

Factors Causing Student Learning Difficulties in Following Online Learning and Teacher Guidance and Counseling Efforts to Overcome Them

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Abstract

This research is motivated by the phenomenon of students experiencing a decline in grades in certain subjects, not understanding the use of learning applications and having difficulty concentrating on learning. This is due to changes in learning situations that were previously face-to-face turned into online learning. This study aims to describe the factors that cause student learning difficulties in participating in online learning and the efforts of counseling teachers to overcome them. This type of research is descriptive using quantitative methods. The study population consisted of 408 students of SMA Negeri 13 Padang who were registered in the odd semester of the 2020/2021 school year, with a sample of 202. The sample selection used a proportional random sampling technique. The data collection technique used a questionnaire with a Likert scale model. Data were analyzed using descriptive statistical techniques. The results showed that the factors causing student learning difficulties in participating in online learning were generally in the high enough category. And based on indicators (1) the low factor of technology use is in the high enough category with a percentage of 33.17%, (2) the limited factor of facilities and infrastructure is in the very low category with a percentage of 37.13%, (3) the limited internet network factor is in the very high category with a percentage of 28.71% (4) the limited cost factor of many students was in the quite high category, with a percentage of 38.12%. Furthermore, the counseling teacher's efforts in overcoming are in the high enough category and based on the indicators (1) the increase in learning motivation is in the low category with a percentage of 58.91% (b) the development of attitudes and good learning habits is in the sufficient category high with a percentage of 32.67%.

Keywords: Learning difficulties, online learning, teacher guidance and counseling efforts to overcome them

Introduction

Learning is a very fundamental element in every type and level of education. In the learning process, each individual is expected to be able to master or obtain something maximally. In the implementation of learning, it must have goals that are in accordance with the national goals of education. National education objectives listed in the Law on the National Education System (UUSPN) No. 20 of 2003, which explains that to develop the potential of students to become human beings who have faith and devotion to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become democratic and responsible citizens ". To realize the national goals of education, students must be able to carry out the learning process properly, so as to obtain changes in themselves. According to Suyono and Hariyanto (2012) "learning is an activity to acquire knowledge, improve skills, improve behavior, attitudes and strengthen personality". According to Suryani and Siregar (2020) learning is a process that is directed towards a

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goal through experience which is marked by changes in the individual. According to Nasution (2014) in teaching and learning activities, teachers and students are involved in an interaction with learning materials as the medium.

According to Hamalik (2009), successful learning is characterized by changes in individual behavior, changes occur due to training and experience, and changes that occur have a permanent nature. By learning individuals will experience an increase in the quality and quantity of abilities in various fields. Learning activities carried out by students are not always as smooth as expected. This shows that students experience learning difficulties which are an obstacle in achieving learning outcomes (Hariyanto & Mustafa, 2020). Student learning outcomes are also determined by the presence or absence of learning difficulties faced by students, the more learning difficulties students have, the lower the learning outcomes achieved (Majid, 2019). According to Mulyadi (2010) learning difficulty is a condition experienced by someone who experiences obstacles in the learning process so that it is difficult to achieve learning outcomes. These obstacles can be realized or not by those who experience them. Djamarah (2011) states that "students are said to have learning difficulties if they are slow in doing learning tasks and students who have learning difficulties will show unusual attitudes, such as indifference, pretending, lying, and so on". Students who experience learning difficulties will show a reluctant attitude to attend lessons, not attend, leave certain lessons, and other behaviors that show discomfort in participating in learning.

In fact, currently students are experiencing learning difficulties in following lessons due to the outbreak of Corona Virus 2019. WHO has designated the Coronavirus outbreak as a global pandemic considering the alarming level of spread and severity. A pandemic is a condition in which a disease spreads to many people in several countries at the same time and the increase is significant and sustainable globally. This condition causes the learning process in schools to experience total paralysis. Irawati and Santaria (2020) state that more than 90% of students worldwide cannot carry out face-to-face learning. In this situation, many of the students feel anxious. According to Minarsi, Nirwana, Syukur (2017) for students who do not have readiness to face problems, they often feel depressed and overshadowed by increasing problems. Taufik, Ifdil, and Ardi (2013) stated that in facing the learning load which is considered heavy enough in school, it will cause stress on students.

During the Covid-19 pandemic the government issued a policy on how to implement online and offline learning. According to Yulia and Putra (2020), one of the learning systems that can be used as a means for the teaching and learning process carried out without having to meet face to face between teachers and students is online learning. According to Santika (2020) online learning is a learning process that is connected to the internet network without face-to-face contact between teachers and students. Meidawati (2019) states that online learning can be understood as formal education organized by schools where students and instructors are in separate locations. According to Indiani (2020) the selection of the right media in learning during this pandemic is aimed at producing good output and adapted to existing needs and conditions. Sadikin and Hamidah (2020) state that in the implementation of online learning, it requires the support of mobile devices such as smartphones, laptops, computers, tablets which can be used to access information anytime and anywhere.

In the implementation of online learning, many students experience learning difficulties so that students experience obstacles in learning. Hamdani and Priatna (2020) state that the problems faced by students in online learning can be in the form of low understanding of students about digital media and limited ability to buy pulses as well as online assignments which are considered to be a burden for some students and parents. According to Pohan (2020) in the implementation of online learning students experience learning difficulties which can be seen from two factors, namely factors of financial and psychological difficulties. Financially, students do not have the same economic condition. Psychologically, students experience pressure in participating in online learning such as the large number of assignments given by the teacher. According to Jamal (2019) there are several factors of student difficulties in learning, including students not listening to questions or issues related

to lessons, students are not active in learning, students never study in groups with their friends. Learning difficulties in taking online learning also occur in high school. Negeri 13 Padang.

Based on observations made by researchers on November 16, 2020, there were students whose scores were low in certain subjects, there were students who did not submit assignments, and students were late in filling in the absent link. Then based on the results of interviews conducted by researchers with 4 BK teachers and 4 students of SMAN 13 Padang on November 24, 25, and 26, 2020, it was revealed that: (1) There were students who did not have smartphones (2) There were students who complained about quota less internet network. (3) There are students who do not understand the use of learning applications. (4) There are students who do not attend without news. (5) There are students who find it difficult to concentrate on learning. (6) There are students who cannot complete the assignment given by the teacher. (7) There are students who study while working.

Based on the theory and research results described earlier, there are learning difficulties experienced by students in participating in online learning. Learning difficulties experienced by students are caused by several factors. Therefore it is necessary to do scientific research.

Method

This type of research is descriptive using quantitative methods. The study population consisted of 408 students of SMA Negeri 13 Padang who were registered in the odd semester of the 2020/2021 school year, with a sample of 202 students who had difficulty learning in taking online learning. The sample selection used a proportional random sampling technique. The data collection technique used a questionnaire with a Likert scale model. Data were analyzed using descriptive statistical techniques.

Results and Discussion

Based on the results of data processing that has been carried out, the results of this study have been processed and analyzed in accordance with educational objectives, namely describing the factors that cause student learning difficulties in participating in online learning and the efforts of BK teachers to overcome them. The results of the research on the factors causing student learning difficulties in participating in online learning can be seen in the table as follows:

1. Types and Factors Causing Student Learning Difficulties in Following Online Learning

a. Description of Research Results The types and factors that cause student learning difficulties in participating in online learning are from the low use of technology

Based on the data processing criteria used, the factors causing the low use of technology can be described as follows:

Table 1. Description of types and factors causing student learning difficulties in participating in online learning from the low use of technology

Interval	Kategori	Jumlah	
		f	%
≥31	Sangat Tinggi	36	17,82
25-30	Tinggi	47	23,27
19-24	Sedang	67	33,17
13-18	Rendah	49	24,26
≤12	Sangat Rendah	3	1,48
Jumlah		202	100,00

Based on table 1, it can be seen that the types and factors causing student learning difficulties in taking online learning in terms of the low use of technology in SMA Negeri 13 Padang which are in the very high category are 36 students with a percentage of 17.82%, high category is 47 students with percentage of 23.27%, medium category as many as 67 students with a percentage of 33.17%, low category as many as 49 people with a percentage of 24.26%, and very low category as many as 3 students with a percentage of 1.48%. This means that the types and factors that cause student learning difficulties in participating in online learning in terms of the

low use of technology are in the moderate category as many as 67 students with a percentage of 33.17%. Sudarsana, Lestari, and Wijaya (2020) state that the low use of technology in online learning is because students do not have the initiative to learn independently, because during the online learning process, students are required to be able to search, find and conclude material that has been studied independently. According to Triyono and Febriani (2018) technology must be utilized as well and optimally as possible. So that technology can be utilized optimally, it will not be separated from the perception of the importance of technology, the willingness, knowledge, and skills of students in using technology. According to Erwin and Syukur (2019) the presence of technology in the world of education can have a positive impact if it is used effectively and efficiently in improving the quality of learning. The conditions in the field show that many of the students, while taking online learning, do not make good use of learning applications. Students tend to spend their time playing games, social media, and so on. So that students do not master learning applications that should be used and utilized. In addition, according to Dewi (2020) the low use of technology in online learning is also caused by a lack of literacy towards technology. With the development of the 4.0 era, more and more features or applications are used as a means of online learning. The low mastery and understanding of technology causes students to have difficulty following online learning. Anugrahana (2020) states that the impact that will be caused by the low use of technology by students is boredom and boredom when participating in online learning.

b. Description of Research Results Types and Factors Causing Student Learning Difficulties from Limited Facilities and Infrastructure.

Based on the data processing criteria used, the types and factors that cause student learning difficulties from limited facilities and infrastructure can be described as follows:

Table 2. Description of types and factors causing student learning difficulties in participating in online learning from limited facilities and infrastructure

Interval	Kategori	Jumlah	
		f	%
≥31	Sangat Tinggi	0	0,00
26-30	Tinggi	26	12,87
21-25	Sedang	49	24,26
16-20	Rendah	52	25,74
≤15	Sangat Rendah	75	37,13
Jumlah		202	100,00

Based on table 2, it can be seen that the types and factors causing student learning difficulties in taking online learning in terms of limited facilities and infrastructure at SMA Negeri 13 Padang which are in the very high category are 0 students with a percentage of 0.00%, high category is 26 students with a percentage of 12.87%, the medium category was 49 students with a percentage of 24.26%, the low category was 52 people with a percentage of 25.74%, and the very low category was 75 students with a percentage of 37.13%. According to Hamdani and Priatna (2020) the lack of tools in online learning will make it difficult for students to take part in learning. Anugrahana (2020) states that online learning in its implementation has obstacles in the form of smartphones used by students not being able to support online learning. According to Asmuni (2020) the lack of availability of facilities and infrastructure in online learning results in students being less active and not interested in participating in online learning, so students are less concerned about the importance of literacy and assignment collection, being late in the learning process and so on. In this study, 77.0% of male students rarely even could be said to have never

been seen doing cyberbullying and only did some of the existing cyberbullying acts. These actions were flaming, impersonating, and cyberstalking, which the average were in the medium category. This meant that male students have committed acts that include cyberbullying, such as male students tended to use indecent words in the group when they were angry, tended to respond to pornographic comments in the group on their social media or on posts by other people, as well as they tended to edit photos of their friends to be ugly and funny to send into groups as jokes. Willard (2007) stated that the perpetrators of cyberbullying were just for fun. In addition, male students also used cyberbullying for revenge against others or their peers (Pandie & Wiesman, 2016).

c. Description of Research Results Types and Factors Causing Student Learning Difficulties from the Limited Internet Network.

Based on the data processing criteria used, the types and factors that cause student learning difficulties from the limited internet network can be described as follows:

Table 3. Description of types and factors causing student learning difficulties in participating in online learning from the limited internet network

Interval	Kategori	Jumlah	
		f	%
≥ 32	Sangat Tinggi	58	28,71
26-31	Tinggi	33	16,34
20-25	Sedang	55	27,23
14-19	Rendah	34	16,83
≤ 13	Sangat Rendah	22	10,89
Jumlah		202	100,00

Based on table 3, it can be seen that the types and factors that cause student learning difficulties in taking online learning in terms of the limited internet network at SMA Negeri 13 Padang, many students are in the very high category as many as 58 students with a percentage of 28.71%, high category as many as 33 students with a percentage of 16.34%, in the medium category as many as 55 students with a percentage of 27.23%, in the low category as many as 34 people with a percentage of 16.83%, and in the very low category as many as 22 students with a percentage of 10.89%. This means that the types and factors that cause student learning difficulties in participating in online learning in terms of the limited internet network are in the very high category of 58 students with a percentage of 28.71%. Internet network constraints are the main cause of students having difficulty following online learning, because learning must be accessed via the internet, without an internet network, there will be no direct interaction between students and teachers. Engko and Usmany (2020) an unstable internet network prevents students from both receiving material and in the process of uploading assignments and exam results. This unstable network also results in homework assignments for students. Rigianti (2020) states that the need for internet networks is very important in the implementation of online learning. According to Suryadi, Erlamsyah, and Yusri (2017), the assignment given by the teacher should be planned for the work span and completion time. According to Wijaya, Lukman, and Yadewani (2020) the obstacle that many students feel is access to information which is constrained by the internet network. This is because some students are in areas with weak signal strength. This causes students to be slow in accessing information. Female students tended to share information about other people with their peers. This was in line with research conducted by Satalina (2014), which was one aspect that tended to be done by women was outing and trickering.

Because of this, women were more likely to engage in cyberbullying. Like the results of research by Hinduja and Patchin (2008) which stated that the level of cyberbullying in female adolescents was higher than that of male adolescents. In this study, the level of cyberbullying among female students was only 2% higher than male students. However, female students tended to do cyberbullying in the outing, trickering, and cyberstalking aspects.

d. Description of Research Results Types and Factors Causing Student Learning Difficulties from Limited Costs.

Based on the data processing criteria used, the types and factors that cause student learning difficulties from limited costs can be described as follows:

Table 4. Description of types and factors causing student learning difficulties in taking online learning from limited costs

Interval	Kategori	Jumlah	
		f	%
≥37	Sangat Tinggi	25	12,38
30-36	Tinggi	47	23,27
23-29	Sedang	77	38,12
16-22	Rendah	42	20,79
≤15	Sangat Rendah	11	5,44
Jumlah		202	100,00

Based on table 4, it can be seen that the types and factors causing student learning difficulties in taking online learning in terms of limited costs at SMA Negeri 13 Padang which are in the very high category are 25 students with a percentage of 12.38%, high category as many as 47 students with a percentage 23.27%, the moderate category was 77 students with a percentage of 38.12%, the low category was 42 people with a percentage of 20.79%, and the very low category was 11 students with a percentage of 5.44%. This means that the types and factors that cause student learning difficulties in participating in online learning in terms of limited costs are in the medium category as many as 77 students with a percentage of 38.12% Online learning can be done well if it is supported by its constituent components, one of which is internet quota. Sudarsana, Lestari and Wijaya (2020) state that online learning is the use of the internet to access material, to interact with material, teachers and other learners using data quota. The absence of data or quota becomes an obstacle in the online learning process, so that students cannot participate in online learning. With the internet quota, students can connect to predefined learning applications. The price of internet data continues to rise, making it difficult for parents to buy for student learning needs. According to Hidayat, Rohaya and Nadine (2020) students will experience learning difficulties if their internet quota is limited or not available, so students cannot participate in online learning.

2. The Efforts of BK Teachers to overcome Student Learning Difficulties in Following Online Learning.

Based on the data processing criteria used, the counseling teacher's efforts to overcome student learning difficulties in participating in online learning can be described as follows:

Table 5. Description of counseling teachers 'efforts to overcome students' learning difficulties in participating in online learning as a whole

Interval	Kategori	Jumlah	
		f	%
≥63	Sangat Tinggi	55	27,23

51-62	Tinggi	52	25,74
39-50	Sedang	72	35,64
27-38	Rendah	19	9,41
≤26	Sangat Rendah	4	1,98
Jumlah		202	100,00

Based on table 5, it can be seen that the efforts of BK teachers to overcome student learning difficulties in participating in online learning as a whole at SMA Negeri 13 Padang which are in the very high category are 55 students with a percentage of 27.23%, high category are 52 students with a percentage of 25, 74%, the medium category was 72 students with a percentage of 35.64%, the low category was 19 people with a percentage of 9.41%, and the very low category was 4 students with a percentage of 1.98%. This means that the counseling teachers 'efforts to overcome students' learning difficulties in participating in online learning as a whole are in the medium category as many as 72 students with a percentage of 35.64%. According to Karneli, Firman and Netrawati (2018) creative counselors / counselors will be able to alleviate various kinds of student problems that develop in schools. According to Ismawati, Alizamar and Nurfarhanah (2013) the effort that must be prioritized by counseling teachers and subject teachers is to encourage students to want to learn, a form of cooperation between counseling teachers and subject teachers in overcoming student learning difficulties, namely identifying students who have learning difficulties through analysis of results. exams, assignments and student exercises, identify where students have learning difficulties using instruments, identify factors that cause students to experience learning difficulties, estimate the assistance that will be provided, assign assistance to students who have learning difficulties and follow up on assistance. According to Anugraheni (2017) counseling teachers in the learning process play an important role in helping students to build positive attitudes, arouse curiosity, encourage independence and accuracy of intellectual logic, and create conditions for success in learning.

Implications in Guidance and Counseling Services

Based on the results of research on the factors that cause student learning difficulties in participating in online learning and the efforts of BK teachers to overcome them, many students are in the moderate category. Therefore, the counselor needs to provide services to students in order to solve the problem of learning difficulties. Guidance and counseling services are the process of providing assistance by counselors to individuals or groups to solve problems faced by students. According to Prayitno and Amti (2015), the problems experienced by students at school are often unavoidable, even with good teaching.

Types of guidance and counseling services that can be provided by counseling teachers to overcome student learning difficulties in taking online learning are:

1. Information Services

The results of the study revealed that many students experienced learning difficulties in participating in online learning which were in the medium category. According to Nova, Firman, and Sukmawati (2016) information services are services intended to provide new knowledge to students according to their needs. As stated by Prayitno and Amti (2015) information services aim for individuals to know and master information which is then used for the needs of their daily lives and personal development. Implementation of information services carried out by counseling teachers, can be in the form of service materials entitled how to increase learning concentration in understanding online subject matter.

2. Individual counseling services

The results of the study revealed that many students experienced learning difficulties in participating in online learning which were in the medium category. Prayitno and Amti (2015) state that individual counseling services are special services in face-to-face relationships

between counselors and clients. Efforts to understand the problem are usually made at the beginning of the counseling process. According to Nasrulloh and Muslimin (2019), by providing individual counseling services to clients, clients will be directed to solving problems by making decisions and commitments to themselves.

According to Yulfitri, Marjohan and Sano (2014) in implementing individual counseling services for counseling teachers discuss with students the problems faced by students. With individual counseling can enable students to be aware and can optimize in themselves to be able to take lessons seriously. The counseling teacher can provide assistance in the form of directions and convince students that whatever learning conditions students are facing, students must have the initiative to learn independently and be enthusiastic about participating in online learning.

3. Content Mastery Services

The results of the study revealed that many students experienced learning difficulties in participating in online learning. To help solve the problem of student learning difficulties in participating in online learning, counseling teachers can provide content mastery services. Content control service is an assistance service to individuals, either individually or in groups, to master certain abilities through learning activities. Syahrin, Yendi, Taufik (2019) the content in question is a skill, competency, or ability which contains facts and is also based on data. Hasanah, Ahmad, Karneli (2017) stated that the provision of content mastery services can increase student learning concentration by using some service materials. The service material provided is related to learning difficulties, namely how to use online learning applications.

4. Group Guidance Service

The results of the study revealed that there were some students who had difficulty learning in taking online learning. To help solve the problem of student learning difficulties in participating in online learning, counseling teachers can provide group guidance services. According to Syukur, Neviyarni, and Zahri (2019: 93) group guidance services are efforts to provide assistance to students through group activities. In group guidance services, general topics of mutual interest in the group are discussed. The topics discussed in group guidance services, both free topics and assignment topics, can include problems with learning methods, learning difficulties, failing exams and others.

According to Hasgimianti, Nirwana, and Daharnis (2017) to be able to increase and maintain student learning motivation, BK teachers can provide group guidance services, so that students can maintain their motivation. The counseling teacher or group leader can raise a topic about strategies to save internet data quota while studying online.

Conclusion

Based on the results of research on the factors that cause student learning difficulties in participating in online learning and the efforts of BK teachers to overcome them, it can be concluded as follows:

1. Types and factors that cause student learning difficulties in participating in online learning at SMA N 13 Padang. Overall, many students are in the medium category. While in terms of four indicators (1) the low factor of technology use, many students are in the medium category, (2) the limited factor of facilities and infrastructure, many students are in the medium category, (3) the limited internet network factor, many students are in the very category. high, and (4) the cost limitation factor of many students who are in the medium category.
2. The efforts of BK teachers to overcome students' learning difficulties in participating in online learning at SMA Negeri 13 Padang as a whole, many students are in the very high category. Meanwhile, in terms of the two indicators of the teacher's efforts in the form of (1) increasing the learning motivation of many students who are in the very

high category and (2) developing good learning attitudes and habits, many students are in the very high category.

3. Implication in guidance and counseling services that can be implemented by counseling teachers to solve the problem of student learning difficulties in taking online learning, by providing guidance and counseling services as follows: (a) information services, (b) individual counseling services, (c) content mastery services, (d) group counseling services.

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