

## Teachers' Efforts in Overcoming Learning Difficulties of Autistic Students in RA Miftahu Jannah

**Sinta Sri Rahayu**

STAI DR. KH. EZ. Muttaqien Purwakarta  
[sintasrirahayu372@gmail.com](mailto:sintasrirahayu372@gmail.com)

**Nadya Yulianty S**

STAI DR. KH. EZ. Muttaqien Purwakarta  
[nadyayuliantys@gmail.com](mailto:nadyayuliantys@gmail.com)

### Abstract

Teacher efforts are essential to overcome the learning difficulties autistic students face. Teachers as one of the determining aspects of autistic student achievement during the learning process and teachers must be adept at determining effective learning methods for autistic students. This study aims to describe the learning difficulties of autistic students and describe the teacher's efforts in overcoming the learning difficulties of autistic students. This research is qualitative research with a case study approach. Sample of this study 1 teacher and 1 autistic student. Data collection through observation, interviews, and documentation. Furthermore, analysis activities with data reduction, data presentation and conclusions. The results showed that teachers use various techniques tailored to the individual needs of autistic students, teachers make various efforts to overcome the learning difficulties of autistic students namely, Teachers provide learning motivation, provide various teaching methods, provide sufficient and repetitive exercises, create a comfortable and conducive learning environment. From the variety of teacher efforts to overcome the learning difficulties of autistic students, it can be drawn that the efforts that teachers often make in overcoming the learning difficulties of autistic students are in the form of teacher efforts to provide learning motivation and teacher efforts in providing a variety of teaching methods.

**Keywords:** *Teacher Effort; Learning Difficulties; Autistic Students*

### Abstrak

Upaya guru sangat penting untuk mengatasi kesulitan belajar yang dihadapi siswa autis. Guru sebagai salah satu aspek penentu prestasi siswa autis selama proses pembelajaran dan guru harus mahir menentukan metode pembelajaran yang efektif bagi siswa autis. Penelitian ini bertujuan untuk mendeskripsikan kesulitan belajar siswa autis dan mendeskripsikan upaya guru dalam mengatasi kesulitan belajar siswa autis. Penelitian ini merupakan penelitian kualitatif dengan pendekatan studi kasus. Contoh penelitian ini 1 guru dan 1 siswa autis. Pengumpulan data melalui observasi, wawancara, dan dokumentasi. Selanjutnya kegiatan analisis dengan reduksi data, penyajian data dan kesimpulan. Hasil penelitian menunjukkan bahwa guru menggunakan berbagai teknik yang disesuaikan dengan kebutuhan individu siswa autis, guru melakukan berbagai upaya untuk mengatasi kesulitan belajar siswa autis yaitu, Guru memberikan motivasi belajar, memberikan berbagai metode pengajaran, memberikan latihan yang cukup dan berulang, menciptakan lingkungan belajar yang nyaman dan kondusif. Dari berbagai upaya guru untuk mengatasi pembelajaran Kesulitan siswa autis, Hal ini dapat ditarik bahwa upaya yang sering dilakukan guru dalam mengatasi kesulitan belajar siswa autis adalah berupa upaya guru untuk memberikan motivasi belajar dan upaya guru dalam memberikan berbagai metode pengajaran.

**Keywords:** *Upaya Guru; Kesulitan Belajar; Siswa Autis*

## INTRODUCTION

Education is the first thing in human existence, because with school children will get quality growth experience, expand information, and improve abilities. Education is one of the main tools used to achieve a series of learning that allows students to understand, understand, and create humans who are more critical in their thinking (Santosa, 2019). Education has a strategic role in creating change and advancing a nation. The importance of education in an effort to eliminate ignorance, reduce poverty in the life of the nation, improve the standard of living of all levels of society and build the dignity and dignity of the state and nation (Pristiwanti, 2022). Overcoming learning difficulties requires cooperation between schools, teachers, parents, and the community. When students have persistent learning difficulties, educational goals may not be achieved. This learning difficulty often arises simultaneously with other disturbing conditions such as sensory disorders, intellectual limitations, social barriers or various influences from the surrounding environment and children with special needs. Children with special needs must get education that is comparable to other children, in Indonesia education is compulsory for every child, without exception including children with special needs, among them are autistic children. Autism is a disorder that includes cognitive, emotional, behavioral, social and biological development, including the inability to interact with people around him, causing children to have difficulty in communicating and interacting with their environment (Munirah, 2018). This autistic student is recognized by the teacher and also proven by his parents' recognition that his child has an autistic disorder. In learning activities, autistic students have not maximally paid attention to the explanation from the teacher, sometimes speaking incoherently, difficult to communicate and restless themselves. Although the autistic student seat in the class has merged with the other normal student seating, but the autistic student is still not effective in learning. Autistic students in the classroom are directly handled by the class teacher, because there is no accompanying teacher. In this case, class teachers strive to carry out effective classroom management, facilities, including conveying motivation, and suitable learning approaches to overcome learning barriers for autistic students.

## METHODS

The research method used by researchers in this study is a qualitative approach with a case study method. A case study is an investigation of a bound framework or a case that differs in the long term through top-down information gathering and includes several sources of data that are rich in unique situations (Fatah, 2021). From this study involved 1 teacher and 1 autistic student. This research will take place at RA Miftahul Jannah in May 2024. Indicators of learning difficulties are difficulty in exploring concepts, difficulty in explaining the terms of a certain concept, inability to use ethics, inability to establish principles, and difficulty in solving verbal problems are determined by students' knowledge and ability to use concepts and principles.

## RESULTS AND DISCUSSION

Based on the results of interviews and observations that have been made, the autistic student has difficulty in language and speech. Speaking difficulties experienced by autistic students, such as still nervous when appearing in front of the class, in speaking often say repeated words, often speaking unclear or difficult to understand by teachers and friends, difficulty composing correct or meaningful sentences when talking to teachers and friends, Further difficulties Language experienced by autistic students, such as difficulty in telling stories, difficulty in giving opinions both orally and in writing, difficulty actively participating in group discussions, difficulty understanding instructions or questions from the teacher, and difficulty in writing when the teacher dictates. Speaking can be interpreted as articulate sounds or words with the aim of stating, expressing, also convey one's ideas, feelings and ideas (Ayuningtyas, 2020). So that the more often someone does speaking activities, the more fluent a person will be in language. Language is a development of sounds of a fundamental, as an illustration, erratic, significant, traditional, extraordinary, widespread, useful, changing, dynamic, humane and is a tool of social collaboration that replaces humans in expressing something or conveying their thoughts to interlocutors (Amritashanti, 2023).

Based on the results of interviews and observes that have been conducted, autistic students face problems in terms of academic ability. As for the difficulties experienced by autistic students in academic ability, such as often guided by teachers and friends in doing assignments, difficulties in making tasks such as making story assignments and difficulty solving math problems, autistic students Difficulty in concentration during learning can be seen from the learning process that is not focused, and difficulty understanding the subject matter so that teachers in explaining the subject matter often repeat so that autistic students really understand the material. Ability is a limit that is moved by a person to bring out a certain appearance, including ability insight and physical abilities (Ulva, 2020). Every person has his own abilities in various factors of life and in education a person will improve his academic ability. Academics are things related to education, containing everything needed to support learning activities.

Based on the results of interviews and observes that have been conducted, the autistic student has problems coordinating limb movements. Difficulties experienced by autistic students in coordinating limb movements, such as difficulty in regulating body movements when gymnastics and difficulties in sports or physical activity, autistic students have difficulty in regulating balance when jumping, and when running and walking autistic students' movements look stiff. In addition, students are autist Can't adjust movement during walking and can't tie shoelaces. Autistic students in their bodies experience several obstacles regarding coordination in themselves both in the learning process and in daily activities. Coordination is the ability to carry out development at various levels of problems quickly and productively (Syarif, 2021).Through the

difficulties in learning experienced by autistic students, of course, there are several teacher efforts in overcoming the learning difficulties of autistic students such as: First, it provides learning motivation. In the learning process, teachers provide motivation to autistic students, where this motivation is in the form of giving words of praise, such as the teacher saying congratulations, great, extraordinary, and so on when autistic students get high scores and when autistic students can answer questions from their teachers (Rusiadi, 2020). Second, it gives a variety of learning methods. In learning activities, teachers use learning methods that vary with autistic students, such as teachers making learning materials presented in the form of games, learning outside the classroom and learning using image media (Oktiani, 2017). Third, provide sufficient and repetitive exercise. In learning activities the teacher provides sufficient practice to autistic students, besides that the exercise is carried out repeatedly in the hope that autistic students can understand in depth about the material discussed and this can also be Measuring the success of autistic students in following the learning process so that it can be followed up with an evaluation process to find out the difficulties and obstacles experienced by autistic students when learning. Fourth, provide a remedial or remedial program. In the learning process, teachers provide remedial or remedial programs to autistic students, such as providing additional exercises related to subject matter that is not yet understood, providing remedial classes and providing tutoring to autistic students. This is done by the teacher when achieving results Learning of autistic students decreases in the learning process. With remedial programs, autistic students who initially face learning difficulties have the opportunity to improve their achievement (Yustuti, 2022). Fifth, Creating a comfortable and conducive learning environment. In activities Teacher learning can make learning environment conditions comfortable and conducive, such as teachers welcome autistic students with smiles and friendly attitudes every time they enter class, teachers make learning conditions pleasant and teachers provide support for autistic students (Lestari, 2022). Research conducted that the type of disorder found in children is low comprehension ability (66.7%). Slow in doing academic tasks (66.7%), Very low learning achievement (66.7%), So that children with Special Needs (ABK) can receive lessons according to their abilities and be given guidance in accordance with the rights they should get so that they can achieve optimal abilities (Assyakurrohim, 2022).

## CONCLUSION

Teachers have a significant role to help autistic students overcome problems and obstacles in learning. The application of learning strategies tailored to the learning styles of autistic students has also proven useful in optimizing the learning ability of autistic students. The efforts made by teachers in overcoming the learning difficulties of autistic students in RA Miftahul Jannah are first, teachers provide learning motivation to autistic students. Second, teachers provide a variety of learning methods in the learning process.

Third, the teacher provides sufficient and repetitive practice during the learning process. Fourth, provide a remedial program. Fifth, create a comfortable and conducive learning environment.

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