

32. Guidance Services for Students Learning Difficulties in Primary School

by Kapin Proceeding

Submission date: 15-Jul-2021 02:03AM (UTC+0900)

Submission ID: 1619601455

File name: 32._Minsih.pdf (405.04K)

Word count: 4564

Character count: 26875

Guidance Services for Students Learning Difficulties in Primary School

Minsih¹, Tia Wulandari², Imam Mujahid³
min139@ums.ac.id¹, ttw29@ums.ac.id²,

imammujahidsolo@gmail.com³
Fakultas Keguruan dan Ilmu Pendidikan Universitas
Muhammadiyah Surakarta^{1,2} Universitas Islam Negeri Mas Said
Surakarta³

Abstract. This study aims to describe the factors that cause learning difficulties, the efforts of teachers in overcoming learning difficulties with the alleviation function of guidance services. The subjects of this study were students who had learning difficulties. Data were analyzed based on observations, interviews, and documentation using triangulation of sources and techniques. The results showed that there were types of learning difficulties, namely specific language difficulties (SLD), reading disorders (dyslexia), and math problems (dyscalculia). Factors that cause learning difficulties are internal factors made from oneself for example: readiness, habits, gaps, interests, and low motivation and external factors are done from outside oneself for example: teacher's relationship, school facilities, parent's relationships with students, student relations with the community environment is not good. Guidance services provided by teachers in overcoming student learning difficulties include: providing extra hours outside school hours, remedial programs, individual guidance, collaboration with parents, provide enthusiasm and motivation.

Keywords: guidance, learning difficulties, specific language difficulties, dyslexia, dyscalculia.

1 Introduction

Education is one thing that is highly required by every government in any country, including Indonesia. In Indonesia, some laws regulate the implementation of education, starting from the age of elementary school to high school, which falls into the 9-year compulsory education rules. With education, it can create a superior and progressive generation for the nation and state. In one of the educational processes by learning. Learning is a person's obligation that must be done to gain knowledge, understanding, and insight so that it can increase positive behavior and can limit themselves from negative impacts. In the learning process the teacher plays an important role in it. The teacher has an important task in school that is educating, teaching, guiding, directing, training, evaluating, and evaluating. The purpose of this is so that teachers can know the extent of the subject matter that has been delivered and understood by students. However, in the learning process teaching and learning activities still have problems, one of which is learning difficulties. Bauer, Keefe, and Shea [1] explain that learning difficulties are terminology used by students who have difficulty unable to participate in teaching and learning activities due to lack of intelligence, sensory impairment, disadvantage or inadequacy or language. In line with Mulyadi (2016) [2], learning difficulties is a condition

where children are threatened, hampered, disrupted in learning. Therefore, if this is not immediately overcome, it will result in low learning achievement. In overcoming the learning difficulties through the alleviation function of guidance and counseling services.

Guidance services are the processes of providing assistance carried out by experts to find solutions to the problem of Syafriani (2019) [3]. Irham and Novan (2014) [4] also revealed that guidance and counseling are two different activities. The guidance refers to the process of mentoring students to achieve optimal development, both cognitive, affective, and psychomotor aspects. From this opinion, it can be concluded that guidance are something in helping self-development in overcoming the problems encountered. Through the process of guidance services therein is one of the alleviation functions. The function of alleviation is an effort to overcome various counselee problems so that these problems do not become obstacles to the development of Sukiman counsees [5]. This is in line with Suyadi (2009: 135) alleviation function is to address the problems faced by students who have problems. Therefore, through the alleviation function of guidance and counseling services for students learning difficulties can be overcome optimally. There are several forms of learning difficulties experienced by students including specific language difficulties (Specific Language Impairment (SLI)), reading disorders (dyslexia), and mathematics arithmetic problems (dyscalculia). Factors causing the learning difficulties are due to internal factors done from oneself for example readiness, habits, gaps, interests, and low motivation and external factors are done from outside oneself, for example, teacher relations with students, school facilities and infrastructure, relationships parents and students, student relations with the community environment that is not good. Several factors cause learning difficulties, namely internal factors, and external factors. [6] results of the study revealed that the factors that caused students to experience difficulties in learning were internal and external.

At SD Negeri 01 Sukosari Karanganyar some students have learning difficulties due to internal and external factors. Teachers must know and know students in-depth, know the developments that have been made through the ability of students and the obstacles faced by students. Based on the results of observations/observations and information obtained at SD Negeri 01 Sukosari Karanganyar, some students have difficulty learning with specific types of language difficulties (SLI), reading disorders (dyslexia), and mathematics arithmetic problems (dyscalculia). This can be seen when the teacher explains that some students do not pay attention to the teacher when teaching, do not do questions from the teacher, are slow in doing assignments, do not do homework, tend to get bored easily when learning in class. Because the teacher revealed that the learning process was less than optimal because of the limitations of facilities and infrastructure or teaching aids that exist in the school. Therefore, the efforts made by the teacher in overcoming learning difficulties.

2 Methods

10

This type of research is qualitative research. Qualitative research is based on efforts to build the views of those who are examined in detail, formed with words, holistic and complicated images [7]. This research takes qualitative research with a case study design. Case study research includes an in-depth study of one or more parts of the phenomenon that is in the context of real-life that reflects the perspectives of the participants involved or are in the phenomenon. In this study, the researchers describe the types of learning difficulties, factors that cause learning difficulties, teacher efforts in overcoming student learning difficulties. This research was conducted at SD Negeri 01 Sukosari Karanganyar.

Subjects in this study were students. This research data is primary data and secondary data are processed using data analysis techniques that are used through four main activities namely: data reduction, data display, data verification, and data conclusions. Data is collected by observation, interview, and documentation with the guidelines on the observation sheet, interview guidelines, and documentation. The validity of the data uses source triangulation and technique triangulation. Source triangulation is carried out in getting data from different sources using the same technique, whereas, triangulation of techniques is done through data displaying in different ways to obtain the same conclusions. The data analysis technique used uses the following stages: 1) Reduction, as the stage of centralizing the data where the data used is collected data that is centralized while those that are not so centralized are not used because the relevance value is less related. 2). Data display is carried out through exposure to selected data and then analyzed and linked to relevant theories, then performed 3). Verification and conclusion drawing.

3 Results

Research data shows that some students in class I (have specific language difficulties), grade IV (have problems with reading), and class V (have problems with arithmetic) in SD Negeri 01 Sukosari Karanganyar experience a variety of learning difficulties. Based on the results of observations, some students experience various types of learning difficulties, namely: 1) Language difficulty or often delayed speech. 2). Reading disorders (dyslexia) which include difficulty learning to read. 3) Mathematical learning disorders or difficulty learning to count (dyscalculia). These three cases are the findings and discussion in this article, starting from the factors that cause them and the actions of the teacher as the person responsible for learning who have taken any roles and actions. Based on the results of observations in class and some class teacher's information and parents of students conducted interviews that there are several factors causing students to experience learning difficulties, namely:

a. Internal factors, including 1) Readiness and habits of students during the teaching and learning process, 2) The gap of students when participating in teaching and learning activities, 3) Students' interest in teaching and learning activities, 4) Motivation of students during the activities learn how to teach

b. External factors, including 1) The relationship of teachers with students, 2) School facilities and infrastructure, 3) Relationships of parents with students, 4) Relationships of students with the community environment

Based on the results of observations in class shows problems related to the causes experienced by students, therefore the school and the teacher must coordinate and communicate with the family to take appropriate and decisive actions in eliminating some of the actions that cause the difficulties of students in the study. For example, parents must conduct children's tutoring at home, supervise the association of children with peers, the school, in this case, the teacher must create innovative and high-quality learning for students and prepare supporting facilities and infrastructure. Some interview excerpts related to some of the teacher's efforts in realizing good learning are:

"We as professional teachers must be able to realize learning that attracts students' attention, namely learning by using innovative media and strategies that are oriented towards student involvement because learning" learning by doing "will further imprint on students' thinking". Based on observations in several classes and some interview passages that have been made to the teacher, it can be concluded that some of the efforts made by the teacher in overcoming student learning difficulties include:

Provide extra hours outside school hours: Extra hours outside school hours are especially given to students who have learning difficulties. This program is held every Tuesday and Wednesday after the teaching and learning activities at the school end. Additional hours outside school hours are especially given to students who have learning difficulties. This program is held every Tuesday and Wednesday after the teaching and learning activities at the school end. Based on this it aims to increase understanding of the subject matter of students taught by the teacher. The following is a form of extra hours program outside school hours that is done by teachers in overcoming student learning.

Through this guidance and counseling book, it is easy for teachers to find out the students' problems in carrying out learning material activities. Learning programs that are carried out outside the school intracellular, namely relating to additional learning activities carried out after the regular learning program at school has ended. These learning guides come from the homeroom teacher itself and the subject teacher concerned. Program additional hours of study outside the school aims to face the midterm, semester exams, school exams, and national exams. By joining these additional hours of learning activities students will better understand the subject matter and experience mastery learning.

Enrichment/remedial program: Enrichment/remedial program is in writing. The time given is biased during the morning before the teaching and learning activities begin, at the break time of recess, and time to go home from school. Through personal notebooks, students aim that students who have learning difficulties can achieve completeness of the KKM value that has been determined. Thus, it makes it easier for teachers to know the extent to which students can accept material that has been given to students. Thus through this student's notebook can be known students who have to get enrichment / remedial following the results of learning that if not yet reached the expected target. The purpose of giving enrichment or remedial is so that students can improve more optimal learning ways, overcome the learning constraints experienced by students, improve the process of learning outcomes.

Through individual/individual guidance: In individual/individual guidance is done by way of face-to-face teachers with students who experience problems, especially in students who have learning difficulties. The time given during breaks and when returning from school also the teacher as a counselor conducts a home visit. It aims to be able to help solve the problem of students, especially in overcoming problems of learning difficulties. The following is an individual/individual guidance notebook program carried out by the homeroom teacher in addressing student problems, especially in overcoming student learning.

Based on the student counseling book in Sukosari 01 Elementary School aims to find out the problems being faced by students. Through counseling, notebooks can make it easier for homeroom teachers to solve a problem faced by students. Through the guidance of individuals/individuals is done by way of face-to-face counselors with clients. By doing direct face to face because indirect communication makes a very important element in guidance and counseling.

2 Collaboration with parents/guardians of students: In the process of teaching and learning activities in schools the role of parents is very important for students in implementing counseling guidance services that can not be separated from the collaboration of parents/guardians of students. Parents have an important role in educating children by giving attention and care to children. If the child is less attentive than his parents, it will affect the development of the child will feel humble. Therefore, parents have an important role in educating children by giving 2 attention and care to children. If the child is less attentive than his parents, it will affect the development of the child will feel humble.

Based on the activities of the implementation of guidance and counseling services can not be separated from the collaboration between the headmaster, homeroom teacher and parents/guardians of students. Based on the parent/guardian student contact book with this school can facilitate school interaction with parents/student guardians to find out the problems faced by students when at school and home. Through this book, the interaction of schools with parents/guardians of students can facilitate solving a problem faced by students so that the development of students can be realized as expected. Picture 3. Collaboration with parent

Encouraging and motivating: By providing input or suggestions to students by arousing students' interest in learning by giving encouragement and motivation to study seriously and the teacher tries to create an interesting atmosphere in the process of teaching and learning activities in class.

Based on the observations above can be strengthened by the results of interviews that have been conducted on teachers who read: "We as teachers are obliged to teach and also educate students with various kinds of problems such as those who have difficulty in learning we often do guide learning such as remedial and extra hours. We also do communication with family related to tutoring children at home". With this there is an effort made by the teacher in overcoming the learning difficulties of students is expected to be able to solve the problem optimally. Teachers' efforts in providing enthusiasm and motivation of students using verbal support and encouragement of teachers in providing enthusiasm and motivation with the aim that students have enthusiasm and motivation in learning to optimize their achievement.

4 Discussion

In the case of students who experience difficulties in undergoing this teaching and learning process, they have some level of conformity with some figures who are actively conducting research related to children's difficulties in learning both in cases of dyslexia, dyscalculia, and dysgraphia. In line with this Jamaris (2014) [8] learning difficulties or learning disability is a disorder that makes the individual concerned difficult to carry out learning activities effectively. These problems children who have learning difficulties will affect the basic psychological. Based on the results of observations made at SDN 01 Sukosari Karanganyar about the learning difficulties of students there are types of learning difficulties for example:

a. Specific Language Impairment (SLI)

Specific Language Impairment (SLI) is a language disorder or delayed speech. Language impairment or delays in speaking because in everyday understanding children are late in talking and difficult to communicate and interact directly. Tiel (2009) [9] believes that the most misdiagnosis occurs at the age of two to three years when detected children experience delays talk. Therefore, speech delays are not caused by autism, deafness, or low IQ and not because of a lack of language care. This means that he will also experience the maturity of speech and language.

b. Reading disorders (dyslexia)

Difficulty learning to read (dyslexia) is a learning disorder characterized by reading difficulties. Reading ability is not only the basis for mastering various academic fields but also for improving work skills and enabling people to excel. Reveal elementary school students whose students have many dyslexic disorders. Therefore, if the development of children's reading skills seems to be slow only to be left untreated, the child's difficulty in reading will last into adulthood [10].

c. Mathematical numeracy disorders (dyscalculia)

Difficulty learning to count (dyscalculia) is a learning disorder that affects mathematical abilities. Some students with this difficulty often has difficulty in solving mathematical problems. Van Aster, M. G and Shalev, R. S (2007) Dyscalculia are genetically determined abnormalities of the senses of numbers and make children less active in learning mathematics [11]. This is in line with Butterworth, Varma, and Laurillard (2011)[12], suggesting that learning difficulties mathematics (dyscalculia) is a coherent syndrome that refers to disabilities in learning arithmetic. Learning difficulties experienced by students will affect the development and learning outcomes.

Several factors cause learning difficulties, namely internal factors, and external factors. Khafid (2007) [13] states that there is an influence between internal and external factors on learning difficulties. This is consistent with Ismail (2016) [14] that the factors underlying the causes of problems arising from students are sourced on internal factors and external factors. Based on this opinion, that the factors that cause the emergence of learning difficulties arise from students themselves and from outside themselves such as teachers, school facilities and infrastructure, family environment and social environment. These problems must be addressed immediately so that the development of student learning outcomes is optimal. This is in line with the results of Butterworth, B. S. V., & Diana L. (2011) [15] which states that children with mathematical learning disorders will disrupt their learning system.

In the application of guidance services in elementary schools has several functions, including alleviation functions that have the aim to minimize all the disturbances and obstacles that occur in students when students learn. Following are the efforts made with the alleviation function in counseling guidance services at school for students who have learning difficulties both reading difficulties (dyslexia), difficulty counting (dyscalculia) and those who have verbal communication difficulties (Specific Language Impairment) including:

a. Provide additional hours outside school hours

Additional hours outside school hours are especially given to students who have learning difficulties. This program is held every Tuesday and Wednesday after the teaching and learning activities at the school end. Based on the results of research conducted by Normalitasari and Marsudi (2015) [16] that addressing students is to provide additional hours during direct learning activities or after school. Based on this it aims to increase understanding of student subject matter that has been taught by the teacher. Through this guidance and counseling book, it is easy for teachers to find out the students' problems in carrying out learning material activities. Learning programs that are carried out outside the school intracellular, namely relating to additional learning activities carried out after the regular learning program at school has ended. These learning guides come from the homeroom teacher itself and the subject teacher concerned. Program additional hours of study outside the school aims to face the midterm, semester exams, school exams, and national exams. By joining these additional hours of learning activities students will better understand the subject matter and experience mastery learning.

b. Enrichment/remedial program

The enrichment/remedial program is in writing. The time given is biased during the morning before teaching and learning activities begin, at intermission breaks, and time to go home from school. The results of research by Sari, Andreas, and Nur (2014) [17] suggest that remedial learning influences student learning outcomes. enrichment/ remedial programs can help students who experience learning difficulties. The following is a form of enrichment/ remedial program through the student's notebook done by the homeroom teacher in overcoming student learning. Through personal notebooks, students aim that

students who have learning difficulties can achieve completeness of the KKM value that has been determined. Thus, it makes it easier for teachers to know the extent to which students can accept material that has been given to students. Thus through this student's notebook can be known students who have to get enrichment / remedial following the results of learning that if not yet reached the expected target. The purpose of giving enrichment or remedial is so that students can improve more optimal learning ways, overcome the learning constraints experienced by students, improve the process of learning outcomes. As stated by Minsih (2017) [18] that the BK program in schools can reduce the problems of children in school, including learning problems.

c. Through individual/individual guidance

Through individual/individual guidance is done by way of face-to-face teachers with students who experience problems, especially in students who have learning difficulties. The time given during breaks and when returning from school also the teacher and a counselor conducts a home visit. Maliki's (2015) [19] research results suggest that in the implementation of guidance and counseling services in overcoming student learning difficulties is carried out through individual counseling and guidance services. It aims to be able to help solve the problem of students, especially in overcoming problems of learning difficulties.

d. Collaboration with parents/guardians of students

In the process of teaching and learning activities in schools, the role of parents is very important for students in implementing counseling guidance services that can not be separated from the collaboration of parents/guardians of students. Utami, R. D and Anggun (2018) [20] result that the implementation of tutoring services in collaboration with parents and mentoring in supervision actions taken by the school and teachers also use the technique of a direct approach to students.

e. Give enthusiasm and motivation.

By providing input or suggestions to students by arousing students' interest in learning by giving encouragement and motivation to learn seriously and the teacher tries to create an interesting atmosphere in the process of teaching and learning activities in class.

Hamdu and Agustina (2011) [21] suggested that learning motivation with student achievement has a significant influence that the effect of learning motivation on learning achievement. This is in line with research conducted by Cleopatra (2015) [22] revealed that motivation has a significant effect and has a dominant contribution to student achievement. That Aritonang (2008) [23] also revealed that arousing interest and motivation to learn and teachers must try as much as possible to implement it so that students who are taught will be interested and motivated to learn and achieve good results. With this there is an effort made by the teacher in overcoming the learning difficulties of students is expected to be able to solve the problem optimally. Teachers' efforts in providing enthusiasm and motivation of students using verbal support and encouragement of teachers in providing enthusiasm and motivation.

5 Conclusion

Based on the results of the research and discussion above, the following conclusions can be drawn:

- a. The types of learning difficulties of students in SD Negeri 01 Sukosari Karanganyar are specific language difficulties (Specific Language Impairment [SLI]), reading disorders (dyslexia), and numeracy problems in mathematics (dyscalculia).
- b. Factors that cause learning difficulties: 1) internal factors of students, namely lack of readiness, interests, and talents as well as motivation in student learning, in addition to

- factors since birth and emotional students also affect the results study. 2) external factors, namely the situation and condition of the school environment and the community environment that is less supportive, and the lack of attention from parents.
- c. Guidance services provided by teachers in overcoming student learning difficulties include: 1) Providing extra hours outside school hours, 2) remedial programs, 3) Through individual/individual guidance, 4) Collaboration with parents/guardians of students, 5) Providing enthusiasm and motivation.

References

- [1] Budiarti, M., & Sos, S. (2017). *Bimbingan Konseling di Sekolah Dasar*. CV. AE MEDIA GRAFIKA.
- [2] Mulyadi. (2016). *Bimbingan Konseling Di Sekolah dan Madrasah*. Jakarta: Prenadamedia Group.
- [3] Syafriyani, N., Purwanti, P., & Astuti, I. (2019) ANALISIS PELAKSANAAN LAYANAN BIMBINGAN KELOMPOK TENTANG KENAKALAN REMAJA PADA PESERTA DIDIK SMA SANTUN PONTIANAK. *Jurnal Pendidikan dan Pembelajaran Khatulistiwa*, 8(6).
- [4] Irham, M., & Novan, A.W. (2014). *Bimbingan & Konseling: Teori dan Aplikasi di Sekolah Dasar*. Yogyakarta: Ar-Ruzz Media.
- [5] Suhesti., & Endang E. (2012). *Bagaimana Konselor Sekolah Bersikap?*. Yogyakarta: Pustaka Pelajar.
- [6] Waskitoningtyas, R. S. (2016). Analisis Kesulitan belajar matematika siswa kelas V sekolah dasar kota Balikpapan pada materi satuan waktu tahun ajaran 2015/2016. *JIPM (Jurnal Ilmiah Pendidikan*
- [7] Moleong, L. J. (2013). *Metodologi Penelitian Kualitatif*. Bandung: Remaja Rosda Karya. *Matematika*, 5(1), 24-32.
- [8] Jamaris, M. (2014). *Kesulitan Belajar Bagi Anak Usia Dini dan Usia Sekolah*. Bogor: Ghalia Indonesia.
- [9] Tiel, V. J. M. (2009). "Permasalahan Deteksi dan Penanganan Anak Cerdas Istimewa Dengan Gangguan Perkembangan Bicara dan Bahasa Ekspresif (Gifted Visual-spatial Learner)". *Psikobuana* 1(2): 128-146. Diakses pada 27 Agustus 2019. (http://digilib.mercubuana.ac.id/manager/t!@file_artikel_abstrak/Isi_Artikel_626883506028.pdf)
- [10] Kawuryan, F., & Trubus, R. (2012). "Pengaruh Stimulasi Visual Untuk Meningkatkan Kemampuan Membaca Pada Anak Disleksia". *Jurnal Psikologi Pitutur* 1(1). Diakses pada 27 Agustus 2019. (<https://jurnal.umk.ac.id/index.php/PSI/article/view/32/31>)
- [11] Von Aster, M. G., & Shalev, R. S. (2007). Number development and developmental dyscalculia. *Developmental medicine & child neurology*, 49(11), 868-873.
- [12] Butterworth, B. S. V., & Diana L. (2011). "Dyscalculia: from brain to education". *Journal of Science*. 332(6033): 1049-1053. Diakses pada 22 Agustus 2019 (<https://science.sciencemag.org/content/332/6033/1049>)
- [13] Khafid, M. (2007). "Faktor-faktor yang Mempengaruhi Kesulitan Belajar Akuntansi". *Jurnal Pendidikan Ekonomi* 2(1). Diakses pada 27 Agustus 2019. (<https://journal.unnes.ac.id/nju/index.php/DP/article/view/456/413>)
- [14] Ismail. (2016). "Diagnosis Kesulitan Belajar Siswa dalam Pembelajaran Aktif di Sekolah". *Jurnal Edukasi* 2(1). Diakses pada 27 Agustus 2019. (<https://jurnal.ar-raniry.ac.id/index.php/cobaBK/article/view/689/549>)
- [15] Butterworth, B. S. V., & Diana L. (2011). "Dyscalculia: from brain to education". *Journal of Science*. 332(6033): 1049-1053. Diakses pada 22 Agustus 2019 (<https://science.sciencemag.org/content/332/6033/1049>)
- [16] Normalita, P., Saring Marsudi, S. H., & Suwarno, S. H. (2015). *Peran Pendidik Dalam Membimbing Peserta Didik Dyscalculia Pada Siswa Kelas III SD Muhammadiyah 16 Surakarta Tahun Pelajaran 2015/2016* (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- [17] Sari, E. R., Andreas P. B. P., & Nur, R. U. (2014). "Pembelajaran Remedial Menggunakan Analogi Pada Materi Mekanisme Transpor Sel". *Unnes Journal of Biology Education*. 3(2): 147-155. Diakses pada 27 Agustus 2019. (<https://journal.unnes.ac.id/sju/index.php/ujbe/article/view/4454/4109>)

- [18] Minsih. (2017). Bimbingan dan konseling dalam konteks pendidikan dasar. Prosiding Seminar Nasional dan Call for Papers. ISBN: 978-602-70471-1- Volume 7, No. 1. <http://journal.uinmataram.ac.id/index.php/altazkiah/article/view/114>(Diakses tanggal 13 Desember 2018).
- [19] Maliki. (2015). "Implementasi Layanan Bimbingan Dan Konseling Dalam Mengatasi Kesulitan Belajar Siswa Sekolah Dasar Negeri Serayu Yogyakarta." *Jurnal Bimbingan dan Konseling Al-Tazkiah*
- [20] Utami, R. D., & Anggun, S. (2018). Implementasi Layanan Bimbingan Belajar Pada Anak yang Mengalami Kesulitan Belajar Matematika Kelas IV SD Muhammadiyah 22 Sruhi Surakarta. *Eprints.ums.ac.id*.
- [21] Hamdu, G., & Agustina, L. (2011). Pengaruh motivasi belajar siswa terhadap prestasi belajar IPA di sekolah dasar. *Jurnal penelitian pendidikan*, 12(1), 90-96.
- [22] Cleopatra, M. (2015). "Pengaruh Gaya Hidup dan Motivasi Belajar terhadap Prestasi belajar Matematika". *Formatif: Jurnal Ilmiah Pendidikan MIPA* 5(2). Diakses pada 23 Agustus 2019 (<https://journal.lppmunindra.ac.id/index.php/Formatif/article/view/336>)
- [23] Aritonang, K.T. (2008). "Minat dan Motivasi Dalam Meningkatkan Hasil Belajar Siswa" *Jurnal Pendidikan Penabur*. 7(10): 11-21.

32. Guidance Services for Students Learning Difficulties in Primary School

ORIGINALITY REPORT

8%

SIMILARITY INDEX

8%

INTERNET SOURCES

2%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

1	eprints.ums.ac.id Internet Source	4%
2	www.scribd.com Internet Source	1%
3	Unais Mabruroh, Diah Sunarsih, Atikah Mumpuni. "Analisis Kesulitan Belajar Muatan Matematika Kelas IV SD Tahfidzul Qur'an Darul Abror", Jurnal Ilmiah KONTEKSTUAL, 2020 Publication	<1%
4	jurnal.uns.ac.id Internet Source	<1%
5	www.gmferd.com Internet Source	<1%
6	ojs.tsv.fi Internet Source	<1%
7	Keumala Hayati, Bayu Wulandari, Munawarah Munawarah. "MOTIVATION AS A PATH IN IMPROVING ACCOUNTING	<1%

UNDERSTANDING", Assets: Jurnal Akuntansi dan Pendidikan, 2020

Publication

8	ejournal.radenintan.ac.id Internet Source	<1 %
9	www.researchgate.net Internet Source	<1 %
10	core.ac.uk Internet Source	<1 %
11	eprints.umm.ac.id Internet Source	<1 %
12	journal.um-surabaya.ac.id Internet Source	<1 %
13	online-journal.unja.ac.id Internet Source	<1 %
14	pdfs.semanticscholar.org Internet Source	<1 %
15	www.tandfonline.com Internet Source	<1 %

Exclude quotes On

Exclude matches Off

Exclude bibliography On