

THE ACTS OF KUALA LANGAT COMMUNITY LEARNING CENTER MALAYSIA TEACHERS TO OVERCOME LEARNING DIFFICULTIES AMONG STUDENTS

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ABSTRACT

In education, teachers play a significant role, especially in those held formally in schools, one of which is that teachers play a role in overcoming learning difficulties experienced by students. This research aims to find out 1). What difficulties do students experience in learning? 2). What factors influence students learning difficulties, and 3). Efforts were made to overcome the learning difficulties of SB (Community Learning Center) students. The method used in this research is a qualitative research method with a descriptive approach. The data in this research are in the form of actions or words found when implementing teacher strategies to overcome students' learning difficulties in Sb Kuala Langat; for data collection techniques, observation, interviews, and documentation instruments were used—the validity of data using triangulation of sources and methods. The research results show that 1). Seventeen students at SB (Community Learning Center) Kuala Langat experienced difficulties. Namely, 9 students had difficulty reading, 5 had difficulty writing, and 3 had difficulty with arithmetic. 2). Factors that cause students to have difficulty learning are a lack of motivation to learn, language differences, lack of learning media, minimal learning facilities, parents not being open to thinking, and not providing support. 3). Efforts made by teachers to overcome students' learning difficulties by planning and preparing enjoyable learning for students, determining appropriate methods according to students' difficulties, collaborating with parents in providing learning motivation for students, and choosing appropriate times to provide additional learning (tutoring) for students.

ABSTRAK

Dalam pendidikan guru menjadi peran utama, khususnya yang diselenggarakan secara formal di sekolah, salah satunya guru berperan dalam mengatasi kesulitan belajar yang dialami siswa.


Kata Kunci:

Kesulitan Belajar, Guru,
Upaya, Sanggar Bimbingan

Penelitian ini bertujuan untuk mengetahui 1). Kesulitan apa saja yang dialami siswa dalam pembelajaran, 2). Factor apa saja yang mempengaruhi siswa dalam kesulitan belajar, serta 3). Upaya yang dilakukan dalam mengatasi kesulitan belajar Siswa SB (Sanggar Bimbingan). Metode yang digunakan dalam penelitian ini yaitu metode penelitian kualitatif dengan pendekatan deskriptif. Data yang terdapat dalam penelitian ini berupa tindakan atau kata-kata yang ditemukan pada saat melakukan strategi guru dalam mengatasi kesulitan belajar peserta didik di Sb Kuala Langat. Untuk teknik pengumpulan data pada penelitian ini menggunakan instrumen observasi, wawancara dan dokumentasi. Keabsahan data menggunakan triangulasi sumber dan metode. Hasil penelitian menunjukkan bahwa 1). Terdapat 17 siswa di SB (Sanggar Bimbingan) Kuala Langat yang mengalami kesulitan, yaitu kesulitan membaca 9 siswa, kesulitan menulis 5 siswa dan kesulitan berhitung 3 siswa. 2). Faktor yang menyebabkan siswa kesulitan belajar yaitu motivasi belajar siswa yang sangat kurang, perbedaan bahasa, Media pembelajaran yang kurang, sarana pembelajaran juga sangat minim, belum terbukanya pemikiran orang tua seperti halnya tidak memberikan dukungan. 3). Upaya yang dilakukan oleh guru dalam mengatasi kesulitan belajar siswa dengan cara, Merencanakan dan mempersiapkan pembelajaran yang menarik untuk siswa, Menentukan metode yang tepat sesuai dengan kesulitan siswa, Bekerjasama dengan orang tua dalam memberikan motivasi belajar untuk siswa, Memilih waktu yang sesuai dalam memberikan tambahan belajar (les) untuk siswa.

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**INTRODUCTION**

Education is a conscious effort made by the government through guidance, teaching, and training conducted at and outside school throughout life. To prepare students to be able to perform roles in various environments appropriately¹. Education is carried out through learning designed and arranged to ensure students have abilities and skills that meet their potential. In

¹ Citra Sintha Setyastuti, Aan Budi Santoso, and Usmani Haryanti, "Upaya Guru Dalam Mengatasi Kesulitan Membaca Permulaan Pada Siswa Kelas I Sdn 1 Mungging, Karangdowo, Klaten, Tahun Pelajaran 2021/2022," *Citra Sintha Setyastuti* 1, no. 1 (2021): 32–42.

education, teachers are the main actors, especially those organized formally in schools².

According to education science, each student has a different level of development, potential, and challenges³. In learning, teachers not only present learning materials but must also pay attention to their students. On the other hand, a teacher is defined as a professional educator because he has accepted and assumed part of the educational task. Based on the idea that the problems students face during the learning process will impact their learning outcomes.⁴

Learning difficulties can be interpreted as one of the problems where students experience obstacles in the learning process. This learning difficulty has an impact on learning incompleteness⁵. The barriers experienced by students occur because they are realized or unconscious⁶. Academic learning difficulties include learning difficulties in reading, calculation difficulties, and writing difficulties⁷. Several factors influence students to experience pre-academic learning difficulties, including motor and perceptual disorders, cognitive learning difficulties, language development disorders, and difficulties resolving social behavior.

The researcher chose the topic of the problem in the form of teacher efforts in learning to write, read, and count at the primary level because the role of the teacher is vital. Reading is a syndrome that causes difficulty understanding and integrating the components of words and sentences and learning⁸. Reading learning not only improves students' language skills, but also improves their

² Ulfa Ayu Rakhmawati and Henry Aditia Rigianti, "Analisis Upaya Guru Dalam Mengatasi Kesulitan Belajar Membaca Pada Siswa Kelas II SD Negeri 1 Putuktrejo Kecamatan Bonorowo Kabupaten Kebumen," *Warta Pendidikan | E-Journal* 6, no. 12 (2022): 53–56.

³ Lisa Yusriani, Junaidin Junaidin, and Asrul Asrul, "Upaya Guru Dalam Menanggulangi Kesulitan Belajar Siswa," *Jurnal Pendidikan Dan Pengajaran (JPP)* 1, no. 3 (2020): 106–19.

⁴ R A Yohanes, H Rapsanjani, and ..., "Analisis Upaya Guru Mengatasi Kesulitan Belajar Peserta Didik Kelas Vi Sekolah Dasar," *Prima Magistra: Jurnal ...* 4 (2023): 77–82, <http://e-journal.uniflor.ac.id/index.php/JPM/article/view/2373%0Ahttp://e-journal.uniflor.ac.id/index.php/JPM/article/download/2373/1643>.

⁵ Maria Waldetrudis Lidi, "Pembelajaran Remedial Sebagai Suatu Upaya Dalam Mengatasi Kesulitan Belajar," *Foundasia* 9, no. 1 (2019): 15–26, <https://doi.org/10.21831/foundasia.v9i1.26158>.

⁶ Lia Fatmasari and Ariga Bahrodin, "Upaya Guru Dalam Mengatasi Kesulitan Belajar Siswa," *PSIKOWIPA (Psikologi Wijaya Putra)* 3, no. 2 (2022): 7–20, <https://doi.org/10.38156/psikowipa.v3i2.85>.

⁷ Faizal Chan et al., "Strategi Guru Dalam Mengatasi Kesulitan Belajar Di Sekolah Dasar," *AULADUNA: Jurnal Pendidikan Dasar Islam* 6, no. 2 (2019): 173, <https://doi.org/10.24252/auladuna.v6i2a8.2019>.

⁸ Udhiyanasari, "Upaya Penanganan Kesulitan Membaca Permulaan Pada Anak Berkesulitan Membaca Kelas II Di SDN Manahan Surakarta," *Pjpb Ikip PGRI Jember* 3, no. 1 (2019): 39–50.

abilities in other subjects⁹. Reading learning is the foundation for other learning¹⁰. Writing is expressing ideas, ideas, or feelings through media through paper, boards, and so on using tools such as markers or pencils¹¹. Therefore, writing skills require continuous activity¹². However, not all students have good writing skills, which means that these students have difficulty in writing. Students who have difficulty in writing are students who also have not been able to read well; therefore, these students make mistakes in writing text¹³.

When a student has difficulty learning mathematics, they experience difficulties in academics, especially math¹⁴. Most students show a negative attitude toward math lessons because they believe that these lessons are too difficult to understand for elementary school-age children¹⁵. Math learning illustrates students' logical ability¹⁶. In other words, students with good math skills will find it easier to reason things logically.

Indicators Learning difficulties in students are characterized by certain obstacles in receiving and understanding learning caused by many factors. Those who experience learning difficulties have the following characteristics: (1) showing poor learning results, which means students get grades below average; (2) learning results are not balanced with the efforts made by students; (3) slow in completing tasks and always lagging behind their friends in completing tasks; and carrying out tasks (4) showing an unnatural attitude, such as not caring; (5)

⁹ Burhan Sugandi, Agung Rinaldy Malik, "Analisis Upaya Guru Dalam Mengatasi Kesulitan Belajar Siswa," *Africa's Potential for the Ecological Intensification of Agriculture* 53, no. 9 (2013): 1689–99.

¹⁰ Fitriyani Maghfiroh, Hani Atus Sholikhah, and Fuaddilah Ali Sofyan, "UMaghfiroh, Fitriyani, Hani Atus Sholikhah, and Fuaddilah Ali Sofyan. 2019. 'Upaya Guru Dalam Mengatasi Kesulitan Belajar Membaca Siswa.' *JIP Jurnal Ilmiah PGMI* 5 (1): 95–105. <https://doi.org/10.19109/jip.v5i1.3272>. Paya Guru Dalam Mengatasi Kesulitan Bela," *JIP Jurnal Ilmiah PGMI* 5, no. 1 (2019): 95–105, <https://doi.org/10.19109/jip.v5i1.3272>.

¹¹ Sukirman, "Tes Kemampuan Keterampilan Menulis Dalam Pembelajaran Bahasa Indonesia Di Sekolah," *Jurnal Konsepsi* 9, no. 2 (2020): 72–81.

¹² Majid Davoudi Nasr Hadi Mousavi, "A New Decade for Social Changes," *Technium Social Sciences Journal* 6, no. December (2020): 101–5.

¹³ Miftari Putri Destari and Febrina Dafit, "Writing Ability of Second Grade Elementary School Students," *International Journal of Elementary Education* 6, no. 3 (2022): 470–76, <https://doi.org/10.23887/ijee.v6i3.54011>.

¹⁴ Ema Rizky Ananda and Rora Rizki Wandini, "Analisis Perspektif Guru Dalam Mengatasi Kesulitan Belajar Siswa Pada Pembelajaran Matematika Sekolah Dasar," *Jurnal Basicedu* 6, no. 3 (2022): 4173–81, <https://doi.org/10.31004/basicedu.v6i3.2773>.

¹⁵ Rusnilawati Rusnilawati, "Pengembangan Perangkat Pembelajaran Matematika Bercirikan Active Knowledge Sharing Dengan Pendekatan Sainifik Kelas VIII," *Jurnal Riset Pendidikan Matematika* 3, no. 2 (2016): 245–58.

¹⁶ Yunita Sari, "Penerapan Pendekatan Open-Ended Dalam Pembelajaran Matematika Untuk Meningkatkan Kemampuan Berpikir Matematis Siswa Ditinjau Dari Respon Siswa Terhadap Pembelajaran," 2013.

showing poor behavior, such as not doing assignments, skipping class, mocking other friends; (6) showing emotional symptoms due to certain things such as feeling sad and disappointed and regretting getting low grades.

Teachers play a role in fostering student discipline. Teachers are not only teachers but also train students in discipline¹⁷. Besides teachers, parents also play an essential role in students' intelligence, one of which is guiding¹⁸. Motivation can improve teaching and learning, create a relevant learning environment, and make learning fun¹⁹. Teachers' failure to deliver learning materials is one of the most common mistakes in learning and providing learning materials²⁰.

Community Learning Center (SB) Kuala Langat is one of the Guidance Centers, which is a place of learning for Indonesian students located at Lot 3727, Lorong Jalak Batu 9 Kebun Baru, 42500 Telok PanglimaGarang, Selangor. It still needs help related to reading, writing, and counting skills. One of the objectives of establishing this Sanggar Bimbingan (SB) is to facilitate Indonesian children, especially those who still need complete documents and are still of school age, especially elementary school, to learn and increase their knowledge

Based on observations at the Kuala Langat Community Learning Center, most students' reading, writing, and counting skills are students still need to improve. Some high-level students should have been able to do well but still experience difficulties and cannot be able to write and count well.

In this study, teachers try to overcome the difficulties experienced by students in the Kuala Langat Guidance Studio, namely knowing what difficulties students experience in learning and understanding what factors affect students in learning difficulties so that the efforts made are appropriate and efficient in overcoming the learning difficulties of SB (Community Learning Center) students.

¹⁷ Bunga fitria Fyanda, Israwati, and Ruslan, "Upaya Guru Mengatasi Kesulitan Belajar Anak Disleksia," *Journal of Chemical Information and Modeling* 3, no. 9 (2019): 53–61.

¹⁸ Ririn Aryani and Puji Yanti Fauziah, "Analisis Pola Asuh Orangtua Dalam Upaya Menangani Kesulitan Membaca Pada Anak Disleksia," *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini* 5, no. 2 (2020): 1128–37, <https://doi.org/10.31004/obsesi.v5i2.645>.

¹⁹ Chan et al., "Strategi Guru Dalam Mengatasi Kesulitan Belajar Di Sekolah Dasar."

²⁰ Amar Tarmizi et al., "Upaya Guru Dalam Mengatasi Kesulitan Belajar Anak Usia Dini Selama Masa Pandemi Corona Virus Disease 19 (Studi Kasus Di Raudatul Atfal Tarbiyah Islamiyah Medan Maimun)," *At-Tazakki: Jurnal Kajian Ilmu Pendidikan Islam Dan Humaniora* 4, no. 1 (2021): 63–73.

Research Methodology

The method used in this research is a qualitative research method with a descriptive approach. Qualitative research uses a natural setting to interpret phenomena that occur and involves various existing methods²¹.

The data contained in this study are in the form of actions or words found when conducting teacher strategies for overcoming students' learning difficulties at Kuala Langat Community Learning Center. Information in this study comes from the principal, teachers, and students with learning difficulties. This research data collection method involves interviews with teachers, observation of students, and documentation. The observation technique focuses on students' learning difficulties and the strategies used to overcome these difficulties.

Presentation techniques allow data to be shown in tables, graphs, charts, narrative text, or brief descriptions²². Data verification is determining whether preliminary conclusions are accepted or not. Initial research conclusions can be trusted if supported by accurate evidence, then the conclusion can be trusted and vice versa²³.

RESULTS AND DISCUSSION

Learning Difficulties for Students at Kuala Langat Community Learning Center

Based on the research conducted at SB (Community Learning Center) Kuala Langat Malaysia, during learning, it was seen that some students were less able to complete tasks and receive learning provided from the teacher; there were several learning difficulties experienced by students, including difficulties in reading, and writing, and counting. Learning difficulties are conditions where students cannot follow learning properly, which impacts the level of success in learning; from the observations of 32 students, 17 students experienced learning difficulties, including 9 students having difficulty reading, 5 students having difficulty writing, and 3 students in counting.

The results of interviews and observations regarding children's learning difficulties at sb Kuala Langat, including difficulty recognizing letters, spelling and connecting several syllables, and reading short sentences. For writing

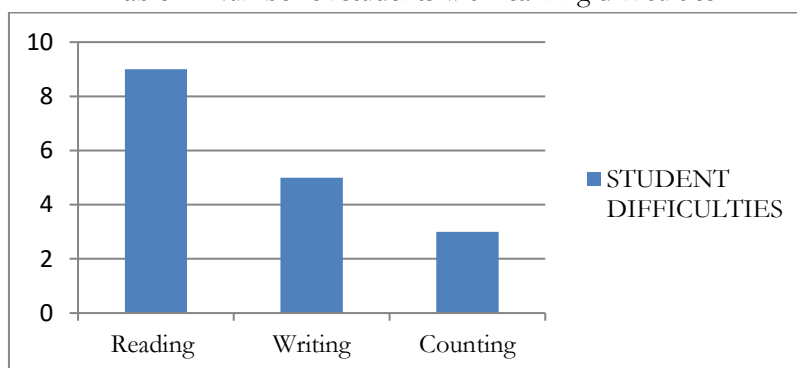
²¹ albi Anggito and Setiawan Jhohan, "Metodologi Penelitian Kualitatif," ed. Ella Deffi Lestari, *CV Jejak*, 2018, 54–68.

²² Djam'an Satori and Aan Komariah, "Metode Penelitian Kualitatif, Cetakan Keenam," *Alfabeta Bandung*, 2014.

²³ Dr Sugiyono, "Metode Penelitian Pendidikan," 2014.

difficulties in students, it is still found that some students write in the middle of words using capital letters, write at the beginning of sentences that still use lowercase letters, and distinguish words that should be separated but connected so that they cannot be read into actual sentences. In contrast, in difficulty counting, students still need clarification about calculating numbers in addition, subtraction, multiplication, and division. Therefore, it requires special attention from teachers and parents to pay attention to how children's obstacles in learning affect success in further education.

Table 1. Number of students with learning difficulties



From the results of the research, several students at SB (Community Learning Center) Kuala Langat experience learning difficulties, namely difficulties in reading, writing, and counting. These difficulties are the basis of children's learning and, if later sustained and not overcome, will affect further learning and success in education. The difficulty is a situation where students cannot learn according to their learning level or are left behind and unable to achieve learning success. Limitations in listening, reading, writing, dialogue, and reasoning skills cause learning difficulties²⁴.

Neurological barriers or minimal brain dysfunction cause specific learning disabilities, also known as specific learning difficulties. Children with perceptual problems have difficulty understanding information visually and auditory. At the elementary school level and in this Guidance Studio, learning difficulties in students are still within reasonable terms and problems with other elementary school problems, so that these problems can be resolved so that they are not constrained in other learning.

Students are generally not included in learning time in reading difficulties,

²⁴ Fatmasari and Bahrodin, "Upaya Guru Dalam Mengatasi Kesulitan Belajar Siswa."

such as reading texts. In turn, children have yet to fully recognize some letters. In writing difficulties, students only see how the writing looks but need to learn how to write correctly, such as being on the line, using punctuation marks, and using the correct letter shape. In reading and writing difficulties, students generally only listen to the reading in the book the teacher has read. During learning, students only listen without knowing what the reading of the writing is. Students are more silent and listen, but the students need help to understand what the teacher informs and still feel indecisive when answering questions or writing answers that the teacher has read.

Reading learning becomes vital in determining additional learning if a student has reading skills that support other subjects²⁵. In each assignment, the teacher provides a writing assessment to help students improve their writing. In numeracy difficulties, students are not accustomed to calculating by division and multiplication, especially with numbers that are more than one. Learning mathematics in primary school influences the next level of education²⁶.

From the interviews that have been conducted, the difficulties of students in the guidance studio, student learning difficulties require teacher efforts to overcome so that they are not sustainable and interfere with other learning. In the learning process, children are more open to asking questions either to the teacher or to their main friend related to learning material so that the child is always behind in understanding the learning material that has been learned and then²⁷.

Factors Affecting Student Learning Difficulties at Kuala Langat Community Learning Center

From the learning difficulties of these students, it was shown during the observation that several factors resulted in these difficulties, including some students looking less excited during learning, many students being less focused because the classroom conditions were not conducive, some children feeling bored in learning, and the learning environment was not supportive.

In interviews conducted with teachers, several factors cause children to have difficulty in learning: students' learning motivation is very lacking, the

²⁵ Maghfiroh, Sholikhah, and Sofyan, "UMaghfiroh, Fitriyani, Hani Atus Sholikhah, and Fuaddilah Ali Sofyan. 2019. 'Upaya Guru Dalam Mengatasi Kesulitan Belajar Membaca Siswa.' JIP Jurnal Ilmiah PGMI 5 (1): 95–105. <https://doi.org/10.19109/Jip.V5i1.3272>.Paya Guru Dalam Mengatasi Kesulitan Bela."

²⁶ Ema Rizky Ananda and Rora Rizki Wandini, "Analisis Perspektif Guru Dalam Mengatasi Kesulitan Belajar Siswa Pada Pembelajaran Matematika Sekolah Dasar," *Jurnal Basicedu* 6, no. 3 (2022): 4173–81.

²⁷ Yusriani, Junaidin, and Asrul, "Upaya Guru Dalam Menanggulangi Kesulitan Belajar Siswa."

difference in language in the books they study with the language they use every day, the lack of learning media, students only learn through books, teachers explain and write on the board, learning facilities are also very minimal, the parents' thinking has not been opened, such as not providing support, both learning and school motivation, students only learn when in the SB (Community Learning Center), parents only leave everything to the Guidance Studio..

Table 2. Student learning difficulty factors

Problem	Student Learning Difficulty Factors
Student Learning Difficulties	<ol style="list-style-type: none"> 1. Lack of motivation and support 2. Less conducive room 3. Differences in language used 4. Minimal learning media

Teachers conducting effective teaching and learning activities to overcome these difficulties are critical because how efforts are made will affect students, such as providing motivation and rewards or making learning enjoyable so students do not feel bored. Factors that exist from within students include their learning habits and listening skills, while factors from outside students include their learning conditions, their learning environment, and the approach used by the teacher²⁸. Teachers who sit in their chairs and wait until they are finished delivering sample problems and assignments will make it difficult for students to understand the material they do not understand.

Children's lack of motivation to learn makes it difficult for students to learn; students become unfocused and need to pay attention during learning. Teachers must understand and address students' challenges during the learning process. Therefore, teachers need a better understanding of students' personalities²⁹.

The classroom condition may also be one factor that makes students need help learning, which should support the class in teaching activities. Still, the conditions could be more conducive because it is only curtailed. The learning process is an effort made by the teacher to achieve the competencies

²⁸ Rizki Adri Yohanes, Hafsemi Rapsanjani, and Fredy Fredy, "ANALISIS UPAYA GURU MENGATASI KESULITAN BELAJAR PESERTA DIDIK KELAS VI SEKOLAH DASAR," *Prima Magistra: Jurnal Ilmiah Kependidikan* 4, no. 1 (2023): 77–82.

²⁹ M. Dzikrul Hakim Al Ghozali and Lailatul Mathoriyah, "Upaya Guru Mengatasi Kesulitan Belajar Bahasa Arab Siswa MAN 1 Jombang," *Jurnal Education and Development* 8, no. 4 (2020): 89, <https://journal.ipts.ac.id/index.php/ED/article/download/2090/1089>.

formulated³⁰. Less attractive media also affects students; teachers are required to master various learning media as a means of learning more creative and innovative children. In this situation, the teacher's approach and approach to delivering the subject matter could be more varied and provide the material very quickly, which can have an impact on student learning difficulties.

From some of these factors, parental support is significant for children's learning success, but many parents are still closed-minded. Parents also have a role in achieving student success in learning, such as providing motivation to learn, educating children in education, knowing children's interests, and not leaving the responsibility of children's learning entirely to schools or teachers. Family is one of the factors that can affect students' reading ability; this includes students' lack of background and experience. Students need a good example from their parents when it comes to reading. As often as possible, parents should show this example. Children also face difficulties in learning to read due to the poor economic circumstances of the family³¹.

Both teachers and parents are equally important factors in overcoming student learning difficulties so that there is cooperation between teachers and parents to overcome problems that occur, which become conditions that do not hinder children from achieving success. Students who experience learning difficulties are caused by a less supportive family environment, both from affection, attention, and appreciation for children from parents.

DISCUSSION

From the research results on student learning difficulties in SB Kuala Langat, teachers have tried to overcome such as reading learning difficulties. Teachers provide additional tutoring after the lesson (before going home) and give homework to students to practice reading texts. The next day the teacher checks back on the assignments given by students reading the assignment. In addition to the efforts made, the teacher also has efforts in overcoming writing difficulties. The teacher asks students to write the words spoken by the teacher in the correct way of writing; then the teacher checks the results of the student's writing as well as reading and writing; the teacher gives counting assignments according to the student's difficulties done at the Learning Center and home assignments.

³⁰ Muhammad Suaeb Salimul Jihad, "Strategi Guru Dalam Mengatasi Kesulitan Belajar Siswa Dalam Pelajaran Mufrodat Kelas VI MI NW Dasan Agung Mataram Tahun Pelajaran 2016 / 2017," *El - Tsaqafah* xvii, no. 3 (2017): 96–118, <https://journal.uinmataram.ac.id/index.php/eltsaqafah/article/view/480>.

³¹ Rakhmawati and Rigianti, "Analisis Upaya Guru Dalam Mengatasi Kesulitan Belajar Membaca Pada Siswa Kelas II SD Negeri 1 Putuktrejo Kecamatan Bonorowo Kabupaten Kebumen."

In the efforts that have been made, other efforts are also a supporting factor, such as motivation and parental support; teachers always communicate with parents about their children's learning difficulties, such as when the teacher overcomes student learning difficulties, parents are also asked to play a role, namely by helping to explain the tasks the teacher has given when the child has difficulty at home. Teachers also try to create an engaging, fun, and conducive classroom atmosphere, using standard Indonesian language in learning so that children are used to learning and get used to it; teachers provide media for teaching that is more innovative; before starting learning, students do gymnastics together to increase students' enthusiasm.

Teachers also always provide direction to parents because not a few parents think that living there and migrating to earn money to meet the economy is more important than going to school; it is also one of the factors why some children are less enthusiastic or do not want to learn. The Guidance Center was also established so that the children of Indonesian workers who do not have documents can experience school, and then the certificates they get when in the Community Learning Center (elementary school) can be used to continue their education in Indonesia.

The teacher said that some of the efforts made were quite effective, starting with some changes for the better, such as students who were more enthusiastic about learning, began to read fluently, and focused on education. The number of students experiencing learning difficulties decreased from 17 to 9, including problems in reading, writing, and counting, in approximately 1 month, meaning that the teacher's efforts in overcoming learning difficulties in students were successful and effective.

Table 3. Number of students with learning difficulties

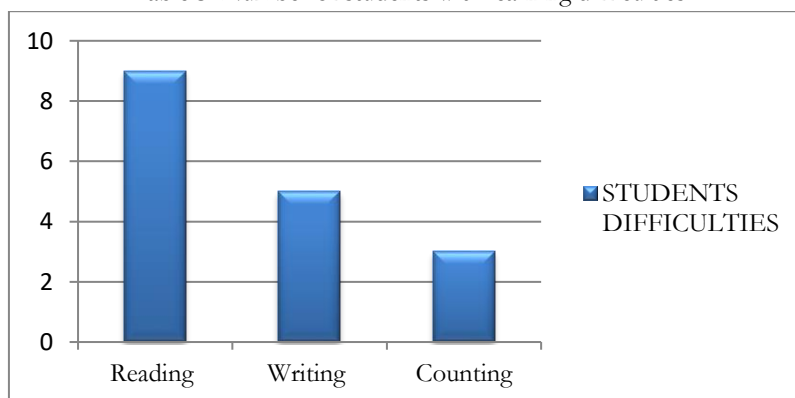
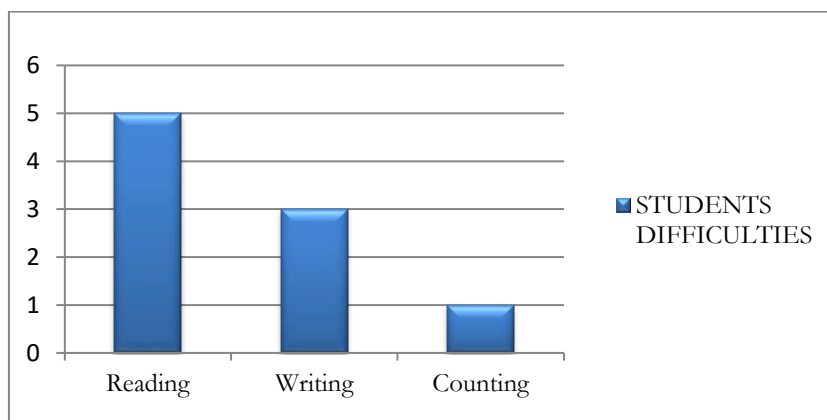


Table 4. The number of students with learning difficulties after efforts to overcome learning difficulties.



The Community Learning Center seeks to overcome students who have difficulties within 1 semester so that in the stage towards the next level of learning, the class can run properly and succeed in education.

Efforts made by teachers in overcoming learning difficulties in students are by 1. planning and preparing exciting lessons for students, 2. Determining the proper method according to student difficulties, 3. Cooperating with parents in providing learning motivation for students, 4 and choosing the appropriate time to provide additional learning (tutoring) for students.

Teachers provide solutions to these problems by offering additional hours of study (tutoring), questions, and assignments so that students can complete them properly and correctly and create a conducive classroom. A conducive classroom is a supporting factor in achieving success in learning.

Teacher efforts are significant in overcoming student learning difficulties, such as tutoring students or academic guidance³². By providing opportunities for students to ask about subject matter that has yet to be understood, teachers help overcome students' learning difficulties. They also offer guidance and direction to students with learning difficulties in group work and individually.

Teachers can overcome the problem of student learning difficulties by providing tutorials to students who are having difficulty, using various methods and media, repeating lessons that have been learned, holding remedial, and giving attention and affection to students so that they are not easily bored when learning. Students not only need supporting tools such as books, pencils, bags, etc. but also assistance in learning at home. Therefore, parents need to provide

³² Raden Sudarwo and Adi Apriadi Adiansha, "Kemampuan Calon Guru Sekolah Dasar Dalam Mengatasi Kesulitan Belajar Siswa," *Jurnal Ilmiah Mandala Education* 7, no. 4 (2021): 20–27, <https://doi.org/10.58258/jjme.v7i4.2350>.

this.

Providing motivation Difficult students get motivation to continue learning at school and home, encouraging students who have difficulties with serious study³³. Parents can help their children achieve better by choosing a school that suits their interests. Students need help understanding and understanding the material taught, so parents must also provide solutions in solving these problems. Children need assistance and provide learning motivation to achieve learning success and goals in education.

The Community Learning Center's target is to resolve student learning problems for 1 semester. Based on the results of interviews, it is considered reasonably practical from the total number of children who experience learning difficulties to overcome students who experience learning challenges by trying to use various methods in teaching. That is, using multiple teaching methods and preparing enjoyable and easy-to-use learning so that students will be interested and not bored following the learning process. They are providing tutoring, giving practice assignments to do at school or home³⁴. Provide direct guidance when students need to be more fluent in reading, writing, and calculating, and motivate them to continue to study diligently at school and home.

CONCLUSION

According to the research results conducted at the Kuala Langat Guidance Studio, students have learning difficulties in reading, writing, and counting. Students with learning difficulties are 17 students 9 with reading difficulties, 5 with writing difficulties, and 3 with arithmetic problems. From these learning difficulties is the essential learning of students, which, if it is sustainable and not overcome, will affect further learning so that successful learning is not achieved. Of course, there are contributing factors and teacher efforts in overcoming student learning difficulties in these learning difficulties. Factors that cause these difficulties are a lack of motivation to learn, differences in daily language, minimal learning, and lack of parental support and encouragement for students. Then, as for the teacher's efforts in overcoming difficulties in students, namely planning and preparing for learning, determining methods that are by student difficulties, Teachers and parents work together to motivate student learning

³³ Rakhmawati and Rigianti, "Analisis Upaya Guru Dalam Mengatasi Kesulitan Belajar Membaca Pada Siswa Kelas II SD Negeri 1 Putuktrejo Kecamatan Bonorowo Kabupaten Kebumen."

³⁴ Sudarwo and Adiansha, "Kemampuan Calon Guru Sekolah Dasar Dalam Mengatasi Kesulitan Belajar Siswa."

and choose the appropriate time when providing tutoring / additional hours of education, giving assignments that are by student difficulties.

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