Teacher's Efforts in Overcoming Student's Difficulty Post Distance Learning at Elementary School

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Abstract

The aim of this research is to analyze teachers' efforts to overcome students' learning difficulties after distance learning in elementary schools. This study used qualitative research methods. The subjects in this research were the principal, teachers and students in grades 3, 4 and 5 at the Al Fahd Islamic elementary school in Palembang. The data collection techniques used were interviews, observation, documentation, Focus Group Discussions (FGD), and questionnaires in the form of open and closed questions via Google Form. Data was analyzed using an interactive model, namely data condensation, data presentation and conclusions. Data validity testing was carried out by data triangulation. The results of the research show that the teacher's efforts in overcoming students' learning difficulties, first the teacher takes a direct approach to students such as direct and persuasive attention, guidance and direction to students, provides opportunities for students to speak/express opinions, answer questions, and writing opinions in front of the class, providing encouragement or motivation to students, and giving praise and rewards to students. Second, teachers apply effective and enjoyable strategies/models/and methods and learning such as active learning, question and answer, discussion/group study, contextual learning, inquiry (observation), direct experimentation, Problem-Based Learning (PBL), and Project Based Learning (PJBL). Third, teachers use learning media, Learning Videos via LCD projector, Power Point, and experimental media. Fourth, collaboration with parents. Collaboration between the school, especially teachers, and parents of students is deliberately programmed from the start before learning begins (parents meeting). These efforts have an impact on the students' learning process. Students feel happy participating in learning.

Keywords: Learning Difficulties, Post-Distance Learning, Teacher's Effort.

Abstrak

Tujuan penelitian ini yaitu menganalisis upaya guru dalam mengatasi kesulitan belajar peserta didik pasca pembelajaran jarak jauh di Sekolah Dasar. Penelitian ini menggunakan metode penelitian kualitatif. Subjek pada penelitian ini yaitu kepala sekolah, guru, dan peserta didik kelas 3, 4, dan 5 di sekolah dasar (SD) Islam Al Fahd Palembang. Teknik pengumpulan data yang digunakan yaitu wawancara, observasi, dokumentasi, Focus Groups Discussion (FGD), dan kuisioner berupa pertanyaan terbuka dan tertutup melalui google form. Data dianalisis dengan model interaktif yaitu kondensasi data, penyajian data, dan kesimpulan. Uji keabsahan data dilakukan dengan triangulasi data. Hasil penelitian menunjukkan bahwa upaya guru dalam mengatasi kesulitan belajar peserta didik, pertama guru melakukan pendekatan langsung ke peserta didik seperti perhatian, bimbingan, dan arahan secara langsung dan persuasif kepada peserta didik, memberikan kesempatan kepada peserta didik untuk berbicara/ menyampaikan pendapat, menjawab pertanyaan, dan menuliskan pendapat di depan kelas, memberikan dorongan atau motivasi kepada peserta didik, dan memberikan puji-pujian dan reward kepada peserta didik. Kedua, guru menerapkan strategi/ model/ dan

metode dan pembelajaran yang efektif dan menyenangkan seperti active learning, tanya jawab, diskusi/ belajar kelompok, pembelajaran kontekstual, inquiry (pengamatan), eksperimen langsung, Problem-Based Learning (PBL), dan Project Based Learning (PJBL). Ketiga, guru menggunakan media pembelajaran, Video Pembelajaran melalui LCD proyektor, Power Point, dan media eksperimen. Keempat, kolaborasi dengan orangtua. Kerjasama antara pihak sekolah, khususnya guru, dengan para orangtua peserta didik memang sengaja diprogram sejak awal sebelum pembelajaran dimulai (parents meeting). Upaya-upaya tesebut berdampak pada proses belajar peserta didik. Peserta didik merasa senang mengikuti pembelajaran.

***Kata kunci:** Upaya Guru, Kesulitan Belajar, Pasca Pembelajaran Jarak Jauh.*

INTRODUCTION

Since the implementation of the distance learning system during the Covid-19 pandemic, students in elementary schools have experienced many learning difficulties (Putri, et al., 2021; Nasution, et al., 2022; Juhana, et al., 2021) . This happens in various types of schools, in elementary schools that are not based on technology media or that only implement task-based learning at home, as well as in elementary schools where teachers and students have adequate technological facilities that implement online learning. The learning difficulties experienced by these students are an urgent problem and challenge for education administrators in elementary schools.

Referring to the research results of Aquami et al (2021) which researched 6 elementary schools in South Sumatra and the Special Region of Yogyakarta, the learning difficulties experienced by the majority of students were very diverse. First, students experience difficulty and even confusion in understanding the material. Second, students have difficulty learning independently. Third, students experience difficulty in completing assignments independently. Fourth, many students at lower grade levels cannot even read, write and count. These data are proof that distance learning leaves many problems for the learning abilities and competencies of students in elementary schools.

This fact also occurred at the Al Fahd Islamic Elementary School in Palembang. Results of pre-research conducted in 2021, researchers discovered the fact that students at the Al Fahd Islamic Elementary School in Palembang also experienced learning difficulties. The results of a questionnaire distributed to students at the Al Fahd Islamic Elementary School in Palembang, as many as 76.5% of the total 17 students in class 2 and 91.7% of the total 11 students in class 4 admitted that they often experienced difficulties in participating in the distance learning process. Some students also experience learning boredom, and even experience a decrease in learning motivation (documentation, 2021). These problems are of full concern to the school to find a solution.

According to one teacher, teachers are required to innovate to restore enthusiasm for learning and overcome learning difficulties experienced by students. Every teacher is required to be creative and innovative in designing learning, including by implementing learning based on technology media and applications such as animated videos, developing teaching materials and learning media, and other innovations so that students again have enthusiasm for learning and minimize learning difficulties experienced by participants. students during distance learning. Teachers also provide persuasive and intensive assistance to students if they experience learning difficulties (interviews & observations).

Referring to pre-research data, after distance learning, students experienced quite significant changes. 100% of students admitted that they were happy and happy participating in learning at school and no longer experienced learning difficulties as experienced during distance learning. This fact is proof that the efforts made by teachers have a positive impact on learning comfort and students' motivation in participating in learning. Therefore, this fact is important to research and explore what efforts are being made by teachers at the Al Fahd Islamic Elementary School in Palembang to overcome students' learning difficulties after distance learning.

So far, there have been several studies regarding students' learning difficulties. First, research regarding the analysis of learning effectiveness in distance learning (PJJ) during the Covid-19 pandemic (Lubis, 2020). Second, research regarding students' learning difficulties in solving problems in mathematics learning (Ningsih et al., 2022). Third, research regarding the analysis of students' learning difficulties in distance learning (PJJ) in the midst of the Covid-19 pandemic (Fauzi & Suryadi, 2020). Fourth, research on

inclusion learning models; overcoming students' learning difficulties with specific language impairment (Rozi & Nisa', 2023). Fifth, research on mathematics learning difficulties is reviewed from the self-efficacy systematic literature review (SLR) (Klorina & Juandi, 2022). Sixth, research regarding students' learning difficulties in learning English in elementary schools (Sintadewi et al., 2020).

From these various studies, the research focuses on learning difficulties in certain subject matter and examines the various learning difficulties experienced by students in elementary schools. There has been no research that specifically and focuses on studying teachers' efforts to overcome students' learning difficulties after distance learning in elementary schools. This research complements previous research regarding students' learning difficulties during distance learning. The findings of this research can be a reference for basic education administrators, especially teachers, in overcoming learning difficulties experienced by students during distance learning.

RESEARCH METHOD

The research method used in this research is a qualitative research method. The research subjects were selected through a sampling technique in the form of purposive sampling, namely school principals, teachers and students in grades 3, 4 and 5 at the Al Fahd Islamic elementary school (SD) Palembang. The data collection techniques used were structured and in-depth interviews, participatory observation, documentation, Focus Group Discussions (FGD), and questionnaires in the form of open and closed questions via Google Form (Goodell et al., 2016; Rosenthal, 2016). The data analysis in this study used the interactive model analyst Miles, Huberman, and Saldana (Miles et al., 2014). This interactive data analysis model is to connect or integrate data analysis components continuously to arrive at consistent and comprehensive data. This interactive model data analysis consists of 3, namely data condensation, data display, and drawing and verifying conclusions (Castleberry & Nolen, 2018; Moon, 2019). Meanwhile, data validity tests are carried out using data credibility tests, transferability tests, dependability tests and confirmability tests. Data obtained from interviews with respondents were compared and confirmed with data obtained from observations and answer documents recorded on Google Form.

RESULT AND DISCUSSION

Referring to research data obtained in the field, the efforts made by teachers to overcome students' learning difficulties are very diverse, namely taking a direct approach to students, applying effective and enjoyable strategies/models/and methods and learning, using media. learning, and providing educational-based games. First, one of the efforts made by teachers to overcome students' learning difficulties is by taking a direct approach to students. The approach in question is in the form of direct and persuasive attention, guidance and direction to students, both when learning is taking place in the classroom and outside the classroom.

"After Covid-19, what we have implemented is how to approach things first, looking at how students learn, their literacy and numeracy skills still really need guidance. Remembering that during Covid, teachers cannot take a direct approach. In fact, it is very important for teachers to take this approach to students. How do students feel comfortable when we are learning in class? "So, in every method we teach you can enter, and you can absorb it directly, not just by reading and paying attention like when online" (Interview, 2023).

"After Covid, teachers must be emotionally close to students. We must first know the grouping/character of the children in the class. This is very important for us. "Especially in the lower grades, there are some children who need attention, who must be constantly mentioned during learning" (Interview, 2023).

This direct approach to students is very important and is often carried out by teachers, especially with students who experience problems when learning. Generally, students who often need direct attention are students who have a quiet and shy character (introvert), especially students in lower classes. This type of student tends to be passive in learning, even though they actually have good abilities from cognitive and psychomotor aspects (Interview, 2023). Therefore, teachers provide a direct approach or attention.

Second, provide opportunities for students to speak/express opinions, answer questions, and write opinions in front of the class. Teachers have the same paradigm that students must be given as many opportunities as possible to participate actively in the learning process. Teachers must give students time and

opportunities to express their opinions in front of their classmates (Interview, 2023). In this way, students feel cared for and directly involved in class.

Third, another effort made by teachers to minimize learning difficulties for students is that teachers provide encouragement or motivation to students. Encouragement or motivation to students needs to always be given so that students have a strong desire and enthusiasm, and are persistent in learning. Because, when students are enthusiastic and persistent in learning, students can automatically participate in learning well and can understand the material being studied (Interview, 2023).

Encouragement or motivation to students is carried out by teachers in any condition and at any time, in class, outside class, during sports, during breaks, and in other conditions. However, encouragement or motivation for students is often carried out by teachers when learning takes place in class, at the beginning of learning, in the middle of learning, or at the end of learning (Observasi, 2023). This encouragement or motivation for students is an activity that is continuously carried out at various grade levels.

Fourth, to minimize the occurrence of learning difficulties or overcome students' learning difficulties, teachers also take approaches by providing praise and rewards to students. Teachers consider it important to always give praise and praise to students so that they are always enthusiastic and comfortable participating in learning. In this way, students indirectly enjoy participating in learning.

At Al-Fahd Islamic Elementary School there is also a "star achievement" program, namely in the form of giving points with a star symbol to students who are active in asking questions, answering questions, getting good learning results, and other achievements (Interview, 2023). At the end of the semester, this collection of points can then be exchanged for various stationery prizes as a reward for students (Interview, 2023). This is an effort to stimulate students to always be enthusiastic about competing to achieve achievements. Through this pattern, students who tend to be passive will be encouraged to increase their learning persistence so they can compete for achievements.

Apart from taking a persuasive approach and attention, to overcome learning difficulties after distance learning and minimize students' learning obstacles, teachers design effective and enjoyable learning. The main principle in determining learning strategies/models/and methods is how to create a learning atmosphere that is cool, enjoyable, and involves student activity. In general, teachers apply the same learning strategies/models/and methods, namely active learning, question and answer, discussion/group study, contextual learning, observation (inquiry), and direct experimentation.

The 3rd grade teacher stated that the methods often used in learning were Problem-Based Learning (PBL) and Project Based Learning (PJBL) (Observation, 2023). At the beginning of the lesson, the teacher provides questions, pictures or videos related to the material being studied. The teacher asks students to give opinions. This method is deliberately applied to provide stimulus to students so they can function their cognitive abilities to observe, translate and analyze the material being studied. Apart from that, through this method, students are actively involved/as subjects in learning, not just as learning objects (Observasi, 2023).

In determining learning strategies/models/and methods, teachers first read and understand the character of students. This is done so that the selection of learning strategies/models/and methods is relevant to students' learning styles. For certain students who have different characters such as introverts, teachers provide special approaches and attention in the learning process by providing opportunities to express opinions and answer questions given by the teacher (Observasi, 2023). These efforts are often practiced by teachers in the learning process and have been proven to prevent students from becoming bored and bored during learning.

Students' focus and activeness in learning is limited by time. As stated by the class teachers, "students cannot focus for a long time, especially lower class students. After 10 minutes he started playing around, inviting friends to joke, chat, and so on (Interview, 2023)." This fact occurs at various grade levels. Therefore, teachers work extra hard and try to restore students' focus and activeness in participating in learning with questions and answers, games, and so on (Observasi, 2023).

Another effort made by teachers to overcome learning difficulties after distance learning and minimize students' learning obstacles is implementing media-based learning. In learning, teachers are quite creative in designing interesting and fun media-based learning. In almost every lesson, the teacher always uses learning media such as video shows via a projector and using Power Point. The 4th grade teacher stated that "Almost every lesson I use PPT because many of the children are audio visual. "So I showed them the video, then I paused it, asked questions and answers with the students, and the students could understand" (Interview, 2023).

This teacher's creativity can be seen in the learning process. Researchers saw that video and PPt media were most often used by teachers in learning. This is also supported by adequate school facilities. In the classroom there are facilities such as an LCD projector so that at any time it is possible for the teacher to show

96

learning videos and PPt. Apart from that, teacher competence in the field of technology is also adequate. All teachers are quite proficient in technological media such as laptops and even have the ability to operate various teaching material development applications such as the Canva application, etc. (Observasi, 2023).

Apart from that, teachers also apply learning based on experimental media, especially on Natural Science (IPA) materials such as using real plants to observe directly. In learning, teachers also use learning media such as pictures, etc. This kind of learning model causes students to appear more enthusiastic and pro-active in learning (Observasi, 2023). This fact really supports the creation of quality learning that is active, effective and enjoyable.

In overcoming learning difficulties after distance learning and minimizing students' learning obstacles, teachers do not neglect the role of students' parents/guardians. The teacher communicates and collaborates with all student guardians,

"This form of collaboration between teachers and students' guardians, for example, there is an assignment from the teacher that is given to students to do at home. We ask the students' guardians to be able to direct and guide children at home. We communicate via Whatsapp media, and we also have a group with student guardians. "Every day we report to the students' guardians that they have studied certain material" (Interview, 2023).

The teachers view that education cannot only rely on teachers at school. Student learning success is also determined by how big a role parents play in the student's learning process. Parents must take part in the students' educational process, especially when they are at home. Parents must also provide guidance and direction to students when studying at home or when doing assignments.

The importance of the role of parents was also stated by one of the teachers who served as a home visit teacher,

"We have a school committee, which is a collaboration forum with the parents of students. Sometimes there are pros and cons to guardians of students. At some events, they sometimes provide input, but there are also those who challenge/disagree. There are also great demands or expectations for their children, even though it cannot just be the school, there must be a role for guardians. So, at the beginning we had a meeting with the students' guardians to agree on the programs at school, and the rules at school that students had to obey. "So from the start we have informed the guardians" (Interview, 2023).

Collaboration between the school, especially teachers, and the students' guardians is deliberately programmed from the start before learning begins. This pattern is created so that there is a mutual understanding between the school and the students' guardians. So, all school programs can run well, especially in terms of learning activities (Interview, 2023). From the start, parents already know what roles teachers must play to support students' successful learning.

Through the efforts above, students can play an active role in learning activities. The approaches taken by the teachers cause students to feel fully cared for by the teachers. This has a positive impact on students' interest and motivation to learn (Observasi, 2023). This high interest and motivation to learn makes students enjoy the learning process and has an impact on the ease with which students master the learning material.

"After Covid, teachers must be emotionally close to students. We must first know the grouping/character of the children in the class. This is very important for us. Especially in lower grades, there are some children who need attention, who must be constantly mentioned during learning. Usually after we give approach, attention and motivation, students are willing to answer the questions. Students become more confident" (Interview, 2023).

"I usually approach students, ask about their feelings/problems experienced by students, especially those who are quiet. We provide enthusiasm and motivation to students so that they are always enthusiastic about learning. This approach and attention turned out to have a big impact, students felt more confident and cared for. Those who were initially shy, were not active in class, did not dare to answer questions, because we gave them the opportunity and we paid attention, finally want to" (Interview, 2023).

The facts in the field are that students look happy and happy participating in learning using various learning media. Students are more enthusiastic about participating in the learning process when the teacher plays learning videos via an LCD projector in front of the class. In between playing videos, the majority of speech students actively answered questions given by the class teacher (Obsrvasi, 2023). This is very positive in making students enjoy learning activities in class.

This fact was also stated by the teachers,

"Currently we often use all electronic media, with pictures, videos and making Power Points (PPt). So, the majority of these children's learning style is audio-visual. When showing videos, I often pause and invite students to ask questions. It turns out, they are very enthusiastic about learning, sometimes they struggle to answer, so the children are happy" (Interview, 2023).

"I often use PPT and Video. I often apply it with experimental media. For example, in science learning about changes in the shape of objects, we use hailstones, then students observe why the hailstones melt. Students usually actively ask why it melts, and many other questions are asked. After being invited to experiment directly, the students proved that what was said by the ustadzah/teacher was true. They are happy and enthusiastic about taking an active role in learning" (Interview, 2023).

The same thing applies to the use of learning strategies/models/methods that are varied and centered on students (student center). In learning, teachers often invite students to ask and answer various questions about the learning material. Teachers often involve students more through opportunities to express opinions, answer questions, and practice/experiment (Observasi, 2023). Through various student center-based strategies/models/methods, teachers act as facilitators, and students have ample opportunities to operate their cognitive abilities, express their attitudes and motor skills.

Referring to field data, the teachers' various efforts above were carried out in order to keep students happy and enthusiastic about learning, namely by providing attention, affection, opportunities to express themselves, and giving appreciation. The facts above are proof of how important it is to fulfill aspects of basic needs for students in elementary schools during distance learning. Basic needs are essential needs that must be fulfilled for humans. Referring to Maslow's theory that humans are motivated by a number of basic needs that are the same for all species, do not change, and originate from genetic or instinctive sources (Baihaqi, 2008). In line with Afrooz's opinion, a need is a natural requirement which should be satisfied in order to secure a better organic compatibility (Desmita, 2017). This means that a need is a natural need/requirement that must be fulfilled to ensure a person's goodness, pleasure and welfare in accordance with his or her desires.

Basic needs such as comfort, joy, appreciation, and the need for self-actualization are psychological needs for students to be able to love and enjoy the learning process. These basic needs are relevant to Maslow's theory which is known as the pyramid of basic human needs "hierarchy of needs". There are five levels of basic needs according to Maslow, namely physiological needs, the need for security and protection, the need for affection and belonging, the need for esteem (self-esteem) and the need for self-actualization (King, 2014).

Referring to this fact, there are psychological aspects that are not fulfilled in students during learning, namely the basic needs aspect. The basic needs referred to in this case include the need for joy and happiness, a sense of comfort, self-actualization, and a sense of self-appreciation (Neubauer & Martskvishvili, 2018; Zhou et al., 2022). Basic needs are essential needs that are really needed by humans to achieve a prosperous life (Rojas et al., 2023). If basic needs are not met properly, humans will experience imperfection or lack of prosperity in living their lives (Sada, 2017). These basic needs are also needed by students in basic education institutions.

Students need pleasant and comfortable learning conditions so they can participate in learning well (Cantey et al., 2021; Nguyen et al., 2022). If students are not in a pleasant and comfortable learning environment, they will experience discomfort and even not be enthusiastic about participating in learning (Oinas et al., 2022). This case is often found in previous studies which prove that pleasant and comfortable learning conditions have an influence on students' learning interest and motivation (Huang et al., 2020; Irfan Fauzan et al., 2021; Kangas et al., 2017; Raufelder et al., 2021; Kangas et al., 2017; Raufelder et al., 2020; al., 2016; Simbolon, 2014). Therefore, teachers must be able to create positive, enjoyable and comfortable learning conditions for students (Hasanah, 2015; Sieberer-Nagler, 2016).

These basic needs are very important to be integrated into the learning process, especially for students in lower classes (class 2). At that age, children are still in the puberty period where they really want to be cared for, given attention and given love. Even though children make mistakes, they tend not to want to be blamed, and will even become angry, annoyed and cry again if they are continuously blamed. Aggression (annoyance, disappointment and frustration) is still very high, especially in children aged 6-8 years. (Bujuri, 2018) When students' needs are not met, the students' psychological condition is not calm so it is impossible for them to be able to participate in the learning process well, let alone being asked to study independently and do assignments.

The need for self-actualization for students also influences students' learning motivation so that they are enthusiastic about participating in the learning process. The need for self-actualization is the highest need. Even though the needs at the previous level have been satisfied, if the need for self-actualization fails to be

98

realized, it is not impossible that it will cause a person to feel disappointed, uneasy, dissatisfied, and can even be said to be in a psychologically unhealthy state. In the context of learning in elementary schools, this need for self-actualization can be integrated through group discussion activities, being asked to read the results of discussions in front of the class, asking questions, practice-based learning, and conducting experiments (observations).

Teachers take a direct approach to students, apply strategies/models/and methods and learning that are effective and fun, use learning media, and provide educational-based games. During learning, teachers always create a pleasant learning atmosphere by actively involving students in the learning process. Apart from that, it is also very important to integrate games and quizzes carried out by teachers so that basic needs such as students' enjoyment and comfort are met to minimize or even eliminate students' boredom and saturation during learning.

In conditions where basic needs are not met and unpleasant learning conditions, students are vulnerable to experiencing learning obstacles. Learning difficulties experienced by students can have an impact on students' low learning achievement. Students can experience problems in their learning, usually there are several symptoms such as low or below average achievement, the results achieved are not commensurate with the efforts made, and they are not optimal in completing school assignments (Subarkah & Salim, 2021). Therefore, it is very important for a teacher to meet the basic needs of students and create an active, effective and enjoyable learning atmosphere.

In happy and comfortable conditions, students can enjoy the ongoing learning process, thereby fostering interest and motivation to learn which has an impact on student learning achievement (Partovi & Razavi, 2019; Raccanello et al., 2019; Ucus, 2015). The condition of the study room is noisy and learning is not fun, making students feel bored and experience learning boredom (Arianti, 2019). This condition of course makes students have no desire to learn (Fatimah & Puspaningtyas, 2022). The impact is that students cannot absorb the material being studied. On the other hand, students' interest and motivation to learn can grow when they experience pleasure and comfort in learning.

In learning, students' enthusiasm for learning and competence is very visible when they receive good assistance from their parents, and vice versa when parents do not play an active role in accompanying students while studying at home. Students in elementary age will feel safe enough if they are in strong and harmonious family ties and vice versa, if family ties are weak, then children will feel anxious, restless, restless, stressed, and lack self-confidence (Ali & Asrori, 2006). The development of a child's personality is related to the parenting style of parents, including providing a sense of security, attention and affection to the child. A study proves that parenting styles have a positive effect on children's personalities (Inikah, 2015). Therefore, the role of parents or family is very much needed in fulfilling and ensuring the fulfillment of students' basic needs.

The active role of parents can provide stimulus to students to remain enthusiastic about learning. Good collaboration between teachers and parents is a necessity in teaching and educating students during distance learning. This becomes a dilemma in the context of distance learning, because not all parents have sufficient time to accompany students in their learning because they are busy working, and not all parents have sufficient pedagogical and professional competence in the field of education and teaching. Therefore, students lose study friends who can provide attention, assistance and guidance while studying at home.

The findings of this research strengthen the argument that the role and collaboration between teachers and parents is important in overcoming learning difficulties experienced by students. Through the role of teachers as educators at school and parents whose role is to educate students from home, learning difficulties that students have will be resolved and handled more easily (Riza & Nisa, 2023). On the other hand, as parents you must also supervise and guide your children in their rampant use of the internet, so that children do not become addicted to the internet and this has a negative effect on their children's behavior. Parents are tasked with directing children to make positive use of the internet, for example for education and increasing knowledge by directing children to open useful sites, such as doing school assignments using the internet (Jannah, 2015).

However, overcoming students' learning difficulties is not as easy and smooth as imagined. There are various obstacles or constraints experienced by teachers in overcoming students' learning difficulties, namely students who have introverted, introverted characters or traits and students with hyperactive characteristics. These two characters have different characteristics from normal students.

In theory, an introverted personality characterizes someone who focuses more on themselves and prefers to withdraw from the outside world or the surrounding environment (Ulya, 2016). An introvert is someone who prefers a quiet environment with minimal stimulation. Introverts tend to feel drained of energy

after socializing and they regain their energy by spending time alone. This happens because most introverts' brains respond to dopamine differently from extroverts' brains (Fatmawati et al., 2022).

Another opinion states that an introverted personality is an individual's willingness to behave in a way that does not involve too much physical activity. Prefers only a few special places, prefers activities that are usually done every day, does not like to take the risk of thinking a lot before acting and speaking, prefers to cover up previous feelings, likes to think about events that have been experienced, prefers to develop ideas that owned, thorough, serious and consistent (Listia et al., 2022).

These characters occurred in introverted students that researchers found in the field. Students tend to choose to remain silent during learning, find it difficult to talk/communicate, and prefer learning individually/independently, rather than in groups. However, students with this model are more thorough in studying and solving existing problems. This fact is relevant to the opinion which explains that introverted personalities are individuals who have the characteristics of liking to learn alone, being careful in making decisions, calm and diligent in doing their work. So introverts will be more diligent if they do work alone (Rahayu, 2017).

Students who have a quiet nature (introvert) are a challenge for teachers to always take a persuasive approach. Introverted students have the characteristics of being quiet, shy, and even experience loss of self-confidence (Rahman, 2019). In learning, introverted students tend to be passive (Astiti et al., 2017). Therefore, teachers need serious efforts to address students with this model in various ways such as providing encouragement, motivation, encouragement and mentoring (Edu et al., 2021). These efforts stimulate students to dare to ask questions, answer and play an active role in learning (Bariyah et al, 2023).

This is different from students who have a hyperactive character. Students with hyperactive characteristics often express uncontrolled expressions such as talking, chatting and acting nosy with their peers. This fact is also confirmed by a study which states that hyperactive children are children who have difficulty concentrating, avoid thinking activities, are nosy, cannot do tasks on their own, and cannot be quiet (Abidinsyah, 2021). In other research, it was also found that hyperactive children tend to have difficulty focusing during the learning process, like to disturb friends, are always looking for trouble, have selfish, superior and temperamental attitudes (Nurafifah & Rachmania, 2023).

Findings in the field show that students with hyperactive characteristics often disrupt the conduciveness of learning. Therefore, teachers are challenged to be able to neutralize, calm and enable students to be focused and orderly in learning. Referring to several studies, there are efforts that are quite effective in dealing with hyperactive students, the first is counseling techniques, namely taking a psychological approach through activities of approaching students, inviting communication, providing attention and motivating. This effort has been proven to be quite effective in improving the behavior of hyperactive children in teaching and learning activities for students (Rohimah & Komariah, 2022). Through this counseling activity, hyperactive students can also increase focus/concentration (Hidayati, 2014).

Second, teachers can apply varied learning such as differentiated instruction. This effort can overcome students who experience attention deficit disorders, and can even improve the quality of learning and learning outcomes of hyperactive students (Saputra & Susilowati, 2023). The use of appropriate approaches and methods greatly influences students' readiness to carry out learning, managing behavior and habits that are often carried out by hyperactive students (Roniyati & Peritiwi, 2020). Apart from that, efforts that can be made by teachers to increase hyperactive students' interest in learning are by creating effective and enjoyable learning, as well as using concrete learning media (Susanto & Hidayat, 2022).

CONCLUSION

Research findings in the field show that teachers' efforts to overcome students' learning difficulties are quite varied and effective. Through direct approaches to students, implementing strategies/models/and methods and learning that are effective and fun, using learning media, and providing education-based games, students appear active and enthusiastic about learning. During learning, teachers always create a pleasant learning atmosphere by actively involving students in the learning process. These efforts make students actively involved in the learning process. Students' active learning is proof that students enjoy learning activities and enjoy the learning process. The impact is that students are more receptive to understanding the material being studied. Therefore, these efforts can minimize and overcome various learning difficulties experienced by students at school. Apart from that, the role of parents is also quite good in collaborating with

100

teachers. The active role of parents can provide stimulus to students to remain enthusiastic about learning. Good collaboration between teachers and parents is a necessity in teaching and educating students during distance learning.

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