



The Role of BK Teachers in Overcoming Students with Learning Disability in Schools

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Abstrak

Penulisan ini menggunakan metode studi literatur dengan penelitian dari jurnal dan buku yang dipublikasikan antara tahun 1986 hingga 2023 melalui databes elektronik yaitu Google Scholar dan Google Book. Artikel ini berfokus pada peran penting dari Guru Bimbingan dan Konseling (BK) dalam membantu siswa mengatasi kesulitan belajar yang sering disebut sebagai *learning disability* atau *learning difficulty* yaitu suatu keadaan yang mengacu pada situasi di mana individu mengalami kesulitan dalam kegiatan pembelajaran. Artikel ini bertujuan agar memberikan wawasan yang berguna bagi para pendidik khususnya guru BK tentang bagaimana mereka dapat meningkatkan prestasi belajar siswa yang menghadapi kesulitan belajar sehingga siswa tersebut memperoleh pengetahuan dan keterampilan belajar yang diperlukan untuk berhasil dalam proses pembelajaran.

Kata Kunci: *Kesulitan Belajar, Guru BK, Siswa.*

Abstract

This writing uses the literature study method with research from journals and books published between 1986 and 2023 through electronic databases, namely Google Scholar and Google Book. This article focuses on the important role of Guidance and Counseling Teachers (BK) in helping students overcome learning difficulties which is often referred to as learning disability or learning difficulty which refers to a situation where individuals experience difficulties in learning activities. This article aims to provide useful insights for educators especially counseling teachers on how they can improve the learning achievement of students who face learning difficulties so that these students acquire the knowledge and learning skills needed to succeed in the learning process.

Keywords: *Learning Disabilities, Guidance and Counseling Teachers, Students.*

Introduction

Education is the main asset in the life of the nation and state, because every nation can achieve progress followed by quality learning . The quality of learning is not limited to the teaching progression alone . As explained by Yusuf & Juantika, there are 3 (three) aspects of education that need to be the main focus include : 1) Governance and leaders , 2) Teaching systems and curriculum , 3) Student self-development (Guidance and Counseling). (Mahdi, 2017)

Basic education is the foundation for further education and national education. Thus, national wealth does not only come from an abundance of natural resources, but also from human resources of good quality. To achieve national progress, Indonesia's human resources need to be improved because they are the country's wealth and investment. Human resource development is the main focus in the country's full development . Individuals with qualities like this really need efforts to enhance their abilities, quality of life and overall human dignity . (Harahap, 2023)

In the era of the 21st century, every student is found in a complicated life situation , full of various challenges, opportunities and uncertainties . In life , every student needs a variety of life skills to grow and develop efficiently , usefully , and uphold dignity, and provide benefits to themselves and the environment. Improving these life skills requires a form of educational service at educational institutions which not only includes teaching in the field of study and management alone , but also includes specific services that focus on psychological and educational aspects through guidance and counseling services. (Mahdi, 2017).

Actions in teaching students have an impact on students' mental development, therefore teachers need to

have behavior that is suitable for their professional work . As explained by Slameto (Utami, 2020), the learning methods encountered by students in their role as students determine the success or failure of achieving educational goals. Teachers have a significant role in finding solutions to learning difficulties encountered by students. Based on Usman (2006) in(Utami, 2020) The teacher's job involves several related behaviors carried out in a specific context with the aim of influencing changes in student behavior and development. Teachers should provide more intensive attention and approaches to students who face learning difficulties than students who do not face learning difficulties .

When students are in the learning process, it does not always go without obstacles, but often they have to face various kinds of difficulties or challenges in learning. So, not all students have the capability to overcome difficulties themselves, but they need help from other individuals, especially guidance and counseling teachers. So the role of Guidance and Counseling (BK) teachers has an extraordinary and significant impact in stimulating students' learning motivation and also providing assistance to them to overcome problems and difficulties that arise in the learning process by implementing guidance and counseling programs at school.

Method

The method used in writing this article is literature study where the sources come from various articles related to the title and problems discussed. Through a literature study approach, we can read as much as possible relevant references related to the problem, therefore we obtain results from combining information from various sources that we have studied .

Result and Discussion

Definition of Learning Difficulties

Learning difficulties are also known as *learning disabilities* or *learning difficulties*, namely a condition where a person experiences difficulties when undergoing the learning process. Learning difficulties refer to situations in Where students experience difficulties in fulfilling the obligations that need to be carried out in learning activities, the learning process and outcomes tend to be inadequate or even inadequate. Learning difficulties arise from various factors, both internal and external factors, and various kinds of difficulties in learning which cause students' learning process to experience obstacles or constraints. This is a challenge that teachers always encounter in the educational environment. (Utami, 2020).

According to Wahab (2016) learning difficulties are a situation when students face certain difficulties, threats and learning disorders as a result of which students are unable to learn normally. Meanwhile, as stated by Mulyadi (2010), learning difficulties can be explained by situations in learning activities which are characterized by special obstacles that hinder the achievement of learning outcomes. These obstacles may or may not be known to the individual who faces them, and can come from various aspects, both social, psychological and physical, in the entire learning process. Partowisastro and Suparto (1986) explain that learning difficulties are problems that arise when students fail to achieve the expectations indicated for them through school, including expectations from the views or responses and hopes of teachers and school principals.

Learning difficulties in students indicate a situation where students lack the ability to follow the proper learning process. This situation must be handled quickly by the teacher and must not be ignored. If the difficulties experienced by the child are ignored, they will become obstacles in achieving optimal learning goals. (Arifin, 2020). Students who face learning

difficulties present obstacles to one or more of the basic processes that include the interpretation and use of spoken or written language. This obstacle can be reflected in the form of suboptimal skills in hearing, cognitive, speaking, writing, reading, spelling or arithmetic.

Based on the views of experts, it can be concluded that learning difficulties refer to problems felt by students in the learning process which can be seen from the decline in academic success achieved, thus achieving the expected competencies cannot be achieved fully. Learning difficulties encompass a wide range of impairments, including problems with the ability to listen, read, write, and speaking which can be caused by a number of factors, both internal (within oneself) and external (environment).

Factors Causing Learning Difficulties

Students' learning difficulties can be seen through the emergence of certain obstacles that hinder the achievement of their learning outcomes, whether physical, social or psychological, resulting in a reduction in students' learning achievements compared to what they should achieve (Muderawan, 2019).

According to Kirk & Ghallager as quoted in Armella & Rifadah (2022), the factors that cause learning difficulties are:

1. Facts about disturbances in brain function
 Students who face difficulties in learning often experience disorders related to left brain function and tend to work better when using the right brain.
2. Heredity factor
 Learning difficulties, especially those related to academic aspects such as writing, reading and arithmetic, are inherited genetically. It is generally seen in children who are diagnosed with dyslexia and there is a greater chance that identical twins will experience this condition than non-identical twins.

3. Environmental and nutritional factors

Environmental influences and nutritional deficiencies can cause children to experience learning difficulties. Adequate nutrition will have a positive impact on children's neurological development and learning abilities. Likewise, environmental factors both in the family and community influence children's learning abilities.

If we observe incidents of learning difficulties related to learning activities in the context of academic achievement or achievement, the factors that influence them, as stated by Simamora et al (2020), are as follows:

1. Internal factors

Internal factors refer to aspects that originate within the student. This aspect includes students' psychological and physical barriers including intellectual, emotional and motor activity aspects.

2. External Factors

External factors refer to factors related to conditions in the student's environment. This involves all parts of the surrounding environment that do not provide good enough support for the student learning process. The following is a grouping of external factors:

- a. Family situation factors, such as family conflict or poor financial conditions.
- b. Community environmental factors, for example living in an area that is not kept clean, and interacting with peers who have poor behavior.
- c. School environmental factors, such as limited school facilities, less than optimal physical school settings and poor teacher competency in teaching and limited learning media.

According to Septiaji & Nurkholida (2023), there are two types of factors that cause learning difficulties, including:

1. Internal student factors refer to conditions and situations that arise from within the student. This factor involves students' psychological and physical obstacles and limitations, namely: (1) Cognitive aspects (domain of creativity), which include students' low cognitive abilities, such as the ability to memorize, recall and understand; (2) Affective aspect (realm of feeling), which includes students' interests, fluctuating attitudes and emotions, as well as the process of receiving, responding and appreciating; (3) Psychomotor aspect (domain of intention), which involves disturbances in the function of the student's sense of sight and hearing.

2. External student factors refer to conditions and situations that originate from the student's environment and include various aspects of the environment that hinder the student's learning process. These factors include: (1) household conditions, such as the level of attention given to children, disharmonious interactions between parents, and low family financial conditions; (2) community environment, including location of residence, influence of peers and ways of interacting with the surrounding environment; (3) the school environment, including the teaching methods used by teachers, inadequate conditions and location of the school such as the location of the school near the market, teacher qualifications and the availability of learning media that is less supportive.

Apart from the general factors that have been explained, there are also specific factors that cause learning difficulties for students. For example, a psychological syndrome *indicates* an abnormality in the psychological aspect that gives rise to learning difficulties in students (*learning disability*). Examples of this syndrome include dyslexia (*dyslexia*) which means learning difficulties in reading, dysgraphia (

disgrhaphia) which refers to learning difficulties in writing, and *dyscalculia* (*dyscalculia*) which refers to learning difficulties in understanding mathematics (MuhibbinSyah, 2013).

Symptoms of Learning Difficulties

According to Sugihartono, et al (Samisih in Ibnudin & Purnama, 2021) put forward a number of signs or characteristics of students who face learning difficulties, namely:

- 1) A decline in academic achievement, seen from the grades obtained that do not reach the standard
- 2) The incompatibility of efforts with the results obtained can be seen from always choosing additional learning but achieving less well.
- 3) Slow in completing learning assignments and coming to school late.
- 4) Showing apathetic behavior towards lessons, seen in distractions such as talking to friends while the lesson is taking place, or eating in class while attending lessons.
- 5) Behavior that is not in accordance with norms, such as frequently being absent, not arriving on time, negligence in completing assignments, self-isolation, lack of unity, disturbing friends inside or outside class, lack of interest in writing material, unruly and low learning patterns self.
- 6) Showing signs of unusual emotions, for example being irritable, moody, fixated on negative thoughts, unable to remain silent while studying and the like.

Meanwhile, according to Zainal Arifin (2012) there are several signs that are used as characteristics in identifying student learning difficulties, namely: (1) students face obstacles in mastering the field of study within the predetermined time limit, (2) students get a low academic achievement assessment compared to friends, (3) students are unable to achieve

learning achievements in accordance with their potential, (4) students show inappropriate behavior, such as being impolite, naughty, and having difficulty adapting to their environment.

Meanwhile, Burton determines students who are predicted to face learning difficulties by looking at students' failure to achieve learning targets. Students are considered to have failed in the learning process if:

- 1) If within the specified time period, students do not obtain the minimum level of achievement or understanding of lessons in a particular lesson in accordance with the standards required by the teacher.
- 2) Not achieving the achievements they should, in accordance with their intellectual potential. These students can be categorized as low achievers.
- 3) Failing to reach the level of lesson understanding required for the requirements to proceed to the next academic level. These students can be classified as "*slow learners*" or not developing (*immature*) so they need to repeat the material (*repeater*).

The Role of Guidance Teachers in Overcoming Students with Learning Difficulties

A Guidance and Counseling (BK) teacher must have the ability to recognize or identify learning difficulties that arise in students. Although naturally, a teacher often has an awareness of the emergence of learning difficulties in students, for more effective recognition, the Guidance and Counseling (BK) teacher need to have a number of specific competencies . If you rely on instinct alone, it tends not to be as effective as using understanding and applying certain processes in overcoming students ' learning difficulties . (Fitriyanti, 2019)

Guidance and guidance teachers can use several methods to detect students who are experiencing difficulties learning, which includes :

- a. Providing assistance to students in optimizing their abilities in various aspects, including those related to education, social and daily personal development. The goal is to ensure that students have a positive learning experience at school.
- b. Support teachers to find out student characteristics, create a supportive learning environment and overcome various problems in learning.
- c. Supporting school principals to provide information regarding students' abilities and conditions that can be used as a basis for formulating strategies for improving research quality.
- d. Support parties involved in the education sector such as teachers and education personnel in knowing the characteristics of students and the need for educational services.
- e. Helping parents by providing an understanding of the child's situation and the child's wishes, learning guidelines and facilitating parent participation in their child's learning.

When dealing with students who face learning difficulties, the actions taken include identifying the problem, implementing Tutoring services, and approaching students through counseling (Saugadi, Rudini, & Mantouw, 2020)

- 1) Identify problematic students
Syamsudin (2018) stated that it is the teacher's responsibility as a guide to recognize students who may experience learning difficulties. Teachers need to carry out diagnoses, prognoses, and if within the limits of their authority, provide assistance in overcoming the problem (*remedial teaching*).
- 2) Tutoring

Tutoring is the stage where a supervisor provides assistance to students with the aim of creating a learning environment that supports and develops skills and study habits so that students are able to face potential learning difficulties that they may face, and achieve the best academic achievement (Syamsudin 2018).

3) Approaching students (*counseling*)

Approach or counseling refers to the process in which a counselor through face-to-face interviews provides assistance to individuals who are facing a problem (*clients*) with the aim of overcoming the problem so that they can solve the problems faced by the client (Syamsudin 2018).

One method that can be applied by guidance and counseling teachers in dealing with students who experience learning difficulties is through the practice of tutoring services for students. The aim is to guide students in developing independent learning abilities with the hope that it will provide success for these students in the future. Tutoring can be divided into 2 (two) types, namely: (1) Non-psychological which involves improving students' learning styles and the teaching methods used by teachers, (2) Psychological with the aim of increasing students' learning motivation and instilling the principles Study.

After students receive guidance, the guidance and counseling teacher or counselor will carry out follow-up actions for tutoring services (Wardati & jauhari, 2011), such as:

- 1) Conduct re-testing of students' academic achievements in complex subjects.
- 2) Hold meetings with the students involved to gain a deeper understanding of the students' views about their obstacles.
- 3) Hold meetings with teachers and parents to discuss ongoing

developments in the student learning process.

- 4) Analyze the academic achievements that have been obtained and other relevant data.
- 5) Observing student learning activities.

Conclusions

A Guidance and Counseling (BK) teacher must have the ability to recognize or identify the emergence of learning difficulties experienced by students. Although naturally, a teacher often has an awareness of the emergence of learning difficulties in students, for more effective recognition, the Guidance and Counseling (BK) teacher need to have a number of specific competencies. If you rely on instinct alone, it tends not to be as effective as using understanding and applying certain processes in overcoming students' learning difficulties.

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