ABSTRACT

Student learning difficulties are a common problem in the learning process in elementary schools and impact low learning outcomes and student motivation. In grade V of Muhammadiyah 1 Limboto Elementary School, students are still found to experience learning difficulties, such as low learning motivation, lack of understanding of the material, and differences in student abilities and learning styles. This study aims to describe the implementation of teacher strategies in overcoming learning difficulties in grade V students. The study used a qualitative approach with a case study type. Data collection techniques included observation, interviews, and documentation. Data analysis was carried out through the stages of data reduction, data presentation, and drawing conclusions, and using triangulation to ensure data validity. The results of the study indicate that teachers have implemented various strategies in overcoming student learning difficulties, namely through identifying learning difficulties, adjusting learning methods to student characteristics, using varied learning media, providing guidance and learning motivation, and implementing continuous evaluation and reflection on learning. Thus, teacher strategies in overcoming learning difficulties in grade V students at Muhammadiyah 1 Limboto Elementary School have been implemented systematically, adaptively, and centered on student needs, and have made a positive contribution to the learning process.

Keywords: *Teacher Strategies, Learning Difficulties, Elementary School Students*

ABSTRAK

Kesulitan belajar siswa merupakan permasalahan yang sering terjadi dalam proses pembelajaran di sekolah dasar dan berdampak pada rendahnya hasil belajar serta motivasi siswa. Di kelas V SD Muhammadiyah 1 Limboto masih ditemukan siswa yang mengalami kesulitan belajar, seperti rendahnya motivasi belajar, kurangnya pemahaman terhadap materi, serta perbedaan kemampuan dan gaya belajar siswa. Penelitian ini bertujuan untuk mendeskripsikan implementasi strategi guru dalam mengatasi kesulitan belajar siswa kelas V. Penelitian menggunakan pendekatan kualitatif dengan jenis studi kasus. Teknik pengumpulan data meliputi observasi, wawancara, dan dokumentasi. Analisis data dilakukan melalui tahapan reduksi data, penyajian data, dan penarikan kesimpulan, serta menggunakan triangulasi untuk menjamin keabsahan data. Hasil penelitian menunjukkan bahwa guru telah mengimplementasikan berbagai strategi dalam mengatasi kesulitan belajar siswa, yaitu melalui identifikasi kesulitan belajar, penyesuaian metode pembelajaran dengan karakteristik siswa, penggunaan media pembelajaran yang variatif, pemberian bimbingan dan motivasi belajar, serta pelaksanaan evaluasi dan refleksi pembelajaran secara berkelanjutan. Dengan demikian, strategi guru dalam mengatasi kesulitan belajar siswa kelas V di SD Muhammadiyah 1 Limboto telah dilaksanakan secara sistematis, adaptif, dan berpusat pada kebutuhan siswa, serta memberikan kontribusi positif terhadap proses pembelajaran.

Kata Kunci: Strategi Guru, Kesulitan Belajar, Siswa Sekolah Dasar