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AN ANALYSIS OF LEARNING PROBLEMS AMONG THIRD-GRADE ELEMENTARY SCHOOL STUDENTS**Marsela Puspita Br Damanik, Khairunnisa****¹Universitas Negeri Medan, Sumatera Utara, Indoensia**Surel: khairunnisa@unimed.ac.id**ABSTRACT**

Learning in elementary school plays an important role in developing students' knowledge, attitudes, and skills. However, students may experience various learning problems, particularly in Grade III. This study aims to analyze students' learning problems, the factors influencing them, and teachers' efforts to overcome these difficulties. This study employed a qualitative approach with a descriptive method. Data were collected through observation, interviews, and documentation involving third-grade teachers and students. The results showed that students experienced several learning problems, including lack of concentration, low learning motivation, difficulty understanding learning materials, limited participation, frequent conversations during lessons, and low confidence in expressing opinions or answering questions. These problems were influenced by internal factors, such as low interest in learning, emotional conditions, differences in learning abilities, and lack of readiness, as well as external factors, including limited teaching-method variation, inadequate instructional media, uncondusive classroom conditions, and insufficient family support. Teachers addressed these problems through interactive methods, motivation, engaging learning environments, appropriate media, and individual attention.

Keywords: *Learning Problems, Elementary School Students, Classroom Learning, Learning Motivation, Learning Difficulties.*

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INTRODUCTION

Education is a highly important process in human life because it enables individuals to develop knowledge, skills, attitudes, and thinking abilities that are useful in everyday life. In the field of education, elementary school serves as an early stage that plays an important role in establishing students' academic foundations, character, and social development. At the elementary school level, particularly in Grade III, students are at a developmental stage that requires appropriate attention, guidance, and learning strategies to ensure that the learning process can take place optimally (Aini et al., 2024). However, various learning problems are still encountered in classroom instruction, which may affect both students' learning outcomes and the overall learning process.

According to Christianty et al. (2024), learning problems refer to various difficulties or obstacles experienced by students during the learning process. These problems may include a lack of concentration, low learning motivation, difficulties in understanding learning materials, limited participation in classroom activities, and inadequate abilities in reading, writing, and arithmetic. In addition, an uncondusive learning environment, unengaging teaching methods, and limited learning media may also contribute to the emergence of learning problems among elementary school students. If these problems are not addressed promptly, they may negatively affect students' learning outcomes and reduce their enthusiasm for participating in classroom activities.

Third-grade elementary school students are still in the concrete operational stage of development. Therefore, they require learning approaches that are engaging, enjoyable, and easy to understand. In practice, however,

many students still experience difficulties in participating effectively in learning activities because they struggle to understand teachers' explanations, become easily bored, lack confidence while learning, and frequently lose focus during classroom instruction. These conditions indicate the need for a more in-depth analysis of students' learning problems in the classroom to identify their underlying causes and determine appropriate solutions.

Teachers play a crucial role in addressing students' learning problems at the elementary school level. They are expected to create an active, creative, effective, and enjoyable learning environment that enables students to understand learning materials more easily. In addition, teachers need to understand the characteristics of each student, as every learner has different abilities and levels of understanding. Through appropriate attention and effective learning strategies, students' learning problems can be minimized, thereby supporting the achievement of learning objectives (Evitasari, 2024).

Based on these issues, this study was conducted to analyze the learning problems experienced by third-grade elementary school students during classroom learning activities. Previous research by Fariska and Pratikno (2024) highlights the importance of understanding students' individual learning characteristics and difficulties in the learning process. Therefore, this study is expected to provide an overview of the various learning difficulties experienced by students, the factors influencing these problems, and the efforts that teachers can make to address them. By identifying and addressing students' learning problems appropriately, the learning process is expected to become more effective and students' learning outcomes may improve

(Suwartiningsih, 2021).

Research Method

This study employed a qualitative research method with a descriptive approach. The study, entitled “*Analysis of Learning Problems among Third-Grade Elementary School Students in the Classroom*,” aimed to describe and analyze various learning problems experienced by third-grade elementary school students during the classroom learning process. The qualitative approach was selected because this study focused on gaining an in-depth understanding of real conditions in the field, particularly students’ learning difficulties, lack of concentration, low learning motivation, difficulties in understanding learning materials, and factors affecting the students’ learning process, both internal and external factors within the school environment. This approach is consistent with the emphasis of Pratama et al. (2025) on examining factors that influence students’ learning processes and concentration.

The research data were collected through observation, interviews, and documentation. Observation was conducted by examining students’ learning activities and behaviors during classroom instruction. Interviews were conducted with the classroom teacher and several students to obtain more detailed information regarding the learning difficulties and obstacles experienced by the students. Documentation was used to complement the research data, including photographs of learning activities, students’ achievement records, and other relevant supporting documents.

The collected data were subsequently analyzed through three stages: data reduction, data presentation, and conclusion drawing.

Through these stages, the study sought to obtain a clear and comprehensive description of the learning problems experienced by third-grade elementary school students, the factors contributing to these problems, and possible solutions that could be implemented to improve the learning process and students’ learning outcomes.

RESULTS AND DISCUSSION

Based on the results of the study conducted among third-grade elementary school students, it was found that the classroom learning process still encountered various learning problems that affected students’ participation, concentration, and learning outcomes. The learning problems identified in this study were reflected in students’ low levels of attention when the teacher explained the learning materials, limited participation in classroom activities, frequent conversations with classmates during lessons, and difficulties experienced by several students in understanding the materials presented by the teacher. These conditions indicate that the classroom learning process has not yet been implemented optimally because various obstacles continue to affect students’ learning success. This is particularly relevant for third-grade students, who are still at the concrete operational stage of cognitive development and therefore require learning activities that are engaging, active, and enjoyable (Suwartiningsih, 2024).

The results of classroom observations showed that some students had difficulty maintaining their concentration for an extended period. When the teacher explained the learning materials at the front of the classroom, several students were observed not paying attention, talking with their classmates, playing by themselves, and even daydreaming during the

lesson. These conditions resulted in students having difficulty understanding the materials presented by the teacher. Consequently, when the teacher asked questions, only a few students were able to provide appropriate answers, while others remained passive and lacked confidence in responding. In addition, several students were still experiencing difficulties in reading and writing, which affected their ability to understand the learning materials provided in the classroom. These findings are consistent with Sari et al. (2024), who emphasized the importance of students' learning readiness and individual abilities in supporting effective classroom learning.

Based on interviews with the third-grade classroom teacher, students' learning problems were influenced by several internal and external factors. The internal factors identified in this study included low learning motivation, limited interest in learning activities, differences in students' ability to understand learning materials, and physical conditions that caused students to become easily tired and bored when learning activities lasted for a long period. The teacher explained that some students lacked enthusiasm for learning and therefore tended to lose focus during classroom activities. Furthermore, differences in students' abilities constituted another obstacle in the learning process. Some students were able to understand the materials quickly, whereas others required repeated explanations before they could understand the lessons adequately.

Meanwhile, external factors influencing students' learning problems included the limited variety of teaching methods, inadequate instructional media, an uncondusive classroom environment, and insufficient parental attention and assistance

with students' learning activities at home. During classroom instruction, the teacher frequently relied on lecture-based methods, which made students easily bored and less interested in participating in learning activities. The limited use of instructional media also resulted in lower levels of student participation and enthusiasm. Furthermore, a noisy classroom environment and students' tendency to talk with their classmates while the teacher was explaining the material created less favorable learning conditions and disrupted the concentration of other students. These findings are in line with Christianty et al. (2024), who highlighted the influence of environmental and instructional factors on students' learning experiences.

The learning problems identified in this study are consistent with the learning perspective that students' learning success is influenced by both internal and external factors. Internal factors are associated with students' motivation, interest, attention, learning readiness, and ability to understand learning materials. External factors, on the other hand, include the learning environment, teaching methods, instructional media, and support provided by families and schools. If these factors are not adequately addressed, the learning process may encounter obstacles that prevent learning objectives from being achieved optimally. This finding is consistent with Tiawanti et al. (2025), who identified various challenges in elementary school learning, particularly those related to students' learning abilities and the learning environment.

The results also showed that the teacher had implemented several efforts to overcome students' learning problems in the classroom. These efforts included providing learning motivation before lessons began, applying

more engaging teaching methods such as discussions and question-and-answer activities, giving special attention to students experiencing learning difficulties, and creating a more active and enjoyable learning environment. The teacher also attempted to use simple instructional media, such as pictures and teaching aids, to help students understand the learning materials more easily. In addition, individual approaches were provided to students who were less active or had difficulty maintaining concentration during learning activities. Such approaches were intended to make students feel more supported and motivated to participate in learning activities. These efforts are consistent with Dewi and Deniawati (2024), who emphasized the importance of appropriate strategies and supportive learning conditions in addressing students' learning difficulties.

Overall, the findings indicate that learning problems among third-grade elementary school students are relatively complex because they are influenced by various interrelated factors. Therefore, teachers need to develop effective classroom management skills, understand the characteristics and individual needs of elementary school students, and apply teaching methods and instructional media that are appropriate to students' learning needs. A learning environment that is active, engaging, and enjoyable can encourage students to participate more actively and maintain their concentration during classroom activities. In addition, cooperation between teachers and parents is essential to support students' learning development both at school and at home. Through appropriate collaboration and intervention, students' learning problems can be minimized and their learning outcomes can

be improved.

CONCLUSION

Based on the findings of the study on learning problems experienced by third-grade elementary school students in the classroom, it can be concluded that the learning process still faces various obstacles that affect students' learning success. The learning problems identified include students' lack of concentration during learning activities, low learning motivation, limited participation in classroom activities, and difficulties in understanding the learning materials presented by the teacher. In addition, several students demonstrated a lack of discipline during the learning process, such as talking with classmates while the teacher was explaining the materials, playing independently in the classroom, and paying insufficient attention to the teacher's explanations. These conditions indicate that the learning objectives have not yet been achieved optimally.

Therefore, third-grade elementary school students require greater attention, guidance, and appropriate learning strategies that are adapted to their characteristics and learning needs. The implementation of engaging, active, and enjoyable learning activities is expected to improve students' concentration, motivation, participation, and understanding, thereby supporting a more effective learning process and the achievement of learning objectives.

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