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**IMPLEMENTATION OF LEARNING DIFFICULTY DIAGNOSIS
PRACTICUM TO IMPROVE THE EFFECTIVENESS OF LEARNING
STRATEGIES IN SCHOOLS**

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ABSTRACT

The aim of this research is to examine the implementation of learning difficulty diagnosis practices in improving the effectiveness of teaching strategies in schools. This study uses a qualitative method with a descriptive approach to explore teachers' experiences in diagnosing students' learning difficulties and the implications for teaching strategies. Data were collected through interviews with teachers, classroom observations, and the analysis of documents such as lesson plans and reports on learning difficulty diagnoses. The data analysis technique used was thematic analysis with triangulation to ensure the validity and reliability of the data. The research findings show that diagnosing learning difficulties helps teachers identify barriers faced by students, both internal (such as low motivation or health issues) and external (such as family environment or unsuitable teaching methods). This diagnostic practice allows teachers to design more effective teaching strategies tailored to the individual needs of students. However, challenges such as limited resources, time, student participation, and teachers' competence in conducting diagnoses remain significant hurdles. This study recommends that teachers receive further training and adequate support in resources to enhance the effectiveness of learning difficulty diagnosis practices in schools.

Keywords: *Diagnostic Practices, Learning Difficulties, Teaching Strategies in Schools*



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Introduction

Education is a conscious and planned effort to create an atmosphere and learning process so that students actively develop their potential to gain religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed for themselves and society. Education according to Islam is to grow the human mind, and regulate its morals and character based on Islamic teachings. Some experts argue that education is fostering the growth and development of children to achieve maturity in the broadest sense of the word, both spiritually and physically, and fostering children's abilities, both mental, physical, and technical to be able to stand alone to face the challenges of life.

Meanwhile, learning difficulties are impairments in one or more of the basic psychological and physical factors involved in the understanding or use of language, spoken or written, which in itself manifests as imperfect listening, thinking, speaking, reading, writing or performing abilities, including adverse economic, cultural or environmental conditions. In an effort to develop personal potential, each student has different abilities. There are students who can achieve it without any difficulty, but there are also students who experience quite a lot of difficulties. Often we see several problems in students such as laziness, hopelessness, indifference, and unfavorable attitudes towards teachers being one of the student learning problems. Not every student can solve this problem on their own

The process of learning activities is a process of change towards learning goals as an interaction with the environment. Learning is very important for every educational activity, so education cannot be carried out properly without a learning process. Education in general means raising the personality of inner strength, intelligence soul, and body of children in harmony with nature and society. In learning theory there are several learning components regarding the learning process that cannot be separated from several contributions from stakeholders including students, teachers, learning objectives, materials, methods and learning media and evaluation. Then, in the learning process there are several learning systems, for example the among system. The among system is a method of learning and teaching based on love, gratitude and compassion. In addition, learning is not forced on students, so educators must be able to become facilitators and be under them. So, learning is a process of acquiring knowledge that gives rise to one's intelligence obtained from one's experience of changes in behavior, thinking power, emotional, and behavioral changes. The learning process cannot be separated from the activities carried out by educators, so professional educators

must be able to demonstrate their expertise in front of the class. When implementing learning strategies, teachers must master and design student learning activities to achieve educational goals. In addition, learning strategies also have an important role or function in achieving educational goals.

According to Ahmad Fathoni Ihsan (2022), the implementation of targeted strategies, such as the literacy and numeracy movement, is one of the important solutions in dealing with learning difficulties, especially in reading, writing and counting. However, these strategies require an in-depth diagnosis process to identify students' specific needs. Diagnosis of learning difficulties through practicum offers a systematic approach to understanding the root of individual student problems through the stages of habituation, development and learning. Thus, this research is reinforced by the need for a data-driven approach that can help teachers design more effective strategies, improve students' cognitive, psychomotor and character skills, and address the challenges of implementing inclusive and results-oriented education

According to Ismail (2016), the implementation of learning difficulty diagnosis practicum in active learning in schools aims to identify obstacles experienced by students comprehensively so that more effective learning strategies can be formulated. This process involves direct observation, analysis of student learning behavior, and the use of diagnostic tools to detect difficulties in cognitive, affective, and psychomotor aspects. With the practicum approach, the teacher not only acts as a facilitator, but also as a diagnostician who understands the individual needs of students. The results of this diagnosis are then used to design active learning methods that involve students more intensively, such as group discussions, simulations, or problem-based learning, so that learning difficulties can be overcome more effectively and students are motivated to learn independently.

Teachers also play a role in helping to solve problems faced by students, the role of the teacher is needed by students, so diagnosis aims to find out where the learning difficulties faced by students are and to find solutions. In reality, students are often unable to achieve their learning goals or do not obtain changes in behavior as expected, so this can indicate that students experience learning difficulties and are obstacles in achieving learning outcomes. The role of schools in efforts to realize educational goals through the teaching and learning process at school is very much expected, indeed to realize it is not easy, there are many obstacles faced in the field, such as curriculum issues that never get a meeting point, learning encouragement from parents who are very critical, not to mention the pedagogical competence of teachers who are still questionable and various

problems faced by educators regarding the state of the students themselves (Ismail, 2016).

Learning difficulties are a common problem faced by many students in schools. In this context, learning difficulties refer to the barriers that students experience in understanding lessons, which can relate to a variety of factors, such as cognitive ability, psychological issues, or limitations in the application of appropriate learning strategies. This problem becomes more complex when learning difficulties are not properly identified, making it difficult for teachers to design appropriate interventions. This can lead to low learning effectiveness which negatively affects students' academic outcomes and inhibits the development of their social and emotional skills. Therefore, it is important for educators to implement a method of diagnosing learning difficulties that can provide a clear picture of the problems faced by students.

One method that can be used to address this issue is through the practicum of learning difficulty diagnosis, which aims to comprehensively identify the challenges students face in the learning process. By diagnosing learning difficulties in more depth, teachers can design learning strategies that are more effective and suited to students' individual needs. However, in practice, many educators still struggle to implement accurate diagnosis, either due to limited knowledge, skills or time constraints. This results in many students with learning difficulties not receiving the special attention or intervention needed to improve their abilities. Therefore, an understanding and proper implementation of the learning difficulties diagnosis practicum is very important.

In addition, although many schools have implemented various learning strategies to address learning difficulties, the effectiveness of these strategies is often in doubt. Many of the strategies used by teachers may not be in line with students' varied characteristics and needs. Therefore, the implementation of learning difficulty diagnosis practicum can be a solution to improve the effectiveness of learning strategies implemented in schools. With this approach, teachers can not only assess how well students understand the subject matter, but can also look at more in-depth causal factors related to the difficulties faced by students, which will ultimately improve the quality and outcomes of the learning process in schools.

Research Methods

This study uses a qualitative research method with a descriptive approach that aims to explore the application of learning difficulty diagnosis practicum in

improving the effectiveness of learning strategies in schools. The qualitative method was chosen because the focus of this research is on an in-depth understanding of the interaction process between teachers, students and learning strategies. Data were collected through interviews with teachers involved in the diagnosis of learning difficulties, direct observation in the classroom to see the implementation of the practicum, as well as documentation such as lesson plans and learning difficulty diagnosis reports. This research was conducted in several schools, both at the elementary and junior high school levels, to get a comprehensive picture of the implementation of the learning difficulties diagnosis practicum at various levels of education.

The data analysis technique used was thematic analysis, which included coding, categorizing, and interpreting the data to find the main themes relevant to the research objectives. A source and method triangulation process was also applied to ensure the validity and reliability of the data, by comparing the results of interviews, observations and documentation. The results are expected to provide new insights into how the diagnosis of learning difficulties affects the effectiveness of learning strategies, as well as providing practical recommendations for teachers and schools in designing more inclusive and adaptive learning according to students' needs. This research aims to improve the quality of education and learning through a more targeted and individual needs-based approach.

Result and Discussion

A. Diagnosing Learning Difficulties

Diagnosis of learning difficulties is a systematic process of identifying and analyzing the barriers or challenges that learners experience in achieving learning goals. It involves collecting data through observations, interviews, tests or other measurement tools to understand the underlying causes of difficulties, whether from internal factors such as neurological disorders, psychological problems or physiological conditions, or external factors such as the learning environment, learning strategies or lack of motivation. The purpose of this diagnosis is to provide a clear picture of learners' needs so that appropriate learning strategies can be designed to improve their achievement and development.

According to Ari Susanto, et.al. (2024) Diagnosis of learning difficulties is an effort made to examine cases, find the causes of problems and efforts to find the location and type of learning difficulties experienced by students and determine the possibilities of assistance that will be provided so that the students concerned are released from the difficulties they experience. Teachers or mentors should avoid all

actions that can discourage children who are encountering learning difficulties, show the solution to the difficulties being faced.

B. Principles of Diagnosis of Learning Difficulties

There are several principles of diagnosis that teachers need to consider for children with learning difficulties. These principles are: *First*, Diagnosis should gather information that is useful for developing an improvement program or remedial teaching program; *Second*, diagnosis should be efficient; Diagnosis of learning difficulties often takes place over a long period of time. This can be tedious, which can adversely affect a child's motivation to learn. Diagnosis should take place according to the degree of the learner's learning difficulty; *Third*, use of Cumulative Records; Cumulative records are kept throughout the learner's year at school. Such records can provide invaluable information for learning improvement and can be used as a basis for determining appropriate groupings according to the learners' level of learning difficulty; *Fourth*, valid and Reliable; In conducting a diagnosis, an instrument should be used that can measure what should be measured (valid) and the instrument should also be reliable; *Fifth*, use of Standardized Tests; Standardized tests are tests that have been calibrated, that is, tests that have been tested for validity and reliability. Various psychological tests, especially intelligence tests, are generally standardized tests that have been tested for validity and reliability. But this is not the case with standardized learning achievement tests. is still a step item, especially one that can be used to diagnose learning difficulties; *Sixth*, use of Informal Procedures; Although standardized tests are generally capable of providing more precise and efficient information, the use of informal procedures often provides meaningful benefits. Teachers should feel free to evaluate and not be rigidly bound by standardized tests; *Seventh*, Quantitative; Decisions in the diagnosis of learning difficulties should be based on patterns of scores or in the form of numbers. When information about learning difficulties has been collected, it should be organized in such a way that scores can be compared.

h. Diagnosis Is Continuous Diagnosis is Continuous Sometimes learners fail to achieve the learning improvement goals that have been developed based on the diagnosis results. In these circumstances.

C. Factors that Lead to Learning Difficulties

Learning difficulties are influenced by two main factors, namely internal and external factors. Internal factors include everything that comes from within the learner, both physical and mental. These factors include health, sense of security, ability, interest and motivation to learn. For example, intelligence determines a

person's learning success, while a lack of attention to learning can lead to boredom that hinders achievement. In addition, interest and motivation are important keys that encourage students to be more active and achieve in the learning process. If these internal aspects are disrupted, then the learning process will be difficult to achieve optimal results.

External factors, on the other hand, are everything that comes from outside the learner, such as the family, school and community environment. The family environment as the first center of education influences children's learning patterns through the way parents educate, relationships between family members, and economic conditions. In the school environment, factors such as teaching methods, curriculum, relationships between teachers and students, and learning facilities also affect learning success. Meanwhile, society as a wider community also has an impact through social activities, mass media, peers and the culture around learners. The combination of these two factors, internal and external, plays a major role in determining success or difficulty in learning.

D. Implementation of the Learning Difficulty Diagnosis Practicum Can Help Teachers Improve the Effectiveness of Learning Strategies in Schools

The practice of diagnosing learning difficulties is an important method that can help teachers understand the various obstacles that students face in the learning process. Through this approach, teachers can identify the main causes of students' learning difficulties, both from internal factors such as low motivation, lack of attention, or health conditions, as well as from external factors such as family environment, inappropriate learning methods, or school conditions. With the information obtained from this diagnosis, teachers have accurate data to design more effective learning strategies according to students' individual needs. In practice, the learning atmosphere created by teachers must also be adapted to the needs of the current generation. Given that today's students prefer practice-based learning rather than just theory, teachers need to keep up with the times by presenting innovative and relevant methods

Muhammad Ilham Bakhtiar (2018) in his research explained that learning that involves field practice activities, group work, or orientation to new things allows students to feel more comfortable while learning, increase imagination, and bring up new ideas. This approach not only makes learning more fun, but is also effective in helping students understand the material in a more contextualized way.

Muslimatul Hairiah. (2021) in her research explains the results of the diagnosis of learning difficulties, teachers can integrate these methods into learning strategies. For example, if students have difficulty understanding abstract concepts,

teachers can invite students to conduct hands-on experiments or simulations. Frequent group work or field-based projects can also help students develop critical and collaborative thinking skills. Teachers who are able to create a dynamic learning atmosphere will make students feel more involved, so that learning becomes more meaningful and relevant to their lives. Through an integrated approach between the diagnosis of learning difficulties and the development of an innovative learning atmosphere, teachers can not only improve learning effectiveness, but also encourage students to be more confident and active in exploring new ideas. This will ultimately have a positive impact on the achievement of student learning outcomes, while creating a more enjoyable and memorable learning experience.

E. Constraints and Solutions Faced in Implementing the Practicum of Diagnosis of Learning Difficulties in Improving the Effectiveness of Learning Strategies at School

a. Obstacles

The implementation of learning difficulty diagnosis practicum is a very important step to identify obstacles experienced by students in the learning process. With the right diagnosis, teachers can design learning strategies that are more effective and in accordance with the needs of students. However, in practice, there are various obstacles that can affect the success of this diagnosis. These obstacles can come from internal factors of the students themselves, as well as external factors related to the environment around the students. For this reason, an in-depth understanding of these obstacles is needed so that the process of diagnosing learning difficulties can run effectively. Here are some of the obstacles faced, among others

❖ Limited Resources and Time

One of the main obstacles in implementing the learning difficulties diagnosis practicum is limited resources and time. Most schools often lack adequate diagnostic tools and materials to conduct a thorough examination of students' learning difficulties. In addition, limited time is also a constraining factor. Teachers with busy schedules may not have enough time to conduct in-depth assessments of each student. As a result, the diagnosis is not able to identify the problem optimally and the solutions provided are less targeted.

❖ Low Student Participation and Communication with Parents

Another obstacle that often arises in the diagnosis process is the low participation of students in revealing their learning difficulties. Many

students feel embarrassed or afraid to disclose the problems they face, especially if it relates to their academic ability. In addition, parents may not fully understand the importance of this diagnosis process, so they do not provide enough support. Lack of parental involvement can make it difficult for teachers to obtain the information needed to conduct an accurate diagnosis and design effective strategies to overcome students' difficulties.

❖ Lack of Teacher Competence in Conducting Diagnosis

Many teachers have not been specifically trained in diagnosing learning difficulties. Without adequate training, they may find it difficult to identify problems with their students and devise appropriate solutions. Teachers need to understand the different approaches to diagnosing learning difficulties, whether they are cognitive, emotional or social in nature. Lack of knowledge and skills in this regard can hinder effective diagnosis and problem-solving.

Faced with these obstacles, it is very important to improve the quality of the implementation of the learning difficulties diagnosis practicum, both in terms of resources, teacher training, and communication between students, parents and schools. Thus, the main goal of diagnosis of learning difficulties can be achieved, which is to help students to learn more effectively and reach their full potential.

Tritjahjo Danny Soesilo, et.al. (2024), in their research, explained that the obstacles faced in the implementation of learning difficulty diagnosis practicum to improve the effectiveness of learning strategies in schools involve several factors. One of the main obstacles is the lack of availability of diagnostic instruments that are complete and in accordance with the needs of evaluating student learning difficulties. Without the right tools, teachers find it difficult to identify learning problems in depth and specifically. In addition, many teachers feel unskilled in using these diagnostic instruments, making it difficult for them to diagnose and understand the root of students' learning problems. Another constraint is limited time due to the many administrative tasks teachers have to complete, which leaves them with insufficient time to focus on diagnostic practices. This hampers teachers' ability to effectively identify and address students' learning difficulties. Finally, teachers' limited understanding of the importance of diagnosing learning difficulties is also a barrier, as they are more likely to focus on teaching the material without paying attention to students' individual learning conditions. Overcoming these obstacles requires counseling, training to improve teachers' diagnostic skills, as well as support in the provision of adequate instruments to ensure more effective and thorough learning

According to Mabruria et al. (2021) the obstacles faced in the implementation of learning difficulty diagnosis practicum to improve the effectiveness of learning strategies in schools can be influenced by the lack of understanding and skills of teachers in identifying indicators of learning difficulties experienced by students. Symptoms of learning difficulties such as low achievement of learning outcomes, learning efforts that are not proportional to the results, or unnatural attitudes and behaviors are often difficult to recognize without adequate diagnostic training. In addition, teachers are often constrained in providing sufficient time to individually analyze and address learning difficulties due to high administrative burdens and limited resources. Without an in-depth understanding of how to diagnose and treat these symptoms, the learning strategies implemented are less effective in addressing learning difficulties, which can hinder the optimal development of learners

F. Solution

Pajrin Nurlila, et.al. (2024) explained that to overcome the obstacles faced in implementing the learning difficulties diagnosis practicum and improve the effectiveness of learning strategies in schools, several solutions can be applied. First, it is important for teachers to get training or workshops that focus on the diagnosis of learning difficulties. With the right training, teachers will better understand how to identify symptoms of learning difficulties experienced by students, such as delays in completing assignments or learning outcomes that are not worth the effort. Teachers can also be trained to use appropriate diagnostic instruments, such as diagnostic tests and more in-depth observations, to find out the underlying causes of learners' difficulties

In addition, giving teachers sufficient time to diagnose learning difficulties is an important step. Schools need to provide a schedule that allows teachers to focus more on addressing individual learner issues without being distracted by administrative tasks. Schools can also create support teams, such as counselors or school psychologists, who can assist in the diagnosis process and provide additional solutions for learners experiencing learning difficulties. With a more structured approach and support from various parties in the school, the process of diagnosing learning difficulties can be carried out effectively, which will ultimately improve the quality and effectiveness of the learning strategies implemented.

Rizki Adri Yohanes, et.al. (2023) the solutions faced in the implementation of learning difficulty diagnosis practicum in improving the effectiveness of learning strategies in schools involve several structured stages. Teachers can overcome students' learning difficulties by directly identifying the problems faced by

students, such as fear of asking questions, a less supportive learning atmosphere, and low learning motivation. After identifying the problem, the teacher then conducts a diagnosis by collecting data to understand more deeply the type of difficulty experienced. Furthermore, at the prognosis stage, teachers plan appropriate actions or assistance, such as providing group or individualized tutoring, as well as applying varied learning methods to make the learning process more interesting and effective. By providing appropriate guidance and creating a conducive atmosphere, it is hoped that students can overcome their learning difficulties and achieve more optimal learning outcomes

Conclusion

The conclusion of this study shows that the implementation of learning difficulty diagnosis practicum is very important in helping teachers to understand the obstacles experienced by students in the learning process. With a structured approach, teachers can identify various difficulties that come from internal and external factors, so that they can design learning strategies that are more effective and in accordance with the individual needs of students. However, the implementation of this practicum also faces various obstacles, such as limited resources, limited time, low student participation, and lack of teacher competence in conducting diagnosis. These constraints affect the effectiveness of the diagnosis carried out, so appropriate solutions are needed.

To overcome these obstacles, it is important for teachers to receive more in-depth training on the diagnosis of learning difficulties and the use of appropriate diagnostic instruments. In addition, schools need to provide sufficient time for teachers to conduct in-depth assessments without being distracted by other administrative tasks. Support from other parties, such as counselors or school psychologists, can also increase the effectiveness of the diagnosis process. With these steps, the practice of diagnosing learning difficulties can be optimized, which in turn will improve the effectiveness of learning strategies and help students achieve their best potential in the learning process.

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