



Efforts of Religious Education Teachers in Diagnosing Students' Learning Difficulties

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Abstract

Islamic Religious Education is something very valuable for a person; it cannot be denied that through Islamic Religious Education we can distinguish a person's character. Through Islamic Religious Education, a person can become obedient and devout. However, there are several efforts that must be made before achieving maximum results, namely the efforts of an Islamic Religious Education teacher in diagnosing or identifying students' learning difficulties. This study aims to identify the learning difficulties students face during the learning process, which the teacher then describes. This study employs a qualitative approach with a descriptive method, with data sources derived from observations, interviews, and documentation. The research findings indicate that teachers' efforts in diagnosing learning difficulties are already being implemented effectively, but their execution is not yet optimal. This is evident first in the fact that Islamic Religious Education teachers have not yet maximized classroom observations to observe students' deviant behavior during lessons. the implication is that the efforts of Islamic Education teachers in diagnosing learning difficulties through interviews with parents have been going well, but they are still not maximizing their efforts to interview parents to find out the family conditions that are causing problems for students in their learning. Therefore, the approach taken by teachers should not be limited to telephone calls without visiting the homes of students who are experiencing learning difficulties. Teachers should visit the homes of students who are experiencing learning difficulties in order to find out what problems the students are facing.

INTRODUCTION

Islamic Religious Education "is Islamic Religious Education that is valuable (Faishol et al., 2021; Maghfira Salsabilla et al., 2022).

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Because it emphasizes the aspects of values, both divine values and human values, which are intended to be instilled or developed within the students so that they become ingrained in their personalities. Islamic Religious Education is an activity that involves everyone and all layers of society. From the beginning of Islamic Religious Education until the end of one's life, everyone is involved in education, whether it is Islamic Religious Education for oneself, children (family), or the community. Islamic Religious Education is essentially an obligation to always improve oneself, the quality of life, and to be responsible for the mandate as a caliph. Teachers, as professionals, play a central role in the overall process of Islamic Religious Education. Teaching involves guiding students' learning activities to ensure effective learning and achieve optimal results. Therefore, students' active participation in learning is essential, and teachers must enhance students' learning opportunities (Ishak, 2021; Khairusani, 2020; Mahmudi, 2019; Nusroh & Luthfi, 2020a, 2020b; Sinaga et al., 2023).

Law Number 14 of 2005 concerning teachers and lecturers in Chapter 1 article 10 paragraph 1 defines a teacher as "a professional educator whose main duties are to educate, guide, direct, train, assess, and evaluate students in early childhood Islamic education through formal Islamic education, Islamic Religious Education at the elementary level, and Islamic Religious Education at the secondary level (Muchammad Catur Rizky et al., 2022). The functions and objectives of national Islamic Religious Education, as stated in Law No. 20 of 2003, Chapter II, Articles 2 and 3: National Islamic Education serves to develop abilities and shape the character and civilization of the nation in a dignified manner in order to enlighten the life of the nation. Its purpose is to develop the potential of students to become people who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizens.

The teaching and learning process is the core of the overall Islamic Education process, with teachers playing a key role. The teaching and learning process is a process that involves a series of actions by teachers and students based on a reciprocal relationship that takes place in an educational manner to achieve specific goals in Islamic Religious Education (Hilda Darmaini Siregar & Zainal Efendi Hasibuan, 2024; Mubarak et al., 2021; Nabila, 2021; Palahudin et al., 2020). A teacher must possess good competencies, namely pedagogical competencies, which are the ability to manage student learning; personal competencies, which are the ability to have a stable personality, noble character, wise, and authoritative, and to be a role model for students, professional competence is the ability to master subject matter broadly and deeply, and social competence is the ability of teachers to communicate and interact effectively and efficiently with students, fellow teachers, parents or guardians of students, and the surrounding community, so that teachers truly have the ability to provide the best for students.

Learning difficulties are various disorders in listening, speaking, reading, writing, and arithmetic due to internal factors within the individual, namely minimal brain dysfunction. Learning difficulties can be caused by various things. Learning difficulties can be identified by a decline in academic performance and the emergence of behavioral disorders in students, both those with high and low capacities. There are several diagnostic steps that teachers can take, including the well-known Weener & Senf procedure (1982), as cited below: i) Conducting classroom observations to observe students' deviant behavior during lessons. ii) Checking students' vision and hearing, especially those suspected of having learning difficulties. iii) Interviewing parents to understand the family situation. iv) Administering diagnostic tests. v) Administering intelligence tests specifically for students with learning difficulties.

Factors that influence students' difficulties in learning include:

Internal Factors

Internal factors are factors that arise from within the student themselves, both physical and mental. These include health, sense of security, ability, interest, and so on. These aspects have a significant influence on a person's learning outcomes. Internal factors include: i). Physical factors, including health and physical disabilities. ii) Psychological factors, which include ability and intelligence. In English, intelligence is referred to as “intelligence,” and in Arabic, it is called “al-dzaka,” which means understanding, speed, and perfection. In other words, it refers to the ability to understand something quickly and perfectly. Attention: A teacher must present learning materials that capture students' attention through a teaching style that suits their characteristics. If the learning process is not interesting, boredom and laziness will arise, and ultimately the students' academic performance will decline. Therefore, what is being learned should be meaningful to them and varied. Students themselves should help determine and choose what they will learn. Interest is expressed through statements that show that students prefer something, which is then manifested through participation in an activity. Motivation, Motivation is the desire or drive to learn. Motivation can determine the quality of the process of seeking Islamic education. The learning process can be successful if the level of personal growth has allowed their physical or spiritual potential to mature (Armella & Rifdah, 2022).

External Factors

External factors are factors that come from outside a person, originating from their environment. The environment encompasses the conditions of the world that influence behavior and development in certain ways. The environment has a significant impact on students' learning in school. External factors are divided into three categories: family, school, and society. The Qur'an, as the primary reference, also emphasizes self-confidence clearly in several verses that indicate self-confidence, such as Surat al-Isra': 36.

إِنَّ الَّذِينَ كَفَرُوا لَوْ أَنَّ هُمْ مَا فِي الْأَرْضِ جَمِيعًا وَمِثْلَهُ مَعَهُ لَيَفْتَنُوا بِهِ مِنْ عَذَابِ يَوْمِ الْقِيَامَةِ مَا تُقْبَلُ مِنْهُمْ ۖ وَهُمْ عَذَابُ أَلِيمٍ

Meaning: *Do not follow something you do not know. Indeed, your hearing, sight, and conscience will all be held accountable.*

According to Ahmad Mustafa Al-Maraghi in his tafsir al-Maraghi, “it is the duty and responsibility of a human being to always speak and act in accordance with the discipline of their respective fields of knowledge so that humans can develop and be accountable for what they do during their lifetime and become fully human.” Based on the author's initial observations on November 1, 2022, Islamic Education teachers have not been maximally effective in diagnosing learning difficulties. The way teachers set specifications and qualifications for changes in student behavior has not been maximally implemented. This is evident in teachers' lack of attention to student behavior and learning, such as teachers still allowing students to be noisy during the learning process and teachers' lack of motivation and focus solely on learning materials, causing students to feel bored. Additionally, another challenge is that Islamic Education classes only have 3 hours per week, and diagnosing learning difficulties by interviewing parents to understand family conditions that may hinder students' learning has not been maximized by teachers. Students could be visited at home or contacted via telephone.

The preliminary interview that the author conducted with the principal revealed that the Islamic Education teacher diagnosed learning difficulties by observing the classroom and paying attention to students who had problems learning. This was because some students still talked while the teacher was explaining the material, thereby disturbing other students and creating a less conducive learning environment. In addition, the students came from different backgrounds and

therefore had different abilities and levels of intelligence. with only 3 hours of instruction per week, the Islamic Education teacher addressed the difficulties by interviewing parents to understand the family circumstances that were hindering the students' learning. The teacher's approach to addressing the students' difficulties could be implemented through home visits (Engkizar et al., 2023; Htay et al., 2025; Jaafar et al., 2025; Okenova et al., 2025; Rahman et al., 2025)

The initial interview conducted by the author with the school principal revealed that Islamic Education teachers diagnose learning difficulties by observing the class and paying attention to students who are experiencing learning difficulties. This is because some students still talk while the teacher is explaining the material, thereby disturbing other students and creating a less conducive learning environment. Additionally, students come from diverse backgrounds and therefore have varying abilities and levels of intelligence. With only 3 hours of class per week, Islamic Education teachers address these challenges by interviewing parents to understand family circumstances that may hinder students' learning processes. Teachers' approaches to overcoming students' difficulties can be implemented through home visits.

METHODS

This study uses a qualitative method with the scientific environment as a direct source of data (Engkizar et al., 2024; Guspita et al., 2025; Ikhlas et al., 2025; Khairunisa et al., 2025; Faddhia, 2025; Wulandari et al., 2024). Qualitative research is "a research procedure that produces descriptive data, speech or writing, and observable behavior from the subjects themselves. More simply, qualitative research can be defined as research that does not use numerical calculations but refers to scientific aspects. Qualitative research is suitable for this research problem because the data on the phenomena obtained from the field mostly concern the actions and statements of the respondents. Qualitative research essentially involves understanding people's behavior within their context, interacting with them, and trying to understand their language and interpretations of their environment. This research was conducted by contacting the relevant parties through direct interviews and the school environment that was the object of the research. The data collected was then described based on the expressions, language, ways of thinking, and views of the research subjects. In this case, the researcher sought to collect data on the efforts of Islamic Education teachers in diagnosing learning difficulties. The research method is a strategic step prepared to conduct research or work. The research method used by the author is descriptive. Therefore, its primary use is not as a tool for testing hypotheses, but rather for generating hypotheses, which can then be tested through more robust research. In this study, the researcher collected data related to the efforts of Islamic Education teachers in diagnosing learning difficulties (Akmal et al., 2024; Engkizar, Sarianti, et al., 2022; Fitriani et al., 2023; Istiqamah et al., 2024; Mustafa et al., 2025; Wati et al., 2025).

RESULT AND DISCUSSION

Teachers' efforts in diagnosing learning difficulties through classroom observation

First, based on the author's observations, the way teachers determine the specifications and qualifications for changes in student behavior is that changes in student behavior in learning to overcome learning difficulties can be seen from students' motivation and interest in learning, which reflect good learning outcomes and academic achievement, while students who experience learning difficulties have scores below the minimum passing grade, making it difficult for teachers to diagnose learning difficulties. The results of the interviews on how to determine the specifications and qualifications for changes in student behavior indicate that the learning difficulties faced by students can be addressed by teachers, who can even

provide good examples. even Islamic Education teachers can present the material to students using a single topic being discussed, so that students are more focused on what the Islamic Education teacher is conveying. The methods used by teachers are sufficient with one method, such as lectures, demonstrations, and discussions, to motivate students in learning and help them master the material being presented (Engkizar et al., 2025; Ummah et al., 2025).

Meanwhile, according to the principal, the way to determine the specifications and qualifications for changing student behavior is through Islamic Religious Education conducted by teachers, which is Islamic Religious Education that provides good examples in both words and deeds so that students can emulate their teachers. If teachers teach Islamic values and reflect the character of the Prophet Muhammad, and the methods applied by teachers are in accordance with the material being taught. (Engkizar 2025; Febrisni; Oktavua). The same was stated by the vice principal in charge of the curriculum regarding the method of determining the specifications and qualifications for changes in student behavior, which is Islamic Religious Education conducted by teachers. This involves providing good examples through both words and actions so that students can emulate their teachers. If teachers teach Islamic values and the methods applied by teachers align with the material being taught, then this is considered Islamic Religious Education.

The conclusion on how to determine the specifications and qualifications for changes in student behavior is that students face learning difficulties in achieving learning outcomes, even though teachers deliver material to students using a single topic so that students are more focused on what the teacher is saying. Teachers use only one method, such as lectures, demonstrations, and discussions, to motivate students to learn and to ensure that teachers have a good command of the material in the learning process. Second, the challenge in determining the specifications and qualifications for changes in student behavior is that behavioral changes require a lengthy process, while teaching hours are limited to 3 hours per week. Additionally, there are over 30 students in one classroom, and they come from diverse backgrounds, making it difficult for teachers to address and provide remediation and enrichment for the taught material (Engkizar, Muslim, et al., 2025; Sabrina et al., 2022).

The obstacles in determining the specifications and qualifications for changes in student behavior are that the subject matter taught by teachers is limited to one subject, which affects the development of other subjects, and students are passive due to limited discussion. Teachers are professional educators who develop learning well and use approaches to supervise and provide good guidance in learning (Engkizar, et al., 2025; Mutathahirin et al., 2020).

The principal said the same thing about the obstacles in determining the specifications and qualifications for changes in student behavior: "Everything the teacher says is an example for the students, so in the process of delivering the material, only one method is used, causing students to feel bored and less motivated to learn." Based on the above interview results, the author concludes that the challenge in setting specifications and qualifications for changes in student behavior is that teachers use a single subject matter, which affects the development of other subject matters, and students become passive due to limited discussion. The conclusion regarding the challenges in setting specifications and qualifications for changes in student behavior is that there are difficulties in learning the subject matter, as teachers focus on one subject, which affects the development of other subjects, and students become passive, leading to questions. Teachers are professional educators, so students must be developed properly in learning, and teachers should approach students to monitor and provide good guidance in learning.

Third, the way to determine the choice regarding the approach to student learning problems is that students who experience learning difficulties can be seen from their attitudes and behavior in learning, which often involve daydreaming and not taking notes during lessons. Even when teachers approach students to overcome learning difficulties, there are causes related to the family, such as parental attention and supervision, and there are also negative environmental influences. The approach to addressing students' learning difficulties involves focusing on targeted learning materials, ensuring that teachers do not rely solely on a single medium, and encouraging students to actively engage in discussing the material being studied. Teachers should allocate time efficiently to ensure the learning process runs smoothly, monitor assignments given to students, and conduct thorough evaluations to assess students' ability to master the material effectively. Meanwhile, according to the vice principal in charge of the curriculum, the approach to addressing students' learning issues involves teachers aligning their teaching methods with the subject matter and utilizing media such as visual aids to motivate students in their learning.

The conclusion regarding how to determine the approach to addressing students' learning issues is that the material should be structured using appropriate media, enabling teachers to employ multiple methods and encouraging students to actively engage with the subject matter. Fourth, the most effective teaching procedure is considered to be providing guidance to students facing learning difficulties and organizing separate classes outside of school hours. However, the issue is that students often do not attend due to various reasons and challenges. The most effective way to select teaching procedures is when teachers connect the material being discussed with other subjects, and students are more active by using various methods and materials in the learning process. This makes students more engaged in learning because teachers consistently ask questions related to the subject being taught and use a variety of teaching methods, such as lectures, discussions, and demonstrations.

According to the principal, the most effective teaching method is for teachers to connect the material being discussed with other lessons, using various methods to motivate students to learn. According to the author, the most effective teaching method is when teachers connect the material being discussed with other subjects, so that students are more active in connecting new material using various methods and materials discussed, and students are more active in using various methods and materials discussed in learning. The conclusion on how to choose the most effective teaching procedure is that teachers should connect the material being discussed with other lessons, and students should be more active by using various methods and materials discussed in the lesson so that students are more active in learning because teachers always ask questions related to the lesson being taught and use a variety of teaching methods such as lectures, discussions, and demonstrations. Fifth, based on observations of how norms and criteria for student learning success are established, students who experience learning difficulties are given guidelines to help them understand the material properly. For example, students who violate the rules are given punishments at school with weights agreed upon by the school.

The way in which learning standards and criteria are set is limited by the materials and methods available and the students' limited ability to understand the lessons taught by the teacher, as students are at different levels and have little interest in memorizing and reading books, so they only accept what the teacher teaches. According to the school principal, the method of determining standards and criteria for student learning success is limited by the materials and methods taught by teachers, as well as students' varying levels of comprehension and inadequate facilities such as libraries, which make students less inclined to seek out materials related to the lessons they are studying. According to the author, the way to

determine the norms and criteria for student learning success is that students have limited abilities and only 3 hours of learning time per week, so the material and methods taught by teachers are limited. The conclusion is that the method of setting standards and criteria for student learning success is limited by the materials and methods available to teachers, as well as students' limited ability to understand lessons due to varying levels of ability and low interest in memorizing and reading books, resulting in students only accepting what is taught by teachers.

The results of the observations and interviews above regarding teachers' efforts in diagnosing learning difficulties in the classroom are that the learning difficulties faced by students in learning are the responsibility of teachers to make various changes in student behavior so that they are motivated to learn by giving additional assignments from school so that parents provide good cooperation in achieving good learning outcomes. implementing various approaches to address the learning difficulties faced by students by setting criteria for student success and providing rewards to students in their learning, thereby effectively overcoming learning difficulties.

Efforts by Islamic Education teachers in diagnosing learning difficulties through parent interviews

First, based on observations of problematic conversations that can be handled by teachers themselves, teachers provide guidance, advice, and motivation to students who are experiencing learning difficulties so that there are positive changes in determining student success, but teacher success is still low because students come from different backgrounds (Engkizar et al., 2018). The problematic conversation that can be handled by teachers themselves is learning based on lesson plans so that it is directed at giving tasks that help students by providing good understanding and using various methods so that students are motivated in learning and the learning difficulties faced by students are addressed through cooperation with parents in achieving good learning outcomes. Meanwhile, according to the principal's opinion on problematic conversation methods that teachers can address on their own, teachers should connect the material being taught with previous lessons so that it can be linked in discussions.

Innovative agents can improve their relationship with clients by fostering client trust in their abilities, mutual trust, and empathy for clients' problems and needs. In the case of educators as change agents and students as clients, educators and students must trust each other so that the issues they face can be resolved through the exchange of complete information. In social life, if an individual trusts someone, whatever that person says is likely to be accepted as true without further analysis.

The same thing was said by the deputy head of the curriculum department, who said that problematic conversations that can be handled by teachers themselves are "teachers who are always on time when teaching so that the learning process runs well and optimally, and connect the material being taught with previous material to motivate students, and the content is very good because they use various methods in teaching. The author's conclusion regarding problematic classroom discussions that can be addressed by teachers themselves is that learning is less focused on discussions and providing the materials being discussed, and teachers assign tasks that help students gain a good understanding while using various methods to motivate students in their learning.

Second, based on observations of obstacles in problematic conversations that can be handled by teachers themselves, teachers give advice to students that is not taken seriously, especially male students in high school who tend to disrespect teachers, so that the advice is not implemented and is merely given as advice. Challenges in problematic conversations that teachers can address on their own include insufficient use of various teaching methods appropriate to the subject

matter, with teachers focusing more on student development and the material to be taught, and providing students with opportunities to give good answers. Conclusion: Challenges in problematic conversations that teachers can address on their own include teaching that does not follow the curriculum, failing to use various methods appropriate to the material being discussed, and teachers focusing more on student development and the material being taught.

Third, based on observations of problematic conversations that can be handled by teachers with the help of parents, learning difficulties occur and teachers have fulfilled the procedures for calling the guidance counselor so that parents are aware of their children's problems and can cooperate in overcoming learning difficulties. The way in which problematic conversations can be handled by teachers with the help of parents is for teachers to discuss the material and find its sources, and for students to be taught based on the books provided at school and for teachers to provide information using media that can help students in their learning.

Meanwhile, according to the principal's opinion, problematic conversations can be handled by teachers with the help of parents. Teachers discuss the material using images, and some students are even instructed to search the internet for additional material, which is then used as part of their assignment grade, so that students take the time to search for sources. The same was stated by the vice principal in charge of the curriculum regarding how problematic conversations can be addressed by teachers with the assistance of parents: "Teachers always connect current material with current material during instruction, ensuring that the learning process proceeds smoothly and effectively."

The conclusion from the interview results regarding how teachers can address problematic conversations with the help of parents is that teachers should maximize the material discussed and seek its sources, while students should follow the textbooks provided by the school and receive information from teachers using media that can help students in their learning. Fourth, based on observations of obstacles in problematic conversations that can be handled by teachers with the help of parents, the obstacle lies in collaborating with parents through school calls. Many parents have valid reasons for being unable to attend school calls due to work commitments, so home visits are conducted to achieve better results. Challenges in problematic conversations that can be addressed by teachers with parental assistance include insufficient discussion of the material, so that students can understand the material being taught, and teachers assigning individual and group tasks to students for proper assessment. Teachers use various teaching methods appropriate to the material being taught to motivate students to learn.

According to the principal, the obstacles in problematic conversations that can be addressed by teachers with the help of parents are that teachers do not fully master the subject matter and use various media to help students understand it. According to the vice principal in charge of the curriculum, the obstacles in problematic conversations that can be addressed by teachers with the help of parents are that teachers do not teach optimally because they do not vary their teaching methods in presenting the subject matter so that students can understand the material being studied. Therefore, the conclusion from the author's interview regarding the challenges in problematic conversations that can be addressed by teachers with the help of parents is that teachers provide insufficiently discussed material, causing students to lack understanding of the material being studied, and teachers assign individual and group tasks to students, enabling proper assessment. Teachers use various teaching methods appropriate to the material being taught.

Fifth, based on observations of problematic conversations that cannot be handled well by either teachers or parents, teachers and parents have given advice to problematic students and left the decision to the student representative to provide

proper guidance. However, some students have changed while others have not, so learning difficulties cannot be properly addressed. The problematic communication issues that cannot be effectively addressed by either teachers or parents involve assigning students tasks to research library materials and online resources related to the subject matter being studied, thereby giving students responsibilities and tasks to complete. Additionally, the subject matter is taught using a discussion-based method, allowing teachers to guide students and clarify any unclear concepts.

According to the principal, the problematic conversation that cannot be handled well by either teachers or parents is “assigning students to search for information about the material being studied in the library and internet cafes.” Based on the observations and interviews above, the conclusion regarding teachers' efforts in diagnosing learning difficulties through parent interviews is that the learning difficulties faced by students can be addressed through good cooperation with parents to overcome the issues faced by students, thereby achieving good learning outcomes. Teachers can also assign additional tasks to students to improve their learning performance, ensuring that the learning process is successful and that parents are provided with proper guidance in supporting their children's learning. - additional tasks to students, enabling them to improve their academic performance. This process requires successful implementation, and parents are provided with proper guidance in supporting their children's learning.

Efforts by Islamic Education teachers to diagnose learning difficulties through classroom observation

Teachers' efforts in diagnosing learning difficulties through classroom observation are learning difficulties faced by students in learning, which are the responsibility of teachers to make various changes in student behavior so that they are motivated to learn by giving additional assignments from school so that parents provide good cooperation in learning well, implementing various approaches to address the learning difficulties faced by students by setting criteria for student success and providing rewards to students in their learning, thereby effectively overcoming learning difficulties (Engkizar et al., 2021; Febriani et al., 2022).

Classroom observation is a systematic observation and recording of phenomena in the classroom. The components considered in determining classroom observation are: i) Determining the specifications and qualifications for changes in student behavior and personality in accordance with the expected goals. ii) Determining the choice of approach to learning problems based on aspirations. iii) Selecting the most effective teaching procedures, methods, and techniques. iv) Establishing norms and criteria for the success of learning activities so that they become guidelines for teachers in conducting evaluations (Saputra et al., 2023; Zulmuqim, 2017).

Teachers are essentially a statement or an open promise that someone has dedicated themselves to a position or service because they feel called to do that job. Teachers are still frequently discussed or questioned by people, both among experts in Islamic Education and outside the field of education. Over the past decade, the media, especially print media such as daily and weekly newspapers, have almost daily published news about teachers.

Everything usually has a foundation that serves as a basis for creating and examining important matters so that they do not deviate from the existing foundation. A foundation is the basis for something. Just like an organization, it must have a constitution and bylaws as a basis for carrying out activities, making decisions, and so on. If an organization lacks a constitution and bylaws, it cannot be called an organization but rather a collection of components without a clear and defined purpose. Similarly, Islamic Religious Education must have an educational foundation. This foundation must align with the philosophy of each nation and state.

Teachers' efforts in diagnosing learning difficulties through parent interviews

Teachers' efforts in diagnosing learning difficulties through interviews with parents are learning difficulties faced by students by working closely with parents to overcome the problems faced by students so that the learning outcomes are good and learning difficulties are handled well by teachers giving additional assignments - additional assignments to students so that they can improve their academic performance, thereby ensuring that the learning process is successful and that parents provide good guidance in learning (Engkizar, Kaputra, et al., 2022; Sulaiman, 2021).

The family is the primary and most important center of Islamic education. It is within the family environment that children first have the opportunity to learn and experience interactions with others. Factors related to this include how parents educate their children, relationships among family members, the home environment, economic conditions, and cultural background.

This factor is very important in determining a child's learning progress, namely how parents educate their children, such as parents who pay little or no attention to their children's Islamic education, for example, they are indifferent to their children's learning, do not pay any attention to their children's interests and needs in learning, and so on. The relationship referred to here encompasses a range of attitudes, including loving and understanding care, or even hatred, harshness, indifference, pampering, and others. A lack of affection can lead to emotional insecurity. Similarly, harshness, cruelty, and indifference can result in similar outcomes. Parental affection can take the form of: i) Do parents often spend time chatting and joking with their children? ii) Do parents discuss family needs with their children? A child will experience learning difficulties due to these factors. The purpose of interviewing parents to understand the family situation is: Issues that can be addressed by the teacher alone. Issues that can be addressed by the teacher with parental assistance.

CONCLUSION

The efforts of Islamic Education teachers in diagnosing learning difficulties through classroom observation are already running well but have not been maximized in their implementation. This is evident first in the fact that teachers have not maximized classroom observation to observe deviant behavior in students during learning, such as teachers not paying enough attention to students who are noisy during learning and not providing enough motivation for learning. Teachers are only focused on the learning material, causing students to feel bored. Teachers should link the learning material to previous material so that students feel they understand the the material being explained. Teachers can also provide examples of learning methods so that students can better master the material. Teachers' efforts to diagnose learning difficulties through parent interviews are already in place but are not yet fully optimized. Teachers should interview parents to understand the family circumstances that may be affecting students' learning, as the current approach relies solely on telephone communication without home visits to students facing learning difficulties. Teachers should visit the homes of students facing learning difficulties to understand the specific challenges they are experiencing.

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