

**TEACHER'S EFFORTS IN OVERCOMING DIFFICULTIES IN
LEARNING TO READ, WRITE, AND COUNT (CALISTUNG) IN CLASS I
STUDENTS OF MADRASAH IBTIDAIYAH FUTUHIYYAH
DORO, PEKALONGAN.**

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ABSTRACT

The formulation of the problem in this thesis includes: How are the teacher's efforts in overcoming difficulties in learning to read, write, and count in class I MI Futuhiyyah Doro and what are the supporting and inhibiting factors in the teacher's efforts in overcoming difficulties in learning to read, write, and count in class students I MI Futuhiyyah Doro. The purpose of this study is to describe the forms of activities that are pursued by the teacher in overcoming difficulties in learning to read, write, and count in class I MI Futuhiyyah Doro students, as well as to describe the factors that support and hinder teachers' efforts in overcoming difficulties in learning to read, write, and count in students. class I MI Futuhiyyah Doro. This research is a field research, the research approach is a qualitative approach. The data collection technique uses interview, observation and documentation methods. Analysis of the data using the Miles and Huberman interactive model analysis. The results of this study indicate that the form of activities that the first grade teacher of MI Futuhiyyah Doro is trying to overcome in overcoming difficulties in learning to read, write, and count, namely, to overcome the difficulties of reading, writing, and counting with the Drill method or habituation, giving students practice questions, reading methods guided and re-teaching. Factors supporting books, support from family, psychological state, physical condition and student needs. Inhibiting factors are lazy, low self-esteem, facilities and infrastructure, and educational props.

Keyword : Teachers and Difficulties in Learning to Read, Write, and Count.

INTRODUCTION

Education from an early age is very important, education is a process of social interaction with teaching or training aimed at improving the quality of self and community abilities to prepare students for the era of globalization with quality or quality competition. Meanwhile, to achieve these goals, it is necessary to have someone who is a supporter in the implementation process and that is a teacher. The teacher is a human figure as the main source who occupies an important position in holding the role of education and occupies a respectable position in the eyes of society. The community believes that it is the guru figure who can educate their children to become people with noble personalities, and teachers also have a responsibility to educate the lives of their students. Teachers with parents who are serious in guiding and educating children to be diligent in reading and studying, will certainly lead children to success both for the present or the future and their future.

Reading, writing, and arithmetic are one of the most important activities in life and it can be said that all learning processes are based on the ability to read. From the ability to read then down to the ability to write and then followed by the ability to count, and of the three abilities are very important and interrelated. Reading is a complex activity that involves many things, not just reciting writing, it also involves visual, thinking, psycholinguistic, and metacognitive activities. Reading is a very important activity in the world of education. Reading, writing, and arithmetic or what we are familiar with

the term (Calistung) are basic skills that students must have in the learning process. And this ability is the main capital of students, especially for students who are in class I in receiving lessons. Even better before students enter class I even though their abilities are not so fluent. This is so that every teacher in delivering the material can be understood by students well. In addition, teachers also always expect that their students can achieve the best learning outcomes.

However, in reality there are still many students who show symptoms that they cannot achieve learning outcomes because they have learning difficulties. And the reason is that the students' ability to read, write and count has not been achieved (Calistung). This is evident from the fact that some students still show low scores even though the teacher has tried their best in the learning process. Teachers often face children who cannot follow lessons smoothly. And all of that stems from a lack of mastery of calistung abilities, so this can interfere with learning that takes place both for these students and other students. Therefore, it is necessary to have a cooperative effort from all teachers and parents of students in catching up with these lags.

Based on the above background, the author tries to conduct a research entitled "Teachers' Efforts in Overcoming Difficulties in Learning to Read, Writing, and Counting (Calistung) for Class I Students at Madrasah Ibtidaiyah Futuhiyah Doro-Pekalongan".

METHOD

The type of research that researchers use is field research (field

research). Field research is a method to find out realistically and specifically about events that exist in the community. The research approach that the researcher uses is a qualitative approach. In the research procedure, it can be in the form of written or spoken words from people and observed behavior. The place of this research was conducted in MI Futuhiyah Doro-Pekalongan. The research subjects were teachers and first grade students at MI Futuhiyah Doro-Pekalongan. In this study, the authors used research methods with a qualitative approach and the type of case study research. Qualitative Research or Naturalistic Research is research that is or has characteristics, that the data is stated in a reasonable condition or as it is (natural setting), without being changed in the form of symbols or numbers. Meanwhile, according to Bogdan and Taylor in Lexy JMoleong, qualitative methodology is a research process that produces descriptive data in the form of written or spoken words from people and observable behavior. The type of research that the researcher conducts is the type of case study research, the type of research carried out to solve the problem, where in this research study seriously about the background of the current situation and environmental interactions of individuals, groups of institutions or society so as to obtain optimal results.

Researchers go directly to the field, the presence of researchers as a key instrument in research results, researchers play an active role. Researchers here act as planners, implementers, data collectors, data analyzers, data interpreters, and also report the results of their research, being

an important factor in all research activities looking for the data needed in connection with overcoming the difficulties of learning calistung at MI Futuhiyah Doro-Pekalongan. This is done because it is an effort to maintain the objectivity of accurate research results. The location of the research was carried out at MI Futuhiyah Doro, Pekalongan Regency.

RESULTS AND DISCUSSION

Based on research conducted at MI Futuhiyah Doro-Pekalongan in grade 1 students. The situation at the time of learning calistung was as follows.

1. Reading Difficulty

In reading difficulties, students especially in class I are not familiar with the letters they have encountered, in addition to the inability of students to recognize letters and spell, mention some letter sounds, find it difficult to distinguish letters that are almost the same or similar in writing, such as: p-q, b-d, p-b, q-d, u-v, j-y. Students have difficulty associating between letter sounds and letter symbols. Reading is also very slow because it is difficult to remember the shape and sound of letters, reading interchangeably and backwards, having difficulty combining sounds, stringing letters into meaningful words, reading difficulties resulting in difficulty in expressing thoughts in writing because they are not accustomed to recognizing the names and sounds of letters in writing. learners. In every child in the aspect of reading, disturbances can occur due to difficulties, for example the child seems to have difficulty connecting what he hears with what he sees.

2. Writing Difficulty

Difficulties in learning to read and

write early will affect students in the learning process of other subjects. There are various factors that can affect a child so that he has difficulty learning to read and write at the beginning. In class I at MI Futuhiyyah Doro-Pekalongan, some of the difficulties found include writing old students when copying letters and numbers that have been exemplified by the teacher on the blackboard in front of the class. Slow in writing, writing looks sloppy up and down not according to the line, irregular large and small, difficult to read letter symbols written in thick and thin irregular lines making it difficult to understand, writing letters or numbers in italics.

In writing difficulties, this includes cognitive problems, as well as reading difficulties and numeracy difficulties, but in writing there is a slight difference, namely in terms of physiological disorders that are specific to sensoromotor. Writing techniques in early childhood usually occur with fine motor disorder that cannot be coordinated smoothly between the brain, muscles, and body. Writing disorders are mostly caused by fine motor disorders in the arms, hand joints, and fingers, as well as visual disturbances in the five senses.

In addition, the lack of consistency of students in writing also occurs because the teacher is not able to create a conducive teaching atmosphere so that students do not pay attention or are interested in the material provided by the teacher which results in a lack of student understanding of the material provided by the teacher. So that the lack of consistency in writing is one of the obstacles experienced by students, this factor also arises when the teacher also

does not provide material gradually so that students feel burdened with excess material, then the teacher also does not repeat the material that has been given so that when students get new material Students are increasingly disinterested in learning and this will result in the emergence of a dislike for certain subjects.

3. Counting Difficulty

Difficulty in counting related to intellectual, logical thinking and mastery. In general, counting is related to the mathematical elements of adding, subtracting, multiplying, and even dividing. Judging from the high intellectual ability, the abstract ability is also high. Because abstraction is the ability needed when doing times, divides, adds, subtracts. the inability to solve problems related to different aspects of each student.

Some of the difficulties that occur at MI Futuhiyyah Doro-Pekalongan panda class I include having difficulty in placing units, tens, hundreds and thousands, some are unable to distinguish between subtraction and addition, confusion or difficulty in distinguishing symbols for arithmetic operations, having difficulty in understanding the problem. Counting disorders occur generally due to disturbances in basic functions (general requirements for learning skills).

For example, there is confusion among students to write numbers above the tens or tens digits, for example, students are asked to write "15", it should be written "15" but students write "51", when asked the reason why they wrote it like that, according to him it was because the number "15" The first number mentioned is the number "5".

In an effort for teachers to overcome difficulties in learning to read, write, count (Calistung) in class I students do not escape learning difficulties, therefore, they must look for the main source factors causing learning difficulties in an effort to overcome reading, writing, and arithmetic difficulties. In an effort to carefully identify symptoms of phenomena that indicate learning difficulties experienced by students, the teacher finds out how the symptoms are after that they are resolved or how to overcome them.

The following are some of the efforts made by teachers at MI Futuhiyah Doro-Pekalongan in overcoming the learning difficulties of class I calistung panda students, including the following:

- a. Using special strategies for students who have difficulty learning calistung as the teacher knows that grade 1 students are still synonymous with playing, then learning is combined with games and ice breaking, singing and others to focus students' attention to create a fun learning atmosphere.
- b. The use of learning media, as an intermediary for learning information that can stimulate students' initial knowledge so that complex or unclear teaching materials will be easier to understand is a communication tool for more effective learning, at MI Futuhiyah Doro-Pekalongan when the teacher gives the task of distinguishing living and non-living objects. Inanimate objects, the teacher makes pictures of living and non-living objects that are cut out, then pasted on the students' books. Likewise with playing words, the

teacher makes cards containing letters and asks students to arrange them in turn.

- c. Creating a fun learning and classroom atmosphere. When students are free to express themselves and are always enthusiastic without any fear and embarrassment, reciprocity occurs between students and teachers, varied classroom arrangements such as letter U and sitting in a row, grade 1 teachers always change it every week creatively during learning so that students are also enthusiastic when doing learning with different things, besides that on the classroom wall there are maps of student learning outcomes that have been assessed and collected on the side of the classroom wall, there are also pictures of animals, plants, Indonesian heroes and pictures other things that can stimulate the mindset of students to make learning more meaningful.

There are several factors that can improve the quality of learning for students at MI Futuhiyah Doro-Pekalongan, as well as efforts to overcome the difficulties of learning calistung, both supporting and inhibiting factors, including the following:

Supporting factors

- 1) Parents, as learning motivation other than teachers are very important in the process of learning development of students and fostering the spirit of learning students. So parents must be patient and painstaking in dealing with their children learning. Here parents are the most dominant in motivating their children and very influential on student

learning outcomes. Why is that, because the family has the most important role. The family is the first institution in the education of children, because it is from the family that the basis for the formation of children's behavior, character and morals is formed.

2) Teachers, grade 1 teachers who are patient, painstaking and wise when guiding students can create a pleasant learning atmosphere and achieve learning objectives, teachers must have the criteria that have been set as professional teachers, including the following:

- The ability of teachers to implement teacher professionalism, achieve educational goals, perform the role of educators well.

- Pedagogic competence. Understanding each student's character, being able to identify the learning potential of students, utilizing information and technology to develop curriculum to make learning more interesting.

- Social competence. The teacher's ability to interact with students, parents or guardians of students, professional colleagues and the surrounding environment.

- Personal competence. Involving learning with students to make it more meaningful, mastering teaching materials, having many different learning methods and strategies related to lessons. Teachers in learning have done their best but sometimes pay less attention to the learning components in making learning tools and the lack of teacher skills in developing learning strategies.

3) The principal, is expected to be able to support teachers to overcome learning

difficulties for students because the principal is someone who occupies the highest role in the school, tasked with mobilizing all school components to achieve educational goals, the principal at MI Futuhiyah Doro-Pekalongan tries to mobilize the ability in each school component, planning, organizing, and supervising all the real work carried out by the school components so that the vision, mission, and goals of the school are realized and achieved. The principal is fully responsible for the successful implementation of activities within the MI Futuhiyah Doro school. Pekalongan.

Obstacle factor

1) Lack of parental attention to children's abilities and success. This can be seen when receiving report cards, there are some parents or guardians of students who do not ask about their children's learning progress at school. So they do not know how the state of their child's abilities.

2) The teacher's lack of attention to the ongoing learning activities. This often happens in several schools apart from MI Futuhiyyah Doro- Pekalongan. For example, in a fat class, teachers have difficulty controlling one by one the learning activities of their students on an ongoing basis, causing the attention of some students to be sometimes neglected.

3) The absence of learning variations, for example the use of various kinds of media, learning methods and techniques that can make the learning atmosphere more colorful and fun so that it can increase the enthusiasm of students.

CONCLUSION

Based on the explanation above, the conclusions in this study are as

follows:

Reading difficulties arise from the low ability of students to receive and convey the information obtained, so that students have difficulty recognizing letters and pronouncing the sounds of letter symbols that are often encountered, especially difficult to distinguish between letters whose letter symbols are almost the same. The initial causes of difficulty in writing start from the length of time students copy, being slow in writing, writing is not neat, the results of writing are usually difficult to read by others, writing that is slanted and does not match the line. In addition, the lack of consistency of students in writing also occurs because the teacher is unable to create a conducive teaching atmosphere so that students do not pay attention or are interested in the material provided by the teacher which results in a lack of student understanding of the material provided by the teacher. Difficulty in counting starts from the difficulty of students in solving problems given by the teacher or practice questions. Difficulty in placing the number of units, tens and even hundreds. Unable to distinguish addition and subtraction, confused in distinguishing symbols of arithmetic operations, and had difficulty understanding problems.

Therefore, in carrying out the study program well to overcome difficulties in learning to read. Writing, and Counting (Calistung) for Class I Students at Madrasah Ibtidaiyah Futuhiyah Doro-Pekalongan, it is necessary to give students an appropriate diagnosis and treatment effort in accordance with the problems found in learning difficulties experienced by students, for example the use of

appropriate learning strategies for students who have difficulty learning calistung, create an effective and conducive learning environment, provide rewards to motivate students to learn to be more active in learning in class and at home, verbal and non-verbal reinforcement. In addition, there are motivating factors in the teacher's efforts to overcome difficulties in learning to read. writing, and arithmetic (Calistung) In Class I Students at Madrasah Ibtidaiyah Futuhiyah Doro-Pekalongan teachers can create a pleasant classroom atmosphere, arrange classes by adding decorations or book corners, use informative and efficient learning media for students that can make it easier for students in understanding learning, in addition to using appropriate learning methods so that it makes it easier for students to receive learning well. And no less important is the provision of motivation from both parents and teachers given to students to increase students' learning motivation. Meanwhile, the inhibiting factors are the lack of attention from parents to the ability and success of the child, the lack of attention from the teacher to the initial emergence of student difficulties so that it results in continuity, and the absence of variation in learning for example the use of various methods, media, and learning techniques that cause students not to get bored. and learning is interesting and fun.

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