



Analysis Of The Factors That Cause To Learning Difficulties Among Elementary School Students In The Digital Era

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ABSTRACT

The digital era in education is characterized by the development of ICT technology that is integrated into the learning process and school-based learning activities. Almost all schools currently implement ICT-based instruction in every academic area. In the digital age, the roles of professors and students have evolved. Teachers become partners and collaborators between subjects and technology, but students become information recipients who must be able to comprehend and investigate knowledge based on student-centered learning. In addition to a lack of understanding of digital literacy, which results in an inability to comprehend learning, there are undoubtedly student issues in the learning process. This research intends to perform a comparative literature review to determine the causes of elementary school pupils' learning challenges. The results of the study explain that a summary of the study literature demonstrates that in order to understand the causes of student learning difficulties in elementary school, it is necessary to understand the characteristics of the causes of student learning difficulties and the internal and external factors of students, so that strategies can be devised to overcome student difficulties. Of course, teachers and schools play a crucial role in overcoming student difficulties. reducing and aiding students in overcoming their restrictions and inability to comprehend each learning topic. Changes in the learning process that are effective and innovative with the aid of technology will undoubtedly make the learning environment enjoyable so that students are able to comprehend the lessons taught.

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INTRODUCTION

In Indonesia, the digital era has become a component of the adaptation of information and communication technology in different domains, including industry and education. The digital era in education is characterized by developments in ICT technology that underpins learning in schools (Khamparia & Pandey, 2018)(Majumdar, 2009) with the assistance of internet facilities (Dewantara et al., 2022) to discover engaging learning resources for learning activities. The quantity of digital teaching resources that support online and offline learning. This indicates that the conventional period is ending and giving way to the digital era. This situation has had a significant impact on the preparedness of education actors, including practitioners, educators, and students, as well as the support for school infrastructure in the education system, particularly at the level of basic education. Teaching and learning activities in the classroom are significantly altered by the digital learning system, which requires teachers and students to optimize technology as a learning media.

Educational activities like learning are important parts of the school day. Students' progress toward intended learning outcomes (Sudipa et al., 2022) is a key indicator of the efficacy of an educational program as a whole. Teachers in the modern day are more like learning facilitators, collaborators, trainers, knowledge navigators, and student partners than they ever were before. As a result, educators must make concerted efforts to acquire niche competencies (Puspitoningrum, 2020) in order to provide an ICT-based learning environment that is conducive to student interaction and dialogue. Teachers, on the other hand, need to be well-versed in the design of learning, which includes the adoption of appropriate learning models and methodologies (Purnasari & Sadewo, 2021). In order for students to move from their traditional role as receivers of information to that of active participants in a learning process with a focus on student-centered learning, it is essential that they have the capacity to both absorb and reproduce the knowledge gained through ICT-based learning activities. However, some students truly do have trouble grasping course material. When people talk about having a learning disability, they are referring to a substantial difference between their talents and their successes (Nduru, 2015). Disorders in one or more of the most fundamental psychological processes, such as oral and written language comprehension and production, define learning disabilities. A specific learning disability is a neurological ailment that causes difficulties in development (Wulan et al., 2010), integration, and communication (Marlina, 2019).

Students' internal and external circumstances generally have an impact on the causes of their learning challenges. When specifically discussed, this issue is quite different and is of particular importance for multiple studies that address student learning challenges at various academic levels (Asriyanti & Purwati, 2020)(Haqiqi, 2018)(Cahyono, 2019). Further supporting the idea that factor analysis of learning difficulties is a key step in understanding the variables that influence students' aptitude for learning activities is the fact that learning difficulties in comprehending the various subjects taught in schools have also drawn the attention of several studies (Mardika, 2019)(Anzar & Mardhatillah, 2018). Therefore, the goal of this study is to examine the various causal factors that affect student learning at the elementary school level (Mahardika & Setyaningrum, 2020)(Husna et al., 2022)(Aisah et al., 2022). These causal factors not only take into account internal and external factors but also other factors that may prevent students from engaging in learning activities and provide information to teachers and the school. In order to increase education quality and meet learning objectives that continue to take into account the application of technology in every learning activity in the digital world, introspection and improvement of technical learning must be conducted.

RESEARCH METHODOLOGY

A. Definition of Learning Difficulty

One of the primary instructional activities in schools is learning activities. The learning outcomes attained by pupils have a significant role in determining whether the educational process

is successful or unsuccessful. Teachers work hard to create the ideal learning environment so that students can attain the intended learning objectives. However, some kids actually struggle with learning. Learning disabilities are known particularly to relate to the existence of a true gap between one's capabilities and their accomplishments (Utami, 2020). Learning challenges are defined by the Individuals with Disabilities Education Act of 1997 as abnormalities in one or more fundamental psychological functions, such as comprehending and using spoken and written language (Syafi'i et al., 2018). According to the Association for Children with Learning Disabilities, specific learning challenges are a chronic condition marked by neurological issues coupled with developmental abnormalities, integration issues, and/or issues with verbal and non-verbal skills. According to the National Joint Council on Learning Impairments from 1997, learning disabilities are a range of issues that might manifest as actual challenges with speaking, listening, reading, writing, reasoning, or numeracy skills (Marlina, 2019).

B. Research Flow

In this research, a comparative study approach was used to examine a variety of relevant literature. Comparative or comparative approach refers to an educational research strategy that compares one object to another based on multiple literature studies (Solihat, 2014) (Ramdhani, 2019). The target of comparison may take the form of individuals or scholars, schools of thought, institutions, management, or the development of learning application software (Wahyudi & Yulianti, 2021). The comparative approach is used to examine the similarities and contrasts of two or more facts and qualities of the item under investigation using a particular conceptual framework. By evaluating the causative elements or the occurrence of a given phenomenon (Fadli, 2021) utilizing the comparative technique, researchers can get basic answers about cause and effect. In order to facilitate the analysis, there is a research flow depicted in Figure 1 below.

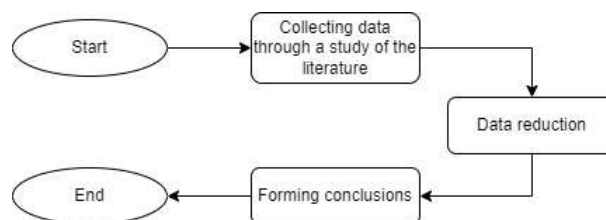


Figure 1. Research Stages

On the basis of Figure 1, it can be deduced that the stage of data collection consisted of a literature search that explored the factors producing learning challenges in students from a variety of school levels and subject areas. The primary focus, however, is on the learning issues of elementary school kids. After receiving the relevant literature review, the research phase proceeds with data reduction, i.e., measures to summarize, select the most important information, concentrate on clearer details, and make it easier for researchers to acquire further data and locate it when needed. The results of the study's literature review are then summarized by considering each discussion's relevance as a factor contributing to student learning issues. The final stage is drawing conclusions, specifically drawing conclusions from literature studies that convey data findings in the form of a description or description of an object that was previously still abstract, so that through the research process it becomes more apparent which can be a causal or interactive relationship, hypothesis, or theory.

RESULTS AND DISCUSSIONS

A. Factors Contributing to Students' Learning Challenges

Learning challenges can be defined as gaps in a student's capacity to get the required level of learning success, with the result that the value obtained falls below the standards or guidelines that have been established. In addition, learning challenges can be understood as a condition in which pupils are unable to learn as a result of impediments, barriers, or disturbances in their learning that are caused by variables that exist both inside themselves and outside of themselves. Certain traits can be observed in students who struggle academically (Delu & Wangid, 2016), and these traits can be broken down into categories. According to Watson and colleagues' research, students who struggle with their education tend to exhibit the following eight characteristics [25]:

- a. Perception. Students often struggle to understand or comprehend what they feel, see, and hear.
- b. Attention. It is a trait of students who struggle to pay attention or concentrate on learning activities..
- c. Memory. Related to the challenges children face in handling information, particularly the information they read.
- d. Processing speed. is the capacity for information processing. The kids who process knowledge quickly and slowly will be found in the same class. The rate at which the subject is mastered demonstrates this.
- e. Metacognition, Building new understanding or drawing conclusions from what is taught can be challenging for students who struggle with learning.
- f. Language, students that struggle with language.
- g. Academic, Learning-difficulty kids are defined by a decline in academic achievement, with the attainment of student learning outcomes differing from previous learning outcomes.
- h. Social, Lessened social learning skills are a trait of students who struggle with learning. The social connections between classmates or pupils help kids learn more effectively.

Several studies indicate that students' internal and external influences have a significant impact on the learning process. The following elements have been identified as causes of learning difficulties (Pramesty, 2020):

a. Internal Factors of Students in the Learning Process

The existence of psychological variables in learning will contribute significantly. Psychological variables will always provide the foundation and convenience for optimal goal attainment. In the absence of psychological elements, however, it can slow down the learning process and potentially exacerbate learning issues. Thomas F. Staton identifies six types of psychological factors: motivation, concentration, reaction, organization, comprehension, and repetition (Sardiman, 2011).

b. External Factors of Students in the Learning Process

External variables might also influence the learning process of a pupil. Shah, Baharuddin, and Esa Nur Wahyuni indicate that external elements that influence learning can be categorized into two groups: social environmental factors and non-social environmental factors, which are stated as follows (Baharuddin & Wahyuni, 2015) (Pramesty, 2020).

1. The social environment of the school, which includes teachers, administrators, and classmates, might influence a student's learning process. The harmonious interaction between the three can motivate pupils to improve their academic performance. Students can be motivated to learn when a teacher or administrator demonstrates empathy and serves as a model.
2. The social environment of the community, specifically the environmental conditions of the community in which the students live, will have an effect on the learning that occurs within the student body. Students may have difficulty when they need study partners, discussions, or borrowing learning tools that they don't have if the environment is poor, there is a lot of unemployment, or there are children who have been abandoned. Slum environmental conditions can also have an effect on student learning activities.

3. The social environment of the family, namely the atmosphere of the family, has a significant impact on educational pursuits. Students will be better able to carry out learning activities with the assistance of family members with harmonious relationships, including parents, children, and brothers and sisters.

Non-social environment-related factors include (Suzana et al., 2021)(Pramesty, 2020):

1. Natural surroundings, including conditions of fresh air, a temperature that is neither too hot nor too cold, light that is neither excessively bright nor dark, and an atmosphere that is both cool and tranquil.
2. Instrumental factors, such as learning instruments such as hardware and software as well as school buildings, learning tools, and learning facilities are examples of instrumental factors.
3. The approach that the instructor takes to instructing students, taking into account their individual circumstances, constitutes the subject matter component.

C. The Phases of Conquering Learning Difficulties

Students who are having difficulties in their studying should seek assistance as soon as possible so that the issue does not fester and later interfere with the process of student growth. The job of the teacher in helping students overcome learning obstacles is an extremely essential one. The duty of the teacher is to create a sequence of interrelated behaviors that are carried out in specific settings and are related to the progression of behavior modification and student development to become the goal. This is the role that the teacher plays in the classroom. Teachers have a responsibility to give children with learning challenges with a more individualized approach and a higher level of attention than students who do not have learning difficulties (Gasong, 2018). To assist in assisting students in overcoming their obstacles in learning, there are numerous steps that need to be carried out, specifically (Pramesty, 2020):

a. Eliminating the Learning Difficulty-Causing Factors

The identification and resolution of the underlying causes of students' challenges in learning. The challenge for the instructor is to come up with a new or improved learning strategy or methodology that can be used. This approach can be utilized for determining the influence of incidental factors(Pramesty, 2020).

b. Improvements in the Teaching Process

Corrective teaching is the process of correcting students' learning mistakes. Teaching can be improved by doing the following:

1. Discussion of questions followed by corrective instruction can be accomplished by allowing students to discuss questions in order to demonstrate to them how to find the appropriate approach to finding answers.
2. After students have re-learned the material on their own without the need for additional instruction, they are given a test to assess their level of mastery.
3. Performing re-teaching that was originally conducted with the lecture approach, and then enhancing the instruction with the same manner
4. Alternative teaching, namely teaching that takes into account the features of instructional resources and the learning styles of students.
5. Teaching with peer tutors, in which pupils who are undergoing repairs are tutored by other students.

c. Increased Learning Motivation

When children arrive at school, some of them could already have a strong motivation to learn, while others might not. On the other side, there may be some students whose motivations start off being very robust but gradually weaken over the course of their academic career. Negative behaviors include a lack of excitement, deterrence, laziness, and other such traits. It is the responsibility of the teachers, counselors, and other members of the school staff to assist pupils in being more motivated to learn (Krissandi & Rusmawan, 2015).

d. Development of Creative and Effective Learning Attitudes and Habits

There is an expectation placed on each and every student to demonstrate productive attitudes and study habits; nonetheless, it is likely that there are students who demonstrate unexpected and inefficient attitudes and habits. It is feared that students who have such attitudes and routines will not achieve good learning outcomes, because good learning outcomes are obtained as the result of hard efforts or struggles (Hapudin, 2021). If students have such attitudes and routines, it is possible that they will not achieve good learning outcomes.

CONCLUSION

The conclusion that can be drawn from the research is that, based on the results of a comparative analysis of various studies, the elements that create student learning challenges in the digital age are heavily influenced by internal student factors and student factors. In an era where all learning is dependent on ICT, students and teachers play a crucial role in the success of the educational process. To understand the causes of student learning difficulties in schools, it is necessary to understand the characteristics of the causes of student learning difficulties, as well as internal and student factors, so that strategies can be developed to overcome student difficulties. Teachers and schools play a crucial role in minimizing and assisting students in overcoming learning limitations and disabilities. In the learning process, one must comprehend each material. Changes to the effective and innovative learning process with the aid of technology will undoubtedly make the learning environment enjoyable so that students are able to comprehend the provided lesson material.

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