



Analysis of Factors Affecting Students' Learning Difficulties in Integration Science and Social Studies Subject in Madrasah Ibtidaiyah

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ABSTRACT

This study aims to analyze the factors contributing to students' learning difficulties in the IPAS (Science and Social Studies) subject among fourth-grade students at Madrasah Ibtidaiyah in East Purwokerto District. This research employs a descriptive quantitative approach using a survey method. The instrument used was a questionnaire administered to a total population of 167 fourth-grade students from MIN 1 Banyumas and MI Diponegoro 1. Data were analyzed using Exploratory Factor Analysis (EFA). The results of the EFA test revealed seven main factors contributing to learning difficulties in the IPAS subject. The most dominant factor was students' learning interest at school, with the highest eigenvalue (3.870). The second factor was study habits at home (eigenvalue = 1.838), followed by community environment (1.714), student character (1.572), learning activities at school (1.296), family environment (1.045), and school environment (1.008).

Keywords: Exploratory Factor Analysis, IPAS, Learning Difficulties.

INTRODUCTION

Education serves as the foundation for a strong nation and an intelligent society. It is a deliberate and structured effort aimed at developing students' competencies. According to the Indonesian National Education System Law of 2003, the purpose of education is to facilitate learning experiences that are consciously, systematically, and purposefully organized so that students can develop their skills and interests.[1] Quality education should not only involve cognitive aspects but also affective and psychomotor domains, thereby shaping intelligent, moral, and independent learners.

The Indonesian government, through the Ministry of Education and Culture (Kemendikbud), continues to improve the quality of education, one of which is through the implementation of the Merdeka Curriculum. This curriculum is designed to promote holistic student development by providing more time for students to understand concepts and build competencies through a diverse and optimized learning structure.

As a key element of the educational system, the curriculum ensures that the learning process runs effectively. A central focus of the Merdeka Curriculum is the Profil Pelajar Pancasila (Profile of Pancasila Students), which is developed through the P5 Project (Project for Strengthening Pancasila Student Profile). This project introduces a new learning paradigm based on project-based learning and emphasizes values such as faith in God, noble character, global diversity, collaboration, critical thinking, independence, and creativity. The Merdeka Curriculum is also designed with key principles of competency and character development, flexibility, and emphasis on essential content. It employs formative assessments at the beginning, during, and end of instruction to understand

students' learning progress and needs. Teachers are expected to adapt their teaching approaches based on these assessments, focusing on student growth rather than simply achieving curriculum coverage. Reflection and collaborative evaluation with fellow educators are also essential components of this curriculum.[2]

One of the curriculum innovations is the integration of natural and social sciences into a single subject called IPAS (Ilmu Pengetahuan Alam dan Sosial). At the elementary level, students are expected to develop basic literacy and numeracy skills, along with an understanding of their social and natural environments. IPAS aims to help students align themselves with the Profile of Pancasila Students by cultivating curiosity and encouraging them to explore surrounding phenomena, understand the universe, and recognize its connection with human life. Additionally, it encourages active involvement in environmental preservation and responsible management of natural resources.

Despite its intentions, the implementation of the Merdeka Curriculum faces several challenges in the field. While designed to provide flexibility and focus on skills and character development, not all schools are able to implement it optimally. In East Purwokerto District, based on an interview conducted by the researcher with Ms. Sa'diyah, S.Pd.I., a fourth-grade teacher at MIN 1 Banyumas on November 12, 2024, the teacher reported difficulties in understanding and applying the curriculum's teaching methods due to insufficient training. Furthermore, students often struggle to adapt to more active and independent learning methods, as they are accustomed to rote learning. Students also possess diverse characteristics, learning styles, and interests, requiring teachers to tailor their teaching methods to individual needs. These challenges may lead to frustration for both teachers and students when the teaching methods are not compatible with students' learning preferences.

An additional interview conducted on January 20, 2024, with Ms. Sri Rodianah, S.Pd.I., a fourth-grade teacher at MI Diponegoro 1, revealed that students often face learning difficulties in the IPAS subject. According to her, both internal and external factors contribute to these difficulties, including low interest and motivation, inadequate IPAS learning facilities, and difficulty in understanding and applying the subject matter in daily life. This is supported by a study conducted at SDN 27 Dompur, which found that students faced challenges in grasping abstract concepts and memorizing content in IPAS. These learning difficulties can be grouped into two main categories: internal and external factors. Internal factors include differences in intelligence, poor learning attitudes, low interest, and weak motivation. External factors involve limited teaching methods, ineffective instructional media, poor school infrastructure, unsupportive home environments, and lack of curriculum comprehension. These factors are interrelated and collectively hinder students from achieving optimal learning outcomes in IPAS.[3]

Understanding the learning difficulties students face in IPAS is crucial to improving instructional effectiveness and student achievement. Research shows that common causes of learning difficulties include low motivation and interest, unengaging teaching methods, and inadequate facilities. Analyzing these factors allows teachers to identify areas needing improvement and develop more appropriate teaching strategies.[4] Moreover, it enables the provision of constructive feedback to students, enhancing their understanding of the material. Thus, analyzing learning difficulties not only aids teachers in crafting more effective approaches but also contributes to the overall improvement of education quality.

Based on these issues, the researcher was motivated to conduct a study entitled: "An Analysis of Factors Contributing to Fourth Grade Students' Learning Difficulties in the IPAS

Subject at Madrasah Ibtidaiyah in East Purwokerto District."

MATERIAL AND METHODS

Methods

This study employed a descriptive quantitative research design aimed at accurately and thoroughly describing a particular phenomenon. The method used was a survey, which is a commonly used technique in research to collect data from a large number of respondents in a relatively short period. In the context of this study, the survey was conducted to identify and analyze the various factors contributing to students' learning difficulties in the IPAS subject. The research design incorporated Exploratory Factor Analysis (EFA), a statistical technique used to uncover the underlying structure of a relatively large set of variables. [5] This method was chosen to determine the specific latent variables (factors or components) that could explain the learning challenges experienced by fourth-grade students in the IPAS subject at Madrasah Ibtidaiyah schools in East Purwokerto District.

Instrument

The primary instrument used in this research was a questionnaire consisting of statements designed to identify factors contributing to students' learning difficulties. The questionnaire utilized a Likert Scale, a widely used psychometric scale in survey research. The items in the questionnaire were framed positively to measure the respondents' attitudes or levels of agreement with specific learning behaviors or conditions.[6] The scoring system was based on the following 3-point Likert scale:

Table 1. Skala Likert

Response Types	score
Always	1
Sometimes	2
Never	3

Procedures

This study employed a factor analysis design using EFA (Exploratory Factor Analysis). The objectives of EFA include the discovery, verification, measurement, and explanation of latent variables (factors or components), the identification of observable variables that are reliable and associated with the latent variables, and optionally, the generation of factor scores at the individual level. [7] In collecting data through this questionnaire, the researcher involved all fourth-grade students at Madrasah Ibtidaiyah in East Purwokerto District, specifically at MIN 1 Banyumas and MI Diponegoro 1. The distribution of the IPAS learning difficulty questionnaire in fourth-grade classes in East Purwokerto District was carried out in two schools. The first was MIN 1 Banyumas, where the questionnaire was completed by 73 male students and 60 female students. The second was MI Diponegoro 1, where 19 male students and 15 female students participated, bringing the total number of respondents to 167 students. Data collection was conducted using a survey method through a questionnaire instrument based on the Likert scale. The questionnaire development process in this study involved creating statements that aligned with indicators of students' learning difficulties in the IPAS subject. The questionnaire was then validated by experts and assessed using Aiken's V test to determine whether it was appropriate for implementation. Following validation, the questionnaire was tested in a different school to verify its applicability in the field. This study used a Likert scale

instrument, where each variable consisted of 25 questionnaire statements. The data analysis was conducted using the Likert scale, which classified responses into three levels on a 1–3 scale. These levels included: Always, Sometimes, and Never. Prior to distribution, the questionnaire was tested for validity and reliability, then analyzed using factor analysis methods. The data obtained were processed using SPSS version 25 with Exploratory Factor Analysis (EFA), followed by five main analysis stages: Kaiser-Meyer-Olkin (KMO) Measure and Bartlett’s Test of Sphericity, Presentation of the Correlation Matrix, Factor Extraction, Rotation, Naming /Labeling of Factors.

Data Analysis

The data analysis in this study was conducted using a Likert scale with three levels of assessment: always, sometimes, and never, classified on a scale of 1 to 3. Before being distributed to respondents, the questionnaire was first tested for validity and reliability, then analyzed using factor analysis methods. The collected data were processed using SPSS version 25 through Exploratory Factor Analysis (EFA) and analyzed through several stages. The first stage was the Kaiser-Meyer-Olkin (KMO) test and Bartlett’s Test of Sphericity, which aimed to assess the adequacy of the data for factor analysis. A KMO value of at least 0.5 is required, and the significance value of Bartlett's test must be below 0.1. The next step was presenting the Anti-Image Correlation (AIC) Matrix to evaluate the suitability of variables. In this matrix, the Measure of Sampling Adequacy (MSA) values above 0.5 indicate that the variable is appropriate for further factor analysis, while values below 0.5 suggest that the variable should be eliminated. The next stage involved factor extraction using the Principal Component Analysis (PCA) method, which aims to reduce data by identifying the main factors that explain the variance within the dataset. PCA transforms correlated original variables into a new set of uncorrelated components called Principal Components. Following this, factor rotation was carried out to clarify interpretation and simplify the factor structure. This process allows factors to group according to their underlying constructs, and grouping is based on the highest loading value compared to other factors. [8] The final stage was the naming or labeling of the factors, which involves interpreting and assigning appropriate names based on the dominant variables in each factor. Although naming is subjective, it should generally reflect the characteristics of the variables that form the factor. Some factors may remain unnamed if they do not contain any distinctive or significant variables. [9]

RESULTS AND DISCUSSION

The first step in conducting factor analysis is to perform the Kaiser-Meyer-Olkin (KMO) Measure and Bartlett’s Test of Sphericity. According to Shrestha, the KMO value assesses the adequacy of the sample size for factor analysis, where a value closer to 1 indicates that the data is suitable for factor analysis. [10] This test is conducted to determine which variables are appropriate to be included in the analysis. The results of the EFA test are presented below.

Table 2. KMO and Bartlett's Test

<i>KMO and Bartlett's Test</i>		
<i>Kaiser-Meyer-Olkin Measure of Sampling Adequacy.</i>		.714
<i>Bartlett's Test of Sphericity</i>	<i>Approx. Chi-Square</i>	674.687
	df	190
	Sig.	.000

Based on the results of the KMO and Bartlett's Test shown in the table, the Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy yielded a value of 0.714, indicating that the sample size is sufficiently adequate for factor analysis, as values above 0.6 are generally considered acceptable. In addition, Bartlett's Test of Sphericity produced a Chi-Square value of 674.687 with 190 degrees of freedom (df) and a significance level (Sig.) of 0.000. These results indicate that the correlations among variables are statistically significant ($p < 0.05$), meaning the data meet the assumptions required for factor analysis. Thus, it can be concluded that the data used in this analysis are suitable for factor analysis, as indicated by both the adequate KMO value and the significant correlations identified through Bartlett's test.

Table 3. Anti Image Correlation

Item	Anti-Image Correlation	Description
01	.644 ^a	Acceptable
02	.665 ^a	Acceptable
05	.804 ^a	Acceptable
06	.792 ^a	Acceptable
07	.703 ^a	Acceptable
09	.570 ^a	Acceptable
12	.611 ^a	Acceptable
13	.677 ^a	Acceptable
14	.759 ^a	Acceptable
15	.820 ^a	Acceptable
16	.548 ^a	Acceptable
17	.801 ^a	Acceptable
18	.586 ^a	Acceptable
19	.777 ^a	Acceptable
20	.682 ^a	Acceptable
21	.695 ^a	Acceptable
22	.669 ^a	Acceptable
23	.689 ^a	Acceptable
24	.688 ^a	Acceptable
25	.721 ^a	Acceptable

Table 4.11 shows the Anti-Image Correlation values for each item, which are used to evaluate the appropriateness of each item in factor analysis. In general, Anti-Image Correlation values greater than 0.5 are considered acceptable for further analysis. In this table, all items show values above 0.5, ranging from 0.548 to 0.820. Since all items meet the eligibility criteria (Anti-Image Correlation > 0.5), it can be concluded that no items need to be eliminated at this stage. Therefore, all items listed in the table are considered appropriate to be used in the next step of factor analysis. The next step is to perform factor extraction using the Varimax method, and the results can be seen in the following table.

Table 4. Communalities

	Communalities	
	Initial	Extraction
Item_1	1,000	0,537
Item_2	1,000	0,601
Item_5	1,000	0,657
Item_6	1,000	0,627
Item_7	1,000	0,596
Item_9	1,000	0,513

<i>Communalities</i>		
	<i>Initial</i>	<i>Extraction</i>
Item_12	1,000	0,598
Item_13	1,000	0,609
Item_14	1,000	0,592
Item_15	1,000	0,532
Item_16	1,000	0,771
Item_17	1,000	0,626
Item_18	1,000	0,650
Item_19	1,000	0,610
Item_20	1,000	0,735
Item_21	1,000	0,684
Item_22	1,000	0,561
Item_23	1,000	0,583
Item_24	1,000	0,668
Item_25	1,000	0,595

Extraction Method: Principal Component Analysis.

The Communalities table illustrates the extent to which the variance of each item is explained by the extracted factors in the factor analysis. The Initial column contains a fixed value of 1.000, as all variables are initially assumed to account for 100% of the variance before factor extraction. The Extraction column indicates the proportion of variance for each item that is explained by the factors formed after analysis. In general, communalities values greater than 0.5 are considered acceptable, as they reflect that the item contributes adequately to the formed factor. In this table, all items have extraction values above 0.5, ranging from 0.513 to 0.771. This indicates that all items are sufficiently correlated with the extracted factors. Since all items have communalities values above 0.5, no item needs to be eliminated. Therefore, all items listed in the table are considered suitable for use in the next stage of the factor analysis, as the extracted factors are able to explain a meaningful proportion of each item's variance.

Table 5. Total Variance Explained

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	3,870	19,350	19,350	3,870	19,350	19,350	2,306	11,532	11,532
2	1,838	9,191	28,541	1,838	9,191	28,541	2,257	11,287	22,819
3	1,714	8,570	37,111	1,714	8,570	37,111	1,994	9,970	32,789
4	1,572	7,859	44,970	1,572	7,859	44,970	1,680	8,399	41,187
5	1,296	6,481	51,452	1,296	6,481	51,452	1,405	7,025	48,212
6	1,045	5,225	56,677	1,045	5,225	56,677	1,366	6,828	55,040
7	1,008	5,042	61,719	1,008	5,042	61,719	1,336	6,679	61,719
8	0,906	4,532	66,251						
9	0,855	4,273	70,524						
10	0,765	3,823	74,347						
11	0,745	3,725	78,072						
12	0,660	3,301	81,373						

Component	Total Variance Explained								
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
13	0,637	3,187	84,560						
14	0,551	2,753	87,312						
15	0,532	2,662	89,974						
16	0,489	2,444	92,418						
17	0,431	2,157	94,574						
18	0,408	2,039	96,613						
19	0,360	1,799	98,413						
20	0,317	1,587	100,000						

Extraction Method: Principal Component Analysis.

This table presents the results of the Principal Component Analysis (PCA), which identifies the number of factors extracted and the extent to which each factor contributes to explaining the total variance in the data. It provides three key pieces of information. Based on the criterion of Eigenvalue > 1 , seven main factors were extracted. According to Aziza, the cut-off point for extraction is determined by retaining components with eigenvalues equal to or greater than one. [11] In the table, the first seven components have Initial Eigenvalues greater than 1. The first factor has the highest eigenvalue (3.870), accounting for 19.350% of the total variance. The second to seventh factors each contribute a smaller portion of the variance, resulting in a cumulative 61.719% of the total variance explained after rotation. This indicates that the seven extracted factors are sufficient to represent more than half of the total information contained in the dataset. After rotation, the distribution of variance across the factors becomes more balanced. For example, the variance explained by the first factor decreased from 19.350% to 11.532%, while the variances explained by other factors increased. This demonstrates that rotation helps clarify the factor structure and distributes the explained variance more evenly among the components.

Table 6. Rotated Component Matrix

	Rotated Component Matrix ^a						
	Component						
	1	2	3	4	5	6	7
Item_01	0,003	0,628	0,077	-0,272	0,194	-0,093	-0,132
Item_02	0,047	0,019	0,143	0,755	0,087	-0,001	-0,029
Item_05	0,795	0,086	0,035	0,003	-0,009	0,122	0,036
Item_06	0,575	0,228	0,169	0,401	0,155	-0,035	-0,170
Item_07	0,128	0,582	0,016	0,469	0,084	-0,070	0,094
Item_09	0,181	-0,147	-0,219	0,579	-0,140	-0,037	0,233
Item_12	0,064	0,094	0,159	0,005	-0,022	0,728	0,171
Item_13	-0,127	0,532	0,123	0,369	0,270	0,286	-0,056
Item_14	0,153	0,738	-0,091	0,056	-0,078	-0,063	0,044
Item_15	0,121	0,623	0,236	-0,089	0,009	0,253	0,024
Item_16	0,020	-0,063	0,028	0,083	0,041	0,230	0,839
Item_17	0,733	0,044	0,217	0,129	0,026	-0,030	0,150

Rotated Component Matrix ^a							
	Component						
	1	2	3	4	5	6	7
Item_18	0,200	0,141	-0,253	-0,201	0,639	-0,064	0,271
Item_19	0,499	0,118	0,143	0,048	0,030	-0,228	0,521
Item_20	0,558	0,055	0,088	-0,080	0,302	0,559	0,054
Item_21	0,013	0,051	0,071	0,163	0,802	0,038	-0,069
Item_22	0,220	0,348	0,234	0,025	0,171	-0,460	0,308
Item_23	0,113	-0,060	0,697	-0,190	0,169	0,095	0,082
Item_24	0,155	0,051	0,787	0,081	-0,066	0,095	-0,051
Item_25	0,103	0,213	0,693	0,174	-0,147	-0,035	0,075

Extraction Method: Principal Component Analysis.
 Rotation Method: Varimax with Kaiser Normalization.
 a. Rotation converged in 7 iterations.

From the table, each item can be identified and grouped into Factor 1 to Factor 7 based on the highest loading value (significance). [12] The results of the factor analysis using the rotation method are presented in the table, where it can be observed how the items are clustered under specific factors and how much each item contributes to those factors, as shown in the following table.

Table 7. Grouping of Items into Factors and Their Contribution Magnitude

Factor	Item	Factor Loading	Contribution
1	5	0,795	70,1%
	6	0,575	
	17	0,733	
2	1	0,628	57,5%
	7	0,582	
	13	0,532	
	14	0,738	
	15	0,623	
	22	0,348	
3	23	0,697	72,5%
	24	0,787	
	25	0,693	
4	2	0,755	66,7%
	9	0,579	
5	18	0,639	72,05%
	21	0,802	
6	12	0,728	64,3%
	20	0,559	
7	16	0,839	68,0%
	19	0,521	

The results of the rotation show a pattern of grouping and the relative contribution of each item to the identified factors. Since the factors are still presented in numerical form, a naming process was carried out based on an analysis of the characteristics of the items associated with each factor.

Table 8. Assignment of Factor Names

Factor	Item	Name/Lable	Indicator
1	5	I feel happy when conducting experiments or observations in IPAS lessons.	Interests
	6	I enjoy reading IPAS textbooks.	Interests
	17	My teacher delivers IPAS materials in an enjoyable way.	Schol Environment
2	1	I study at night	Habit/Routine
	7	I study diligently because I want to get good grades.	Motivation
	13	My parents provide a comfortable study space at home	Family Environment
	14	My parents ask what subjects I have studied at school.	Family Environment
	15	My parents check my learning outcomes.	Family Environment
	22	I feel comfortable studying in class because the atmosphere is supportive.	School Environment
3	23	Neighbors around me scold me if I play all day.	Community Environment
	24	My friends around the house remind me to do school assignments.	Community Environment
	25	My friends at home give me time to study.	Community Environment
4	2	I read the material before the lesson begins.	Habit/Routine
	9	I focus while listening during lessons.	Attitude
5	18	I am given the opportunity to participate in group discussions in IPAS class.	School Environment
	21	The library provides complete books to help me understand the material.	School Environment
6	12	I do my assignments accompanied by my parents.	School Environment
	20	I am taught IPAS material using teaching aids provided by the school.	School Environment
7	16	The teacher re-explains the material when a student does not understand.	School Environment
	19	My teacher gives easy-to-understand examples when explaining the lesson.	School Environment

Based on the results of factor analysis, this study found that there are seven factors contributing to the learning difficulties of fourth-grade students in the IPAS subject in East Purwokerto District, namely: the first factor is interest in learning at school, the second factor is study habits at home, the third factor is community environment, the fourth factor is character, the fifth factor is learning activities at school, the sixth factor is family environment, and the seventh factor is school environment (in terms of the use of case examples or teaching aids in learning). The findings of these seven factors causing learning difficulties in IPAS among fourth-grade students at Madrasah Ibtidaiyah in East Purwokerto District show that the most dominant is the first factor, namely interest in learning at school. This finding is related to several previous studies. In her research, Fitriani emphasized that learning interest and parental involvement are the main determinants of students' academic success. [13] This aligns with the results of this study, in which students' interest in IPAS and the role of parents in providing learning facilities, monitoring assignments, and giving motivation have proven to strongly support the learning process. This study is also consistent with the findings of Jasmiati, who stated that engaging teaching methods and the use of instructional media significantly affect students' motivation and understanding. [14] In this study, teachers who were able to explain materials using examples, apply teaching aids, and were willing to re-explain content when students did not understand, successfully created a conducive learning environment

and helped improve material comprehension. In addition, the findings of this study are in line with the study by Sari, which emphasized the importance of the social environment, such as community and peers, in shaping students' study habits. [15] This is reflected in the community environment factor that emerged in this study, where moral support from neighbors and friends around the house encouraged students to be more disciplined in their learning. In this study, the researcher also found student character as part of the learning process. Character was shown through the habit of reading materials before class and the ability to stay focused during lessons. This character factor has rarely been discussed in previous studies, yet it has a significant influence on students' awareness and responsibility in learning. Moreover, this study also identified learning activities at school, such as group discussions and library access, as separate factors that support concept understanding. This shows that active and collaborative learning experiences at school contribute positively to students' academic performance.

CONCLUSION

Based on the results of data analysis using the Exploratory Factor Analysis (EFA) technique, it can be concluded that learning difficulties experienced by fourth-grade students in the IPAS (Science and Social Studies) subject at Madrasah Ibtidaiyah in East Purwokerto District are caused by seven main factors, namely: Interest in learning at school is the most dominant factor contributing to students' learning difficulties, with an eigenvalue of 3.870. Learning interest refers to the internal motivation within students to engage in the learning process with enthusiasm and enjoyment. In the context of the IPAS subject, this interest is reflected when students enjoy conducting observations or experiments and show curiosity in reading textbooks independently. Teachers who deliver the material in an engaging manner also play a role in strengthening students' interest in learning. Study habits at home, with an eigenvalue of 1.838, include aspects such as learning routines, time discipline, and parental support for example, providing a comfortable study space or checking students' academic progress. Community environment, with an eigenvalue of 1.714, reflects the role of neighbors and peers in encouraging positive study habits and helping children maintain time discipline in their learning. Student character, with an eigenvalue of 1.572, is demonstrated through initiative in reading materials before class, maintaining focus during lessons, and showing responsibility in following the learning process. Learning activities at school, with an eigenvalue of 1.296, emphasize the importance of group discussions and facilities such as the library in deepening students' understanding. Activities like group discussions provide students with opportunities to exchange ideas and enhance their comprehension. Additionally, access to a well-stocked library helps students independently seek out additional information. Family environment, with an eigenvalue of 1.045, serves as a fundamental support system in a child's learning process. Direct involvement from parents can positively impact students' enthusiasm and motivation to learn. School environment, with an eigenvalue of 1.008, highlights the importance of teachers who can explain lessons using clear examples, making it easier for students to grasp the material. The use of teaching aids also helps students visualize abstract concepts. When students do not understand the material, teachers who are willing to repeat explanations demonstrate genuine concern for students' academic success. Furthermore, a comfortable and supportive classroom atmosphere contributes to a pleasant and effective learning

environment.

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