



# Teachers' Efforts in Overcoming Students' Learning Difficulties in Class XI Economics at Plaosan 1 High School, Magetan Regency

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**Abstract.** A condition in which a student is unable to learn properly can be defined as learning difficulties. The objectives to be achieved in this study include the following: (1) To describe the factors that cause students' learning difficulties in class XI economics at Plaosan 1 High School, Magetan Regency. (2) Describe the teacher's efforts in overcoming students' learning difficulties in class XI economics at Plaosan 1 High School, Magetan Regency. This study falls within the realm of qualitative descriptive analysis research. The data-gathering methods employed encompass observation, interviews, and documentation. The data analysis procedures encompass data collection, data condensation, data presentation, and inference drawing. The results of the study show that: (1) The factors that cause students' learning difficulties in class XI economics. (a) Internal factors, consist of learning difficulties due to lack of interest in student learning, low student motivation, and students having difficulty understanding learning material. (b) External factors, consist of learning difficulties caused by incompetent teachers, the use of less varied media and learning methods, and a less conducive classroom atmosphere. (2) The teacher's efforts in overcoming students' learning difficulties in economics class XI. (a) Carrying out classroom management, (b) Using more effective media and learning methods, (c) Approaching and providing additional (remedial and enrichment) programs to students, and (d) Conducting evaluations.

**Keywords:** teacher effort, learning difficulties, economic subjects

## 1 Introduction

In an educational institution, of course, there will be various problems that can influence the student learning process. Learning difficulties are one among many problems that students experience. However, each student has a different level of expertise, therefore the learning problems or difficulties experienced by each student are also different.

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Education is one of the important things in improving and developing human resources sustainably [1]. Apart from that, education is also a determining factor in the progress of a nation [2].

Education held at school will be presented with various subjects such as arithmetic, reading, the science of living things, and learning about human life. One of the subjects that will be taught at school is economics [3].

Economics subjects are one of the subjects taught at the Senior High School (SMA) level which is included in the group of social science specialization subjects [4].

In the context of the educational environment, the teaching and learning process invariably encounters a range of challenges. While these challenges can serve as opportunities for students to enhance their growth and development, they can also impede the learning journey of students [5].

Sometimes in a learning process, there are irregularities resulting from students' difficulties in learning [6]. Broadly, learning difficulties represent a state marked by impediments, particularly in endeavors directed at goal attainment. The difficulties encountered by students within the educational setting can be attributed to both intrinsic and extrinsic factors [7].

Learning difficulties that are often experienced by students are usually caused because students tend not to have an interest in participating in learning activities [8].

Two categories of factors contribute to students' encounters with learning challenges, namely: 1) Internal factors, originating from the student, and 2) External factors, emanating from sources external to the student, as identified by [9]. Internal factors, which stem from the student, are driven by elements such as interest, motivation, talent, and intelligence. Meanwhile, factors are caused outside the student (external factors), namely by parents, school, and the community environment [10].

In the teaching and learning process, internal factors cause learning difficulties, namely disorders or disabilities, such as cognitive, affective, and psychomotor aspects. Meanwhile, external factors include environmental conditions and situations that are less supportive of carrying out learning activities [11].

According to the findings from observations conducted at Plaosan 1 High School, it is evident that some students are grappling with learning challenges. The learning difficulties experienced by class Apart from that, students also think that learning economics is always synonymous with calculating. This is the reason why class XI social science students find it difficult to study material in economics subjects.

Following the explanation before, several problems can be drawn in this research, including the following: (1) What are the factors that cause students' learning difficulties in class XI economics subjects at Plaosan 1 High School, Magetan Regency? (2) What are the teacher's efforts to overcome students' learning difficulties in class XI economics subjects at Plaosan 1 High School, Magetan Regency?

The objectives to be achieved in this research include the following: (1) Describe the factors that cause students' learning difficulties in class XI economics subjects at Plaosan 1 High School, Magetan Regency. (2) Describe the teacher's efforts to

overcome students' learning difficulties in class XI economics subjects at Plaosan 1 High School, Magetan Regency.

## 2 Method

The research methodology utilized in this research is qualitative research. This qualitative method was chosen because in this research the research object or target is limited so that the data that has been obtained can later be explored as much as possible and so that in this research it is not possible to widen the research object. This research uses an ethnographic research design. This study was undertaken at Plaosan 1 High School over the duration spanning from January to April 2023. The primary focus of this research was to investigate the strategies employed by teachers to address challenges encountered by students in their learning process. The research subjects encompassed the economics subject teacher and ten students from class XI IPS. The data collection methods incorporated in this study included observation, interviews, and documentation. Data validity verification was conducted using source triangulation. The data analysis procedures employed encompassed data collection, data condensation, data presentation, and the drawing of conclusive insights.

## 3 Results

According to the findings derived from observations and subsequent interviews, it is evident that a significant factor contributing to students' learning challenges in the economics subject is a lack of interest in learning among the students.

In the subsequent session, the researchers investigated the factors responsible for the difficulties in student learning within the classroom by conducting interviews with several students from class XI IPS.

The first interview was conducted with DA, a student from class XI IPS 2. This interview began with finding out about the factors that cause student learning difficulties in Economics. From the interview, the following results were obtained:

“I am quite happy with economics subjects, but sometimes I feel that I do not understand economics material, especially those with calculations, sis.” (Interview with DA, 7 March 2023)

The second interview was conducted with GF, a class XI social science student. From the results of the interview, the following results were obtained:

“I don't understand the economics learning material that the teacher has delivered and taught, because when the teacher teaches in the class I never pay attention, which I often do when the teacher is teaching I just sleep. Even though the teacher often scolds me for sleeping in class, I just listen and then I just sleep again.” (Interview with GF, 7 March 2023)

The third interview was conducted with NP, a student from class XI IPS 1.

"Too much study material, I find it difficult to understand the material that has been delivered by the teacher. Besides that, in this economics subject, there are a lot of calculations, sis. I find it difficult to understand the material in the economics subject on taxation material, sis, because in that material there are a lot of questions that have calculations in them. (Interview with NP, 7 March 2023)

Furthermore, the fourth interview was conducted with MRA, a class XI IPS 2 student. The results of the interview are as follows:

"For economics subjects, thank God, I quite like them, although sometimes there are some materials that I can understand and cannot understand. At the time of learning in class, I was not concentrating because one of my friends invited me to joke when the teacher was explaining the lesson. For learning materials, I find it difficult in the taxation chapter. (Interview with MRA, 7 March 2023)

Based on the statements provided by the students, it is evident that there is a spectrum of attitudes among them regarding the economics subject. While some students exhibit enthusiasm and contentment with this subject, others encounter challenges, particularly in comprehending the material that involves calculations. If a solution is not immediately found, it will harm students, because in such circumstances it can make student learning outcomes less than optimal.

In addition, from the results of observations and observations made when learning took place in class XI Social Sciences, it was shown that some students who were less interested in economics subjects tended to do other activities so that these students did not focus on the teacher who was teaching in class. Activities that are often carried out by students when they do not understand the material or do not like economics subjects such as students who are busy playing cellphones, students who talk to themselves or joke with friends, or students who do other activities. It can be proved using the data from the results of the documentation taken by researchers when carrying out observation and observation activities in class.

Learning difficulties experienced by some students were caused by a lack of interest in learning in students. This can be caused by learning activities in class that are less varied in choosing learning methods so that students feel lazy and bored to participate in learning activities.

From the results of observations and observations, interviews, and documentation above, it concludes that on average students find it difficult to understand and work on questions in economics learning material where there are calculations, namely in the Taxation Chapter. Therefore, this problem must be addressed immediately and solutions sought by the teacher, because if this is not handled immediately it can affect student learning outcomes.

At the next meeting, the researcher conducted interviews and documentation with several students of class XI social science. From this activity, the following results were obtained:

The first interview was conducted with JNV, a class XI social science student.

"When the teacher teaches in class, there are some of my friends who often play cellphones, apart from that there are also other friends of mine who often invite me to chat when the teacher is teaching, so I don't concentrate enough while studying in class." (Interview with JNV, 28 March 2023)

The second interview activity was conducted with YP, a class XI social science student.

"In my opinion, when learning activities are taking place in class, the class atmosphere is conducive and calm, although sometimes one of my friends makes noise. I am quite happy with the economics subject, although sometimes I find it difficult because this subject requires good concentration and accuracy, especially in material that contains calculations. (Interview with YP, 28 March 2023)

Furthermore, the third interview activity was conducted with NVA, a class XI social science student.

"The conditions when learning activities are taking place in the class depend on the teacher. Sometimes the class conditions are quite crowded and rowdy, sometimes students always pay attention when the teacher teaches in class. Plus my parents don't discipline me to study at home, which sometimes makes me not understand the learning material that has been delivered by the teacher. (Interview with NVA, 29 March 2023)

Then the fourth interview was conducted with AD, a class XI social science student.

"The atmosphere in the class when the teacher is present is sometimes busy, sometimes it is also quiet depending on the teacher teaching in the class. If I pay attention to the teacher when teaching, it depends on the material and the lesson, sis. If it's easy, I understand the material, but if it's a bit difficult, sometimes I don't understand what the teacher has conveyed and taught." (Interview with AD, 29 March 2023)

The fifth interview was conducted with AS, a class XI social science 1 student.

"The class atmosphere is quiet orderly and orderly, although sometimes my friends often use their cellphones when the teacher is teaching in class. As for the media and learning methods used by the teacher, it's like in general, sis. Sometimes the teacher explains and asks students to take notes, sometimes they also use an LCD projector, sis. Sometimes I find it difficult to study economics, especially in material that counts a lot." (Interview with AS, 29 March 2023)

From the interview results, observations, and observations that have been carried out by researchers with several students of class XI social science, the results are as follows:

While the researcher was carrying out observation and observation activities, the researcher saw several students who chose to play on their cell phones and joke with their friends instead of paying attention to the teacher during the lesson.

Teachers are included in one of the most important factors in the learning process, problems related to learning are usually caused by the teacher's lack of attention to learning in class, this can be an obstacle to student learning outcomes.

The classroom environment is one of the factors that can affect student learning difficulties, because if the classroom environment does not support learning activities, students will experience difficulties in learning, therefore, teachers must always pay attention to this condition because student success in learning is also influenced by the classroom environment.

Information about the factors that cause learning difficulties is obtained based on the results of observations of researchers in the field. The research techniques used were field observations and observations, interviews with teachers and students, as well as documentation obtained from schools. The research instruments were in the form of notes, sound recordings, and field notebooks.

Based on the findings outlined in the preceding research, it can be deduced that student learning difficulties arise from a combination of internal and external factors. Internal factors emanate from within the students themselves, encompassing aspects like a diminished interest in studying economics subjects and a relatively low level of proficiency in grasping the concepts within these subjects. These internal factors can have an unfavorable impact on students, such as students who are too lazy to take part in learning activities in class, students who prefer to talk to their friends, and students who choose to make noise and be busy with their friends instead of listening and participating in learning activities. This, if left unchecked, can result in student learning outcomes being less than optimal. External factors, on the other hand, stem from elements external to the students, including the classroom and the broader school environment. From the results of the research described above, those included in external factors are teachers who are less able to develop learning media and methods, teachers who are unclear in conveying learning material, and a class atmosphere that is sometimes less conducive, so that students cannot participate in learning activities properly.

Based on the results of interviews conducted by researchers with economics teachers in class XI social science.

"Yes, as usual before starting learning activities, what I do is prepare teaching materials or materials, greet, fill in student attendance, ask how students are, repeat previous material, and provide a summary of the material. Apart from that, another activity that I did was to lighten the atmosphere and condition of the class by joking a little with the students. I did this because I wanted the students not to feel bored during the learning activities. Sometimes I also give a little motivation so that the

students are not lazy and have the enthusiasm to learn. (Interview with Mr AH, 6 March 2023)

The interview results, conclude that learning activities in class become more optimal when good interactions are created between teachers and students, students and teachers, and students with other students.

This is a skill that every teacher must have. Class management carried out by the teacher aims to increase student enthusiasm in participating in learning activities, both individually and in groups. The existence of a harmonious relationship among teachers and students could facilitate the implementation of effective teaching and learning activities.

Following the results of the interviews that have been conducted with economics teachers, the following results are obtained:

"Yes, before I carry out learning activities in class, I usually always prepare media and learning methods. For the learning methods that I often use such as lectures, questions and answers, discussions, and questionnaires. As for learning media, I often use laptops or computers, LCD projectors, TVs, and other relevant supporting books. In addition, so that students don't feel bored because they often study in class, sometimes I prefer students to study in the library room, the goal is for students to be able to search and read books on other relevant economics class XI subjects. (Interview with Mr AH, 6 March 2023)

From the results of observations and observations as well as interviews, researchers obtained data in the form of lesson plans made by Mr. AH as a teacher of Economics. The data shows that in carrying out learning activities in class there are several methods and learning media used. For the learning methods contained in the lesson plans, the methods used are lectures, questions and answers, and discussions. The learning media used are LCD projectors, computers, or laptops, as well as supporting books.

Learning methods and media have a very important role in learning activities. The learning method is one of the styles or methods used by the teacher in carrying out activities in the classroom, especially in activities to convey or present learning material to students. Educational tools referred to as learning media, play an important role in facilitating and enhancing students' learning experiences in the classroom by providing tangible representations that aim to optimize the learning process. Therefore, it can be concluded from the statement that learning methods and media are integral components that are closely interrelated with the implementation of learning activities in the classroom.

The results of interviews conducted with economics subject teachers obtained the following results:

"Assessment of student learning outcomes is one of the most important things to do because, from the results of the learning assessment, it can be seen the success in

the learning activities that I have done in class. So, I know whether the learning methods and media that I use are correct or not. In addition, from the results of this assessment, I can also find students who already understand and students who do not understand the learning material that has been presented and taught in class. (Interview with Mr. AH, 6<sup>th</sup> March 2023)

From the results of the interviews above, it can be concluded that to determine the achievement of a teaching objective, it is necessary to evaluate learning outcomes. In addition, this assessment is useful for determining success in the use of learning methods and media.

The results of interviews with the Deputy Head of Curriculum obtained the following results:

"To improve student learning outcomes, efforts made by schools are implementing remedial and enrichment programs. Remedial and enrichment programs at Plaosan 1 High School are usually carried out according to the needs of teachers and students. The implementation of remedial programs as well as enrichment, is usually carried out after an assessment has been carried out, both the Mid Semester Assessment and the Final Semester Assessment.

From the results of the statement above, it can be concluded that this remedial and enrichment program has the aim of motivating students to be even more enthusiastic about learning. Another goal is for the teacher to see students' ability to absorb the material that has been taught by the teacher as evaluation material for further teaching activities. This remedial and enrichment program is very important in realizing the maximum ability of students to understand certain subjects. The implementation of this remedial and enrichment program must be carried out by the teacher because by implementing this program the teacher can find out the success of the learning process in the classroom.

Upon examining the account of the teacher's endeavors to address student learning challenges, it is evident that the measures taken by teachers to tackle these difficulties, notably in terms of classroom management, are directed at organizing productive learning sessions. Furthermore, these classroom management efforts are instrumental in boosting student engagement and enthusiasm during learning activities. Another effort made by the teacher is the use of media and learning methods. The next effort is the assessment of student learning outcomes, this effort is made to determine the achievement of learning objectives. The last effort is to provide remedial and enrichment programs to students, this effort aims to provide students with motivation and enthusiasm for learning so that later students can obtain better learning outcomes than before.



## 4 Discussion

Based on the data obtained by researchers through observation, interviews, and documentation involving various related parties, the following are the research findings that can be obtained:

### 4.1 Factors That Causing Students' Learning Difficulties in Economics Subjects Class XI social science

The factors causing students' learning difficulties in economics subjects in class XI social science at Plaosan 1 High School are divided into two factors. The following are factors that cause learning difficulties in students:

#### **Internal factors**

##### *Lack of Interest in Learning in Students*

One of the factors contributing to the learning challenges faced by Grade XI social studies students in economics is their lack of enthusiasm for learning. However, it should be noted that the level of interest in economics among these students is still relatively low. These observations and assessments reveal the prevalence of a lack of enthusiasm for learning among the students, namely that when the learning process was taking place in the class there were approximately 10 students who experienced learning difficulties. Judging from the results of observations and observations, students who experience learning difficulties tend to do other activities, such as disturbing other friends who are studying in class, making noise, and playing games on mobile.

In addition, students' lack of interest in learning can also be observed from the interview conducted with a student who expressed difficulty in understanding the formulas in economics subjects. In the interview results, students also said that when participating in learning activities, students quickly felt bored and sleepy, because the teaching method used by the teacher still used the lecture method.

This is following research results from [8] asserted that students' learning challenges were attributable to their inherent disinterest in the learning process. Apart from that, some students often chat alone with their friends and are busy themselves when the teacher is teaching in class.

Apart from that, the results of [12] stated that to deal with learning difficulties faced by students, the efforts made by the teacher are by providing practice questions so that students are willing to study independently, giving direction to students in group learning, using the method interesting learning so that students have the motivation to learn.

##### *Lack of Learning Motivation in Students*

Additionally, a deficiency in students' motivation to learn serves as another contributing factor to their learning difficulties. This conclusion is drawn from interviews conducted with a class teacher and further supported by observations, which reveal that students experiencing learning challenges often exhibit attitudes reflective of their lack of motivation to learn, those attitudes are easily discouraged, easily bored, and students are not focused when participating in learning activities.

Motivation to learn is an important element in the learning process. Therefore, knowledge about the factors that drive learning motivation to achieve achievement in learning is important for teachers. In this case, the teacher must make a decision when the teacher realizes that there are students who have the motivation to learn or students who do not have the motivation to learn. Students who do not have the motivation to learn usually will never want to learn. Here the role of the teacher is very necessary to increase motivation and make students interested in participating in learning activities.

The results of this research are the results of research conducted by [13] which states that providing learning motivation has a quite good influence on students. Apart from that, giving students motivation to learn will also have a good impact on the students. Usually, teachers provide learning motivation to students on the sidelines of ongoing learning activities. When there are students who find it difficult to understand the material, the teacher will immediately provide learning motivation to students so that students are more enthusiastic about learning.

The research results from research conducted by [14] stated that providing learning motivation can encourage someone to carry out learning activities so high and low learning motivation will influence learning activities. Student learning activities can be demonstrated through student activity while participating in ongoing learning activities in the classroom.

#### *Students' Difficulty in Understanding the Material*

The challenges students encounter in grasping the content presented by their teachers have the potential to significantly influence their academic achievements. Furthermore, these difficulties can lead to a decline in students' engagement and motivation to actively participate in classroom learning. The outcomes of observations and interviews reveal that one of the contributing factors to students' struggles in comprehending economic subject matter is the reliance on lecture-based teaching methods by instructors, which often leads to student boredom and drowsiness in class, subsequently impeding their comprehension of the material being presented.

Furthermore, in alignment with the outcomes of interviews involving approximately 10 students from the class, further interviews with other students corroborated the findings that students tend to feel uninterested and disengaged due to the teacher's predominant use of lecture-based teaching methods.

This research reinforces findings from a previous study conducted by [15], which highlights a common challenge faced by students—difficulties in comprehending subject matter or accomplishing tasks explained and assigned by their teachers. To address these learning obstacles, a promising approach involves the incorporation of a more diverse range of instructional media, which can enhance students' understanding of the course material.

This contrasts with the findings of [16], whose research explained that when students encounter challenges in comprehending the material, teachers respond by encouraging students to engage in discussions, reading relevant books, conducting online research, and fostering peer discussion activities to exchange opinions and enhance their understanding.

## **External Factors**

### *Family environment*

Based on the results of interviews conducted with 10 class XI social science students, the learning environment at home was one of the causes. Several students say that parents at home do not apply study discipline and do not pay enough attention to students. Most of the students' parents work and when they get home the parents feel tired, so they rarely accompany the students to study at home and parents become less supportive of the students' learning activities when at home.

This aligns with the findings of [17], whose research highlights the significance of parental involvement as a critical determinant of students' academic success. A deficiency in parental attention can result in students struggling to manage their schoolwork effectively. However, it's important to note that not all parents neglect their children's learning activities at home; some parents actively engage with and enforce discipline in their children's home study routines.

Furthermore, research results from [18] stated that the home environment is the first center of education for students. One thing that can influence students' learning difficulties is the family environment, the relationship between parents and children, parenting patterns, and a busy or noisy home atmosphere. Guidance and attention from parents are important factors in student learning success.

### *A class environment that is not conducive*

Based on the findings of careful observations, it is evident that effective learning experiences are intrinsically linked to the quality of the learning environment, which in turn plays a pivotal role in facilitating productive learning activities.

Moreover, insights obtained from interviews with teachers from class A emphasize that a conducive learning environment should consistently be a priority for educators, recognizing that learning necessitates a high level of concentration. The establishment of such an environment fosters student comfort and active participation in the learning process.

Azmi [19] revealed the same result as this research, which explained that the social environment at school can have a negative influence on students. It is necessary to choose friends because not everything a friend does is good. This can result in students experiencing difficulties in studying because they don't do their assignments so their grades drop, they act badly, by asking permission to go to the bathroom but the goal is to go to the cafeteria, even though it's still class time.

Apart from that, the results of research conducted by [20] stated that school is a social environment that can influence students' enthusiasm for learning. A clean and tidy classroom atmosphere can make it easier for students to concentrate on participating in learning activities. Likewise, if the class is not comfortable for studying, it can make it difficult for students to concentrate on studying.

Based on the elucidation of the research findings provided above, it can be inferred that the origins of learning difficulties among students in the realm of economics subjects at school primarily stem from internal factors. These internal factors encompass the psychological aspects of students, such as their diminished interest in learning,

limited motivation to learn, and struggles in comprehending economic subject matter, which collectively impede their capacity to engage effectively with the subject matter.

Furthermore, the aforementioned challenges in students' understanding of economics subjects can be attributed to external factors, specifically related to the less-than-conducive family and classroom environments. These external factors have the potential to hinder students' learning experiences, and if left unaddressed, may adversely impact their academic performance.

#### **4.2 Teachers' Efforts to Overcome Students' Learning Difficulties in Economics Subjects in Class XI Social Science**

The measures taken by economics teachers to address the learning challenges faced by class XI social science students include the following strategies:

##### **Class management**

As per insights gathered from an interview with Mr. Afrias, an economics teacher, it was revealed that teachers employ class management techniques to mitigate student learning difficulties. Class management is a deliberate effort by teachers aimed at establishing conducive conditions within the classroom, to ensure that learning activities can be executed in alignment with predefined objectives. According to the economics teacher, this effort was made to lighten the class atmosphere, namely by asking about conditions and providing a little motivation to students, inviting students to study outside the classroom, such as in the library and lab. Computer.

To overcome learning difficulties, it can be concluded that the efforts made by teachers aim to develop effective communication between teachers and students. This good communication aims to facilitate students' understanding of the learning material delivered by the teacher.

This finding is in line with the results of research conducted by [19] which confirms that classroom management is very important for a teacher. This is because classroom management has a central role in determining the teacher's ability to organize all stages of the teaching and learning process. Efforts in classroom management, such as creating conducive conditions and situations, have a positive impact on enabling students to learn efficiently.

Moreover, the findings of this study are consistent with the outcomes of Fakhurrrazi's [21] research, which explained that the effectiveness of learning activities significantly hinges on the teacher's proficiency in establishing a classroom environment conducive to effective learning. In the context of learning activities, teachers must possess the capability to furnish clear directives and guidance to students, actively engage in the learning process, and foster robust interactions between themselves and students, as well as among the students themselves.

##### **Use of Media and Learning Methods**

According to the observation results as well as interviews conducted with Mr. Afrias as an economics subject teacher, who stated that at each meeting he always prepared the learning methods and media that would be used at each meeting. The methods that are often used are lecture, question and answer, and discussion methods and the media

that is often used is LCD projectors. The use of learning methods and media is an effort made by teachers to achieve effective and efficient learning.

Teachers' strategies in addressing learning challenges involve tailoring their approaches to the specific requirements and circumstances of class XI students at Plaosan 1 High School. To accomplish this, educators need to employ teaching tools and methods that can capture students' interest, facilitating their reception and comprehension of the subject matter presented. This approach aims to cultivate an engaging and enjoyable learning environment, thereby fostering active participation in the learning process.

However, teachers must always pay attention to the media and learning methods used for teaching, because media and learning methods are one of the factors that can influence student learning outcomes. If teachers do not pay attention to the use of media and learning methods, it can cause students' motivation and interest in learning to become low.

The outcomes of this study align with research conducted by [5], which underscores another factor influencing student learning—the underutilization of instructional media. The limited incorporation of media in educational activities is identified as a key factor contributing to students' persistently low levels of interest and motivation in the learning process.

Apart from that, the results of this research follow the results of research conducted by [13] which states that the use of appropriate media and learning methods can create a calm and enjoyable learning atmosphere that can encourage the learning process to be more active, creative, and effective.

### **Assessment of Student Learning Outcomes**

From the results of interviews conducted with Mr. Afrias, another effort made by economics teachers to overcome students' learning difficulties is by providing assessments of student learning outcomes.

Assessment is one of the efforts made by teachers to determine success or failure in learning activities. By knowing the results of student learning assessments, teachers can improve and replace learning methods and media used in learning activities.

This effort is carried out by the teacher to determine whether the previously set learning objectives have been achieved. This effort is carried out by assessing student learning outcomes. In this way, the teacher can determine whether the efforts made were successful.

From the results of research from [22] who said that assessment is an effort made in making decisions about something with good and bad measurements. This assessment of learning outcomes becomes a control tool for the implementation of education to provide and provide information for efforts to achieve the desired educational goals. The aim of evaluating student learning outcomes is to gauge their proficiency levels in educational endeavors, discern their relative standing within their class cohort, and evaluate the extent of effort they have invested in their studies.

Nevertheless, the findings of this study deviate from those of the research conducted by [11]. Their study suggests that one of the strategies employed by teachers to address learning challenges involves the assessment of student learning outcomes.

However, previous research stated that the efforts made by teachers only provided remedial and enrichment, provided learning motivation, developed good attitudes and study habits, carried out evaluations, and distributed material to students. The research did not mention efforts to assess student learning outcomes.

### **Remedial and Enrichment Program**

From the results of interviews conducted with Mr. Afrias as an economics subject teacher, one of the efforts that can be made to overcome learning difficulties is to create effective learning. In implementing effective learning, one way that must be done is that teachers must design remedial (improvement) programs that can be implemented for students who need them.

Remedial and enrichment programs are activities that can be carried out to help students who have not achieved the target goals set by the school. In learning activities at Plaosan 1 High School, this activity is one of the activities that must be carried out by every subject teacher. This is evident from insights gained through interviews with the curriculum director, who emphasized that students who receive grades below the class average are required to participate in remedial and enrichment activities tailored to the specific needs of teachers and students. The main objective is to improve and enhance their academic performance.

This finding correlates with research conducted by [23], who underlined that remedial and enrichment programs are designed to instill a passion for learning among students. In addition, the program serves as a valuable tool for educators to assess the extent of students' understanding of the subject matter taught, thus contributing to teacher evaluation and instructional improvement. This remedial and enrichment program is provided in every school because this program is considered important to help students achieve maximum ability to understand the material in a subject.

Apart from that, the results of research conducted by [24] stated that providing remedial and enrichment programs can help students who have not achieved the targets set by the school. The remedial and enrichment program represents one of the strategies employed to address learning challenges among students. The execution of this program is customized to meet the specific requirements of individual students.

Based on the research findings regarding teachers' endeavors to tackle learning difficulties, it can be deduced that economics subject teachers employ several strategies to overcome these difficulties. To overcome students' learning difficulties, teachers make various efforts such as good classroom management. These efforts aim to create comfortable conditions so that learning activities can be carried out as expected.

The next effort is to choose learning methods and media that suit the students' conditions because these learning methods and media are included in one of the factors that can influence student learning outcomes. Efforts directed at assessing student learning outcomes aim to ascertain the extent to which the stated educational objectives have been achieved, thus enabling teachers to conduct evaluations. Another important effort is the implementation of remedial and enrichment programs, which are designed to help

students who have not achieved the educational benchmarks set by the school. These programs are designed to meet the specific needs of students and teachers.

## 5 Conclusion

Based on the outcomes of the conducted research and the ensuing discussions, it is evident that "Teacher Efforts in Addressing Student Learning Challenges in Class XI Economics Subjects" are primarily attributed to two distinct factors. The initial factor pertains to internal factors, originating from within the students themselves, encompassing: (1) A lack of interest in learning, (2) Diminished motivation for learning, and (3) Struggles in comprehending the subject matter within economics subjects. The second factor involves external factors, emerging from the student's external environment, which can profoundly influence both student development and learning outcomes. These factors include teachers, parents, friends, school environment, and others. Apart from that, other external factors influence student learning development, including the methods and learning media used by teachers which are less varied and the classroom atmosphere is less conducive. These factors may result in students encountering learning challenges, and if these issues are not promptly addressed, they can have repercussions on students' academic performance. Concurrently, teachers implement measures to mitigate and resolve these learning difficulties within the classroom setting. (2) Teachers use various media and learning methods to achieve effective learning. (3) The teacher approaches students and provides additional programs (remedial and enrichment) for students who score below the minimum score. (4) The teacher carries out an evaluation when the learning activity has been completed, it's done to determine the degree to which students have comprehended the material presented by the teacher.

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