

Vindy Indrayani. 2024. *Analisis Kesulitan Belajar Peserta Didik Dalam Pembelajaran IPAS Kelas IV Di SDS Al-Hidayah*. Skripsi, Program Studi Pendidikan Guru Sekolah Dasar, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura.

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ABSTRAK

Penelitian ini untuk mengetahui kesulitan belajar peserta didik dan mendeskripsikan upaya guru dalam mengatasi kesulitan belajar peserta didik dalam pembelajaran IPAS pada kelas IV SDS Al-Hidayah. Jenis penelitian yang digunakan dalam penelitian ini adalah penelitian deskriptif. Subjek penelitian ini yaitu wali kelas IV dan 16 peserta didik kelas IV. Teknik pengumpulan data yang digunakan adalah wawancara, observasi, dan dokumentasi. Untuk menguji keabsahan data peneliti menggunakan triangulasi sumber. Berdasarkan hasil penelitian dapat disimpulkan bahwa peserta didik 45,54% mengalami *learning disability* dalam hal keterlambatan dalam belajar membaca, mengeja, dan berbicara dengan jelas di pembelajaran IPAS. Selanjutnya 68,75% peserta didik mengalami *under achiever* dimana peserta didik memiliki perasaan cemas ketika akan diadakan ujian. Kemudian yang terakhir yaitu *slow learner*. Dimana 62,5 % peserta didik mengalami *slow learner* dalam hal hasil belajar rendah dan memiliki kecanggungan dalam kemampuan menjalin hubungan dengan teman. Upaya yang dilakukan guru dalam penelitian ini guru menjadi fasilitator dan guru menjadi motivator dalam pembelajaran IPAS.

Kata Kunci: Pembelajaran IPAS, Kesulitan Belajar, dan Upaya Guru.

Vindy Indrayani. 2024. *Analysis of Students' Learning Difficulties in Class IV Science Learning at SDS Al-Hidayah*. Thesis, of Elementary School Teacher Education Study Program, Faculty of Education, Trunojoyo University, Madura. Pembimbing : H. Priyono Tri Febrianto, S.Sos., M.Si

ABSTRACT

This research aims to determine students' learning difficulties and describe the teacher's efforts in overcoming students' learning difficulties in science and science learning in class IV SDS Al-Hidayah. The type of research used in this research is descriptive research. The subjects of this research were the class IV homeroom teacher and 16 class IV students. The data collection techniques used were interviews, observation and documentation. To test the validity of the data, researchers used source triangulation. Based on the research results, it can be concluded that 45.54% of students experience learning disabilities in terms of delays in learning to read, spell and speak clearly in science learning. Furthermore, 68.75% of students experienced underachievement where students felt anxious when an exam was to be held. Then the last one is slow learner. Where 62.5% of students experience slow learning in terms of low learning outcomes and have awkwardness in their ability to build relationships with friends. The efforts made by the teacher in this research were the teacher becoming a facilitator and the teacher becoming a motivator in science learning.

Keywords: *Science Learning, Learning Counseling, and Teacher Efforts.*