

**HOMEROOM TEACHERS' PERSPECTIVES ON IDENTIFYING FACTORS
CONTRIBUTING TO STUDENTS' LEARNING DIFFICULTIES AT MTS
PEMBANGUNAN MANDIRANCAN****Salsabila Aisya Untari*, Elin Maulida Rahmawati, Andi Kiswanto**

Universitas Nahdlatul Ulama Cirebon.

*Corresponding author, *e-mail*: saisyautari@gmail.com

Abstract: Learning difficulties remain one of the major challenges affecting students' academic achievement and overall development. Identifying the factors contributing to these difficulties is essential for designing appropriate educational support and intervention strategies. This study aimed to explore homeroom teachers' perspectives on the factors contributing to students' learning difficulties at MTs Pembangunan Mandirancan. A qualitative descriptive approach was employed. Data were collected through classroom observations and semi-structured interviews with the homeroom teacher of Grade VIII-A as the primary informant. The collected data were analyzed using the interactive model of data analysis, including data reduction, data display, and conclusion drawing. The findings revealed that students' learning difficulties were primarily characterized by low learning motivation, difficulties in understanding subject matter, poor concentration during classroom activities, and ineffective learning habits. These difficulties were influenced by both internal factors, including motivation, self-confidence, learning readiness, and academic ability, and external factors such as family support, peer influence, excessive use of digital devices, and study habits. The study emphasizes the importance of collaborative efforts among homeroom teachers, subject teachers, school counselors, parents, and school administrators in identifying and addressing students' learning difficulties through comprehensive guidance and educational support.

Keywords: learning difficulties; homeroom teacher; guidance and counseling; qualitative study

INTRODUCTION

Learning difficulties remain a significant concern in educational settings because they may hinder students' academic achievement, learning engagement, and personal development. Students who experience learning difficulties often encounter obstacles in understanding instructional materials, maintaining learning motivation, completing academic tasks, and participating actively in classroom activities. If these difficulties are not identified and addressed at an early stage, they may negatively influence students' academic

performance as well as their social and emotional development. Therefore, identifying students who experience learning difficulties has become an important responsibility shared by teachers, school counselors, and other educational stakeholders.

Learning difficulties are influenced by various interconnected internal and external factors. Internal factors include learning motivation, cognitive ability, self-confidence, emotional condition, and learning readiness, whereas external factors involve family support, peer relationships, classroom environment, teaching strategies, and the use of digital technology. Recent studies have shown that excessive technology use, inadequate parental involvement, and low academic motivation are among the factors contributing to students' learning difficulties in secondary schools. Since these factors vary across educational contexts, understanding students' learning difficulties requires careful observation within their actual learning environment rather than relying solely on academic achievement indicators. (Saputra et al., 2025; Alenezi, 2024).

As the teacher who interacts most frequently with students in daily classroom activities, the homeroom teacher plays an essential role in identifying students experiencing learning difficulties. Through continuous observation, communication with subject teachers, and interaction with parents, homeroom teachers are able to recognize changes in students' learning behaviors and academic performance at an early stage. Their perspectives provide valuable information for planning appropriate educational interventions and guidance services that correspond to students' individual needs. Nevertheless, previous studies have predominantly focused on the prevalence or causes of learning difficulties from students' perspectives, while relatively limited attention has been given to the perspectives of homeroom teachers, particularly in Islamic junior secondary school settings.

Based on this background, the present study aims to explore homeroom teachers' perspectives in identifying factors contributing to students' learning difficulties at MTs Pembangunan Mandirancan. The findings are expected to enrich the existing literature on learning difficulties and provide practical implications for teachers, school counselors, and schools in developing collaborative strategies to support students experiencing learning difficulties.

METHOD

This study employed a qualitative descriptive approach to explore homeroom teachers' perspectives on the factors contributing to students' learning difficulties. The study was conducted at MTs Pembangunan Mandirancan, Kuningan Regency, West Java, Indonesia, during the second semester of the 2025/2026 academic year. The primary participant was the homeroom teacher of Grade VIII-A, who was selected through purposive sampling because of their direct responsibility for monitoring students' academic progress and learning behaviors.

Data were collected through classroom observations and semi-structured interviews with the homeroom teacher. Classroom observations were conducted to obtain an overview of students' learning behaviors and classroom interactions, while the interviews aimed to explore the homeroom teacher's perspectives regarding the characteristics and contributing

factors of students' learning difficulties. To strengthen the interpretation of the findings, relevant literature, including recent scholarly journal articles and academic books on learning difficulties and guidance and counseling, was also reviewed.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of data condensation, data display, and conclusion drawing and verification. To enhance the trustworthiness of the findings, source triangulation was applied by comparing information obtained from classroom observations, interview data, and relevant literature. This process ensured that the interpretation of the findings accurately reflected the research context and increased the credibility of the study.

FINDING AND DISCUSSION

The research findings were obtained through classroom observations and semi-structured interviews with the homeroom teacher of Grade VIII-A at MTs Pembangunan Mandirancan. The data revealed that students experienced various forms of learning difficulties, which were influenced by both internal and external factors. A summary of the research findings is presented in Table 1.

Table 1. Summary of Research Findings

No.	Findings	Description
1	Learning motivation	Several students demonstrated low learning motivation, as reflected in their limited enthusiasm during classroom activities, delayed assignment submission, and low participation throughout the learning process.
2	Understanding of learning materials	Students demonstrated varying levels of understanding of the learning materials. While some students were able to comprehend the lessons effectively, others required repeated explanations to fully understand the content.
3	Learning concentration	Several students experienced difficulties maintaining concentration during classroom instruction. They were easily distracted by surrounding conditions or activities unrelated to the learning process.
4	Use of digital technology	Digital technology had not been optimally utilized as a learning resource. Some students tended to use their mobile devices primarily for social media and entertainment rather than for educational purposes.
5	Family environment	Family support for students' learning varied considerably. Some students received consistent parental guidance at home, whereas others experienced limited parental involvement in their learning activities.
6	Peer influence and academic pressure	Peer relationships and academic demands also influenced students' learning experiences. Several students demonstrated reduced learning motivation when facing academic workload or negative peer influence.

The findings indicate that low learning motivation emerged as one of the most frequently identified learning difficulties among students. In addition, difficulties in understanding instructional materials and maintaining learning concentration were commonly observed during classroom activities. The findings also suggest that students' learning experiences were influenced by the way they utilized digital technology, the level of family support they received, and the quality of their peer relationships.

Furthermore, the findings revealed that students' learning difficulties were addressed through collaborative efforts involving the homeroom teacher, subject teachers, school counselors, and parents. The interventions included providing learning motivation, maintaining regular communication with parents, offering continuous learning assistance during classroom instruction, and coordinating with the school counselor whenever students required more intensive educational support.

In addition, the observations and interviews conducted with the homeroom teacher indicated that 7 out of 29 students (24.14%) were identified as experiencing learning difficulties. This identification was based on continuous observations of students' classroom participation, learning behaviors, academic performance, and communication with subject teachers. Each of these students demonstrated different characteristics of learning difficulties and therefore required individualized educational support according to their specific needs. To protect students' confidentiality, their identities are presented using initials.

Table 2. Identification of Students Experiencing Learning Difficulties

No.	Initial	Learning Difficulty	Contributing Factor	Intervention Implemented	Recommended Follow-up
1	AN	Low learning motivation and incomplete assignment submission	Limited parental guidance at home	The homeroom teacher provided continuous motivation, reminded the student to complete assignments, and monitored learning progress.	Individual counseling and regular communication with parents.
2	RF	Difficulty understanding Mathematics	Limited foundational academic skills	The teacher provided repeated explanations and additional practice exercises.	Peer tutoring and regular academic support sessions.
3	NA	Difficulty maintaining concentration during lessons	Excessive use of digital devices outside study hours	The student received guidance on effective study time management.	Collaboration with parents to monitor digital device usage.

No.	Initial	Learning Difficulty	Contributing Factor	Intervention Implemented	Recommended Follow-up
4	MR	Lack of self-confidence during classroom participation	Fear of making mistakes when answering questions	The teacher provided positive reinforcement and opportunities to express opinions.	Group guidance services to strengthen self-confidence.
5	DS	Low learning motivation and poor learning discipline	Negative peer influence	The homeroom teacher implemented a personal approach and provided continuous encouragement.	Collaboration among the school counselor, homeroom teacher, and parents.
6	FA	Difficulty understanding Islamic Religious Education materials	Limited concentration during classroom instruction	The teacher provided additional exercises and enrichment activities.	Continuous academic assistance and regular progress monitoring.
7	SR	Low classroom participation and declining academic achievement	Poor study time management and inconsistent learning habits	The homeroom teacher provided guidance on organizing study schedules.	Learning guidance services and continuous academic monitoring

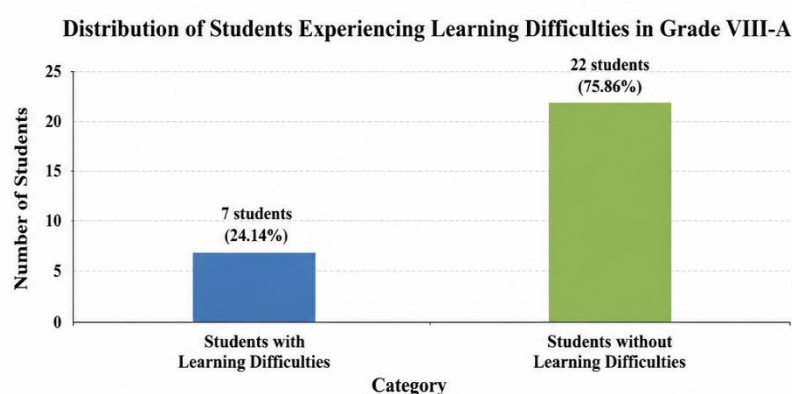


Figure 1. Distribution of Students Experiencing Learning Difficulties in Grade VIII-A

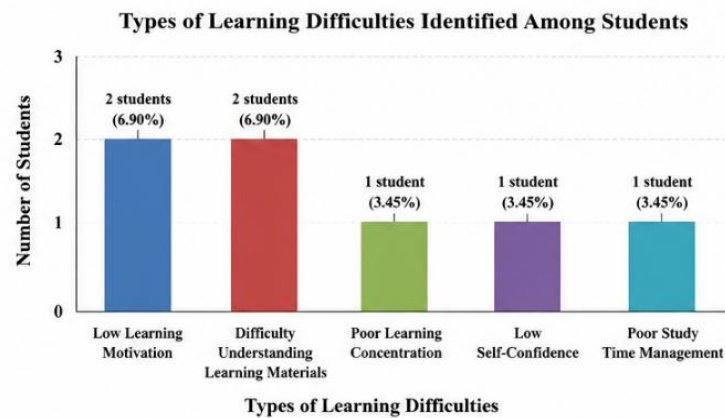
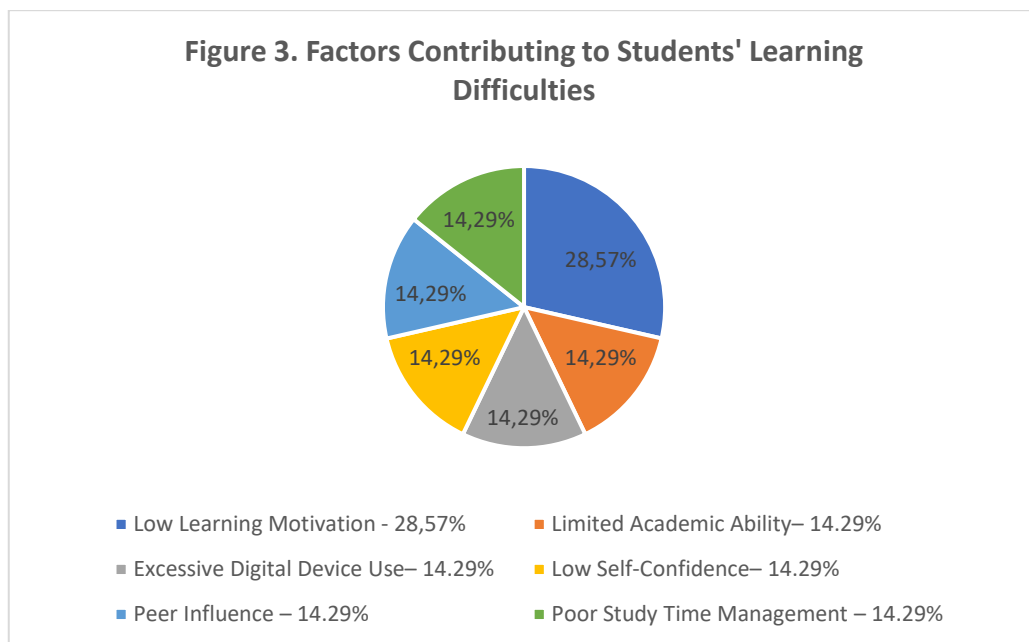


Figure 2. Types of Learning Difficulties Identified Among Students

The illustrates the distribution of learning difficulties identified among the selected students. Low learning motivation and difficulty understanding learning materials were the most frequently observed problems, while other difficulties included poor concentration, low self-confidence, and poor study time management. These findings highlight the diversity of learning difficulties experienced by students and emphasize the importance of individualized educational support.



The findings further indicate that **low learning motivation** was the most frequently identified contributing factor among students experiencing learning difficulties, accounting for **28.57%** of the identified cases. Other contributing factors included limited foundational academic ability, uncontrolled digital device use, low self-confidence, peer influence, and poor study time management, each representing **14.29%** of the identified cases. These findings demonstrate that the causes of students' learning difficulties are multidimensional and

therefore require educational interventions that are responsive to the characteristics and needs of each individual student.

Students' learning difficulties represent a complex educational phenomenon influenced by multiple interrelated factors rather than a single underlying cause. Based on classroom observations and semi-structured interviews with the homeroom teacher of Grade VIII-A at MTs Pembangunan Mandirancan, several factors were identified as contributing to students' learning difficulties, including low learning motivation, difficulties in understanding instructional materials, family and peer influences, and the way students utilized digital technology during the learning process. These findings suggest that each student demonstrates unique learning characteristics and therefore requires educational support that is tailored to individual needs.

To provide a more comprehensive understanding of these findings, each issue is interpreted in relation to relevant theories and previous empirical studies. This discussion not only examines the consistency between the present findings and existing literature but also highlights their implications for the implementation of school guidance and counseling services.

Learning Motivation as the Dominant Factor Contributing to Students' Learning Difficulties

Learning motivation emerged as the most prominent factor identified in this study. According to information provided by the homeroom teacher, several students demonstrated low levels of engagement throughout the learning process. This was reflected in their limited enthusiasm during classroom instruction, minimal participation in classroom discussions, and frequent delays in completing academic assignments. These findings indicate that students' learning difficulties are not solely associated with academic ability but are also closely related to their psychological readiness to participate actively in learning. When learning motivation declines, students tend to lose their willingness to understand instructional materials, maintain concentration, and complete academic tasks effectively.

These findings support the perspective of Uno (2021), who describes motivation as the driving force that initiates, directs, and sustains learning behavior. Learning motivation not only determines the amount of effort students invest in their learning but also influences their persistence when encountering academic challenges. Consequently, low learning motivation may serve as an early indicator of various learning difficulties which, if left unaddressed, may negatively affect both students' academic achievement and their psychosocial development.

The findings of this study are consistent with previous research indicating that learning motivation plays a crucial role in students' engagement and academic achievement Akbar et al. (2026). Students with stronger learning motivation tend to participate more actively in classroom activities, demonstrate greater persistence when encountering academic challenges, and achieve better learning outcomes. Conversely, insufficient learning motivation may reduce students' willingness to engage in learning activities, complete assignments, and seek assistance when difficulties arise. These findings reinforce the view that strengthening students' learning motivation should become one of the primary priorities

in educational practice, particularly through collaborative efforts involving teachers, school counselors, and parents.

From the perspective of guidance and counseling, these findings suggest that improving students' learning motivation cannot be achieved solely through occasional advice or verbal encouragement. Instead, it requires systematic and continuous interventions, including needs assessments, group guidance activities, individual counseling, and collaborative efforts among school counselors, homeroom teachers, subject teachers, and parents. Such an integrated approach enables the underlying causes of low learning motivation to be identified at an early stage, allowing educational interventions to be adjusted to the specific needs of individual students.

Furthermore, learning motivation also influences the way students respond to academic challenges encountered during the learning process. Based on the interview findings, students with low learning motivation tended to give up more easily when confronted with difficult learning materials and showed limited initiative to seek assistance from teachers or classmates. This pattern indicates that motivation plays an important role in developing students' **academic resilience**, which enables them to cope with learning challenges effectively. If learning motivation continues to decline without appropriate educational support, students may gradually lose confidence in their academic abilities, which can subsequently reduce their classroom participation and hinder their long-term academic development. Therefore, efforts to strengthen students' learning motivation should be implemented continuously through positive reinforcement, recognition of students' learning efforts, and the creation of a supportive classroom environment that encourages active participation. In this context, the homeroom teacher plays a crucial role in recognizing changes in students' learning motivation at an early stage, thereby facilitating timely collaboration with school counselors and subject teachers to provide appropriate educational support.

Difficulties in Understanding Learning Materials

The findings revealed that students demonstrated varying levels of understanding of the instructional materials delivered during classroom learning. According to the homeroom teacher, while some students were able to follow the lessons without experiencing significant difficulties, others required repeated explanations before they could fully comprehend the concepts being taught. These differences suggest that students' ability to understand learning materials is influenced not only by their cognitive capacity but also by their learning readiness, prior learning experiences, study strategies, and the instructional approaches implemented in the classroom.

From the perspective of educational psychology, difficulties in understanding instructional materials represent one of the indicators of learning barriers. Yusuf and Nurihsan (2022) explain that every student possesses unique learning characteristics; therefore, instructional strategies should be adapted to accommodate individual learning needs. Teaching practices that overlook these differences may prevent some students from fully understanding the learning content, even when all students receive the same instructional materials.

The present findings are consistent with the study conducted by Azzahra et al. (2026), which identified difficulties in understanding learning materials as one of the most frequently reported learning problems during school guidance and counseling assessments. The study emphasized that identifying specific forms of learning difficulties serves as an essential foundation for determining appropriate educational interventions. However, unlike the previous study, which relied primarily on guidance and counseling assessment data, the present research explores these issues from the perspective of the homeroom teacher. This perspective provides a more comprehensive understanding of students' daily learning experiences and highlights the homeroom teacher's role as the first educator to recognize emerging learning difficulties in the classroom.

These findings have important implications for school guidance and counseling services. Strengthening content mastery services, academic guidance, and collaborative consultation between school counselors and subject teachers may provide more appropriate academic support for students experiencing difficulties in understanding instructional materials. Such collaborative efforts enable educational interventions to be implemented according to students' individual learning needs.

Furthermore, the findings indicate that difficulties in understanding instructional materials do not necessarily reflect low academic ability. In several cases, students demonstrated considerable learning potential but required additional learning time or different instructional approaches to achieve an adequate level of understanding. This finding emphasizes the importance of recognizing students' diverse learning characteristics throughout the teaching and learning process. Teachers should not only function as knowledge transmitters but also as facilitators capable of adapting instructional strategies to students' individual learning needs. From the perspective of guidance and counseling, information regarding students who experience difficulties in understanding instructional materials may serve as an important basis for planning academic guidance services and consultations with subject teachers, allowing learning barriers to be addressed before they negatively affect students' academic achievement.

The Influence of Family Environment and Peer Relationships on Students' Learning Difficulties

The findings indicate that both the family environment and peer relationships contribute to the emergence of students' learning difficulties. According to the homeroom teacher, students experienced varying levels of parental support during home-based learning activities. While some students received sufficient supervision, encouragement, and academic assistance from their parents, others tended to complete their learning activities with limited guidance. These differences were reflected in students' learning discipline, assignment completion, and enthusiasm for participating in classroom instruction.

These findings suggest that students' academic success is determined not only by individual abilities but also by the quality of the social environment that supports the learning process. The family represents the first educational environment where students develop learning habits, values, and attitudes toward education. At the same time, peer relationships become an important social context that shapes students' learning behaviors during their

school experiences. Yusuf and Nurihsan (2022) emphasize that positive family support and healthy social interactions are fundamental factors contributing to both students' academic achievement and their social development.

The findings of this study indicate that family and peer environments play a meaningful role in shaping students' learning experiences. Students who receive consistent encouragement, supervision, and emotional support from their families are generally more motivated to participate in learning activities and demonstrate greater academic responsibility. Likewise, positive peer relationships may encourage students to develop productive learning habits, whereas negative peer influences may reduce learning motivation and distract students from academic responsibilities. These findings highlight that students' learning difficulties should be understood within the broader context of their social environment rather than being viewed solely as individual academic problems.

From the perspective of guidance and counseling, these findings highlight the importance of strengthening consultation services for parents, case conferences, and interdisciplinary collaboration as integral components of school counseling programs. Such collaborative approaches are expected to create a more supportive learning environment while reinforcing the academic and emotional support received by students both at home and at school.

The findings further demonstrate that the partnership between families and schools plays an indispensable role in supporting students' learning development. Effective communication between parents and schools facilitates continuous monitoring of students' academic progress and enables learning difficulties to be identified at an earlier stage. Conversely, limited communication often delays the identification of students requiring educational support. In addition, peer relationships may influence students in different ways. Positive peer interactions can strengthen learning motivation, self-confidence, and academic engagement, whereas negative peer influences may divert students' attention from academic responsibilities. Therefore, sustained collaboration between schools and families is essential to ensure that students receive consistent educational support across both home and school environments.

The Role of Digital Technology in the Learning Process

The rapid advancement of digital technology has transformed the ways students access information and engage with learning resources. Based on classroom observations and interviews with the homeroom teacher, students' use of digital devices was not consistently directed toward academic purposes. The homeroom teacher reported that many students used smartphones primarily for social media and entertainment rather than for accessing educational resources or completing learning activities. These findings suggest that managing digital technology effectively remains a significant challenge in supporting students' learning.

The findings further indicate that digital technology should not be viewed solely as a source of learning difficulties. Rather, its educational impact depends largely on how students use digital resources in their daily lives. When technology is integrated purposefully into learning, it provides students with broader access to information, interactive learning materials, and diverse educational opportunities. In contrast, excessive or unregulated use of digital devices may reduce study time, weaken students' concentration, and gradually

diminish their learning motivation. These findings are consistent with the systematic review conducted by Alenezi (2024), which concluded that the educational effectiveness of digital technology is strongly influenced by students' self-regulated learning skills as well as guidance provided by schools and families.

From the perspective of guidance and counseling, these findings highlight the importance of developing services that promote **digital literacy** and strengthen students' learning competencies in technology-rich educational environments. School counselors may incorporate topics such as time management, responsible smartphone use, and the effective utilization of digital learning resources into group guidance programs and informational guidance services. Through preventive educational interventions, students are expected to develop greater awareness of responsible technology use while maintaining their academic engagement and performance.

The findings also emphasize that digital technology has become an inseparable part of students' everyday lives. Consequently, school policies should extend beyond simply restricting smartphone use and instead focus on helping students develop the competencies required to use technology responsibly and productively. Collaborative efforts between school counselors and subject teachers can provide students with guidance on time management, digital citizenship, ethical technology use, and the effective use of online learning platforms. By fostering these competencies, digital technology can be transformed from a potential source of distraction into a valuable educational resource that supports students' learning and academic development in the digital era.

Implications of the Findings for Guidance and Counseling Services

The findings of this study indicate that students' learning difficulties cannot be understood solely from an academic perspective. Low learning motivation, difficulties in understanding instructional materials, family and peer influences, and the suboptimal use of digital technology demonstrate that learning difficulties are multidimensional and arise from the interaction of various internal and external factors. These findings suggest that addressing students' learning difficulties requires a comprehensive approach that considers each student's individual characteristics and educational needs.

Within the context of school guidance and counseling, the findings emphasize the importance of conducting needs assessments as the initial step in determining appropriate counseling interventions. Information provided by the homeroom teacher regarding students' academic performance and learning behaviors can serve as valuable data for school counselors in identifying students who require further educational support. A systematic needs assessment enables counselors to design more targeted guidance and counseling programs, including basic guidance services, responsive services, individual planning, and system support. These findings are consistent with previous studies on the diagnosis of learning difficulties, which emphasize that accurate identification of students' problems forms the foundation for effective guidance and counseling interventions.

In addition to systematic assessment, collaboration among educational stakeholders emerged as another essential component in addressing students' learning difficulties. The interview findings revealed that the homeroom teacher maintained regular communication

with subject teachers, school counselors, and parents whenever students experienced academic challenges. This collaborative practice suggests that learning difficulties can be addressed more effectively through coordinated efforts among educational stakeholders. Such collaboration enables schools to gain a more comprehensive understanding of students' academic and personal needs while facilitating timely and coordinated interventions. Continuous communication among homeroom teachers, subject teachers, school counselors, parents, and school administrators also supports the early identification of learning difficulties and ensures that guidance and counseling services are responsive to students' developmental needs.

Based on these findings, school guidance and counseling services should function not only as responsive interventions for students who have already experienced learning difficulties but also as preventive and developmental programs that strengthen students' learning competencies. Guidance and counseling programs may focus on enhancing learning motivation, developing effective study skills, improving time management, and promoting digital literacy. Various services—including group guidance, individual counseling, information services, parent consultations, and collaborative case conferences—may be implemented according to the characteristics of students' learning difficulties. Through these comprehensive services, students are expected not only to overcome their current academic challenges but also to develop the competencies necessary to face future learning demands successfully. This interpretation is supported by previous research demonstrating that the active role of school counselors and collaboration among educational stakeholders contribute significantly to students' academic achievement and holistic development.

The present findings further demonstrate that the effectiveness of guidance and counseling services depends largely on the continuous identification of students' developmental and educational needs. Information obtained from homeroom teachers represents an important source of data for designing needs-based guidance and counseling programs. By utilizing this information, school counselors are better positioned to determine service priorities through basic guidance services, responsive services, individual planning, and system support. Such an approach benefits not only students who have already experienced learning difficulties but also serves as a preventive strategy to minimize the emergence of similar problems among other students. Therefore, sustained collaboration among school counselors, homeroom teachers, subject teachers, parents, and school administrators remains fundamental to developing effective and sustainable guidance and counseling services.

Considering the findings of this study, each type of learning difficulty requires intervention strategies that correspond to students' individual characteristics and educational needs. Consequently, guidance and counseling programs should be developed based on the results of systematic needs assessments to ensure that educational interventions are relevant, targeted, and responsive. Recommendations for guidance and counseling services derived from the findings of this study are presented in Table 3.

Tabel 3. Recommendations for Guidance and Counseling Services Based on the Research Findings

Research Findings	Guidance and Counseling Service	Purpose
Low learning motivation	Group guidance	To enhance students' learning motivation
Difficulty understanding instructional materials	Collaboration between school counselors and subject teachers	To help students develop effective learning strategies
Poor learning concentration	Individual counseling	To improve students' learning focus and concentration
Low self-confidence	Group guidance using discussion and role-playing techniques	To strengthen students' self-confidence
Excessive smartphone use	Information services and parent consultation	To promote healthy and responsible smartphone use
Negative peer influence	Individual counseling and group guidance	To encourage positive peer relationships
Poor study time management	Content mastery services	To develop effective study planning and time management skills

Table 3 illustrates that the recommended guidance and counseling services were designed according to the specific characteristics of the learning difficulties identified among students. These recommendations demonstrate that different learning problems require different intervention strategies and therefore should not be addressed through a single standardized approach. Group guidance is considered appropriate for strengthening students' learning motivation and self-confidence, whereas individual counseling is more suitable for students experiencing personal academic difficulties. Furthermore, collaboration with subject teachers and parents plays a crucial role in supporting the effectiveness of counseling services, as several contributing factors originate from students' home and social environments.

Overall, the findings of this study not only provide a comprehensive description of students' learning difficulties in Grade VIII-A at MTs Pembangunan Mandirancan but also offer practical recommendations for developing school guidance and counseling programs. Guidance and counseling services designed on the basis of students' actual developmental needs are expected to enhance the effectiveness of educational interventions while promoting students' academic achievement, personal growth, and social development in a sustainable manner.

CONCLUSION

This study explored the homeroom teacher's perspective in identifying the factors contributing to students' learning difficulties at MTs Pembangunan Mandirancan. The findings indicate that students' learning difficulties are influenced by multiple interrelated factors rather than a single cause. Low learning motivation, difficulties in understanding

instructional materials, family and peer influences, and the use of digital technology emerged as the primary factors associated with students' learning difficulties. Among these factors, low learning motivation was identified as the most prominent issue affecting students' engagement in the learning process.

The study also revealed that several students experienced different forms of learning difficulties, each requiring individualized educational support based on their unique characteristics and educational needs. These findings highlight the importance of the homeroom teacher's role in identifying learning difficulties through continuous classroom observation and collaboration with other educational stakeholders. Information obtained through continuous classroom observation provides an important foundation for planning appropriate educational interventions that address students' individual needs.

The findings further emphasize the importance of implementing **needs-based guidance and counseling services** through systematic assessment and collaborative practices involving homeroom teachers, subject teachers, school counselors, parents, and school administrators. Such collaboration enables schools to provide timely, comprehensive, and sustainable support for students experiencing learning difficulties. Ultimately, the findings of this study contribute not only to a better understanding of students' learning difficulties from the homeroom teacher's perspective but also provide practical recommendations for developing more responsive guidance and counseling programs that foster students' academic achievement and holistic development.

Despite its contributions, this study has several limitations. The findings were based on classroom observations and semi-structured interviews with a single homeroom teacher in one class, which may limit the generalizability of the findings to other educational contexts. Future studies are encouraged to involve participants from different educational settings and multiple sources of information, including students, parents, subject teachers, and school counselors. Such studies may provide a more comprehensive understanding of the factors contributing to students' learning difficulties and further examine the effectiveness of guidance and counseling interventions in supporting students' academic and personal development.

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