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Analysis of Students' Learning Difficulties in Thematic Learning of Grade 2 Students of SD Negeri 2 Sucen Temanggung

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A B S T R A C T

Thematic learning in elementary school requires active student participation to achieve optimal learning outcomes. However, several second-grade students at SDN 02 Sucen still experience learning difficulties that hinder their participation in classroom activities. This study aims to identify the forms of students' learning difficulties, the factors influencing them, and the efforts made by teachers and parents to address these issues. This research employed a qualitative descriptive design. The subjects consisted of one second-grade teacher, three students with learning difficulties, and three parents. Data were collected through classroom observations, in-depth interviews, and documentation. Data were analyzed using the Miles and Huberman interactive model, which includes data reduction, data display, and conclusion drawing/verification. The findings indicate that students' learning difficulties are characterized by low understanding of learning materials, lack of concentration during learning activities, and slow task completion. These difficulties are influenced by internal factors such as motivation and basic academic abilities, as well as external factors including the learning environment and parental guidance patterns. In conclusion, students' learning difficulties in thematic learning require integrated interventions through adaptive teaching strategies by teachers and consistent learning support from parents.

1. Introduction

Learning at the elementary school level plays a fundamental role in building the foundation of academic abilities, attitudes, and learning skills in students from an early age. At this stage, the educational process is not only oriented towards achieving cognitive aspects but also includes developing learning readiness, learning habits, and positive attitudes towards learning activities (Rosita et al., 2024). Conceptually, effective learning must be able to accommodate the diverse developmental characteristics of students, both in terms of abilities, interests, and

learning readiness. However, the reality on the ground shows that not all students are able to optimally participate in the learning process according to the designed objectives. Variations in individual abilities are a determining factor influencing the success of classroom learning, thus giving rise to the phenomenon of learning difficulties in some students (Firdaus et al., 2021).

Learning difficulties are conditions characterized by obstacles in receiving, processing, and understanding learning information. From a theoretical perspective, learning difficulties are influenced by the interaction between internal and external factors in students. Internal factors include cognitive abilities, motivation, interests, and readiness to learn, while external factors include the family environment, school environment, and learning strategies used by teachers (Bela & Ain, 2024). If learning difficulties are not addressed appropriately from an early age, they can result in low academic achievement and decreased student self-confidence. In the long term, learning difficulties have the potential to hinder students' academic development at subsequent levels of education (Nasution et al., 2025). Therefore, identifying and understanding learning difficulties in depth is crucial in efforts to improve the quality of learning in elementary schools.

In the context of Indonesian education policy, thematic learning is the primary approach implemented in the 2013 Curriculum at the elementary school level. This approach is designed to integrate various subjects into a single, interrelated theme, making learning more meaningful and contextual (Azizah et al., 2025). Thematic learning emphasizes conceptual integration and the connection of material to students' daily lives, thus enhancing students' understanding and overall learning experience (Assingkily et al., 2021). Furthermore, this approach also requires active student involvement in the learning process, both cognitively and affectively.

However, implementing thematic learning in the classroom is not without its challenges. One of the main challenges is the demand for students' ability to integrate various concepts from different subjects simultaneously. This requires a high level of concentration and comprehension. In practice, not all students are able to meet these demands optimally. Some students experience difficulty understanding material presented in an integrated manner, resulting in poor learning outcomes (Nurdiansyah et al., 2023). This is reinforced by findings that thematic learning requires more complex cognitive abilities than partial learning (Mardiana et al., 2024). Furthermore, lower-grade students tend to have difficulty connecting concepts across subjects, resulting in less than optimal understanding of the material (Pritami et al., 2024).

Analyzing the patterns of previous research findings, there is a consistent finding that learning difficulties in thematic learning are influenced by various factors, both internal and external. However, some studies have focused more on learning outcomes as the primary indicator, leaving aspects of the student learning process underexplored. Yet, understanding the learning process is crucial for more comprehensively identifying forms of learning difficulties. Therefore, studies are needed that focus not only on learning outcomes but also on the dynamics of the student learning process within the classroom. Contextually, Temanggung Regency

has diverse social, economic, and environmental characteristics, which directly and indirectly influence students' learning readiness. Family background, residential conditions, and home learning habits are all contributing factors to students' ability to participate in school (Umroh et al., 2024). These varying conditions lead to differences in student learning abilities within a class, posing a challenge for teachers in managing learning effectively and inclusively.

SD Negeri 2 Sucen Temanggung is one of the elementary schools implementing thematic learning in accordance with the 2013 Curriculum. Based on initial observations, it was found that second-grade students experienced various forms of learning difficulties in thematic learning. These difficulties were evident in low levels of student concentration during learning, limited ability to understand the material, and differences in learning speed among students. Furthermore, students tended to require repetition of explanations from the teacher to understand the material being taught. This condition impacted the achievement of suboptimal learning outcomes and indicated a gap between learning demands and student abilities. These issues highlight the urgency of conducting more in-depth research on student learning difficulties, particularly in the lower elementary grades. Although numerous studies have been conducted on learning difficulties, studies specifically examining second-grade students' learning difficulties within the context of thematic learning are still limited. This indicates a research gap that needs to be filled through more contextual and in-depth studies. This research offers a novel approach in the form of analysis that not only identifies the types of learning difficulties but also examines the factors influencing them based on students' actual learning experiences in the classroom.

Based on this background, the purpose of this study is to analyze the types of learning difficulties experienced by second-grade students in thematic learning and to identify the factors influencing these difficulties. This study used a qualitative approach to gain a deeper understanding of students' learning conditions. The results are expected to provide practical contributions to teachers in designing more adaptive learning strategies and serve as a consideration for schools in improving the quality of thematic learning in elementary schools.

2. Methodology

This study employed a qualitative approach with a descriptive approach. This approach was chosen because the study aimed to describe and deeply understand students' learning difficulties in thematic learning based on real-world conditions. Qualitative research allows researchers to obtain narrative and contextual data, allowing for a comprehensive understanding of the phenomenon of learning difficulties from the perspective of the research subjects. The data collected included descriptions of students' learning behavior, their experiences during thematic learning, and the perspectives of teachers and parents on the students' learning process. The focus of the study was directed at the forms of learning difficulties experienced by students and the factors influencing their emergence. This study did not provide any specific treatment or intervention to the research

subjects, so the data obtained reflect the natural conditions of the learning process. The descriptive approach was used so that the research results could be presented systematically, coherently, and easily understood by readers.

The subjects in this study consisted of one second-grade teacher, three second-grade students experiencing learning difficulties, and three parents. The second-grade teacher served as the primary informant, providing information regarding the implementation of thematic learning, the learning strategies used, and the students' learning conditions in the classroom. Three second-grade students were selected as research subjects because they indicated learning difficulties in thematic learning based on initial observations and information from the class teacher. These students provided data related to their learning experiences, perceived difficulties, and their responses during the learning activities. Parents were involved as supporting informants to obtain data regarding students' learning habits at home, the form of learning assistance provided, and the family environment. The selection of research subjects was carried out purposively in accordance with the research objectives. The research was conducted at SDN 02 Sucen and the students' home environments to obtain a comprehensive and continuous picture of the students' learning conditions.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly observe student behavior and learning activities during the thematic learning process in the classroom. Through observation, researchers were able to obtain data on students' levels of concentration, participation, and responses to learning. Interviews were conducted with class teachers, students, and parents to obtain more in-depth data on the types of learning difficulties experienced by students and the factors that influence them. Interviews were also used to explore the research subjects' views on the thematic learning process. Documentation in this study consisted of a review of reputable previous research articles and journals relevant to the topic of elementary school students' learning difficulties and thematic learning. This documentation served as a theoretical basis and as a comparison for the research results in the introduction and discussion sections. The use of these three data collection techniques aimed to obtain accurate, in-depth, and complementary data.

The data analysis techniques used in this study refer to the stages of qualitative data analysis, which include data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying data related to students' learning difficulties in thematic learning. Data irrelevant to the research focus was removed to allow for more focused analysis. The reduced data were then presented in descriptive form, ensuring a systematic and easily understood information. Data presentation was intended to help researchers identify patterns, relationships, and interconnections between research findings. Conclusions were drawn based on the results of the data analysis, which had been presented and studied in depth. The data analysis process was carried out continuously from the data collection stage until the research ended.

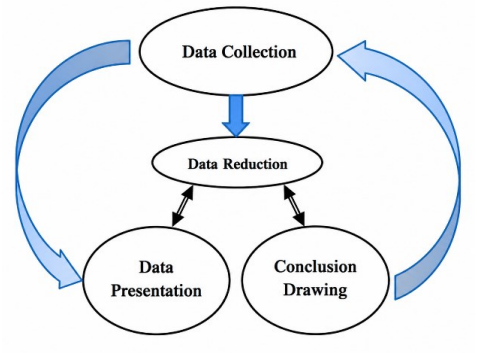


Figure 1. Data Analysis Techniques

The validity of the data in this study was maintained through triangulation techniques. Source triangulation was conducted by comparing data obtained from classroom teachers, students, and parents to ensure the consistency of the information. Technical triangulation was conducted by comparing the results of observations, interviews, and documentation to increase the validity of the data obtained. Data checking was carried out repeatedly to ensure the consistency and accuracy of the information collected. Researchers also conducted diligent observations to understand students' learning conditions in depth and continuously. These steps were taken to ensure the research data had a high level of validity and could be accounted for.

3. Results and Discussion

This results and dis cussion section outlines the research findings regarding the learning difficulties of second-grade students in thematic learning at SDN 02 Sucen based on observation data and interviews with teachers, students, and parents. The research findings indicate that students experience learning difficulties that are evident in their understanding of the material, learning concentration, speed of information processing, and participation in thematic learning activities. The discussion of these findings is conducted by linking conditions found in the field with relevant concepts and previous research results to gain a deeper understanding of the meaning of the research findings. The learning difficulties experienced by students are understood as the result of the interaction between internal factors of the students and external factors originating from the family environment and learning habits at home. The discussion also highlights the role of teachers and parents in responding to students' learning difficulties through various learning strategies and learning assistance. Based on this, the research results and discussion are formulated into three sub-chapters: the forms of students' learning difficulties in thematic learning, factors that influence students' learning difficulties, and efforts of teachers and parents in overcoming students' learning difficulties.

Data Collection Results

Based on the results of classroom observations, several indicators of students' learning difficulties in thematic learning were identified. The observations focused

on students' cognitive engagement, learning behavior, participation in classroom activities, learning outcomes, and environmental influences during the learning process. The findings of these observations are presented in Table 1 below.

Table 1. Results of Observations of Student Learning Difficulties in Thematic Learning

Observed Aspects	Observation Findings
Understanding the material	Some students have difficulty understanding the material and need the teacher to repeat the explanation.
Concentrate on studying	Students are easily distracted, chatting with friends, daydreaming, and lack focus during learning.
Learning speed	Students are slow in understanding the teacher's explanation and completing the assigned tasks.
Learning participation	Students tend to be passive, rarely ask questions, and lack confidence when participating in group activities.
Learning outcomes	Some students obtained scores below the KKM and required remedial activities.
Learning environment	Socializing with peers and playing habits are more dominant than learning activities.

Based on observations conducted during the thematic learning process in grade II of SDN 02 Sucen, it was found that students exhibited various characteristics of learning difficulties that affected their engagement in learning activities. These difficulties were evident in the students' limited ability to understand the material presented by the teacher, requiring repeated explanations to achieve adequate understanding. In addition, several students showed low levels of concentration during the learning process, characterized by easily distracted behavior, chatting with classmates, and paying less attention to the teacher's explanations. The observations also showed differences in learning speeds between students, where some students needed more time to understand the material and complete the assigned tasks. This condition resulted in low student participation in learning activities, such as being less active in asking questions, answering questions, or expressing opinions. These findings indicate that students experience obstacles in optimally participating in thematic learning, requiring more adaptive learning strategies that are appropriate to the characteristics and learning needs of elementary school students.

Based on the interview results, the findings indicate that each informant provides consistent information regarding students' learning difficulties in thematic learning. The teacher highlights issues in comprehension, reading ability, and student concentration, while students themselves report difficulties in understanding complex reading materials and mathematics, as well as frequent loss of focus during learning. Parents also note the lack of regular study habits at home and the tendency of students to spend more time playing after school. The summary of these interview findings is presented in Table 2 below.

Table 2. Summary of Interview Results

Informant	Key Findings
Second grade teacher	Students have difficulty understanding the material, their reading ability is still low, they lack focus, and they need to repeat the material.

Student	Having difficulty understanding long readings, mathematics material, and often losing concentration during learning.
Parent	Some students do not have regular study habits and spend more time playing after school.

Interviews with teachers, students, and parents revealed consistent information regarding the types of learning difficulties experienced by students in thematic learning. Teachers revealed that some students had difficulty understanding the material, had suboptimal reading skills, and exhibited low levels of concentration during the learning process. These findings were reinforced by students' statements that they had difficulty comprehending long reading passages, disliked certain subjects, and often lost focus during extended learning sessions. Meanwhile, interviews with parents indicated that some students did not yet have regular study habits at home and tended to spend more time playing after school. This situation suggests that students' learning difficulties are not only influenced by academic factors originating from the students themselves, but also by their family environment and learning habits developed at home. Thus, the interview results provide a more in-depth picture of the various factors underlying the emergence of learning difficulties in second-grade students at SDN 02 Sucen.

Table 3. Research Documentation

Documentation	**Information**
Graduate learning activities	Used to support observation results related to student learning activities in class.
Student work results	Used to identify students' level of understanding of learning materials.
Interview notes	Used to strengthen observation data through source triangulation.
School documents	Used as supporting data related to the thematic learning process.

Documentation was used as a supporting data source to complement and strengthen the findings obtained through observations and interviews. The collected documentation data included learning tools used by teachers, student work results, interview notes, and documentation of learning activities during the study. Through this documentation, researchers obtained evidence supporting the learning difficulties experienced by students, particularly those related to understanding the material and completing learning assignments. Furthermore, the documentation also provided an overview of the thematic learning conditions taking place in the classroom and the forms of interaction that occurred between teachers and students during the learning process. The use of documentation in this study played a crucial role in the data triangulation process, allowing information obtained from observations and interviews to be verified and compared with available evidence. Thus, documentation data not only served as a supplement but also as a means to increase the credibility and validity of the research results.

Forms of Student Learning Difficulties in Thematic Learning

Observations conducted during the thematic learning process in grade II of SDN 02 Sucen showed that students experienced various forms of learning difficulties that were clearly visible during classroom learning activities. These learning difficulties were evident in aspects of understanding the learning material, student

concentration and attention during learning activities, student speed in processing information, and student participation in participating in thematic learning activities. During the implementation of learning, students often were unable to understand the material presented by the teacher even though the teacher had attempted to use a variety of learning media and methods. Some students showed confusion when the teacher explained the material and were not immediately able to grasp the essence of the learning delivered. In some learning activities, students appeared to need repeated explanations to better understand the material. In addition, students also showed low learning concentration characterized by behavior such as chatting with friends, playing alone, and being easily distracted by things outside the learning process. These conditions caused the thematic learning process to not run optimally and impacted student learning outcomes, both in terms of conceptual understanding and the achievement of learning objectives.

> These observational findings were reinforced by an interview with second-grade teacher Ms. Puji, who reported that students experiencing learning difficulties exhibited passive and less responsive learning behavior during the thematic learning process. Ms. Puji stated, "Students who experience difficulties in following KBM tend to be quiet, don't want to ask questions, are unfocused, get bored easily, are restless, and need repeated directions."

This statement indicates that students' learning difficulties are not only related to limited understanding of the material, but also closely related to low attention span, lack of focus, and lack of readiness to participate in the learning process. The teacher also explained that when students don't understand the material, they tend to remain silent and are reluctant to express their difficulties to the teacher. This situation necessitates teachers to take an active approach by approaching students and providing personalized guidance. This effort is made to ensure students can continue to better participate in thematic learning and maintain a level of reliance on their peers. Interviews with a student identified as HUA revealed that the learning difficulties they experienced were related to poor concentration and difficulty understanding certain material in thematic learning. HUA stated,

> "Sometimes I pay attention, sometimes I don't, and when it's midday I'm hungry so I can't focus," and
> “It’s difficult in Indonesian class because I don’t like reading long texts, so it has to be explained over and over again.”

This statement indicates that students' physical condition, learning interests, and material characteristics significantly influence their ability to participate in thematic learning. Difficulty understanding long reading passages results in students requiring repeated explanations from teachers to fully grasp the material. This condition results in students' learning progress being slower than that of other students with better reading abilities. The impact is evident in students' slow processing speed in information and delays in completing assignments assigned by teachers. A student with the initials BKE also experienced learning difficulties, particularly in understanding the mathematics material in thematic learning. BKE stated,

> "Sometimes focused but sometimes not," and,
> "I didn't understand it straight away, I had to repeat it again."

This statement indicates that students have difficulty maintaining consistent concentration and require repetition of the material to grasp the concepts being taught. These difficulties cause students to be slow in completing assignments and lack confidence in their answers. Observations show this condition is evident when students frequently fall behind in completing assignments and require more intensive assistance from the teacher. This indicates that learning difficulties not only affect material comprehension but also impact students' learning attitudes and self-confidence throughout the learning process. A student with the initials FLDA also demonstrated learning difficulties despite having good motivation. FLDA stated,

> "Sometimes I understand, sometimes I don't," and,
> "It's hard in math because I don't like calculating."

This statement demonstrates that learning difficulties are not always caused by low student motivation, but also relate to interest in specific material and the students' basic abilities. Difficulty understanding mathematical concepts leads students to require more concrete examples and repetition of the material to fully grasp the lesson. This situation suggests that differences in student abilities and learning characteristics are factors contributing to learning difficulties in thematic learning. Students with good motivation can still experience difficulties if the material does not align with their interests and basic abilities.

Based on the findings of these observations and interviews, it can be understood that second-grade students' learning difficulties in thematic learning are a complex phenomenon with interrelated aspects. Students' difficulties in understanding the material are inseparable from their low concentration and limited basic skills, such as reading and arithmetic. Thematic learning requires students to connect several subject concepts within a single theme, so students with immature basic skills will experience obstacles in participating in learning. This condition aligns with the findings of Pritami et al. (2024), who stated that lower-grade students still require concrete and repetitive learning. When students are unable to fully understand the material, they tend to lose focus and interest in learning. This loss of focus impacts students' slow speed in processing information and completing assignments. This difficulty becomes more apparent when learning takes place over a longer period of time or during afternoon study hours. Students' learning difficulties in thematic learning need to be understood as a unified process that influences each other (Triani et al., 2023). This understanding is important so that teachers focus not only on learning outcomes but also on the students' learning process.

The results of this study also indicate that low student participation in thematic learning is a further impact of the learning difficulties experienced by students. Students who experience learning difficulties tend to be passive, lack self-confidence, and are reluctant to express opinions or ask questions to the teacher during the learning process. This condition is in line with Kamran et al. (2023), who

stated that students with learning difficulties often experience obstacles in learning interactions due to a fear of making mistakes. When students do not understand the material, they prefer to remain silent or rely on peer assistance. As a result, student active engagement in learning is low and the group learning process does not run optimally. Furthermore, students also show a tendency to avoid tasks considered difficult. This indicates that learning difficulties not only affect cognitive aspects but also impact students' affective and social aspects. Self-confidence plays a crucial role in the learning success of elementary school students (Alika et al., 2024).

Overall, the learning difficulties experienced by second-grade students at SDN 02 Sucen in thematic learning include difficulty understanding learning materials, low concentration, slow information processing speed, and limited student participation in learning activities. These difficulties are not isolated but interrelated and influence students' success in optimally participating in thematic learning. A thorough understanding of these learning difficulties provides an important basis for teachers in designing learning strategies that are more suited to the needs, abilities, and characteristics of lower-grade students. With appropriate learning strategies, it is hoped that students' learning difficulties can be minimized and the thematic learning process can run more effectively.

Factors Influencing Students' Learning Difficulties

Observations conducted in grade II of SDN 02 Sucen indicate that students' learning difficulties are influenced by various interrelated factors, both internal and external. Internal factors are evident in students' low learning motivation, which leads to a lack of motivation to actively participate in thematic learning activities. Furthermore, suboptimal basic reading skills are a major obstacle for students in understanding the integrated learning material. Students' concentration is also easily distracted during the learning process, resulting in their inability to fully focus on the teacher's explanations. Students often exhibit unfocused behavior, such as chatting with classmates, playing alone, and paying little attention to instruction. Students' interest in play activities appears to be more dominant than their desire to participate seriously in the learning process. This condition results in students' slow understanding of the material and difficulty completing assignments given by the teacher. Excessive play activities after school also affect students' mental and physical readiness for the next day's learning. Observations note that students often think about play activities during learning, requiring repeated explanations. These internal factors are one of the main causes of learning difficulties in grade II students in thematic learning.

Based on the results of an interview with a second grade teacher named Mrs. Puji, she stated,

> "Factors that influence children experiencing learning difficulties include students having low reading skills, not being able to focus, and not having mastered the material from lower grades, so that when they move up a grade

> with the same material but at a different level, the child finds it difficult to understand."

This statement demonstrates that students' academic readiness from the early grades plays a crucial role in supporting the success of thematic learning in subsequent grades. When basic skills such as reading are not optimally mastered, students will experience obstacles in understanding material that requires an integrated understanding of concepts. Thematic learning, which integrates several subjects, requires sufficient basic skills to enable students to follow the learning flow effectively. This condition causes students to tend to be passive during learning and less confident in expressing opinions or asking questions of the teacher. Students also appear to lack confidence when asked to complete assignments or answer questions in class. These internal factors, which have not yet developed optimally, reinforce observational findings regarding low material understanding and student learning participation. Thus, students' basic skills readiness is a determining factor in the success of thematic learning. The research results also indicate the influence of external factors stemming from the family environment and students' study habits at home. Interviews with parents revealed that some students lack regular, scheduled study habits at home. Mrs. Jumilah, the parent of one student, stated,

> "I never study, at most I'll do it if there's homework, but I have to wait to do it."

This statement indicates that students lack the awareness to learn independently and are still highly dependent on parental encouragement. Students spend more time after school playing with friends than studying or reviewing course material. The lack of consistent parental support prevents students from developing good study habits early on. This leads to students arriving at school unprepared for learning. This habit directly impacts their ability to participate in thematic learning in class. Family environmental factors are a major trigger for learning difficulties in students. Similar findings were shared by another parent, Mrs. Beta, who revealed that a child's motivation to learn is highly dependent on their mood. Mrs. Beta stated,

> "It's not certain, it depends on the child. If they want to, they usually study at night, but if they're tired or sleepy, they end up being lazy about studying."

This statement indicates that home study schedules have not been implemented consistently and have not yet become ingrained in students' habits. Children's physical and emotional state after a day of activities also influences their readiness to learn at home. Parents' limited time to accompany their children's learning also impacts student learning intensity. The lack of regular control and support leads students to prefer play activities to studying. These external factors reinforce observations that students often lack focus and are easily distracted during classroom learning.

Social environmental factors also influence the learning difficulties of second-grade students at SDN 02 Sucen. Observations indicate that students' social interactions

in the surrounding environment significantly influence their daily study habits. Students tend to join friends in play without considering study time that should be used for reviewing subject matter. This is reinforced by a statement from a HUA student who said,

"At home, I like to play gaplek cards and marbles with my friends."

Excessive play activities cause students to experience physical exhaustion and lack of time for learning. This condition makes students less mentally prepared for school. The impact is seen in decreased concentration and ability to process information during learning. Social and community factors are one of the external factors contributing to the emergence of learning difficulties in students. The results of this study indicate that internal and external factors are interrelated in influencing second-grade students' learning difficulties in thematic learning. Low learning motivation, suboptimal basic academic abilities, and easily distracted concentration are the dominant internal factors affecting students' learning process. This condition is exacerbated by inconsistent home study habits. A family environment that lacks regular learning support also affects students' readiness to participate in school activities. Furthermore, a social environment that encourages students to play more also contributes to students' low learning focus. The interaction of these various factors causes students' learning difficulties to become increasingly complex.

The findings of this study align with those of previous research by Bela and Ain (2024), which stated that elementary school students' learning difficulties are influenced by a combination of internal and external factors. Research by Mardiana et al. (2024) showed that learning motivation and basic academic abilities are the main factors determining student success in thematic learning. Nasution and Zainil (2025) also revealed that the family environment plays a crucial role in shaping students' learning habits from an early age. Lack of learning support at home can increase the risk of learning difficulties developing at school. The results of this study reinforce these findings by demonstrating the real-world conditions experienced by second-grade students at SDN 02 Sucen.

Thematic learning, which demands integrated understanding across subjects, requires a higher level of student readiness. When students lack adequate basic skills, thematic learning becomes increasingly difficult to follow optimally. According to Nuryani (2024), students' weak internal factors are exacerbated when they are not supported by a conducive learning environment at home. The results of this study indicate that student learning difficulties cannot be viewed as a single problem. Learning difficulties result from the interaction of various internal and external factors that mutually influence and reinforce each other.

Based on the discussion above, the factors influencing students' learning difficulties in thematic learning in grade II of SDN 02 Sucen include internal factors within the student, the family environment, and the social environment. These three factors are interrelated and inseparable. Understanding these factors provides an important basis for teachers and parents in designing appropriate efforts to help students overcome their learning difficulties. By comprehensively understanding the source

of the problem, interventions can be tailored to students' learning needs more effectively and sustainably.

Teacher and Parent Efforts to Overcome Student Learning Difficulties

Based on the author's observations, the second-grade teacher at SDN 02 Sucen has made various planned efforts to assist students experiencing learning difficulties in thematic learning. These efforts are evident in the teacher's ability to adapt learning strategies to the conditions and characteristics of students in the class. The teacher not only delivers material in a one-way manner but also strives to create an active and participatory learning process to facilitate student understanding. The lecture method is combined with group discussions, demonstrations, educational games, and out-of-class learning activities tailored to the ongoing learning theme. These method variations aim to reduce student boredom and increase attention during learning. In addition, the teacher also repeats explanations when students find they have not yet understood the material presented. Observations show that the teacher actively approaches students who are less focused and provides direct guidance to re-engage students in learning. These efforts are carried out consistently throughout the learning process. This condition indicates that the teacher strives to create responsive and adaptive learning to students' learning needs.

These observational findings were reinforced by an interview with second-grade teacher Mrs. Puji, who explained that she consciously takes a personal approach to students experiencing learning difficulties. Mrs. Puji stated,

> ″I approach the children personally, then explain things one by one, to make it easier for the students.”

A personal approach is employed so that teachers can more deeply understand the difficulties experienced by each student. He also emphasized,

> “I fish by asking simple questions first and also giving direct examples.”

This strategy aims to build students' basic understanding before moving on to more complex concepts. According to Ms. Puji, differences in students' learning abilities require teachers to avoid using a uniform approach to delivering material. They need to ensure that each student understands according to their abilities. This individualized approach ensures that students don't feel left behind and maintain the courage to participate in learning. This effort demonstrates that teachers play an active role in helping students overcome their learning difficulties. Teachers' efforts to address students' learning difficulties also include repetition of material and remedial learning activities. Ms. Puji reiterated,

> “The material was explained again, then I held remedial classes.”

Remedial classes are conducted as a form of follow-up to student learning outcomes that have not yet reached the established criteria. Teachers provide students with opportunities to improve their understanding of material they haven't mastered through re-explanations and additional practice. Furthermore, remedial classes also

serve as a means for teachers to identify areas of the material that students still struggle with. This effort demonstrates that teachers focus not only on achieving final grades but also on the student's learning process as a whole. Remedial classes provide students with the opportunity to relearn without the pressure and fear of failure. This helps students overcome learning difficulties gradually and sustainably. In addition to academic aspects, teachers also make efforts to increase the motivation and self-confidence of students experiencing learning difficulties. Mrs. Puji stated,

> "I always give positive encouragement in the form of small appreciations such as 'you can do it', encouragement, suggestions, and advice."

This encouragement is provided to foster students' self-confidence in participating in learning. He also explained,

> "The award is in the form of verbal praise or rewards in the form of star stickers."

This simple appreciation is given as a form of positive reinforcement so that students feel appreciated for their efforts. Teachers strive to create a comfortable, enjoyable, and non-pressuring learning environment. With simple rewards, students become more motivated to try, ask questions, and actively participate in learning. These efforts demonstrate that teachers consider students' emotional aspects as an important part of the learning process.

Observation and interview findings indicate that teachers' efforts to address student learning difficulties align with the research findings of Pritami et al. (2024) who stated that individual approaches, repetition of material, and positive reinforcement are effective for lower-grade students. This approach allows students to receive attention tailored to their needs. Remedial learning provides students with opportunities to improve their understanding of material they have not yet mastered without feeling left behind by their classmates. The findings of this study indicate that teachers have implemented adaptive learning strategies that are relevant to the characteristics of second-grade students. These efforts help students understand thematic learning materials gradually and more meaningfully. Thus, the role of teachers is an important factor in reducing student learning difficulties.

Interviews with parents revealed that parents are also making various efforts to help their children overcome learning difficulties at home. One parent, Mrs. Jumilah, said,

> "I check the book every time I come home from school to see if there is homework or not."

These efforts demonstrate parental supervision of their children's learning activities. He also explained,

> "I encourage and provide support to want to learn."

This support is provided to ensure children remain motivated to learn despite difficulties. When a child receives a low test score, Mrs. Jumilah states,

> "I told you to study again, you can't play yet."

This statement demonstrates that parents are striving to implement learning discipline at home. Even though their children haven't yet developed a regular study routine, parents still strive to support them according to their abilities. This effort demonstrates their responsibility towards their children's education. Another parent, Mrs. Arti, also demonstrated efforts to support learning at home, striving to develop more structured study habits in her child. Mrs. Arti stated,

> "Routine for Monday to Saturday night studying."

This statement demonstrates the parents' efforts to create a consistent study schedule. He also said,

> "I check the book every time I come home from school to see if there is homework or not."

When experiencing obstacles in accompanying her child in studying, Mrs. Arti explained again,

> "When I work on problems in the book, sometimes there's no answer, so I ask my tutor or look on the internet."

This statement demonstrates that parents are taking the initiative to find solutions so their children can continue to receive learning support. These efforts reflect parental concern for their children's academic development. This support helps children feel supported during the learning process at home. Interviews with another parent, Mrs. Beta, indicate that learning support continues despite time constraints. Mrs. Beta stated,

> "I usually accompany him to encourage him to study, but I don't encourage him either."

This statement demonstrates the emotional support parents provide to their children. He also explained,

> "The child gets bored easily, so he studies at night."

This situation shows that parents adjust study time to their child's condition. When the child makes a mistake, Mrs. Beta states,

> "I reminded him directly and asked him to take responsibility."

This statement demonstrates that parents strive to instill a sense of responsibility for learning in their children. Despite facing various obstacles, parents consistently strive to support their children's learning process. This effort demonstrates the role of parents in shaping their children's learning attitudes. Parents' efforts to address

learning difficulties were also reflected in an interview with a student identified as HUA. HUA stated,

"I'm sad because my mother got angry."

This statement demonstrates students' emotional responses to their parents' attitudes when learning outcomes do not meet expectations. Furthermore, HUA also stated,

"I study harder."

This statement indicates that parental reprimands encourage students to strive to improve their learning outcomes. These findings demonstrate that parental involvement has a direct impact on students' motivation and learning attitudes. Parental responses, whether in the form of reprimands or encouragement, influence children's learning behavior. Parental support and supervision are important factors in fostering students' responsibility for learning. Teachers and parents' efforts to address student learning difficulties are carried out through a complementary approach between the school and family environments. Teachers play a role in creating adaptive learning through the use of varied methods, personalized approaches, remedial instruction, and strengthening student motivation. Parents play a role in providing learning assistance, motivation, and supervision at home according to each family's individual circumstances. This finding aligns with Akib et al. (2025) who emphasized the importance of collaboration between teachers and parents in helping students overcome learning difficulties. This collaboration allows for continuity between learning at school and at home. With good cooperation, students receive more optimal learning support.

Student learning difficulties cannot be addressed by one party alone. Teachers' efforts at school need to be supported by positive learning habits at home. When parents are actively involved in learning support, students demonstrate greater motivation and responsibility for learning. Conversely, limited support at home can hinder students' understanding of the material. Therefore, communication between teachers and parents is crucial in monitoring student learning progress. Good collaboration allows for alignment of learning strategies between school and home. This helps students address learning difficulties more effectively. Overall, the efforts of teachers and parents to address learning difficulties in second-grade students at SDN 02 Sucen have been implemented through various ongoing strategies. Teachers and parents play a role in each student's respective learning environment. This collaboration is a crucial factor in helping students overcome learning difficulties in thematic learning. The findings of this study reinforce previous research by Bela and Ain (2024), which emphasized that student learning success is greatly influenced by the synergy between the school and family environments.

4. Conclusion

This study examines learning difficulties experienced by second-grade students in thematic learning at SDN 02 Sucen. The results show that students’ difficulties are

reflected in low comprehension, limited concentration, and slow task completion. These conditions are shaped by the interaction of internal factors, particularly motivation and basic abilities, and external factors such as learning environment and parental support. The main contribution of this study is the identification of how internal and external factors interact in shaping early-grade students' learning difficulties in thematic learning contexts. This finding emphasizes that learning difficulties cannot be viewed in isolation, but as a combined influence of personal and environmental conditions. Therefore, the study underscores the importance of adaptive teaching strategies and strengthened collaboration between teachers and parents to better support students' learning in lower elementary education.

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