

Teacher's Role in Helping Grade 10 Students Overcome Learning Difficulties in History Learning at MA Negeri Insan Cendekia Palu City

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ABSTRACT

This study aims to identify the factors causing students' learning difficulties in History and to describe the teacher's role in helping Grade 10 students overcome these learning difficulties at MA Negeri Insan Cendekia Palu. This study employed a qualitative approach and descriptive research. The study participants consisted of the History teacher and Grade 10 students. Data were collected through observation, interviews, and documentation, whereas data analysis involved data reduction, data display, conclusion drawing, and triangulation to ensure the validity of the research findings. The findings indicate that students' learning difficulties are influenced by internal factors and external factors. Internal factors include low learning motivation, lack of interest in History, limited ability to remember learning materials, and decreased concentration during the learning process. External factors include insufficiently varied instructional methods, ineffective learning schedules, and limited attention and support from the family environment. To overcome these learning difficulties, the teacher undertook several efforts, including providing motivation and positive reinforcement to students, applying varied instructional methods *such as Inquiry-Based Learning and Problem-Based Learning*, providing supplementary notes, conducting classroom discussions and question-and-answer sessions, and offering individual guidance to students experiencing learning difficulties. These efforts were able to improve students' interest, participation, and understanding of History learning materials. Based on the findings, it can be concluded that the teacher's role is very important in helping students overcome learning difficulties. Learning success is influenced by appropriate instructional strategies, students' learning motivation, and family support, enabling the learning process to become more effective and the learning objectives to be successfully achieved.

Article Information

Keywords:

peran guru, kesulitan belajar, pembelajaran sejarah, motivasi belajar

ABSTRACT

Penelitian ini bertujuan untuk mengetahui faktor-faktor penyebab kesulitan belajar siswa pada mata pelajaran Sejarah serta mendeskripsikan peran guru dalam membantu mengatasi kesulitan belajar siswa kelas X di MA Negeri Insan Cendekia Kota Palu. Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian deskriptif. Informan penelitian terdiri atas guru mata pelajaran Sejarah dan siswa kelas X. Teknik pengumpulan data dilakukan melalui observasi, wawancara, dan dokumentasi, sedangkan teknik analisis data menggunakan reduksi data, penyajian data, penarikan kesimpulan, dan triangulasi. Hasil penelitian menunjukkan bahwa kesulitan belajar siswa dipengaruhi oleh faktor internal dan faktor eksternal. Faktor internal meliputi rendahnya motivasi belajar, kurangnya minat terhadap mata pelajaran Sejarah, rendahnya kemampuan mengingat materi, serta menurunnya konsentrasi siswa selama proses pembelajaran. Sementara itu, faktor eksternal meliputi metode pembelajaran yang kurang bervariasi, waktu pelaksanaan pembelajaran yang kurang efektif, serta kurangnya perhatian dan dukungan dari keluarga. Untuk mengatasi kesulitan belajar tersebut, guru melakukan berbagai upaya, antara lain memberikan motivasi dan penguatan kepada siswa, menerapkan metode pembelajaran yang bervariasi seperti *Inquiry-Based Learning* dan *Problem-Based Learning*, memberikan catatan tambahan, melaksanakan diskusi dan tanya jawab, serta melakukan pendekatan secara individual kepada siswa yang mengalami kesulitan belajar. Upaya tersebut mampu meningkatkan minat, keaktifan, dan pemahaman siswa terhadap materi pembelajaran Sejarah. Berdasarkan hasil penelitian dapat disimpulkan bahwa peran guru sangat penting dalam membantu siswa mengatasi kesulitan belajar. Keberhasilan pembelajaran dipengaruhi oleh strategi pembelajaran yang tepat, motivasi belajar siswa, serta dukungan dari keluarga sehingga proses pembelajaran dapat berlangsung lebih efektif dan tujuan pembelajaran dapat tercapai dengan baik.

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Introduction

Education plays a crucial role in determining the direction and quality of a nation's future. Therefore, all countries, both developed and developing, devote serious attention to educational development. Formal education systems are structured and goal-oriented because they encompass essential components, including teachers, students, curricula, facilities, and educational personnel. These components complement one another; if any one of them is absent, the educational process in schools cannot function optimally.

Within the school educational process, students constitute the primary element requiring attention because all educational components, including teachers, curricula, and facilities, are fundamentally designed to support the success of the students' learning process. Teachers play a central role in schools as educators, instructors, and trainers responsible for guiding students in developing knowledge, attitudes, and skills. Similarly, curricula and educational infrastructure are designed to support the attainment of learning objectives aimed at improving student quality.

Therefore, every educational institution is expected to create conducive learning conditions so that students can learn optimally. These conditions are expected to encourage students to learn effectively and efficiently, ultimately contributing to the achievement of maximum academic performance.

Each student essentially expects the learning process to proceed smoothly without obstacles. However, the reality in schools indicates that not all students are able to engage in learning activities effectively and efficiently.

This is reflected in the learning outcomes attained. High learning outcomes indicate intensive and goal-directed learning activities. In this context, intensive learning refers to learning undertaken seriously, effectively, and efficiently; it is therefore a prerequisite for students seeking to achieve optimal academic performance. However, its implementation is not as straightforward as it may appear. In fact, many students are still unable to learn effectively because of various factors contributing to learning difficulties. These factors subsequently become obstacles to the maximum attainment of learning outcomes.

Students' suboptimal learning outcomes indicate the presence of learning difficulties. Essentially, every student has experienced, or at least may experience, difficulties in the learning process. The forms of difficulties experienced also vary. Some students may experience difficulties in only one or two particular subjects, whereas others encounter difficulties in several subjects simultaneously. Furthermore, the level of difficulty experienced by students also varies. Some

difficulties are mild and not profound, whereas others are relatively complex and profound. Thus, it can be affirmed that learning difficulties are a phenomenon experienced by nearly all students. The differences lie in their intensity, depth, and the types of subjects perceived as sources of learning difficulties.

The factors causing learning difficulties among students need to be comprehensively understood.

According to Nanda dan Handayani (2025), learning difficulties are influenced by interrelated internal factors and external factors in the learning process. Internal factors originate within students and include low learning motivation, lack of interest, and unstable psychological conditions. These conditions may make it difficult for students to concentrate and understand learning materials. Meanwhile, external factors originate outside students and include insufficiently varied instructional methods, limited learning media, and unsupportive family and school environments. These factors may hinder the learning process because students do not receive adequate support and learning facilities.

Each student has different causes of learning difficulties. Some students experience difficulties because of low motivation and insufficient environmental support, whereas others experience difficulties as a result of inappropriate instructional methods. Therefore, teachers need to accurately identify the factors causing learning difficulties to provide solutions appropriate to students' needs.

For educators, analyzing and identifying the learning difficulties experienced by students is important.

By understanding the various causes of learning difficulties, teachers can formulate appropriate solutions or strategies to address them. The learning difficulties experienced by students need to be addressed promptly because they may hinder the attainment of academic achievement and may even lead to failure in the educational process. Therefore, teachers not only need to understand but also need to assist students in overcoming the learning difficulties they face.

Teachers can identify the learning difficulties experienced by students and provide appropriate solutions to address them. This also applies to History teachers, who are expected not only to foster students' learning motivation but also to understand the obstacles they encounter in the learning process. Thus, teachers' efforts can improve students' ability to overcome learning difficulties, thereby enhancing their academic achievement. If students' learning difficulties in the History subject are primarily caused by external factors,

particularly those related to the instructional methods and media used, this indicates a need for innovation in instructional strategies.

History teachers are required to use varied instructional methods and media to make learning more effective, engaging, and responsive to students' needs. If students' learning difficulties are caused by factors originating from the History teacher, the teacher concerned is required to improve their pedagogical competence. This is important because students' success in attaining high academic achievement depends greatly on their earnestness in making optimal use of study time.

Without a well-directed learning process, students cannot attain maximum academic achievement. However, the learning process can proceed effectively only when no obstacles impede it. Various factors contributing to students' learning difficulties can hinder the learning process and result in low learning outcomes. Therefore, the initial step teachers need to take is to analyze and identify the factors contributing to students' learning difficulties and then formulate appropriate alternative solutions. Subsequently, teachers have a role in encouraging and motivating students to study more diligently so that their academic achievement can be improved.

Students' learning outcomes are strongly influenced by their ability to use time effectively for learning activities. The smooth functioning of the learning process is generally determined by the extent of the learning difficulties experienced by students. The fewer the obstacles, or in the absence of learning difficulties, the more smoothly the learning process proceeds. In this context, teachers play a highly important role. Teachers are required to analyze the factors that cause learning difficulties among students.

Once these factors have been identified, teachers are expected to formulate appropriate strategies or solutions to address these problems. Thus, teachers' efforts to help students overcome learning difficulties will contribute to the smooth implementation of the learning process and improved student academic achievement.

According to Slameto (2021), learning difficulties constitute a condition that prevents students from learning optimally, such that learning objectives are not achieved as expected. Learning difficulties may arise because of obstacles originating from internal factors or external factors. These two factors influence one another and therefore need to be analyzed

comprehensively to accurately identify the causes of learning difficulties.

In this study, the theoretical framework used to analyze the causes of students' learning difficulties is Slameto's theory of factors contributing to learning difficulties. This theory was selected because it comprehensively explains the various factors that cause students to experience difficulties in the learning process.

Teachers are a key component of educational provision and play a strategic role in helping students achieve learning objectives. The success of the learning process is determined not only by students' abilities but also by teachers' ability to plan, implement, guide, and evaluate learning activities. In the educational context, teachers function not only as conveyors of subject matter but also as educators responsible for shaping students' attitudes, character, knowledge, and skills.

According to Mulyasa (2022), teachers are professionals whose primary duties are to educate, teach, guide, direct, train, assess, and evaluate students at every educational level. Teachers are responsible for creating an effective learning process so that students can develop in accordance with their potential. In implementing learning, teachers are also required to recognize the various learning obstacles experienced by students so that they can provide assistance suited to their needs.

Based on Mulyasa's theory (2022), the teacher's role can be understood as extending beyond classroom teaching activities to include guiding, motivating, facilitating, and evaluating students. Through these various roles, teachers are expected to help students overcome learning difficulties so that learning objectives can be achieved optimally. Therefore, this theory is used as a framework for analyzing the History teacher's role in helping Grade 10 students overcome learning difficulties at MA Negeri Insan Cendekia Palu City.

Based on the preceding discussion, research on the factors underlying students' learning difficulties in the History subject is necessary. Therefore, this study is entitled "Factors Underlying Students' Learning Difficulties in the History Subject Among Grade 10 Students at MA Negeri Insan Cendekia Palu City."

1. Methods

Research methods comprise a series of systematic procedures or steps used by researchers to obtain the required data or information. Through these methods, researchers are expected to use, apply, relate, and explain the appropriate steps in conducting research. Research methods are defined as the approaches or techniques used by researchers to conduct a study and obtain valid and systematic data. Meanwhile, research is

a scientific process conducted systematically, logically, and in a planned manner to obtain valid data for the purpose of discovering, developing, and verifying knowledge (Sugiyono, 2019). This study used a qualitative approach.

This method was selected because it could provide an in-depth description of the research object based on data obtained in the field. The data were collected using several research instruments, such as interviews and questionnaires, so that the information obtained could systematically support the research objectives. This study was conducted at MA Negeri Insan Cendekia Palu City, located at Jalan Bukit Tunggal, RT 003/RW 003, Kelurahan Mamboro, Kecamatan Palu Timur.

Class	Number of Students	Sample	Total Sample
XAS-SYAMS	18	0	18
XAL-QOMAR	22	0	22
XAN-NAJM	21	0	21
XAL-FAJR	21	0	21
XAL-BURUUJ	23	0	23
TOTAL	105	0	105

The research site was selected because the school had issues related to students' learning difficulties in the History subject.

The study period was not specifically determined and was adjusted according to the needs and progress of the field research process. The population in a study comprises all subjects or objects with particular characteristics relevant to the research focus. A population may be understood as a group within the same scope or area that can serve as a basis for obtaining research data.

According to Sugiyono (2019:126), a population is a generalization area consisting of objects or subjects with particular qualities and characteristics determined by researchers for study and subsequent conclusion drawing.

Based on this definition, the population of this study comprised all 105 Grade 10 students at MA Negeri Insan Cendekia Palu, Palu City. This population was selected because it was consistent with the research focus, namely, students' learning difficulties in the History subject. A sample is a subset of a population in terms of its size and characteristics. When a population is

large and researchers are unable to study it in its entirety, a portion considered representative of the population may be selected as the research sample.

This study used purposive sampling, a sampling technique in which samples are selected based on particular considerations aligned with the research objectives.

The sample in this study did not consist of only one subject but included several study participants considered relevant, namely:

1. Grade 10 students who experienced learning difficulties in the History subject
2. History teacher
3. The sample selection described above was not applied in this study because the population was relatively small. According to Sugiyono (2019), when a population comprises fewer than 100–200 individuals, the entire population may be included as research subjects (population research or a census). Therefore, this study did not use a sampling technique; instead, it used the entire population as research subjects. Accordingly, all 105 Grade 10 students at MA Negeri Insan Cendekia Palu, Palu City, were included as research subjects.

Table 1.1
Sampling in Each Grade 10 Class at MA Negeri Insan Cendekia
Palu City

Source: Administrative Office of MA Negeri Insan Cendekia Palu, Palu City

Sampling Technique

In this study, the researcher did not use a sampling technique but instead employed total sampling (census), in which all members of the population were included as research subjects. Sugiyono (2019) stated that total sampling is used when the population is relatively small, making it possible to study the entire population.

By using this technique, the data obtained were expected to be more accurate because they encompassed all characteristics of the population under study.

This study employed qualitative research to obtain in-depth data in accordance with the research focus. The data sources in this study consisted of two types: primary data and secondary data.

Primary Data

The primary data in this study were the main data obtained directly through the use of research instruments. These instruments included interviews

conducted with respondents and completed questionnaires administered to respondents. These primary data served as the main source of information relevant to the research focus.

Secondary Data

Secondary data in this study were used to complement the primary data obtained. Secondary data were collected through a literature review of various written sources relevant to the research problem, such as related books and the results of prior evaluations. These secondary data served to support and reinforce the findings obtained from the primary data.

Data Collection Techniques

Observation

Observation constituted the initial stage of the study and was conducted to obtain a preliminary overview of the object under investigation. In this study, observation was conducted at MA Negeri Insan Cendekia Palu, Palu City. The observation was intended to fulfill the research procedure, as the researcher needed to carefully review field conditions before determining the focus of the problem.

Interviews

Interviews were used in this study as a data collection technique by interviewing the Grade 10 History teacher at MA Negeri Insan Cendekia Palu in Palu City. The purpose of these interviews was to obtain answers to the second research question concerning the History teacher's efforts to address the learning difficulties experienced by students in the History subject at MA Negeri Insan Cendekia Palu in Palu City.

Documentation

The documentation in this study consisted of photographs that served as authentic evidence that the researcher had conducted the study at MA Negeri Insan Cendekia Palu in Palu City. This documentation supported the validity of the research findings concerning the factors contributing to students' learning difficulties in the Grade 10 History subject at the school.

Research Instruments

A study requires instruments or tools to collect the necessary data. In this study, the researcher used several instruments, including an interview guide and questionnaires. These instruments were intended to facilitate the acquisition of data relevant to the research focus.

Data Processing Techniques

The final stage of the data collection process was data processing. At this stage, the researcher selected data obtained through observation, documentation, and interviews so that only data relevant to and consistent

with the needs of the study were used. Data obtained from questionnaires were collected and organized for subsequent processing, either in tabular form, when necessary, or in narrative form when data display did not require tables.

Data Analysis Techniques

The data analysis technique used in this study was descriptive qualitative data analysis. Data analysis was conducted both during the data collection process and after all data had been collected.

This analysis aimed to describe the learning difficulties experienced by Grade 10 students at MA Negeri Insan Cendekia Palu in Palu City. Data obtained through interviews and questionnaires were then used to answer the research questions. Therefore, the data needed to be processed and analyzed to be meaningful and relevant to addressing the research problem.

Data Reduction

Data reduction is a stage of data analysis that aims to select, focus, simplify, and organize data obtained from the field. This process was conducted by selecting relevant data, grouping information, and identifying patterns or themes in accordance with the research focus. Thus, reduced data facilitated the researcher's systematic and meaningful conclusion drawing (Sugiyono, 2019).

Data Display

Data display is a stage of qualitative data analysis conducted after the data reduction process. Data display aims to organize information systematically so that it can be readily understood and analyzed. Data presented in the form of narrative descriptions, tables, or charts assist researchers in identifying patterns, relationships, and meanings within the data obtained. Clear data display enables researchers to draw conclusions and make decisions based on the research findings more easily (Rijali, 2019).

Conclusion Drawing/Verification

Conclusions in research constitute new findings obtained by researchers following the data analysis process. These findings may take the form of descriptions or portrayals of an object that was previously unclear but becomes more detailed and easier to understand after the research has been conducted. Conclusions may also take the form of causal or interactive relationships, hypotheses, or theories. Conclusion drawing in this study was conducted based on the results of data processing, which were then compared with other data to identify similarities and relationships that supported the research findings.

Verification is the process of reviewing data and

research findings to ensure the accuracy, precision, and validity of the research results. This process was conducted continuously throughout the study through repeated data checks, researcher reflection, and discussion to obtain trustworthy conclusions. Thus, the meanings derived from the data could be tested for validity, enabling the research results to be scientifically accountable. Conclusions in qualitative research are provisional and may develop as data collection and analysis continue until robust results are obtained (Sidiq & Choiri, 2019).

Data Triangulation

In this study, triangulation techniques were used to ensure data validity. Triangulation is a technique for examining data validity by using elements outside the data for verification purposes or as a basis for comparison with the data.

According to Sugiyono (2019:274), triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources.

The triangulation techniques used in this study were as follows:

Source triangulation was conducted by comparing and rechecking the credibility of information obtained from various sources, such as students, History teachers, and other relevant parties.

Technique Triangulation

This was conducted by comparing data obtained through different techniques, namely observation, interviews, and documentation, so that the data obtained were more valid and trustworthy.

By using this triangulation, the data obtained in this study were expected to have a high level of validity and to be scientifically accountable.

2. Results and Discussion

This study was conducted at MA Negeri Insan Cendekia Kota Palu to examine the factors causing students' learning difficulties in the History subject, measures taken by teachers to address learning difficulties, and the teacher's role in helping students overcome learning difficulties. The research data were obtained through interviews, observation, and documentation of the History learning process in Grade 10. The research findings were then analyzed based on Slameto's theory of factors contributing to learning difficulties, Aunurrahman's stages for addressing learning difficulties, and Mulyasa's theory of the teacher's role. The focus of this research was aligned with the research questions, which positioned causal factors, response measures, and the teacher's role as the three main aspects of the study.

Factors Causing Students' Learning Difficulties

The findings showed that students' learning difficulties in the History subject were not caused by a single factor but resulted from the interaction between factors originating within students and factors originating from the environment. These findings were categorized into internal factors and external factors.

Internal Factors

The internal factors identified included health, intelligence, learning interest, learning motivation, aptitude, learning readiness, and fatigue. Health was one factor affecting students' concentration. Based on the interview results, students who were in poor health or lacked sleep experienced decreased concentration, resulting in an inability to fully understand the material presented by the teacher.

In addition to health, students differed in their ability to understand History material. The observation results showed that students' ability to comprehend the material varied. Some students were able to follow the teacher's explanations well, whereas others required additional explanations and assistance. This condition indicates that students' intellectual ability is one aspect that requires attention in the learning process. The observation results also revealed differences in students' levels of attention and participation during learning activities.

Learning interest and learning motivation were also important factors in the emergence of learning difficulties. Students with strong learning interest and learning motivation tended to be more active in attending to the material, participating in classroom discussions, answering questions, and expressing opinions. Conversely, low interest or motivation may cause students to be less active in the learning process. Learning readiness also affects students' ability to participate in learning. Observation results showed that most students had prepared their books and writing materials and attended classes according to the schedule. However, learning readiness was not always consistent among students. Changes in physical and psychological conditions may affect students' readiness to receive the material.

Another internal factor was fatigue. Observation results found that several students appeared to lose concentration during afternoon classes. This condition reduced students' attention to the teacher's explanations, requiring the teacher to provide reminders to help students refocus.

Thus, internal factors indicate that students' learning difficulties are closely related to physical condition, ability to understand the material, interest, motivation, readiness, and fatigue. These findings demonstrate that teachers need to consider students' individual characteristics when designing and implementing

learning activities.

External Factors

In addition to internal factors, the study identified external factors originating from the family, school, and community. These three factors are associated with students' study habits, motivation, and ability to participate in learning.

Family factors are related to parental support for students' learning activities. Students who receive attention, motivation, supervision, and a comfortable learning environment at home tend to be better supported in carrying out learning activities. Conversely, a lack of family attention may reduce students' learning motivation.

School factors also influence the learning process. The findings indicated that school conditions were generally sufficiently conducive. Teachers used various instructional methods, including interactive lectures, classroom discussions, question-and-answer sessions, assignments, and source analysis. Instructional media, such as LCD projectors, presentation materials, and other learning resources, were also used to support the presentation of material. The use of diverse methods and media helped increase student participation in learning.

Interview results also indicated that students considered the use of instructional media, including LCD projectors, helpful for understanding History material. Supportive school facilities also contributed to the creation of a more effective learning process.

Meanwhile, community factors are related to the residential environment, peer interactions, and social media use. A supportive environment can help students learn, whereas invitations from friends to play and excessive social media use may reduce study time.

Overall, the findings indicate that students' learning difficulties are multidimensional. Internal and external factors do not operate independently but interact in influencing students' learning process. Therefore, addressing learning difficulties requires attention not only from students and teachers but also from families and the school environment.

Teachers' Steps in Addressing Learning Difficulties

The findings indicate that the History teacher addressed learning difficulties through systematic stages. These stages included diagnosing learning difficulties, identifying causal factors, determining the form of assistance, implementing interventions or guidance, evaluating outcomes, and conducting follow-up. This pattern was consistent with the stages for addressing learning difficulties that served as the foundation of the study.

The first stage was diagnosis. The teacher identified students experiencing learning difficulties by observing their participation, ability to answer questions, assignment results, evaluation results, and changes in learning behavior. Students who lacked focus, were less active in classroom discussions, or had difficulty completing assignments received the teacher's attention for further assistance.

The second stage was identifying causal factors. The teacher sought to determine whether students' difficulties were related to health conditions, interest, learning motivation, learning readiness, academic ability, family environment, or learning conditions at school. This identification was important to ensure that the assistance provided was not general in nature but was tailored to students' needs.

The third stage was determining the appropriate form of assistance. The teacher provided assistance based on the characteristics of the learning difficulties experienced by students. Assistance took the form of repeated explanations, simpler examples, guidance in completing assignments, and the use of more appropriate instructional methods and media.

The fourth stage was implementing interventions or guidance. The findings indicated that the teacher used various instructional models and instructional methods, including Inquiry-Based Learning, Problem-Based Learning, interactive lectures, classroom discussions, question-and-answer sessions, assignments, and source analysis. The teacher also provided motivation to encourage students to participate more actively in learning.

The fifth stage was evaluation. The teacher conducted evaluations through learning outcomes, questions, exercises, and assignments to determine the extent to which students understood the material provided. Evaluation was used not only to measure learning outcomes but also as a basis for the teacher to determine the effectiveness of the assistance provided.

The final stage was follow-up. For students who continued to experience learning difficulties, the teacher provided motivation, used more engaging learning media, and designed learning activities that were better suited to students' needs. Thus, addressing learning difficulties did not end after evaluation but continued through remedial actions.

The Teacher's Role in Helping Students Overcome Learning Difficulties

The findings indicate that teachers play a broad role in helping students overcome learning difficulties. This

role extends beyond delivering content to include educating, teaching, guiding, directing, training, assessing, evaluating, creating effective learning, and identifying students' learning barriers.

As educators, teachers instill discipline, responsibility, enthusiasm, and perseverance in students. Teachers motivate students not to give up easily when they encounter difficulties understanding History material. This role indicates that addressing learning difficulties is related not only to academic aspects but also to the development of students' learning attitudes and character. As instructors, teachers adapt instructional methods, models, and media to students' characteristics. Material is presented gradually, and students are given opportunities to ask questions about material they have not yet understood. The use of varied methods is one strategy for reducing boredom and improving students' understanding. As guides and facilitators, teachers assist students experiencing difficulties and encourage them to become more active in the learning process. Teachers seek to understand students' circumstances and provide assistance based on the difficulties they face. As trainers, teachers provide exercises and assignments intended to improve students' understanding of the material. Exercises enable students to reinforce their understanding and teachers to identify aspects of the material that students have not yet mastered. As assessors and evaluators, teachers assess students' learning processes and outcomes. Evaluation results are used to determine students' level of understanding and inform subsequent instructional actions. Thus, evaluation serves both diagnostic and instructional improvement functions.

Teachers also have a responsibility to create an effective learning process. The findings indicate that teachers sought to create a comfortable and conducive learning environment through the use of varied instructional methods, media, and instructional strategies. A conducive classroom environment enabled students to focus more effectively and participate in learning with greater confidence.

Another important role is teachers' ability to identify learning barriers. Teachers observe students' behavior during learning, attend to assignment and evaluation results, and communicate with students to identify the difficulties they experience. This information serves as the basis for determining assistance appropriate to each student's needs.

Internal and External Factors as Causes of Learning Difficulties

The findings indicate that students' learning difficulties in the History subject result from the interaction of various internal factors and external factors. Internal factors, including health, intelligence, interest,

motivation, aptitude, learning readiness, and fatigue, indicate that students' personal conditions influence their ability to receive and understand material. Meanwhile, external factors, including family, school, and community, indicate that the learning environment also determines students' learning success. These findings are consistent with the theory of Slameto used in this study. Slameto categorizes factors influencing learning into internal factors and external factors. Internal factors relate to conditions originating within students, whereas external factors relate to family, school, and community environments. Thus, the findings reinforce the view that learning difficulties cannot be understood solely in terms of students' academic abilities.

In the context of History learning, internal factors are important because History content requires students to understand various events, concepts, causal relationships, chronology, and the meaning of events. When students' concentration, interest, motivation, or readiness declines, their ability to understand the material may also be hindered. With regard to external factors, family support, school conditions, instructional methods, media, and the social environment contribute to the learning process. The findings show that the use of varied methods and media can increase students' attention and participation. Conversely, environmental factors, such as social media use and invitations from friends to play, can reduce students' study time. Therefore, learning difficulties need to be addressed comprehensively through the involvement of students, teachers, families, and schools.

Teachers' Systematic Steps for Addressing Learning Difficulties

The findings indicate that teachers implemented measures to address learning difficulties in stages, from diagnosis through follow-up. This finding is consistent with Aunurrahman's theory, which identifies diagnosis, identification of causal factors, determination of assistance, implementation of assistance, evaluation, and follow-up as important stages in addressing learning difficulties.

Diagnosis constituted an important initial stage because teachers needed to identify students experiencing learning difficulties before determining appropriate actions. In this study, diagnosis was conducted through observation of students' participation, ability to answer questions, assignment outcomes, evaluation results, and behavior during learning. This approach indicates that teachers did not rely solely on grades but also attended to students' learning processes.

Identifying the contributing factors subsequently made interventions more targeted. Teachers did not immediately conclude that limited understanding resulted from academic ability; instead, they considered

health conditions, motivation, interest, readiness, family circumstances, and the learning environment. This approach indicates the importance of understanding students individually.

The use of diverse instructional methods also constituted an important component in addressing learning difficulties. Interactive lectures, classroom discussions, question-and-answer sessions, assignments, source analysis, Inquiry-Based Learning, and Problem-Based Learning provided students with alternative learning experiences. Such variation may reduce monotony in learning and provide students with opportunities to understand the material through various activities.

Evaluation and follow-up actions then ensured that the assistance provided did not end with a single intervention. Evaluation results were used to identify students' progress, whereas follow-up actions were provided to students who continued to experience difficulties. This pattern demonstrates that teachers performed an evaluative function as part of an ongoing process of improving learning.

The Teacher's Role as an Important Factor in Addressing Learning Difficulties

The teacher's role in this study indicates that teachers are important actors in the process of addressing learning difficulties. Teachers not only transfer knowledge but also play roles in building motivation, providing guidance, facilitating learning experiences, conducting assessments, and creating a conducive learning environment.

These findings are consistent with Mulyasa's theory, which positions teachers as educators, instructors, guides, directors, trainers, assessors, and evaluators. In practice, teachers at MA Negeri Insan Cendekia Kota Palu performed these roles by providing motivation, using varied instructional methods and media, assisting students, providing exercises, conducting evaluations, and identifying students' learning barriers.

The teacher's role as an educator was evident in efforts to foster discipline, responsibility, and enthusiasm for learning. As instructors, teachers sought to adapt instructional strategies to student characteristics. As guides, teachers provided assistance to students experiencing learning difficulties. As evaluators, teachers used assessment results to determine learning success and the need for follow-up actions.

Observation findings reinforced the interview findings. Teachers were observed paying attention to less active students, providing repeated explanations of material

that had not been understood, offering simpler examples, and guiding students in completing assignments. Teachers also used diverse instructional methods and media to make learning more active and engaging. Thus, the teacher's role in addressing learning difficulties can be understood as a continuous process. Teachers first identify students' difficulties, understand their causes, determine appropriate assistance, implement learning and guidance, conduct evaluations, and then provide follow-up actions. This pattern indicates that the success of addressing learning difficulties depends greatly on teachers' ability to understand students' individual needs and adapt instructional strategies to those conditions.

Overall, this study indicates that students' learning difficulties in the History subject at MA Negeri Insan Cendekia Kota Palu are not solely a matter of students' ability to understand the material. These difficulties arise through the interaction between students' internal conditions and the learning environment. Therefore, teachers occupy a strategic position in connecting students' needs with appropriate instructional strategies. The use of varied instructional methods and media, the provision of motivation, individual guidance, evaluation, and follow-up actions constitute a series of interrelated efforts to help students overcome learning difficulties. The study's final findings also confirm that these various teacher roles contribute to improving the quality of the learning process and achieving the learning objectives of History.

Conclusion

Based on the findings of the study on the Teacher's Role in Addressing Students' Learning Difficulties in the History Subject at MA Negeri Insan Cendekia Kota Palu, as well as the results of interviews, observation, document analysis, and the study discussion, the following conclusions can be drawn.

The factors causing students' learning difficulties in the History subject at MA Negeri Insan Cendekia Palu City consist of internal factors and external factors. Internal factors include health, intelligence, learning interest, learning motivation, aptitude, learning readiness, and fatigue. The findings indicate that students' health conditions, intellectual abilities, learning interest and motivation, readiness to participate in learning, and physical condition affect their ability to understand History materials. Meanwhile, external factors include family, school, and community factors. Parental support, a conducive school environment, the appropriate use of instructional methods and media, and a supportive community environment affect students' learning process. Therefore, students' learning difficulties are influenced not only by factors originating within the

students themselves but also by their surrounding environment, thereby requiring collaboration among teachers, families, schools, and communities to help students overcome learning difficulties.

2. The measures undertaken by teachers to address students' learning difficulties in the History subject at MA Negeri Insan Cendekia Palu City were implemented systematically in accordance with the stages of addressing learning difficulties. Teachers conducted diagnoses to identify students experiencing learning difficulties, identified the factors causing learning difficulties, determined forms of assistance appropriate to students' needs, implemented interventions or guidance through the use of varied instructional methods, models, and media, evaluated the development of students' learning outcomes, and provided follow-up support to students who continued to experience learning difficulties. These measures indicate that teachers sought to provide learning services appropriate to students' characteristics and needs, thereby helping to reduce learning difficulties and improve students' understanding of History materials.
3. The teacher's role in helping students overcome learning difficulties in the History subject at MA Negeri Insan Cendekia Palu City was carried out through various roles, namely as educators, instructors, mentors, facilitators, trainers, assessors, and evaluators; by assuming responsibility; and by recognizing various barriers to student learning. In fulfilling these roles, teachers not only delivered learning materials but also provided motivation, guided students experiencing difficulties, encouraged students to become more active in the learning process, provided practice to improve understanding, conducted ongoing assessment and evaluation, and fulfilled their responsibilities by creating an effective learning process through the use of instructional methods, models, media, and instructional strategies appropriate to students' characteristics. In addition, teachers sought to identify the various learning barriers experienced by students so that the assistance provided could be tailored to the needs of each student. Thus, the various roles performed by teachers made a substantial contribution to helping students overcome learning difficulties, improving the quality of the learning process, and supporting the achievement of learning objectives in the History subject at MA Negeri Insan Cendekia Palu City.

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