

HOW DOES SCHOOL SOLVE LEARNING DIFFICULTIES IN THE VUCA ERA?

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Abstract: The big role of teachers is not only to convey knowledge, educate, direct, and teach attitudes of responsibility, but also to find solutions to learning difficulties that occur during the learning process. The current new era, namely VUCA, is a transition from traditional to digital systems that make all information can be obtained quickly. This era has both positive and negative impacts on students. Such as the negative impact that occurs on SMPIT Insan Madani students where some students experience learning difficulties which results in decreased learning outcomes. This research aims to help solve the problem of learning difficulties there. This research was carried out using literature review methods, interview methods, and direct observation. Researchers found interesting things in solving the learning difficulties of students at SMPIT Insan Madani in several special ways, namely: psychological approach, nature-based schooling, and constructivity approach. Researchers hope these results will continue to provide benefits in the future for readers, related schools or other schools that experience similar learning difficulties.

INTRODUCTION

The global era is synonymous with an era where everything goes so fast that it cannot be predicted, many things pass quickly so that between truth and reality everything becomes subjective (Utami, 2022). This era is known as the era of Volatility, Uncertainty, Complexity, and Ambiguity (VUCA). Changes in the world have both positive and negative impacts, thus posing major challenges for educational institutions (Arifin et al., 2021). Modern education leads to ambiguity as a result of the use of technology and unlimited online interaction. The VUCA era which is the cause of chaos and turmoil that has positive and negative consequences for didik participants (Arifah et al., 2022). This

new era triggers educators to focus their learning not only on academic aspects, but also on building the istic character of students who are smart, knowledgeable, superior, ethical, responsible, and tough in facing the progress of the VUCA era. (Hendrarso, 2020)

Based on research that has been conducted by researchers, the global era has an impact on children's learning difficulties, including found by: Sindi Suryani (2021) The results showed the difficulty of learning biology through online learning in the high category, which was 67%. Hconnection of difficulty learning biology through online learning with student learning outcomes with a value of $r = 0.254$; The t-count value coefficient of 2.604 is greater than ttable, which is 1.986, in conclusion, there is a significant relationship between learning difficulties and learning outcomes (Suryani & Lutfri, 2021). Marisa Amaliyah (2021) stated that the level of learning difficulties was 68.00%, medium at 26.55% and low at 5.45%, the data showed that high learning difficulties were more dominant (Amaliyah et al., 2021). Ira Novitasari (2017) The difficulties experienced by students with high criteria are in the sub-subject of Kirchoff's Law with a percentage of 71.42% and energy and electrical conductivity with a percentage of 63.68%, while for the sub-subject with fairly high criteria, namely in the sub-subject of Ohm's Law and the resistance of a conductor with a percentage of 58.03%, current, voltage, and electrical resistance with a percentage of 53.35%, series and parallel resistor circuits with a percentage of 53.57% (Novitasari & Sihombing, 2017). This shows that there are still many students who experience learning difficulties.

Researchers have found several ways that can be done to overcome this learning difficulty, including Siti Nusroh (2020) stating that there are 3 ways to overcome these learning difficulties, namely: a. selection of the right method, b. varied use of media, c. provision of learning motivation (Nusroh & Ahsani, 2020). Rofia Masrifah stated that the solution to learning difficulties is that religious learning must be integrated appropriately and all components must be involved in identifying learning difficulties that occur, as well as efforts in improving the delivery of learning materials, methods, and media.(Masrifah, 2021) Muhammad Mushfi El Iq Bali In handling the difficulties of *Learning Disorder* students, namely by using *the hypnoteaching* method, which is changing negative perceptions into positive ones through the collaboration of the conscious and subconscious. (Bali & Masulah, 2019)

The literature review shows that SMPIT Insan Madani is a school that implements a *boarding* system where students are required to stay in dormitories during the effective period of learning. Students at SMPIT Insan Madani have different backgrounds, so the learning ability and interest in learning from students there are also different. In this school, researchers found very interesting things about the solutions of educators in solving learning difficulties there, namely psychological approaches, the application of nature-based schools (*out door*), and constructive approaches. The solution applied by these educators is the reason this research is feasible to be carried out.

LITERATURE REVIEW

Characteristics of the Vuca Era

The reality of the development of science and technology at certain stages has given birth to a new era called the digital era (Mulyadi & Prakoso, 2021). The environment in this era has the nature of *volatility*, *complexicty*, *ambiguity*, and *uncertainly* because everything feels so quickly known; Good information, news, and much more. These four characters are the characteristics of the VUCA Era generation (Nurhayani, 2019), and have an influence on a dynamic and difficult world to predict. In

the aspect of education, this era also has a great impact on educators and students, so that now new educational problems arise that require special handling. (Wulansari & Ma'mun, 2019)

Competencies and Education Models in the VUCA Era

The transition from Era 4.0 to Era VUCA caused great turmoil in all aspects of life both in the fields of trade, health and education. So that each of these fields is required to prepare for the things that will be faced in this new era. In the aspect of education, there are several competencies that must be prepared by educators in order to bring their students into a good flow in the development of this era. These competencies are knowledge, skills, and attitudes (Sukmawati, 2023).

Indonesia is currently experiencing a setback in the quality of its education due to an imbalance in readiness for sudden changes to learning principles. This happens because education in Indonesia still considers only teachers to be the source of knowledge, while the reality that occurs today is the development of technology that results in information and knowledge can be accessed quickly through various media. Muhamad Yusril Saepul Rohman (2022) stated that among the education models that can be used in facing this new era is the SIMBAS (Ready, Interactive, Independent, and Free) model adjusting to the current era of education (Rohman & Mulyana, 2022). Nuning Zaidah (2019) stated that the educational model that can be used to face this era is critical, analytical, creative, innovative, and collaborative learning (Zaidah et al., 2019). Via Aini (2020) also found that the learning model that can be applied to deal with this breakthrough is critical thinking and learning focused on PBL (*Problem Based Learning*) (Aini & Syachrannie, 2020). From this it can be concluded that the learning models that can be applied in this VUCA era are through active, creative, innovative, independent, free, collaborative learning, and learning focused on PBL (*Problem Based Learning*).

Various Learning Difficulties

Learning difficulties are an obstacle for students in the student learning process which causes the desired learning target not to be achieved. The following is a review that has been reviewed by previous researchers related to various learning difficulties. Nuraeni (2020) about internal factors or individual and external factors such as family or environmental factors that affect student learning outcomes. Another statement states that learning difficulties may be caused by disorders in the central nervous system of the brain (neurobiological disorders) that can cause developmental disorders such as impaired development of speech, reading, writing, comprehension and arithmetic. (Nuraeni & Syihabuddin, 2020)

In addition to the definition mentioned above, according to Sudrajat student learning difficulties include broad understandings, including: (a) learning disorder or learning disorder is a condition in which a person's learning process is disrupted due to conflicting responses; (b) learning dysfunction is a symptom in which the learning process carried out by students does not function properly, even though in fact the student does not show mental subnormality, or psychological disorders; (c)

underachiever refers to students who actually have a level of intellectual potential that is classified as above normal, but whose learning achievement is classified as low; (d) slow learner or slow learner is a student who is slow in the learning process; and (e) learning disability refers to symptoms where students are unable to learn or avoid learning, resulting in learning outcomes below intellectual potential. From some of these quotes when classified through factors, the factors that cause learning difficulties are internal and external factors that cause learning outcomes cannot be optimal.

Learning Difficulties Solution

Learning difficulties are problems that must be resolved so that students can achieve maximum results in their learning. The following are some methods that can be applied in dealing with learning difficulties:

1. Problem posing

Problem posing is an approach that requires students to ask questions and make solutions that are expected to develop thinking skills, especially critical thinking skills. (Shanti et al., 2017) In implementing this method, educators can carry out several stages, namely; a. making learning situations, b. making questions, c. solving questions, and d. applying the knowledge that has been obtained.

2. Balancing Concept Learning

Tiomsi Sirait (2019) said that based on the results of John Dewey's research, students will learn well if what is learned is related to what has been known is an actual reality in everyday life (Sirait, 2019). This method is a method that links the knowledge we already know with the reality around us so that students can easily understand the material that has been received.

3. Remedial Teaching

Prihatina Hikmasari (2018) stated that learning using the remedial method is an effort to help students who have not achieved learning completeness, in the form of improvement activities that include all guidance assistance provided to students to improve learning outcomes to achieve the expected learning completeness (Hikmasari et al., 2018). The conclusion is that this remedial teaching is a learning that will make students try their best to achieve maximum learning results as expected by repetition of exam questions or material.

4. Providing Learning Motivation

Arouse interest in oneself in every learning and try to clearly understand the purpose of learning (Nusroh & Ahsani, 2020). Without interest and meaning in learning, the results will not be achieved optimally. Therefore, providing motivation is one of the solutions to learning difficulties that occur in students.

5. Organizing the social environment

This solution is a solution applied to filter all forms of social activities around students who have learning difficulties. This is done so that students can be kept from negative things around these students. Because there are many things from outside that make students follow the flow of association, that causes students to have problems in learning.

METHOD

The approach used in this study is a qualitative descriptive approach that aims to describe, explain and validate based on the results of the research that has been analyzed. (Murdiyanto, 2020) According to Siyoto & Sodik (2015), a qualitative approach is a research process that produces descriptive data in the form of words or spoken language from people and observable behavior. The data obtained is in the form of qualitative and quantitative data that will be described to form an understanding of the research findings.

The presence of researchers as informants is also an essential factor in all these research activities. When conducting research, researchers will be at the location as allowed to conduct research, namely visiting the location by the predetermined time. Meanwhile, respondents in this study were grade VII students of SMPIT Insan Madani Madiun Regency as many as 50 students who had carried out learning for one semester so that researchers could group students suspected of having learning difficulties.

The data collection process in this study was carried out in several ways, namely through observation and interviews. In the data collection, researchers analyzed learning activities in the classroom by observing students at several meetings in the last semester. At the end of the observation session, researchers conducted an interview session at the school to strengthen the information obtained through observation related to the learning difficulties experienced by students at SMPIT Insan Madani Madiun Regency.

The process of qualitative research data analysis is carried out by reducing data, presenting data, and drawing conclusions (Anggito & Setiawan, 2018). It aims to discover the meaning behind the data by identifying it. In this study, the data obtained were qualitative and quantitative data. Qualitative data are obtained through the observations described. Meanwhile, quantitative data is obtained through interviews with grade VII students of SMPIT Insan Madani Madiun Regency, which will be presented in the form of tables, diagrams, or graphs. The following is the research schedule conducted by researchers while in the field.

Table 1. Field Research Schedule

No.	Month	Interview Theme
1.	September	Class Observation
2.	October	Interviewing learners suspected of having learning difficulties
3.	November	Approach and analyze the data that has been obtained
4.	December	Provide solutions to solve students' learning difficulties

DISCUSSION AND DISCUSSION

Learning Difficulties

According to Nugraha, learning difficulties are conditions where there is an obstacle in the teaching and learning process to achieve maximum learning outcomes so

that it can affect the unpreparedness of students in following the learning process (Fajriyanti et al., 2022). In line with this, Baharudin also stated that learning difficulties are situations when students' efforts in achieving learning goals are hampered by physical, social, and psychological factors.(Nurjan, 2015) Both statements can be concluded that learning difficulties are a condition that occurs in the learning process where students cannot achieve maximum learning results because they are hampered by factors from within (internal) and outside (external) students.

This research was conducted to determine students' difficulty level in certain subjects. Learning difficulties are not only experienced by learners who have low IQs. The difficulties experienced by students during the learning process will hinder them from achieving the desired results. (Ilyas et al., 2020) Therefore, researchers make diagnoses to assist learners in identifying the difficulties they experience. Researchers can also assist teachers in finding the right learning methods for specific problems experienced by their learners. In this process, researchers distribute questionnaires to students to get the data needed. Based on the results of the questionnaire, researchers display in the form of a table as follows:

Table 2. Percentage of Subjects Considered Difficult

No.	Subjects Considered Difficult	Respondents	Percentage
1.	Mathematics	10	20%
2.	Natural Sciences	10	20%
3.	Social Sciences	5	10%
4.	Islamic Education	10	20%
5.	Indonesian	4	8%
6.	English	5	10%
7.	Javanese	3	6%
8.	PPKN	4	8%
9.	Crafts	0	0%
10.	Cultural Arts	0	0%
Sum		50	100%

Referring to the table above, it can be concluded that most students have difficulty learning in mathematics subjects with a percentage of 20%, Natural Sciences (Science) with a percentage of 20%, followed by Islamic Religious Education (PAI) subjects as much as 20%. This can be seen from the mistakes of students in doing the questions given by the teacher. Students do not have a high level of understanding of these subjects, so the material delivered by the teacher cannot be received properly. A low level of focus when the learning process takes place is also one of the obstacles for students in achieving the expected learning outcomes.

The presentation of learning difficulties in each subject has its characteristics In education. There are those whose level of difficulty from some of these subjects shows that there are things that need to be addressed either in the delivery of theory or from other things so that learning can be carried out optimally. (Erwhintiana & Basid, 2017)

Stated that there are factors that cause learning difficulties to occur, from time management as much as 2%, lack of student confidence 27%, and a less supportive environment as much as 7%. Of course, there are also many other factors that cause the presentation of learning difficulties that plague students in general.

Another data is learning difficulty data by (Anugrahana, 2020) which states that there are 28.99% of learning interest factors, 14% of teacher factors, 9.8% of study habit factors, 9.8% of family factors, and 7.2% of home environment factors. From the presentation data provided by Andri, we can know that the factors that cause the gap in student learning levels in each subject become several levels of presentation of learning difficulties. So that from several factors emerged, it caused some of the achievements of SMPIT Insan Madani students not to be able to achieve the target as expected

Table 3. Excerpts of The First Theme Interview

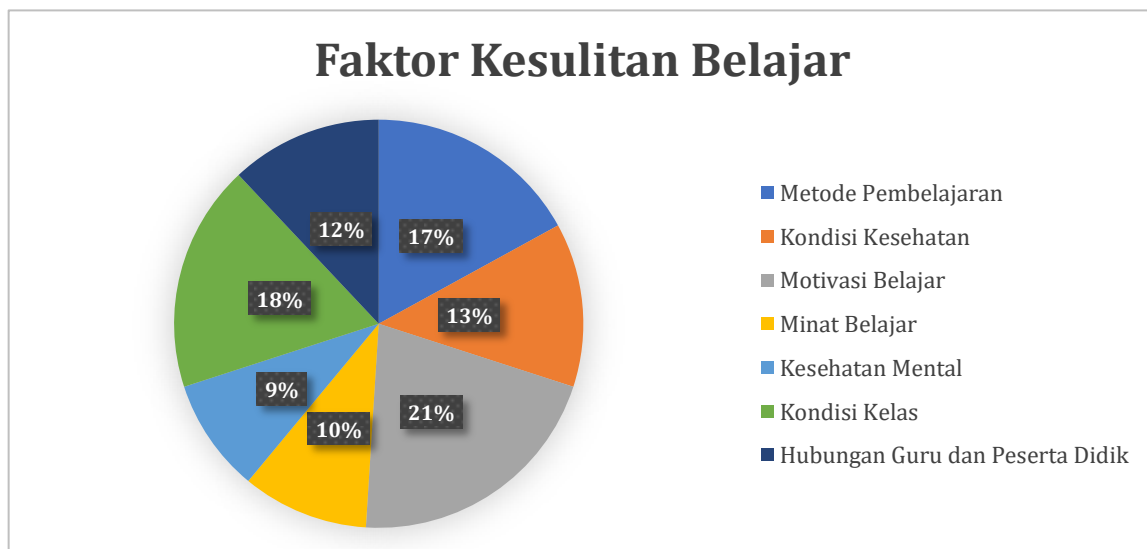
Theme	Informant	Interview Excerpt
Factors causing children's learning difficulties	Nazihah Haura Salsabila, Muhammad Wisam Mahasin, Ahnaf Danis K	We find it difficult to learn due to the limited learning media in the classroom...
	Hasna Arsyad Khoirunnisa, Muhammad Ridho Destianto	Sometimes we feel confused by the explanation given by the teacher...
	Asfa Mafaza Rosyidi, Linta Aciriul Labibah, Nasywa Roudhotul Mua'fiqoh	We feel that learning in class is fun, but the delivery of the material is monotonous...
	Shakira Khansa Amanina, Sa'idah Saniyah Putri, Athiya Dzakiyah Zahra Salsabil, Aniisa Farah Nabila	We feel that learning activities in class are fun, but some teachers do not use the media in class...
	Hasya Dini Hatyati, Salma Putri Raihana, Allmayza Putri S	We find it difficult when the material delivered is not in order...
	Firefly Prasetyo Jati, Rasendria Agustian	We think many friends get sick and then miss the material...
	Chonitsuki	
	Aqila Febriyasya Azkiya Zahra, Naufal Faaiq Abdillah	We are motivated by teachers, so we sometimes lack enthusiasm to carry out learning
	Muhammad Hafidz Syaifullah, Rifqi Hilman Nizar, Iswa Dayu W	The material presented is just so-so, so we sometimes lack enthusiasm...
	Delon Suryono, Rois Fatihul Aqso, Rafid Nararya Putra	The friends in the class are often crowded in the classroom, making us unfocused...
M Fawazi EL Mubarak, Yusticiya Ilsya Evelynna	Teachers sometimes only focus on the material and give assignments so less close to friends, while the learning is sometimes just repeated	

The table above is a presentation of the results of interviews regarding the learning difficulties faced by students of SMPIT Insan Madani class VII as a whole. Most students experience difficulties in learning due to several factors including: the learning method carried out is monotonous, the class is less conducive, the health of students which causes lagging learning material, lack of motivation to learn from educators, decreased interest in learning due to external and internal factors, gaps in teacher and student relationships.

Difficulties are natural when they arise in the middle of the learning process. Learning difficulties concluded from the learning outcomes of these students have also been studied by previous researchers such as (Handayani & Mahrita, 2021) which states that among the factors that affect student difficulties is monotonous learning without any new developments in material delivery methods. Such as excessive use of lecture methods and causes students to feel bored and reluctant to focus on learning material.

(Asriyanti & Purwati, 2020) states that there are internal and external factors that mutually affect the learning outcomes of students in grade V students, international factors in the form of lack of learning motivation, interests and talents, fakyor IQ and student health factors that make students unable to get the most out of learning. Similarly, SMPIT Insan Madani class VII also has learning difficulties, some of which are similar to the difficulties that occur in general in each institution in general.

Figure 1. Factors Causing Learning Difficulties



Based on the data that has been described, there are several factors that cause students' learning difficulties. These are grouped into two categories, including:

1. Internal factors, factors that occur from within a person such as:
 - a) Poor health conditions make it difficult for students to concentrate during the learning process,

- b) Learning motivation is important to be given to students because it aims to be a driver for students in achieving learning goals as expected,
 - c) Interest in learning is also an important factor in the learning process. If students have an interest in certain subjects, they will definitely have the ability to learn them,
 - d) Mental health must be maintained to balance emotions and thoughts so that they are able to rise from disappointment.
2. External factors, inhibiting learning difficulties occur from outside oneself for example:
- a) Less effective learning methods can cause students to no longer be interested in learning,
 - b) Class conditions that are not conducive result in students' concentration on learning to decrease, creating a conducive classroom atmosphere will make the learning process more comfortable.
 - c) A good relationship between teachers and students will create a comfortable and pleasant classroom atmosphere. The relationship between teachers and students is a two-way relationship where if the teacher shows enthusiasm and enthusiasm when teaching, students will automatically respond well.

Diagnosis of Learning Difficulties

Students who have learning difficulties in the learning process are identified in advance to obtain the information needed by the procedure as shown below:

Table 4. Excerpts of The Second Theme Interview

Theme	Informant	Interview Excerpt
Learning difficulties diagnostic strategies	Ana Rachmawati, Dyah Ayu Ekowati, Nurul Azizah	We observe students during learning and pay more attention to students who we find difficult to understand the material we provide.
	Widyanastuti, Samsul Arifin	
	Ika Nurjanah, Hamzah Farouqi, Ramadhani, Hafshah Niswatun Marfu'ah, Aufa	When learning takes place, when finding students who have difficulty understanding the material the teacher provides, the teacher conducts interviews to find the problems faced by these students, then provides solutions so that students can understand the material easily.
	Muhammad Mustaqim, Ja'far Abdullah, Humaira Za'ima Sufiya	I conduct class observations to find out students' difficulties in understanding the material during learning, I also conduct interviews with these students to analyze problems and provide solutions to solve them.

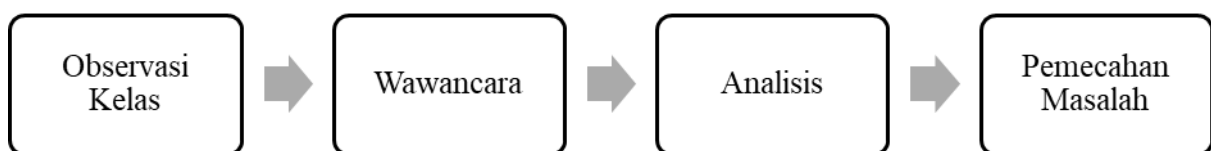
Tabel 4 shows that SMPIT Insan Madani Madiun teachers conduct class observations during learning to find out students who have difficulty understanding learning material. Then, the teacher conducts interviews to obtain relevant data or information. The data that has been obtained is analyzed to diagnose students and conclude the factors that cause students to experience learning difficulties. The last step that the teacher does is to provide solutions or solve problems.

Diagnosis of learning difficulties is an effort to understand the things that are the background to the occurrence of learning difficulties experienced by students (Aprila & Muliati, 2021). The diagnosis in this study is a diagnosis that is carried out by observing facts in the field, then conducting interviews with educators and students, and at the final stage we make a conclusion from the results of observations and interviews that have been carried out. In this case, the teacher must be a figure who knows, knows, and understands the characteristics of students well. So that they can find out the advantages, shortcomings, development, and achievements that have been obtained by their students. (Darimi, 2016)

Every process requires a procedure in its implementation, as well as diagnosis. Steps in the implementation of this diagnosis are things that must be taken so that in providing solutions to learning difficulties do not deviate from the difficulties that occur. The steps according to Yueni (2018) are: 1) Identifying students with learning difficulties, 2) Determining the form of difficulties that occur, 3) Determining factors of learning difficulties, 4) Determining how to solve learning difficulties, 5) Follow-up on solving student learning difficulties.

This is an indication that this diagnosis needs to be carried out to solve the difficulties of students in grade VII students of SMPIT Insan Madani. With this diagnosis, the difficulties that hinder the achievement of learning objectives at SMPIT Insan Madani will be resolved properly. So that students can get the most out of the learning they carry out.

Figure 2. Learning Difficulties Diagnosis Procedure



The steps taken by researchers in diagnosing student learning difficulties include:

1. The implementation of class conservation is carried out to obtain data during the learning process. The target of this class observation includes several aspects including: a) student responses to the material provided by the teacher in the learning process, b) the use of learning models and media, and c) teacher efforts in helping students to understand the material taught.

2. Conduct interviews with students to obtain data or information that is more relevant in diagnosing learning difficulties. Teachers approach first so that students are comfortable telling the problems they are experiencing. Because the relationship between teachers and students is the most important part in determining the character and personality of students.
3. After conducting observations and interviews, the teacher analyzes the data obtained from informants. After doing these three steps, teachers can conclude the factors that cause students to have learning difficulties.
4. The last step taken by researchers is problem solving. After the teacher knows the cause of the root problem experienced by students, the teacher can provide the best solutions so that students can follow learning without obstacles.

Solutions to Overcoming Learning Difficulties

Based on the description of the data or information that has been described, researchers also display several solutions from various articles, including:

Table 4. Excerpts of The Third Theme Interview

Theme	Informant	Interview Excerpt
Solution to learning difficulties	Ana Rachmawati, Nurul Azizah Widyanastuti, Vindi Asmaningtyas, Ja'far Abdullah, Humaira Za'ima Sufiya	The teacher provides specifications for the learning material, so that the material is easier for students to understand...
	Nurul Azizah Widyanastuti, Hamzah Farouqi Ramadhani, Humaira Za'ima Sufiya	Sometimes we do outdoor learning so that students do not feel bored and bored in the classroom...
	Ana Rachmawati, Dyah Ayu Ekowati	We provide direction and motivation so that students participate and are active in learning...
	Dyah Ayu Ekowati, Vindi Asmaningtyas, Ika Nurjanah, Hafshah Niswatun Marfu'ah, Aufa	We bonded some students who had learning difficulties...
	Ana Rachmawati, Abdul ZulfikarEly, Cahya Adha Husada	Yes, we usually carry out remedi when there are students who have not met their learning targets...
	Nurul Azizah Widyanastuti, Samsul Arifin, Muhammad	We provide activities to students to improve students'

Mustaqim

mastery of the material
provided...

Theabel shows that several SMPIT Insan Madani educators have proposed several solutions that can be applied to solve learning difficulties faced by students, including: paying special attention to students who have learning difficulties, doing learning outside the classroom, teachers always update in the learning model so as not to be monotonous, provide good learning motivation, maximize the use of existing media, and prioritize practice over theory.

Some solutions to student learning difficulties that have been applied by several previous researchers in solving learning difficulties problems and have also been applied by several educators in learning at SMPIT Insan Madani, namely:

1. Problem Posing

Several SMPIT Insan Madani educators such as Ana Rachmawati and Nurul Azizah Widyastuti use this solution in dealing with students who have problems understanding long and difficult material. The implementation is by summarizing some long material into core material or by making summaries of other material such as *mind mapping* to facilitate the understanding of the material that has been delivered. By applying problem posing, students can develop their mathematical thinking methods, such as logic and critical thinking. In addition, problem posing will improve the ability to solve problems. (Ahmad, 2019)

2. Balancing Concept Learning

According to Samsul Arifin and Muhammad Mustaqim, the method that makes students actively participate and students easily understand the learning material is to use the concept of a balanced learning strategy, which is to provide various activities so that they can help individual student differences, more students and teachers are activated, and encourage new abilities to develop new abilities in school, family, and community environment. In balancing concept learning, the teacher's job is to help students achieve their goals. In other words, teachers handle strategy more than just providing information. (Sirait, 2019)

3. Remedial Teaching

Abdul Zulfikar Ely and Cahya Adha Husada said that an effective and easy-to-implement solution in dealing with students' learning difficulties is remedial. This remedial will be a supplement to the teaching process as a whole. Some aspects that are the reasons for the need for remedial teaching are: a) In terms of students, it turns out that many students are still unable to achieve learning achievements; b) In terms of teachers, teachers are responsible for educational achievement through teaching objectives and curriculum objectives to achieve educational goals; c) In terms of understanding the learning process, remedial teaching is necessary to carry out the actual learning process that actually changes in overall behavior. (Waruwu, 2020)

During research in the field, researchers found interesting things about solving the learning difficulties of SMPIT Insan Madani students which are very rarely carried

out by most school institutions as learning innovations that will help facilitate the learning process, including:

1. Psychological Approach

The psychological approach contributes positively to the cognitive and emotional abilities of learners, especially during the learning process, thus leading to effective learning. This opinion was echoed by several, namely: Dyah Ayu Ekowati, Vindi Asmaningtyas, Ika Nurjanah, Hafshah Niswatun Marfu'ah and Aufa. With the existence of learning facilities that are not monotonous, students learn freely, and learning objectives are optimal. Interaction in the learning process is one of the conditions that must be met by the process to be realized so that interaction between teachers and students can run smoothly and the learning process will be more effective and useful because everything related to the material will be completed easily.

The Psychology Approach Method is one of the supports for the teacher-student interaction process to run well, where teachers must be able to read conditions and needs during the learning process so that teachers who have expertise in psychology can create an effective learning atmosphere, the learning process is successful.

2. Nature school

Reporting from Hamzah Farouqi Ramadhani and Humaira Za'ima Sufiya SMPIT Insan Madani also often invite their students to carry out their learning outside the scope of school so that students interact directly with the natural environment. Thus, learners not only learn inside the classroom, but also from outside the classroom. With the hope, school students can be another option that can create a fun learning environment where students realize that learning is a pleasant need.

3. Constructivity approach

Reporting from Ana Rachmawati and Dyah Ayu Ekowati Another approach implemented by the SMPIT Insan Madani institution is to train students to think positively when compiling and building knowledge. The application of the constructivity approach here seeks to improve the ability of students to actively participate in learning, thereby improving the cognitive abilities of students as a whole without missing a single student in active learning activities.

In learning, students are indeed required to be able to understand the material taught optimally (Nikmah et al., 2018). However, a student sometimes often experiences difficulties in learning. The difficulty sometimes arises from internal- as well as external-factors. The most important part of all of this is the solution of the difficulties that hinder the achievement of the desired results, so that learning results can be obtained optimally.

CONCLUSION

SMPIT Insan Madani is a junior high school that requires all students to stay overnight in a cottage dormitory during the effective period of learning. Like schools in general, in their learning researchers found some learning difficulties that occurred due

to several factors, both internal and external. To overcome these problems, SMPIT Insan Madani has applied several methods to solve the problem of learning difficulties that occur. But what is even more interesting is the 3 special methods applied that make SMPIT very interesting and worthy of discussion. The 3 methods are a. Psychological approach, b. School of nature, c. Constructivity approach.

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