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TEACHERS' STRATEGIES IN OVERCOMING STUDENTS' LEARNING DIFFICULTIES IN IPAS SUBJECTS

Difa Al Kaffi[1], Rosi Andani[2], Nanda Dwi Pamungkas[3], Maryam[4]
[1243] *Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia*

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Abstract
This study aims to identify and analyze the strategies used by teachers in overcoming students' learning difficulties in the subject of IPAS in class 5 MIN 1 Bengkulu City. This study uses a qualitative method with data collection techniques through interviews, observations, and document analysis. The results of the study indicate that teachers use several strategies to overcome students' learning difficulties, namely: student-centered learning strategies, such as project-based learning and problem-based learning; use of varied learning media, such as multimedia, videos, and images; providing constructive and structured feedback to help students understand and overcome learning difficulties; cooperation with parents and school committees to increase participation and support for the learning process; use of information and communication technology (ICT) to improve access and quality of learning. This study also found that the factors that influence students' learning difficulties in the subject of science are: lack of student motivation and interest in learning; lack of students' cognitive and affective abilities; lack of support from parents and the environment; lack of quality learning and resources. This research is expected to contribute to the development of effective learning strategies in overcoming students' learning difficulties in science subjects in elementary schools, as well as providing recommendations for teachers, parents, and schools to improve the quality of learning and overcome students' learning difficulties.

Corresponding Author:
Difa Al Kaffi
Universitas Islam Negeri Fatmawati Sukarno Bengkulu, Indonesia
Email: *difaalkaffi03@gmail.com*

Introduction

Elementary education is an important foundation for the development of students in various aspects, including academic, social, and emotional (Tsani, 2025: 167). One of the crucial elements in efforts to improve the quality of national education is the presence of competent, professional, and knowledgeable teachers. A teacher does not only function as a teacher, but also has a role to educate, provide guidance, direct, train, evaluate, and assess students. (Wahyudi, 2012: 122). In carrying out their responsibilities

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as learning agents, a professional teacher is a teacher who masters the content of learning materials, is able to organize classes and control student behavior, be a role model, create togetherness, stimulate a pleasant learning atmosphere, and is committed to continuing to learn (Wahab, 2015: 77-78).

Because the role of teachers greatly determines the success of students, it is important for them to adapt to various developments and improve their skills. This is because teachers today not only act as teachers, but also act as managers of the learning process (Kunandar, 2009). As the manager of the process, teachers must be able to improve their skills in designing lessons, implementing effective teaching, and conducting objective assessments of learning outcomes. In addition, teachers are also tasked with motivating students and providing guidance, especially when students experience difficulties in learning.

One of the subjects taught in elementary schools is Natural and Social Sciences (IPAS), which aims to develop students' abilities in understanding natural phenomena and developing critical and analytical thinking skills.

At MIN 1 Bengkulu City, the IPAS subject is one of the subjects considered difficult by students. Many students have difficulty learning to understand IPAS concepts, which affects their learning achievement. Teachers have an important role in overcoming students' learning difficulties. Teachers must be able to identify students' learning difficulties and develop effective learning strategies to overcome these difficulties. However, there are still many teachers who do not have adequate skills in overcoming students' learning difficulties.

IPAS is an abbreviation for natural and social sciences, which is a science that studies living things and inanimate objects in the universe and their interactions, and studies human life as individuals as well as social beings who interact with their environment. IPAS education has a role in realizing the Pancasila Student Profile as an ideal picture of the profile of Indonesian students. IPAS helps students grow their curiosity about the phenomena that occur around them. This curiosity can trigger students to understand how the universe works and interacts with human life on earth. This understanding can be used to identify various problems faced and find solutions to achieve sustainable development goals. The basic principles of scientific methodology in IPAS learning will train scientific attitudes (high curiosity, critical thinking skills, analytical and the ability to draw the right conclusions) which give birth to wisdom in students.

In students at MIN 1 Bengkulu City, learning difficulties occur in the IPAS subject which is a combination of science and social. This combination of subjects began to be applied in the Merdeka Curriculum. While in the previously used Curriculum 13, these two subjects were studied separately. The combination of these two subjects makes it difficult for students to understand both conceptually and practically. Furthermore, from the

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report on student learning outcomes, it shows that students' mastery of the science subject at MIN 1 Bengkulu City is still very low. An appropriate solution is needed to overcome students' learning difficulties based on the factors underlying this condition. Therefore, this study aims to identify strategies that can be used by teachers in overcoming students' learning difficulties in the science subject of grade 5 at MIN 1 Bengkulu City. The results of this study are expected to contribute to the development of effective learning strategies in overcoming students' learning difficulties in the science subject in elementary schools in general.

Method

The research method is qualitative research, is descriptive research and tends to use analysis based on theoretical foundations that are used as a guide so that the focus of the research is in accordance with the facts in the field (Ramdhan, 2021: 6). The location of the research is MIN 1 Bengkulu City with primary data sources in the research being class teachers, BK teachers, and students. Secondary data sources are taken from the syllabus, RPP, remedial and enrichment questions, cognitive values, affective values, parental occupations and income. The data collection techniques used are interviews, observations, and documentation. The data validity test uses technical triangulation and source triangulation to test the truth of the data obtained. The data analysis technique uses interactive model data analysis which includes data collection, data reduction, data presentation, and drawing conclusions or verification (Abdussamad, Z. 2021).

Result dan Discussion

Difficulties in Learning Science at MIN 1 Bengkulu City

Learning difficulties are a condition where students cannot learn well, due to threats, obstacles or disturbances in learning (Djamarah, 2002: 201). Hamalik (1990) stated that if students experience failure or decline in learning outcomes, it means that there are difficulties faced during learning. Rusilowati (2006) in her research on junior high school students in Semarang City explained that things that can be done to find out students' learning difficulties are by conducting observations, analysis, interviews, diagnostic tests, and utilizing documentation. Furthermore, Mabruria (2023) stated that diagnosing learning difficulties in the learning process is a contribution of thought for the world of education to be more sensitive to the importance of curative steps in an effort to overcome learning difficulties faced by students in the learning process. So that the hope is that through the process of diagnosing learning difficulties, namely by localizing the location of learning difficulties and looking for factors that are suspected of being the cause and determining the solution to the problem, it can realize the final goal of optimal learning.

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The results of observations conducted on the learning outcomes of the subject of science at MIN 1 Bengkulu City showed that the learning achievement results were still less than optimal. Teachers found various characteristics of students in learning activities at school. There are students who can carry out their learning activities smoothly and successfully without experiencing difficulties, but on the other hand, there are also quite a few students who actually experience various difficulties in their learning. Students' learning difficulties are indicated by the presence of certain obstacles to achieving learning outcomes. The characteristics of children who experience learning difficulties include difficulties in completing academic tasks, so that the learning achievements achieved are far from their true potential. This is influenced by factors originating from the students themselves and also external factors. These results are in accordance with the statement of Haqiqi (2013) who explained that the factors causing students' learning difficulties can be internal factors originating from within the person concerned and external factors originating from outside the person concerned. Internal factors are seen in several students who do not like science lessons, they feel uncomfortable and have difficulty understanding the material presented by the teacher.

The learning difficulty factors experienced by students in this internal factor include aspects of talent, interest, motivation and intelligence. Each student's interest in the material presented by the teacher is certainly different, some like to experiment scientifically (science) such as material on changes in the form of objects, material on human organs, material on plants and living things. In addition, there are also students who like learning that leads to solving problems faced in everyday life (social) such as material on history and origins of their respective regions, material on the richness of Indonesian culture, and material on local norms and customs. Internal factors in the form of lack of interest and motivation in following science lessons are the main determinants of learning difficulties for students at MIN 1 Bengkulu City.

External factors include school facilities, teachers, infrastructure, and student activities in the learning process. MIN 1 Bengkulu City actually has sufficient facilities to support the science learning process, but most science teachers only use the lecture method in the teaching and learning process. This causes students to have difficulty with materials that require experiments or laboratory practices. Although most students admit that they tend to enjoy the learning process, because the learning outcomes of students can still obtain satisfactory results with a range of values >90. It is not uncommon for students to feel confused and have difficulty in understanding the material explained by the teacher, usually they ask the teacher directly and some also discuss with their deskmates to solve the problem.

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Strategies to Overcome Learning Difficulties of Students at MIN 1 Bengkulu City

To overcome learning difficulties in students, many strategies are needed. Strategy itself is a way or a method to act in achieving predetermined goals (Majid A, 2013). One effort to overcome this difficulty, teachers can use expository learning strategies, namely learning methods that emphasize the process of delivering material verbally from a teacher to a group of students with the intention that students do not get bored while learning (Hamdayama, 2011: 141). This method is also defined as the number of steps that are engineered in such a way as to achieve certain teaching goals (Syah M, 2011: 73). A successful expository is when through the delivery process it can bring students to a situation of imbalance (disequilibrium), thus encouraging them to seek and find or increase insight through independent learning (Trianto, 2011: 50). According to the subject teacher of science at MIN 1 Bengkulu City, the use of this expository strategy makes it easier for students to understand science lessons because teachers are given the opportunity to explain the materials in detail. Teachers at MIN 1 Kota Bengkulu said that in the learning process, media is also used to facilitate the learning process so that it can be understood by students.

In addition, teachers also use inquiry learning strategies which are learning processes that are centered on the students themselves. Wina (2009: 196-197) also stated that inquiry learning strategies are a form of student-oriented learning approach (student centered approach). It is said so because in this strategy students play a very dominant role in the learning process. The role of students in this strategy is to find and discover the concept of learning materials themselves, while the teacher acts as a facilitator and guide for students in learning.

In addition to using these two strategies, teachers at MIN 1 Kota Bengkulu also use cooperative learning strategies. The cooperative learning strategy or gotong royong is a teaching system that provides opportunities for students to work together with fellow students in structured tasks. Cooperative learning is known as group learning. But cooperative learning is more than just group learning or group work because in cooperative learning there is a cooperative motivation or task structure that allows for open interaction and effective interdependent relationships between group members (Nurmi, 2010:14). This learning model uses a small grouping/team system, namely between four to six people who have different academic abilities, gender, race, or ethnicity. In this strategy, students can also be helped to overcome their learning difficulties, such as when working together, students help each other and will make the job easier. Sometimes students are quicker to grasp learning when there is a group assignment because when studying in a group they will discuss and exchange ideas with each other, so students who usually have difficulty learning have no difficulty. This is in accordance with the results of the questionnaire regarding students who have and grasp material differently. But students continue to be enthusiastic about learning in order to

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achieve results. Of the three strategies, the strategies that teachers often use to overcome student difficulties are expository and cooperative strategies because these strategies can help overcome student learning difficulties. Because students grasp the material differently. The teacher's efforts to overcome students who have difficulty with low levels of mastery are first to motivate students so that students can be better and enthusiastic about learning. Students who experience low levels of mastery must be guided first so that students know and understand more about mastering the material that will be used better.

Conclusion

Learning difficulties of students are influenced by internal and external factors. Internal factors consist of physical factors and psychological factors, lack of interest and motivation in learning. Mental health factors and emotional mental health also affect student learning outcomes. While there are also external factors consisting of family factors, community factors, school factors. The difficulties in learning science experienced by students at MIN 1 Bengkulu City are mostly caused by a lack of interest and motivation in following science lessons. The teacher's efforts to overcome students who have difficulties are to motivate students so that students can be better and enthusiastic about learning. The teacher's efforts so that students achieve the expected level of completion are that the teacher gives questions or enrichment to the students and the teacher holds remedial giving students the opportunity to achieve completion. While the learning strategies that are often used by teachers to overcome student difficulties are expository and cooperative strategies.

The teachers use several strategies to overcome students' learning difficulties, namely: 1). Student-centered learning strategies, such as project-based learning and problem-based learning; 2). Use of varied learning media, such as multimedia, videos, and images; 3). Providing constructive and structured feedback to help students understand and overcome learning difficulties; 4). Cooperation with parents and school committees to increase participation and support for the learning process; 5). Use of information and communication technology (ICT) to improve access and quality of learning. This study also found that the factors that influence students' learning difficulties in the subject of science are: 1). Lack of student motivation and interest in learning; 2). Lack of students' cognitive and affective abilities; 3). Lack of support from parents and the environment; 4). Lack of quality learning and resources. This research is expected to contribute to the development of effective learning strategies in overcoming students' learning difficulties in science subjects in elementary schools, as well as providing recommendations for teachers, parents, and schools to improve the quality of learning and overcome students' learning difficulties.

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