

Teacher Strategies In Improving Students' Academic Performance At State Elementary School 8 Rantau Bayur

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Abstract

This study aims to describe and analyze: (1) The implementation of teacher strategies to improve student academic performance at Rantau Bayur 8 Public Elementary School; (2) Barriers to implementing strategies to improve student academic performance at Rantau Bayur 8 Public Elementary School; and (3) Solutions implemented to overcome these barriers to strategies to improve student academic performance at Rantau Bayur 8 Public Elementary School. This is a qualitative study using descriptive qualitative methods. The study was conducted at Rantau Bayur 8 Public Elementary School, Banyuasin Regency, with six respondents. Data collection techniques used were observation, interviews, and documentation. The results show that: (1) The strategies implemented by teachers indicate that improving student academic performance is influenced not only by the classroom learning process, but also by thorough planning, ongoing evaluation, strong motivation, and parental support established through good communication between the school and the family; (2) The main obstacles in implementing teacher strategies to improve student academic performance at SD Negeri 8 Rantau Bayur are limited facilities and resources, limited learning time, differences in student abilities, lack of parental support, and low student learning motivation; and (3) Solutions used to overcome various obstacles that arise in implementing learning strategies at SD Negeri 8 Rantau Bayur include improving the utilization of infrastructure and resources, developing teacher professional skills, strengthening collaboration with parents,

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implementing differentiated learning, and providing motivation and emotional support to students.

Keywords: Teacher Strategies, Academic Performance

INTRODUCTION

A teacher's learning strategy refers to a systematically designed plan or approach to achieve desired learning objectives. This strategy encompasses various methods and techniques used by teachers to manage the classroom, deliver material, and facilitate an effective learning process. The benefits of implementing appropriate strategies include improving student understanding, motivating them to be more active in learning, and creating a conducive learning environment. The primary goal of a learning strategy is to ensure that students not only master the material but also develop critical, creative, and collaborative thinking skills. This strategy is crucial because each student has a different learning style, and a good strategy allows teachers to tailor their approach to their students' needs and characteristics, resulting in more effective and comprehensive learning (Ferrari et al., 2024).

Research by Furkan et al. (2025) concluded that pedagogical competence and teacher innovation strategies can increase student learning interest. The synergy between pedagogical competence and teacher innovation produces an effective and sustainable strategy. The combination of the two not only increases learning interest but also influences the development of critical thinking skills, independence, and student academic achievement. Learning innovation encourages the creation of a creative and enjoyable learning environment. The use of digital media, educational games, and a thematic approach makes the learning process more engaging, thus motivating students to participate consistently.

Academic performance is a student's ability to receive and understand the lessons learned in school. McKinney (2017) defines academic performance as how well students prepare and perform in class, and how well they master the material presented. Teachers and education officials typically measure achievement using classroom performance, graduation rates, and standardized test results. This performance encompasses various aspects that can be seen in students' abilities to absorb course material, complete assignments, take exams, and participate in learning-related activities. Several factors influence student academic performance. According to Syah (2015), these factors can be divided into three categories: internal factors, which relate



to a student's physical condition; external factors, which refer to the student's environmental conditions; and learning approach factors, which include strategies and methods for studying the subject matter.

Rantau Bayur 8th State Elementary School, Banyuasin Regency, is currently implementing modern learning strategies that integrate technology, are student-centered with interactive methods, and focus on character development (discipline and honesty) and complete facilities to support effective teaching and learning processes, with experienced teachers and collaboration between teachers for curriculum planning. In several observations conducted in the classroom, it was found that there are still some teachers who do not use modern learning strategies, this is due to the teacher's limited ability to use technology, one of which is a laptop. So the teacher prefers to use the lecture method, rather than using technology with a more interesting delivery of material. There are also some teachers who are still less disciplined, this is because some of the teachers who teach have small children which causes the teaching that the teacher does is often replaced by another teacher.

At Rantau Bayur 8th State Elementary School , it was discovered that despite teachers' diligent efforts to implement various teaching methods, gaps in student academic achievement persist, particularly in reading, writing, and arithmetic . An evaluation conducted by teachers and the principal in 2023 showed that only about 65% of students were able to meet the basic competency standards in reading and arithmetic, while the remainder still struggled to follow the subject matter. This indicates a significant difference in ability among students, which undoubtedly impacts the overall learning process.

In the third grade students of SD Negeri 8 Rantau Bayur, Banyuasin Regency, during the final exam evaluation of the odd semester in mathematics, 69% of students scored below the Minimum Competency (KKM). This is because students' arithmetic abilities are very low. During the teaching and learning process, teachers use teaching approaches, both individual and group, to teach arithmetic to students. In this approach, teachers allow students to bring teaching aids according to their economic abilities. Some bring pieces of stick, some use bamboo, some use an abacus, and still others prefer to use finger counting. However, as time passes, these students experience difficulties again in arithmetic. Teaching time with individual approaches is very limited. This means that in one subject, teachers can only teach a few students, especially with the number of third grade students as many as 31 students. Therefore, the teacher's approach is not optimal.



This low academic performance indicates a significant gap between established learning objectives and actual results. This phenomenon is not only caused by student ability but also by the diverse teaching strategies employed by teachers, which influence students' ability to grasp and understand the lecture-based delivery strategy. Academic performance is crucial in education because it is a key indicator of successful learning, reflects students' cognitive mastery, and serves as a foundation for higher education and career opportunities. It also builds critical thinking skills, motivates students, and validates teaching quality (Umar et al., 2023).

This study focuses on identifying and analyzing local teaching strategies implemented by teachers at SD Negeri 8 Rantau Bayur , and how these strategies can improve students' academic performance, especially in reading, writing , and arithmetic . Most previous studies tend to focus on more general and global teaching approaches, while this study attempts to explore how local factors, such as parental involvement , students' socio-economic conditions , and diverse teaching strategies , influence students' academic achievement at the elementary school level.

This research was conducted to understand more deeply how teachers' strategies at SD Negeri 8 Rantau Bayur can adapt to students' learning limitations , variations in student learning styles , and literacy and numeracy issues that remain major challenges in learning. Through direct classroom observation, researchers observed that although some teachers have implemented more enjoyable methods, such as educational games or the use of digital learning media, there are still disparities between one class and another. Students who come from family backgrounds with low literacy levels tend to have difficulty absorbing material, even when teaching methods are more interactive.

This research is novel in its focus and context, specifically examining the strategies implemented by teachers at SD Negeri 8 Rantau Bayur, a school not widely documented in the literature on strategies for improving academic performance at the elementary school level. Furthermore, this research will identify the barriers faced by teachers in implementing learning strategies and potential solutions to overcome these barriers. By focusing on a more contextual and field-specific approach, this research is expected to make a significant contribution to the development of learning in elementary schools.

This research is considered important because optimal student learning outcomes are the primary goal of any learning process. As part of the national education system, SD Negeri 8 Rantau Bayur is expected to achieve adequate educational quality standards. However, the challenges faced in improving student academic performance need further identification, particularly



regarding the learning strategies implemented by teachers. This research focuses on providing more targeted solutions to address these issues, thereby helping teachers be more effective in improving student learning outcomes.

RESEARCH METHODS

This study employed a descriptive qualitative method, chosen because it allows researchers to explore and understand phenomena in depth and comprehensively. With this approach, researchers were able to collect data in the form of narrative descriptions of teacher strategies in improving student academic performance at SD Negeri 8 Rantau Bayur. The qualitative method was chosen because this study aims to understand phenomena holistically, involving perceptions, experiences, and interactions between teachers and students that cannot be explained solely through numbers or quantitative data. This method is also suitable for gaining a deeper understanding of the learning process, how strategies are implemented, and how they impact student academic performance.

In this study, the researchers employed several data collection methods, including observation, interviews, and documentation. The data analysis techniques used in this study were those according to Miles & Huberman (Sugiyono, 2023), namely data collection, data reduction, data presentation, and conclusions.

RESULTS AND DISCUSSION

Based on research findings obtained through interviews, observations, and documentation, the implementation of teacher strategies to improve student academic performance at Rantau Bayur 8 Public Elementary School begins with systematic lesson planning. Teachers first establish learning objectives, identify students' initial abilities, and structure the material gradually, moving from simple to more complex concepts. These findings indicate that lesson planning takes into account students' characteristics and learning needs, enabling a more effective learning process.

Implementation of Teacher Strategies in Improving Student Academic Performance at Rantau Bayur 8 Public Elementary School

Based on results interviews , observations and documentation conducted at SD Negeri 8 Rantau Bayur , found that teachers have a very important role in increase performance academic



students . These efforts realized through various strategies designed and implemented in a way systematic start from stage planning learning , selection method teaching , implementation assessment , awarding motivation and development characters , up to build parental involvement in the educational process . The strategies implemented by teachers do not only focused on achievement results learn , but also pay attention needs , characteristics , and development participant educate in a way comprehensive .

Implementation of the strategy show that success learning No only determined by mastery material by the teacher, but also the teacher's ability in manage the learning process to suit with condition students . Findings study show that the teacher is trying create active , fun and meaningful learning so that student can reach results optimal learning . Therefore that , discussion following to describe implementation of teacher strategies based on five indicators main thing found in study .

1. Planning Learning

Planning learning done with consider various supporting aspects success Study students . Teachers first formerly determine objective learning that will be achieved , then identify ability beginning students so that the material can delivered in accordance with level understanding they . Besides that , the teacher also compiles material in a way gradually , starting from simple concept going to more concepts complex . In the planning process said , the teacher prepares various method learning and media or tool props that can help student understand material in a way more concrete .

Planning the learning carried out by the teacher shows existence effort For adapt the learning process with characteristics participant educate . This is important Because ability beginning diverse students requires different learning strategies to achieve the goals learning can achieved optimally . With understand condition beginning students , teachers can determine the right approach so that student No experience difficulty in follow learning . Use of media and tools props also become part important in planning Because can help student school the basis that is still be at the stage operational concrete For understand concepts learned .

Findings the in line with theory put forward by Uno (2021) which states that planning learning is a systematic process that includes determination purpose , selection materials , methods , media, and evaluation learning . Besides that , research by Sari & Hidayat (2022) shows that planning structured learning based on needs and capabilities beginning student influential positive to improvement results learn . With Thus , planning learning carried out by class III



teachers at SD Negeri 8 Rantau Bayur has reflect principles effective planning in increase performance academic student .

2. Method Teaching

One of frequent methods used is method ask answer . According to the teacher, the method This allows himself know to what extent understanding student to material that has been delivered . In addition that , method ask answer also encourages student For more active in the learning process Because they own chance For put forward opinions and ask questions about things that have not been understood .

Besides method ask answer , the teacher also applies method *Project Based Learning* (PjBL). Method This used so that students can Study through a more detailed process long in finish something problem or answer complex questions . Through activity project , students No only get knowledge , but also develop skills think critical , creativity , communication , and work same . Interview results with participant students also show that they like learning that involves games , practice direct , and indirect activities monoton so that the learning process become more pleasant .

Findings the reinforced by opinion Djamarah & Zain (2020) stated that that variation method learning can increase participation students and prevent saturation during the learning process . While that , research by Susanti & Wahyudi (2023) shows that implementation *Project Based Learning* capable increase results learning and skills think critical student school basic . With Thus , the use of diverse methods by grade III teachers are one of the effective strategies in increase performance academic student Because capable create active , interesting and meaningful learning .

3. Evaluation Learning

The teacher carries out evaluation learning through two forms main , namely evaluation formative and assessment summative . Assessment formative done during the learning process ongoing through quiz short , ask answer and task daily . Assessment This aim For know development Study student in a way periodically as well as identify difficulty experienced learning student since early .

Furthermore , the teacher also carries out evaluation summative conducted at the end something period learning , such as test daily , tests mid- semester, and exams end of semester. Assessment summative used For measure achievement competence student after follow learning in period time certain . Through combination second type evaluation said , the teacher gets a



clearer picture complete about development academic students and can determine action further required .

Implementation evaluation the in accordance with draft assessment learning proposed by Arifin (2021), namely that evaluation formative functioning For improve the learning process , while evaluation summative functioning For measure results Study students . Therefore that , the assessment strategy implemented by the class III teacher at SD Negeri 8 Rantau Bayur can it is said has support improvement performance academic student optimally .

4. Motivation and Development Character

The teacher gives great attention to motivation Study students . Teachers believe that motivation intrinsic is the strongest factor in push success study . To grow motivation In this case , the teacher applies various strategies such as help student find objective learn , give appreciation to success small achieved students , implementing element games (gamification), as well as create atmosphere varied classes so as not to cause boredom .

Findings This supported by the results interview with participant students who stated that teachers often give praise , doing ice breaking, and inviting student play before return continue learning . According to students , how to the make they more Spirit learn and more easy understand the material being taught . In addition that , the teacher's attitude is friendly and gives chance asking also makes student feel comfortable during follow learning .

The strategy used by the teacher in line with theory motivation put forward by Sardiman (2021), who stated that giving awards , variations activity learning , and atmosphere fun learning can increase motivation Study students . With Thus , the teacher's efforts in motivating student No only contribute to improvement results learn , but also help formation character positive like believe self , discipline , and responsibility answer .

5. Parental Involvement

The teacher looked at that parental involvement is part important in support success Study students . The teacher tries build positive communication with parents since beginning , namely with give information about development and behavior positive child moreover formerly before convey various possible obstacles faced students . According to the teacher, the approach the can create good relationship between school and family .

Importance parental involvement is also visible from statement a number of participant students who compare experience studying at home and at school . Some students state that studying in school more easy understood Because existence guidance from teachers, friends



peers , learning media , and opportunities For ask in a way directly . This is show that support environment good study , good at school or at home , it is very influential towards the learning process student .

Findings the in accordance with Epstein's theory (2018) which explains that partnership between school and family own influence positive to development academic participant educate . Therefore that , the communication strategy implemented by the class III teacher at SD Negeri 8 Rantau Bayur be one of factor supporters in increase performance academic student .

Teacher strategies in increase performance academic students at Rantau Bayur 8 Public Elementary School implemented through five aspects main , namely planning learning , methods teaching , assessment learning , motivation and development characters , as well as parental involvement . In this aspect planning , teachers compile learning based on clear goals , abilities beginning students , media use , and variation method learning . In the aspect method teaching , teachers apply method ask responsible and capable Project *Based Learning* increase activeness and understanding student .

Next , on the aspect assessment , teachers use evaluation formative and summative For monitor development Study student in a way sustainable . In the aspect of motivation and development character , teachers create atmosphere fun learning through praise , games educational and varied activity Study so that student more motivated For study . Meanwhile that , in terms of parental involvement , teacher building positive communication and building partnership with parents use support development academic student .

The implementation of teacher strategies provides impact positive to improvement performance academic students . Impact the seen from increasing understanding student to material lessons , activity in follow learning , motivation learn more height , courage ask and express opinion , and creation atmosphere conducive and enjoyable learning so that support achievement objective learning .

Obstacle Implementation of Strategy in Improving Academic Performance Students at Rantau Bayur 8th State Elementary School

Based on results interviews , observations , and documentation , found that implementation of teacher strategies in increase performance academic students at Rantau Bayur 8 Public Elementary School No let go from various obstacles that arise during the learning process . Even though the teacher has make an effort apply various appropriate learning



strategies with need students , there are a number of influencing factors effectiveness implementation . Obstacles the originate from internal and external factors external related with facility school , conditions participant education , parental involvement , and limitations time learning .

The existence of obstacles in the learning process is a common phenomenon in education. However, teachers' ability to identify and overcome these obstacles is a crucial factor in determining learning success. The research results show that third-grade teachers at SD Negeri 8 Rantau Bayur have attempted to find various solutions to the obstacles they face. Nevertheless, these obstacles continue to impact students' academic performance and require serious attention.

1. Limitations Facilities and Resources

One of obstacles faced in implementation of learning strategies is limitations facilities and resources Power education . The teacher expressed that No all class own facility technology like projector that can support the learning process based on digital media. In addition that , condition internet network that is not stable also becomes constraint in utilization technology as means learning . On the other hand , the collection books in the library school Still limited so that Not yet fully capable fulfil need literacy student .

Limitations facility the impact on the implementation of learning strategies that have been planned by the teacher. Use of learning media based technology No can done optimally so that teachers must look for other alternatives for the learning process still ongoing effective . Based on results observation and interviews , teachers overcome constraint the with apply technique *gallery wall* , providing material that can accessible without internet, take advantage of available digital literacy , as well as develop corner read creative inside class . This effort show existence ability teacher adaptation in face limitations existing facilities .

Findings the in line with opinion Mulyasa (2021) stated that that availability facilities and infrastructure education is factor important things that influence quality learning . With Thus , the limitations facilities and resources Power be one of obstacles that affect implementation of teacher strategies in increase performance academic students at State Elementary School 8 Rantau Bayur .

2. Time Limitation

Besides limitations facilities , results research also shows existence obstacle in the form of limitations time learning . The teacher reveals that one of challenge the biggest is manage time



in a way effective in the middle many material that must be delivered . Conditions the the more complex Because existence difference speed Study between students , disturbances that are not unexpected during the learning process , as well as demands For balance between depth and breadth the material being taught .

Limitations time the causes teachers to have to do various management strategies learning to achieve goals learning still can achieved . Based on results interview , the teacher did mapping material based on level essentiality , applying approach *flipped classroom* , building procedure regular classes , as well as utilise blended learning. This strategy done For optimize available time so that learning can ongoing more effective and efficient .

Findings This in accordance with theory management learning proposed by Hamalik (2020), which states that management time is one of the competence important things to do owned by teachers in reach objective learning . Therefore that , even though the teacher has apply various management strategies time , limitations time still become obstacles that affect optimization improvement performance academic student .

3. Difference Ability Student

Obstacle next thing found in study This is existence difference ability academic among students . Based on results interview , the teacher explains that every student own level understanding , speed learning and ability think differently . Conditions This demands teachers to give different treatment so that all student can follow learning in accordance with each person's abilities .

In overcome difference ability In this case , the teacher applies learning differentiated with give the same material but level different complexities . Students who have ability base given focus on understanding concepts and definitions main with help tool visual aids . Meanwhile that , students who have ability more tall given studies case or more problems complex For analyzed in a way in-depth . This strategy done so that all student still get chance appropriate learning with need they .

Although Thus , the results interview with participant educate show that Still there is students who experience difficulty understand material and questions given by the teacher. A number of student confess No understand objective about , feeling difficulty follow teacher's explanation , or experience confusion when learning ongoing . Findings This in line with theory differentiation learning proposed by Tomlinson (2017), who stated that diversity ability student



is challenge main in the learning process . Therefore that , the difference ability student become obstacles that require attention special in effort increase performance academic student .

4. Lack of Support from Parents

Lack of support from parents is also one of them obstacle in implementation of improvement strategies performance academic students . The teacher expressed that there is a number of students who get support minimal learning from environment family . Condition This cause student not enough get mentoring learning , motivation , and supervision to activity academics at home .

Lack of support from parents impact on the continuity of the learning process students outside environment school . Based on results interview with participant educate , some student feel more easy understand lesson when studying in school compared to at home . This show that environment House Not yet fully capable give support optimal learning as obtained students at school . As a result , teachers must Work more hard in give mentoring and support academic to student .

For overcome condition said , the teacher does various effort like identify root problems faced students , giving messages positive to parents , simplify information about development children , and do visit home (*home visit*). These efforts in accordance with theory partnership schools and families as stated by Epstein (2018), who emphasizes importance collaboration between teachers and parents in support success Study students . With thus , the lack of parental support be one of obstacles that affect effectiveness of teacher strategies in increase performance academic student .

5. Motivation Low Students

Other obstacles encountered in study This is low motivation Study part students . Based on results interview , the teacher identifies a number of factor reason low motivation learning , such as attitude apathetic to material that is considered too abstract , fear will failure consequence experience get mark low , disturbance external from environment around , and saturation consequence routine monotonous learning .

This low motivation to learn is evident in students' behavior during the learning process. Interviews with students revealed that the often noisy classroom environment makes it difficult for them to understand the material being explained by the teacher. Furthermore, some students admitted to being afraid of making mistakes when answering questions or completing



assignments. This situation results in students being less active and reluctant to participate in learning, resulting in poor comprehension of the material being taught.

This finding aligns with Sardiman's (2021) theory of learning motivation, which states that motivation is a crucial factor influencing student learning success. Students who have motivation low tend show involvement Study which is also low . Therefore that , motivation low learning be one of obstacle main thing that is needed addressed so that the improvement strategy performance academic student can walk optimally .

A number of obstacle main in implementation of teacher strategies for increase performance academic students at Rantau Bayur 8th State Elementary School . Obstacles the covering limitations facilities and resources power , limitations time learning , differences ability students , lack of support from parents , as well as motivation Study students who are still low . Fifth obstacle the each other related and influencing effectiveness implementation of existing learning strategies designed by teachers.

Although Thus , the teacher shows various effort adaptive in face every obstacles that arise , such as utilizing alternative media , implementing learning differentiate , optimize management time , strengthening communication with parents , as well as give various form motivation to students . These efforts show teacher commitment in create effective learning in the middle various existing limitations .

With Thus , success improvement performance academic student No only determined by the learning strategies implemented by the teacher, but also influenced by support facility school, parental involvement , characteristics students and the environment supportive learning. Therefore that , is necessary Work The same between schools , teachers, parents , and participants educate so that various existing obstacles can minimized so that objective learning can achieved optimally .

Implemented Solutions For Overcome Strategy Barriers in Improving Academic Performance Student In Rantau Bayur 8th State Elementary School

The teacher tries look for various appropriate solution with conditions and needs school so that the learning process still walk in a way effective . These efforts done through improvement utilization source available power , development competence teacher professionalism , strengthening collaboration with parents , implementation attention- based learning difference ability students , as well as giving motivation and support emotional to participant educate .



Various implemented solutions show that improvement performance academic student No only depends on the teacher 's ability teaching , but also on the teacher's ability in manage various challenges that arise during the learning process . Research results show that teachers play a role as facilitator , motivator, and also *problem solver* who tries create environment supportive learning success academic students . Therefore that , discussion following will to describe solutions implemented by teachers in overcome obstacle learning based on five indicators main .

1. Improvement Infrastructure and Resources

One of solutions implemented by teachers to overcome limitations facilities and resources Power is with maximize utilization available facilities . The teacher thinks that problem learning No always caused by lack of facilities , but rather often because existing facilities Not yet utilized optimally . Therefore that , the teacher did inventory available means and determine scale priority need learning so that use source Power become more effective and precise target .

Besides maximize available facilities , teachers also try look for support from various party through advocacy and data- based proposal development . These steps done For get addition facilities that can be support activity learning . In addition that , the teacher establishes partnership with party external use help fulfil need means education . This effort show existence teacher initiative and creativity in overcome existing limitations without depends completely on budget school .

Utilization room open as room learning , use virtual laboratory , as well as development corner literacy independent become form real solutions implemented by teachers. Findings This in line with opinion Mulyasa (2021) stated that that effectiveness learning No only determined by completeness facilities , but also by the teacher's ability in manage and utilize source available power . With Thus , the increase infrastructure and resources Power done No only through addition facilities , but also through optimization utilization facilities that have been available .

2. Improvement Skills Professional Teacher

Other efforts made For overcome obstacle learning is improvement skills professional teachers. Based on results interview , the teacher stated that development professional is factor main influencing factors success learning and performance academic students . The teacher realized that development knowledge knowledge , technology , and characteristics participant educate demands teachers to Keep going learn to be able give service relevant education with needs of the times.



For guard quality learning , teachers in general active utilise various source learning and development programs Competence . Teachers participate in training through the Merdeka Mengajar Platform , improve their digital literacy skills, and participate in webinars and online courses . These activities help teachers gain new insights into learning strategies, assessment, and the use of technology in the teaching and learning process. This allows teachers to adapt their learning methods to meet the evolving needs of their students.

This finding is reinforced by the theory of teacher professionalism proposed by Suprihatiningrum (2020), which states that professional teachers must be committed to continuously developing their competencies. Therefore, teacher professional development is a strategic solution to address various learning barriers and improve student academic performance.

3. Collaboration with Parents

Teachers are also working to strengthen collaboration with parents as a solution to the lack of support for learning from home. Teachers revealed that one of the biggest obstacles to collaborating with parents is that communication tends to occur only when students experience problems . the often cause perception negative so that parents not enough involved in a way active in the educational process child .

For overcome condition said , the teacher tries change pattern communication with build deeper relationship positive and open . Teachers regularly deliver messages containing news Good about development student as well as give transparency about plan learning that will be implemented . Through approach said , parents No only accept information when happen problems , but also knowing various development positive outcomes achieved by children they are at school .

Besides that , the teacher created various programs involving parental participation in a way directly , such as task interview family , class program inspiration and activities discussion together between teachers and parents . Findings This in accordance with theory partnership school and family as stated by Epstein (2018), which emphasizes that parental involvement in education child contribute to improvement results Study students . With Thus , collaboration with parents become solution important in overcome obstacle learning that comes from from environment family .



4. Approach Differentiation Learning

Difference ability academic student be one of obstacles faced by teachers in the learning process. To overcome condition In this case , the teacher applies approach differentiation learning that begins with assessment diagnostic simple before enter material new . Assessment This aim For know level readiness learning , ability beginning , and need each student's learning so that teachers can designing appropriate learning .

Based on results interview , the teacher gives attention special to students who experience difficulty learning . The teacher applies the *scaffolding* strategy in a way intensive , namely give help in a way gradually until student capable Study in a way independent . Besides In addition , teachers also utilize peer tutoring so that students can can get help from friends who have understanding more good . Approach This done For increase confidence self students who often feel low self Because experience difficulty in Study .

Effectiveness approach the seen from results interview with participant students who stated that teachers often explain repeat material that has not been understood , giving example additional , as well as do personal approach when student experience difficulty learning . findings This in line with theory differentiation learning proposed by Tomlinson (2017), who stated that learning must customized with needs , readiness , and characteristics participant educate . Therefore that , approach differentiation become effective solutions in overcome difference ability student .

5. Motivation and Support Emotional

Besides aspect academically , teachers also provide attention big to motivation and conditions emotional students . Based on results interview , the teacher realized that low motivation Study often become reason main decline performance academic students . Therefore that , the teacher tries increase motivation Study with linking material learning with life real students , giving chance to student For choose method Study certain , as well as set small achievable targets achieved in a way gradually .

Beside give motivation in a way cognitive , teachers also emphasize importance support emotional in the learning process . Teachers believe that condition positive emotions is foundation main before student capable reach performance optimal academic performance . For that , the teacher applies various strategies such as normalize error as part from the learning process , providing bait back that builds , does personal approach to students , as well as give affirmation positive in a way sustainable .



Impact of the strategy seen from results interview participant students who stated that teachers often help when they experience difficulty , approaching student personally , and looking for reason difficulty learn what they natural . Students also admitted that learning become more interesting , easy understood , and more pleasant after the teacher applies various method new learning . Findings This in line with theory motivation learning proposed by Sardiman (2021), who stated that motivation and support emotional play a role important in increase involvement Study students . With thus , motivation and support emotional become very important solution in increase performance academic student .

Various obstacles that arise in Implementation of learning strategies at SD Negeri 8 Rantau Bayur overcome through various integrated solution . The solution covering improvement utilization infrastructure and resources power , development skills teacher professionalism , strengthening collaboration with parents , implementation learning differentiated , as well as giving motivation and support emotional to students . Through various effort said , the teacher does not only focused on solving problems that arise , but also try create system more learning adaptive to need participant education . Research results show that implemented solutions capable help student understand material with more good , improve involvement they in learning, as well as create atmosphere learn more conducive and enjoyable .

With Thus , success improvement performance academic students at Rantau Bayur 8 Public Elementary School No let go from teacher's ability in identify obstacles , designing the right solution , as well as carry out various strategies in consistent . Therefore that , synergy between teachers, schools , parents and participants educate need Keep going strengthened for quality learning and achievement academic student can develop optimally .

Based on solutions implemented by teachers in overcome obstacle implementation of the strategy of providing positive impact in its implementation . The impact felt in the form of increasing effectiveness of the learning process , increasing understanding student to material , growth motivation and confidence self students , the creation of atmosphere learn more conducive , as well as increasing parental involvement in support the educational process . Overall impact the give contribution positive to improvement performance academic students at Rantau Bayur 8th State Elementary School Regency Banyuasin .



CONCLUSION

Based on results research and discussion can concluded as following :

1. Teacher strategies in increase performance academic students at Rantau Bayur 8 Public Elementary School implemented through five aspects main , namely planning learning , methods teaching , assessment learning , motivation and development characters , as well as parental involvement . In this aspect planning , teachers compile learning based on clear goals , abilities beginning students , media use , and variation method learning . Aspects method teaching , teachers apply method ask responsible and capable Project *Based Learning* increase activeness and understanding students . Aspects assessment , teachers use evaluation formative and summative For monitor development Study student in a way sustainable . Aspects motivation and development character , teachers create atmosphere fun learning through praise , games educational and varied activity Study so that student more motivated For study . Meanwhile that , in terms of parental involvement , teacher building positive communication and building partnership with parents use support development academic student .
2. A number of obstacle main in implementation of teacher strategies for increase performance academic students at SD Negeri 8 Rantau Bayur , namely limitations facilities and resources power , limitations time learning , differences ability students , lack of support from parents , as well as motivation Study students who are still low .
3. A number of the solution used in overcome various obstacles that arise in implementation of learning strategies at SD Negeri 8 Rantau Bayur , namely improvement utilization infrastructure and resources power , development skills teacher professionalism , strengthening collaboration with parents , implementation learning differentiated , as well as giving motivation and support emotional to student .

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