



Understanding and Expressing The Factors Causing Difficulties of Children In Learning, Especially In The Field Of Reading

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Abstract: The discussion that we present aims to discuss the factors that cause learning difficulties, especially in the field of reading in SD 122/X Sungai Beras students, Mendahara Ulu District, East Tanjung Jabung Regency. From a combination of grades IV, V, and VI, there are 100 students. Of these, there were 7 students who experienced learning difficulties, especially in the field of reading. The data was obtained through interviews with teachers and direct tests on students who claimed to have difficulty reading. This difficulty is caused by factors (internal), namely the talents and interests of students in certain learning situations that are still lacking and there is no compulsion to learn in students which is called lazy, As well as (external) factors, namely the family is a supporter of the learning situation of students but is still lacking, such as; direction from parents who are still lacking, as well as parents who are preoccupied with work which reduces parental attention to their children. Some people think that one of the factors causing difficulties is a condition or situation that creates obstacles in the learning process of students. The discussion used is descriptive method which includes internal and external factors. This means that the reader has a picture of difficulties in learning. Some people think that one of the factors causing difficulties is a condition or situation that creates obstacles in the learning process of students. The discussion used is descriptive method which includes internal and external factors. This means that the reader has a picture of difficulties in learning. Some people think that one of the factors causing difficulties is a condition or situation that creates obstacles in the learning process of students. The discussion used is descriptive method which includes internal and external factors. This means that the reader has a picture of difficulties in learning.

INTRODUCTION

In the era of development and globalization as well as increasingly advanced technology, the influence it has on humans has both negative and positive impacts, especially for students. The lack of attention from both parents and the lack of basic understanding of increasingly developing technology has led to the emergence of several negative factors in important processes for changing the behavior and attitudes of each learner. Based on research that has been conducted at SDN 122/X Sungai Beras, Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province. Several problems were found in class IV students. One of them is difficulty recognizing letters which causes delays in the child's spelling and reading. With regard to the above, then the purpose of the

research that has been done is to find solutions to the problems that exist in students at SDN 122/X Sungai Beras. As well as reviewing the factors that cause problems experienced by efforts to minimize existing problems(Lerner, 1988).

The ability to read is a basic mastery to explore a field of study. If a child at school age does not have the ability to read, then in the following classes the child will experience many difficulties in learning because he cannot read yet Meanwhile (AS Broto, 1975). Understanding and responding to written content can also be referred to as the meaning of the word reading. It is not just saying a word, written language, or language sound symbols (Hallahan, Kauffman, & Lloyd, 1985). Reading Difficulty is the meaning of the word Dyslexia which comes from Greek, and (Lerner, 1981). Alexia is a word that is often used to refer to severe learning difficulties (Rumini et al. 2006). Learning Difficulty Is when students experience a certain obstacle in the learning process which causes not to achieve optimal learning outcomes. The impact of learning difficulties experienced by students can be seen from the achievements of these students.

There are several characteristics and characteristics of a student who experiences learning difficulties, namely as follows: (1) low student learning outcomes, (2) student efforts are not in accordance with their learning outcomes, (3) student delays in completing assigned tasks and Learning Activities. Not only that, (Abu Ahmadi and Widodo Supriyono, 2004) there are several symptoms experienced by students in learning difficulties, namely: (1) shows low learning achievement and these students do not reach the Minimum Completeness Criteria in a class, (2) The effort made is not in accordance with learning outcomes, (3) Students lag behind in completing the tasks given, (4) Students show an attitude of dislike towards certain subjects such as skipping classes at certain subject hours, (5) Conditions arise that cause students to do things that are not wanted by the school or parents, such as often skipping class, and not wanting to cooperate in learning and so on, (6) the emergence of student emotions such as often angry, carry feelings, and often alone (Sunaryo Kartadinata, 1998) is a process of providing assistance to individuals in order to achieve stable development, max and optimum. Meanwhile (Rachman Natawidjaja, 1990) guidance is a continuous process of assistance and assistance to individuals so that individuals can understand themselves so that they can direct and act according to the school environment, outside, and society, and so on. With self-understanding, one can enjoy life and develop oneself as a social being.

From the definition of guidance above, it can be concluded that guidance is an assistance or assistance to individuals that is continuous or gradual in order to achieve the desired goals. Guidance can be given to those who need guidance, in order to avoid or overcome, prevent problems or difficulties faced by the individual in his life. Guidance also contains several elements, namely as follows: (1) Guidance as a process, from this word it can be interpreted that guidance takes a long time and cannot be done in a short time. (2) Guidance as assistance or service, in this sense it is explained that a mentor is not justified in forcing, besides that a mentor is required to create an atmosphere so that the individual is aware of the need for guidance. (3) Guidance services are focused on individuals in need. (4) Guidance services focus on an individual so that he can develop properly and create happiness in his life. (5) Guidance services pay attention to individual

personality. In the guidance service, not everyone has the same characteristics and personality, so the supervisor needs an approach technique that must be adapted to the individual's personality. (6) There are two targets in guidance activities, namely long-term goals and short-term goals. Meanwhile (A. Edward Hoffman, 1959) counseling can be interpreted as a process of face-to-face interviews or encounters between the counselor and someone (client) with the aim of being able to provide advice and suggestions that will help these clients overcome and deal with the problems they face personally by counselor. Islamic guidance and counseling is a process of providing directed assistance by exploring and emphasizing the values contained in the Koran and hadith, to every individual in order to develop religious potential continuously, systematically and optimally (M. Hamdan Bakran Adz Dzaky, 2004).

The objectives of Islamic guidance and counseling are as follows: (1) realizing a modification, restoration, renewal of one's soul and mentality. (2) realizing restoration, renewal, modification of individual behavior and decency. (3) creating a sense of compassion, tolerance, mutual cooperation, cooperation within the individual which will lead to emotional intelligence. (4) realizing spiritual intelligence which creates the nature of obedience from the individual to the creator, obeying all his commands and staying away from his prohibitions. (5) realizing the divine potential that will make an individual carry out his duties well as an almighty created being.

METHODS

The means and methods that researchers use in collecting data on research results are an explanation of research methods (Sugiono, 2009). meanwhile (Gustriani, 2019) the tools and ways to answer a research question are research methods. From these two explanations, we can conclude that a tool or way to answer a question about what is being studied by researchers. In this case, researchers use qualitative research methods, (Poerwandari, 1998) research that processes and produces results that are descriptive in nature, such as interviews, taking pictures and videos and others, is qualitative research, to gain a general understanding of the social reality of a society. research objectives but not prior understanding, understanding is obtained after conducting an analysis which is the focus of the research.

To obtain the necessary data, researchers used three techniques in data collection. The data collection technique is as follows: namely the interview technique, one way that is carried out by two people facing each other or face to face in discussing a problem by asking questions to one party and will be answered by the other party to get the results or answers desired. want that is the meaning of the interview. In this study, the researcher asked several questions that the researcher asked the homeroom teacher for grades IV, V, and VI at SDN 122/X Sungai Beras, Mendahara Ulu District, East Tanjung Jabung Regency. One of the questions we ask is why do some students from grades IV, V and VI experience learning difficulties and what causes these difficulties? Apart from the questions we asked the teacher and homeroom teacher, the researchers also conducted direct tests on students' ability to read. Thus, researchers used this method to collect data on students at SDN 122/X Sungai Beras Village, Mendahara Ulu District, East Tanjung

Jabung Regency. Furthermore, the researcher uses the Documentation Technique, which is a technique for collecting, managing, a material that is included in any form, type and nature where the information is recorded. And this information is in the form of facts obtained through documents, then used as a record for the validity of a study. The document that we take as a record is obtained through reports on student learning outcomes which show that the student's score does not reach the Minimum Completeness Criteria standard in Indonesian Language Subjects due to difficulties in reading. Then, the researcher uses the Observation Technique which is one way to do this by observing and reviewing a phenomenon or activity to be studied and investigated and then recording it chronologically and systematically. This is done by observing students directly and reviewing the results of the achievements of participants through tests given to students.

RESULTS AND DISCUSSION

From the results of observations that we have carried out in research regarding Children's Reading Difficulties in students of grades IV, V, and grade VI of Sungai Beras 122/X Public Elementary School, data is obtained as shown in the following Table 1:

Table 1. Questions from interviews with teachers and home room teachers

No	Question	Answer
1.	Are there students who have difficulty in learning?	There are some students who experience difficulty in learning, especially in grades IV, V, and VI
2.	What difficulties did the students experience in what areas?	Difficulty in spelling, recognizing letters, reading and writing
3.	How many students have difficulty reading?	Of the 100 students, there were 7 students who had difficulty in learning
4.	What causes these students to experience difficulties in learning.	These difficulties are caused by internal and external factors
5.	What are the internal and external factors that cause students' learning difficulties?	Lack of self-motivation from students, lazy to learn, environmental situations, family situations and social situations

From the number of student answers in Table 1, it can be seen that several students had learning difficulties, especially in grades IV, V, and VI. Learning difficulties are obtained from the teacher's statement. Namely, students have difficulty spelling letters, difficulty recognizing letters, and also difficulty reading and writing. Of the 100 students, seven had difficulty learning; internal and external factors caused these difficulties, and no less influential were Lack of self-motivation from students, lazy learning, and environmental, family, and social situations. The Internal and External Factors of Students' learning difficulties according to the teacher interview results are shown in Table 2.

Table 2. Internal and External Factors Students' difficulties in learning according to the results of teacher interviews are shown in the table above

No.	Internal Factors	External Factors
1.	Talents and interests of students in certain learning situations are still lacking, while talents and interests are a vehicle for achieving student learning outcomes.	The negative influence of association and inadequate social situations causes the social environmental situation of students' learning activities to be disrupted
2.	There is no compulsion to learn from students and a lack of motivation or encouragement to learn.	Inadequate school environmental factors for student learning situations such as teaching methods, teacher attitudes, and unsupportive school social situations
3.	The personal emotional situation of students at a certain time can also affect learning difficulties	The family is a supporter of the learning situation of students but is still lacking, such as; giving directions from parents who are still lacking, parents who are preoccupied with work that reduces attention to children.

From tables 1 and 2 above, the data shows that understanding and expressing students' difficulties in learning, especially in the field of reading. Then to see the students' reading ability, a reading test was carried out with the results as shown in Table 3.

Table 3. Student reading test results

No	Total students	Can read	Can't read yet
1.	100 students	93 students	7%

Difficulty in learning is part of the form of the inability of a learner to understand and study learning material perfectly, so that the desired goals are not in accordance with reality. If a student experiences certain failures in achieving one of his learning goals, it can be said that the student has difficulty learning. Difficulties in learning will have a negative influence in the form of threats, obstacles, or disruption to student learning outcomes. To prevent negative impacts that may arise due to difficulties experienced by students, educators (parents, teachers and supervising teachers) must be aware of the symptoms of learning difficulties that their students may experience. The problem of learning difficulties that are often experienced by students in schools is an important problem that needs serious attention among educators. As previously stated, teachers and educators are occasionally faced with students who have disabilities in several subject areas. The inability faced is manifested in various forms, attitudes and behavior.

Guidance and counseling or "guidance and counseling" is a form of educational practice aimed at efforts to reform national education. If we look at the meaning and purpose of guidance and counseling in depth, it is clear that the importance of guidance and counseling is very important for the technique of stabilizing the life goals of the nation's future (Avidov-Ungar & Forkosh-Baruch, 2018). Which relates to various aspects of life which include knowledge in various sciences, morals, skills, as well as adjustment of mental attitude to the community environment. Through the methods used with guidance and counseling the child's spiritual and mental development must be aimed at better quality so that it can balance the child's mental and spiritual abilities. What is meant by spiritual ability includes not only intelligence and knowledge in various sciences. Therefore, matters related to the inability of students in several subject areas at school will

be described and discussed through the results of the research. From the results of research in elementary schools that can be categorized as having several problems regarding difficulties in learning. Especially the difficulties of students in recognizing letters that cause these students to experience delays in achieving the minimum standard of completeness criteria compared to other students.

Researchers surveyed and made observations at public elementary school 122/X which is located in Sungai Beras Village, Mendahara Ulu District, East Tanjung Jabung Regency, Jambi Province, which has a distance of approximately 112 km from Jambi city. The results of the survey and observation show some of the problems experienced by students at the elementary school. Several problems were found in students in grades IV, V and VI at SDN 122/X Sungai Beras. In class IV we see that some students have limitations and are unable to achieve the minimum completeness criteria in learning, especially difficulties in recognizing letters, this situation has caused these children to not be able to read until now. However, of the 36 students in class VI there were 4 students who experienced problems as described in the previous description. 2 of the 4 students, could not recognize letters perfectly and thoroughly. When tests were carried out on the two children, Sample could only recognize them from AE.



Figure 1. Photo with Student

This is a problem that raises questions for us researchers, why these students have not been able to achieve the minimum mastery criteria in reading. Not only that, 2 other students also experienced the same problem at different levels. The difference in the level of the problem also cannot read properly. However, were able to recognize and understand letters correctly and precisely.

The problems found in the 4 students are of course caused by several factors, namely the causes within the students or can be said to be internal factors and some causes that are seen from the outside (not from within the students) which can also be said to be internal factors. external. Some of the causes from within students that are often experienced as: (1) Talents and interests of students in certain learning situations are still lacking, while talents and interests are a vehicle for achieving student learning outcomes, (2) There is no compulsion to learn from in students, as well as a lack of motivation or

encouragement to learn, (3) heredity (congenital) factors that do not support learning activities,

Internal factor analysis of reading difficulties at SDN 122/x Sungai Beras

From the data obtained, namely 100 students from a combination of grades IV, V, VI, 7 of them experienced learning difficulties in reading. This is caused by internal factors, one of which is the talent and interest of students in certain learning situations which are still lacking. The researcher argues that the lack of talent and interest of students in learning to read causes the achievement of the reading stage in these students not to be obtained optimally, therefore, the importance of liking certain subjects is really needed and prioritized to achieve optimal results and reduce difficulties. in understanding this field. This is adjusted to the opinion (Hartantia et al, 2013)

In addition to the causes from within the students, there are also causes from outside the child that affect the learning outcomes of students including: (1) The negative influence of association and inadequate social situations causes the social environment situation of students' learning activities to be disrupted, (2) Inadequate school environmental factors for students' learning situations such as; teaching methods, teacher attitudes, and school social situations that are not supportive, (3) The family is a supporter of the student learning situation but is still lacking, such as; giving directions from parents who are still lacking, parents who are preoccupied with work that reduces attention to children (Ennis, 1991; Etkina et al., 2010).

Analysis of external factors of difficulty learning to read at SDN 122/x Sungai Beras

From the data obtained, namely 100 students from a combination of grades IV, V, VI, 7 of them experienced learning difficulties in reading. This is caused by external factors, one of which is (family circumstances). The family is a supporter of the learning situation of students but is still lacking, such as; giving directions from parents who are still lacking, parents who are preoccupied with work that reduces attention to children. Researchers argue that the main education and the first is the family. Family circumstances play an important role in the success of children's learning, a comfortable family situation can encourage children to study actively. Because the child's comfortable feeling in a family situation can motivate and encourage children to be active in learning. Therefore, parents should understand that education begins in the family where parents must monitor the development of children in learning at home. This causes a child to need a comfortable and good time and place to study. This is according to opinion (Sri Rahayu Hditono, 2006).

After understanding the factors that cause difficulties in learning experienced by students of SDN 122/X Sungai Beras, a counselor or person who is an expert is needed in providing guidance and counseling services to all students of SDN 122/X Sungai Beras, in order to minimize the problems that occur current and future problems. Not only a counselor who plays an important role in providing guidance and counseling. Teachers/educators also have an important role in providing guidance to students, both through learning methods, the media used, and the creativity of a teacher or educator. One of the successes and failures of students in learning is seen from the achievements of a

student in learning. Students who are successful in learning will show an achievement that is achieved well, and master the various fields of study that have been given by their teacher in the classroom and students who experience failure in learning will have difficulty understanding the material that has been given with the results of exams and teacher evaluations get low scores. The responsibility of a teacher is to assist students in achieving learning goals and completing a lesson. So, if a student has not achieved mastery in learning, a teacher must provide special guidance and assistance so that students achieve their goals, a teacher must also analyze the location of learning difficulties of students first. The provision of these services and assistance so that the teaching and learning process is more directed.

However, it cannot be denied that a teacher will get students who have difficulties in the learning process. (Sugihartono et al, 2007) Some of the influences of a student's learning outcomes include: (1) the availability of time for students to study a material. (2) the efforts of students in mastering the subject matter. (3) the talents and interests of students. (4) a teacher has quality and clarity in conveying subject matter. (5) students are able to benefit from the teaching and learning process. Students are said to experience difficulties in learning if students are late in capturing and falling behind the material presented by the teacher and causing the student's achievement to decrease. In order for the learning process to go as desired, a teacher must be able to find the type and location of difficulties in learning so that the teaching and learning process runs effectively and efficiently. So that students are able to catch up on the material so that the results are better than before.

Apart from the problems experienced by the fourth grade students at SDN 122/X Sungai Beras, one of the fifth grade students at the school also experienced difficulty in learning, especially person. Where the child cannot yet write, recognize letters and read perfectly, this is because sampel has a congenital abnormality in his brain. Based on the results of the data and information obtained, it shows that Sampel abnormalities were congenital.



Figure 3. Photo with Student

Sampel (Student) has a twin brother who was born normal and does not have the abnormalities that Student has. This is a factor that causes Student to not be able to write,

recognize letters, and read like other students. The causes of learning difficulties from Sampel. Sampel there are two factors that influence it, the main cause of these learning difficulties is internal factors, with the possibility of neurological dysfunction that causes mental retardation and emotional disturbances in students. There are several causes of neurological dysfunction that can cause learning difficulties, including: (a) genetic factors. (b) a brain injured by physical trauma. (c) loss of biochemistry leading to central nervous dysfunction. (d) brain damage due to biochemistry. (e) polluted environment. (f) inadequate nutrition. (g) several psychological and social influences that are detrimental to child development (Zb et al., 2021; Zhou, 2022). According to the teachers who teach at SDN 122/X, Sampel should not be able to sit in class V like he is now, because of this disorder. However, Mr. Kholid S.Pd SD. As homeroom teacher of Sampel, he stated that if Sampel is not raised, it will not affect Sampel quality and ability within a predetermined period of time based on elementary education standards in general. In this case, what Sampel needed was not only a counselor but also a psychologist who would help Sampel with his problems. Not only that, to achieve learning goals that are in accordance with Sampel condition, Sampel parents need a special school that can provide special education services for Sampel disorders.

However, from the shortcomings that Sampel has, he has never violated school rules such as; skipping school, taking holidays from school and causing commotion at school. This was one of the reasons why Sampel could be defended by Sungai Beras Public Elementary School 122/X. As we know, students in grades IV and V at SDN 122/X Sungai Beras experience difficulties in learning, this is also experienced by students in grade VI. Where these problems indicate that Sampel Happy has difficulties in learning, especially in the field of reading. Based on the information provided by Two Teachers. As a teacher at the elementary school, he said that Sampel could not read like students who were in class VI.



FIGURE 4. *Interview about Subject Sampel Together with Teacher 1 and Teacher 2*

He (Teacher 1) also explained the factors behind the problem of Sampel congratulations. Where these factors are caused by a lack of attention from the family of Sampel congratulations. He (Teacher 2) has conducted surveys and interviews directly at Sampel residence and got the result that Sampel parents surrendered full responsibility to

the school and made the teacher the main role in the education process for Sampel without any additional help or guidance from family side. This is the biggest mistake for a parent, because the first education in children is a mother and father. As hafiz Ibrahim revealed in his poem which reads:

الْأُمُّ مَدْرَسَةُ الْأُولَى إِذَا أَعَدَّتْهَا أَعَدَّتْ شَعْبًا طَيِّبًا

Meaning: "mother is the main school, if you prepare it you prepare the best generation."

The verse above is the foundation for both parents to provide education, guidance, and knowledge in the child's development process before handing over this responsibility to the school which will become a place for children to get further education.

From the problems above, the solution that can be used to help Sampel Congratulations is the existence of special guidance from a teacher, especially the homeroom teacher and assisted by a counselor so that he can understand the feelings and mindset of Sampel Congratulations. Making it easier for Sampel to follow and receive learning material when at school. But apart from the problems experienced by Sampel who survived in the academic field, there were several advantages that Sampel had in the non-academic field, especially in the field of sports such as: soccer, takraw, badminton and futsal. From some of the problems that we have described above, it shows the results of the research that we have done at SDN 122/X Sungai Beras,

Therefore, guidance and counseling is needed for everyone, especially for students who are studying at the Kindergarten, Elementary, Middle School, High School, or college level. To assist students, students and students in achieving their development tasks optimally so that they can assist in development which will foster a positive attitude, responsibility and independence in a person both for himself and the community.

CONCLUSION

From the results of observations that we have made in research regarding Children's Reading Difficulties in students in grades IV, V, and class VI of SD Negeri 122/X Sungai Beras, it was found that 7% of the 100 students experienced difficulties in learning, especially in the field of reading. The purpose of this research is to gain knowledge and understand how students deal with difficulties in learning at school. With this research, researchers can understand more broadly the purpose, role and function of guidance and counseling for every human being, especially for school children. We realize that there are several limitations that might cause the results of this study to not be perfect. In this study we experienced obstacles, namely the lack of a researcher's approach to students, which causes researchers to lack understanding of the character of each student. Therefore, we hope that future research may be carried out, so that we can better prepare ourselves with sufficient knowledge and adequate facilities to obtain more perfect results. And we hope that the difficulties experienced by students at school can be overcome and minimized with guidance and counseling, whether from parents, teachers, or someone who is an expert in understanding the situation and condition of children.

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