play a crucial role in motivating students and providing appropriate learning media to address learning difficulties, the involvement of parents is equally vital. Research supports the notion that both teachers and parents can contribute to overcoming children's learning difficulties by understanding the child's characteristics and learning style. The reason is that children require support and guidance in their learning, and the collaborative efforts of teachers and parents can effectively address the challenges they face. Effective two-way communication between teachers and parents is pivotal in shaping the learning process and providing necessary assistance to children (Muyassaroh & Kamala, 2021; Abdurrahman & Kibtiyah, 2021).

CONCLUSION

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