EDUMASPUL:
Jurnal Pendidikan
P-ISSN 2548-8201 | E-ISSN 2580-0469

Vol. [10] No. [2] ([2026]) 1391-1394
DOI: 10.33487/ edumaspul.v10i2.564

Analysis of Learning Problems among Grade XI D Students at Santo Arnoldus Janssen Senior High School Kupang: A Qualitative Interview Study

Cornelia Ervicha Wende Bele[1]; Rosa Mustika Bulor[2]

1 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia
2 Department of Guidance and Counseling, Widya Mandira Catholic University, Kupang, Indonesia

*Corresponding author: vikabele123@gmail.com |

Received	Revised	Accepted	Published
[10-09-2026]	[12-09-2026]	[15-10-2026]	[25-10-2026]

Abstract: Learning problems hinder students' outcomes, yet screening instruments rarely show how students experience them. A needs assessment (AKPD) in Grade XI D of Santo Arnoldus Janssen Senior High School Kupang identified learning as the dominant problem area (29%). This descriptive qualitative study analyzed the forms, causes, and effects of these problems. Data came from written interviews with ten students and oral interviews with the guidance and counseling (BK) teacher and the homeroom teacher, analyzed thematically with source triangulation. The results showed six themes: difficulty with language and calculation subjects (all ten students), classroom noise and fatigue disrupting concentration (seven), goal-oriented but unstable motivation, inconsistent study habits, uneven teaching delivery, and limited help-seeking (five never told anyone). Some students reported lower grades and confidence. Students emphasized classroom conditions, whereas teachers emphasized discipline and mobile-phone use. Learning problems in this class are multifactorial, rooted in the learning environment as well as in students. Guidance services should combine study-skills training with collaboration among the BK, homeroom, and subject teachers, and with counseling that students find easy to approach.

Keywords: *learning problems; needs assessment; qualitative study; interviews; senior high school students*

Abstrak: *Masalah belajar menghambat hasil belajar siswa, tetapi instrumen pemetaan jarang menunjukkan bagaimana siswa mengalaminya. Analisis kebutuhan peserta didik (AKPD) pada kelas XI D SMA Santo Arnoldus Janssen Kupang menempatkan bidang belajar sebagai masalah paling dominan (29%). Penelitian kualitatif deskriptif ini menganalisis bentuk, penyebab, dan dampak masalah tersebut. Data diperoleh melalui wawancara tertulis kepada sepuluh siswa dan wawancara lisan kepada guru bimbingan dan konseling (BK) serta wali kelas, lalu dianalisis secara tematik dengan triangulasi sumber. Hasil penelitian menunjukkan enam tema: kesulitan pada mata pelajaran bahasa dan hitungan (seluruh siswa), keributan kelas dan kelelahan yang mengganggu konsentrasi (tujuh siswa), motivasi yang berorientasi tujuan tetapi tidak stabil, kebiasaan belajar yang tidak konsisten, cara mengajar yang belum merata, dan keengganan mencari bantuan (lima siswa tidak pernah bercerita). Sebagian siswa melaporkan nilai dan kepercayaan diri menurun. Siswa menekankan kondisi kelas, sedangkan guru menekankan kedisiplinan dan penggunaan ponsel. Masalah belajar di kelas ini bersifat multifaktor, bersumber dari lingkungan belajar dan dari siswa sendiri. Layanan bimbingan perlu memadukan pelatihan keterampilan belajar dengan kolaborasi guru BK, wali kelas, dan guru mata pelajaran, serta konseling yang mudah dijangkau siswa.*

Kata kunci: *masalah belajar; analisis kebutuhan peserta didik; studi kualitatif; wawancara; siswa SMA*

CITATION:	Bele, C. E. W., & Bulor, R. M. (2026). Analysis of Learning Problems among Grade XI D Students at Santo Arnoldus Janssen Senior High School Kupang: A Qualitative Interview Study. *Edumaspul: Jurnal Pendidikan*, *10*(2). https://doi.org/10.33487/edumaspul.v10i2.564
COPYRIGHT:	© [2026] Bele, C. E. W., & Bulor, R. M. (s). Open access under the Creative Commons Attribution-ShareAlike 4.0 International License (CC BY-SA 4.0).

Introduction

Learning is a process through which individuals change their behavior and understanding through experience. In practice, not every student can learn smoothly. Learning problems are conditions in which students cannot learn normally because of obstacles or disturbances that originate in themselves or in their environment (Dalyono, 2012 ; Slameto, 2010). These factors are commonly grouped into internal factors, such as motivation, interest, physical condition, and emotional state, and external factors, such as family, school, and community conditions (Slameto, 2010).

In senior high school, academic demands increase while students go through adolescence, a period of rapid physical, emotional, and social change. Several lines of research help explain why learning problems arise at this stage. Self-regulated learning research shows that students who plan, monitor, and adjust their own learning tend to learn more effectively, and that weak self-regulation shows up as unstable study routines and poor time management (Zimmerman, 2020). Self-determination theory argues that motivation is shaped by the degree to which learning satisfies students' needs for autonomy, competence, and relatedness (Ryan & Deci, 2000). Environmental conditions also matter: noise in and around classrooms has been associated with lower academic attainment (Shield & Dockrell, 2008), and heavy mobile-phone use has been linked to poorer academic performance among students (Lepp et al., 2015).

In Indonesian schools, Guidance and Counseling (GC) teachers commonly employ the Student Needs Analysis (Analisis Kebutuhan Peserta Didik/AKPD) to identify and classify students' difficulties across four domains: personal, social, learning, and career development. The results of the AKPD administered to Grade XI D students at SMA Santo Arnoldus Janssen Kupang revealed that learning-related difficulties constituted the most prevalent problem area, accounting for 29% of the identified needs.

This study therefore analyzes learning problems in Grade XI D through interviews. It aims to (1) identify the forms of learning problems experienced by students, (2) analyze the factors that contribute to them, and (3) describe their effects on students' learning and how students respond. The results are intended to provide an empirical basis for follow-up guidance services in the class.

Method

Research Design and Setting

This study used a descriptive qualitative design, which is appropriate for understanding a phenomenon from the perspective of the people who experience it (Creswell, 2016). The study was conducted at Santo Arnoldus Janssen Senior High School Kupang, East Nusa Tenggara, Indonesia, in August to October 2026. The focus was a single class, Grade XI D, selected because its AKPD results showed learning problems as the dominant problem area.

Participants, Sample, or Data Sources

The main data source was ten Grade XI D students, coded S1 to S10 to protect their identity. [State the selection procedure and criteria, for example purposive selection of students whose AKPD responses indicated learning problems and who agreed to participate.] Two supporting informants were also interviewed: the BK teacher (T1) and the homeroom teacher (T2). Student data were used to answer all three research objectives, and teacher data were used for triangulation and to describe the school's responses.

Instruments and Measures

Data were collected with two interview protocols: a written one for students and an oral one for teachers. The student protocol contained 14 questions covering feelings during lessons, the most difficult subjects, the most frequent learning problems, motivation, concentration, study methods and time management, physical or emotional disturbances, home learning conditions, teaching methods, peer relationships, outside activities, effects of the problems, coping efforts, and help-seeking. A 15th, closing item asked about students' expectations. The teacher protocol contained six questions on the general learning condition of the class, the most frequent problems, their causes, efforts made, obstacles, and expectations.

Procedure and Research Ethics

The researcher obtained permission from the school and approached the participants in August to October 2026. Student interviews were conducted in writing, with students answering the interview questions on paper, whereas the teachers were interviewed orally at the school. Participation was voluntary, the purpose of the study was explained, and students' identities are reported only as codes.

Data Analysis

The data were analyzed in three iterative stages: data condensation, data display, and conclusion drawing and verification (Miles et al., 2014). Within this process, responses were read repeatedly, coded, and grouped into themes following the steps of thematic analysis (Braun & Clarke, 2006). Student and teacher data were compared to identify convergences and differences. Credibility was supported by source triangulation (students, BK teacher, and homeroom teacher), comparison with the AKPD results.

Results and Discussion

Results

Student Interview Results

Theme 1: Difficulty with language and calculation subjects. Every student named at least one difficult subject, and the answers clustered in three subjects: English, German, and Mathematics. Language subjects were difficult because of pronunciation, spelling, translation, vocabulary memorization, and grammar. S8 explained that German has "many new words to memorize, different pronunciation, and grammar that is hard to understand." Mathematics and Economics were difficult because of the many formulas (S3, S5, S9). S3 also noted that the volume of formulas to memorize made Economics hard.

Theme 2: Classroom noise, fatigue, and fluctuating concentration. Seven of ten students reported difficulty concentrating. Noise from classmates was the most frequent cause. S2 said the problem she experienced was "noise that makes me unable to focus," and S1 said concentration breaks down "when the teacher is explaining and many friends are noisy." For S3, noise even caused dizziness. Sleepiness and fatigue were another cause (S3, S5, S6, S10), and S1 and S6 said concentration is hardest in the midday or afternoon lessons. S3 also named the temptation of mobile phones, and S4 said her concentration depended on her mood.

Theme 3: Goal-oriented but unstable motivation. All students could name a reason to study: reaching a top-ten rank (S1), future goals and a good education (S2, S3, S4, S9, S10), parents (S7, S8), or a friend's invitation to study together (S5). However, motivation was unstable for four students. S8 said her enthusiasm "sometimes decreases" and she lacked confidence during lessons, and S10 said her enthusiasm fell when the material was difficult. S1 admitted she sometimes felt lazy, and S2 said the effects of the problems made her feel hopeless.

Theme 4: Inconsistent study habits and time management. Study routines varied widely. S1 studied between 19:30 and 21:00, S7 set aside one to two hours, and S9 studied for a maximum of one hour each night. S1, S8, and S10 relied on rereading notes and doing assignments, and S2 and S4 studied while listening to music. By contrast, S3 had no fixed study time, and S6 said, "I usually only read a book for a few minutes" and often found it hard to manage her time because of other activities. Outside activities such as extracurriculars, theater, and extra lessons also reduced study time for some students (S5, S7, S8, S10).

Theme 5: Teaching delivery, home, and peer context. Most students rated teaching positively, but six mentioned at least some teaching they found hard to follow. S1 said she understood less "when the teacher explains while I am writing," and S2 and S6 said that not all teachers were easy to understand. S8 felt she did not match the way one teacher taught. At home, eight students described a supportive environment. S8 was an exception, reporting noise at home and limited support from the adult she lived with, and S10 described a generally supportive dormitory that was sometimes noisy. Peer relationships were described as good by all students, but their influence on learning was mixed: peers helped some students (S3, S8) and disturbed others (S2, S7, S8), and S10 sometimes experienced conflict over differing opinions.

Theme 6: Effects and limited help-seeking. Reported effects included lower grades (S5, S8, S10), lower confidence (S8, S10), feeling hopeless (S2), and less time to study (S7). S3, S4, and S9 reported little or no effect. Students responded by managing their time (S4, S5, S7), practicing exercises, memorizing vocabulary, and asking teachers (S8, S10), or by trying to concentrate and find better methods (S3). Yet five students never told teachers, the BK teacher, or parents about their difficulties (S3, S4, S5, S7, S8). S5 said he dealt with it alone, and S8 said she had never told her teachers, the BK teacher, or her parents. Only S2, S6, and S10 described sharing with others, mostly parents. Several students hoped for more motivation, guidance, and support from the BK teacher and school (S5, S6, S7, S8, S10).

Teacher interview results

The BK teacher (T1) described the class as varied: some students were highly motivated and active, while others lacked focus and confidence. She saw low motivation, poor concentration, a habit of delaying assignments, difficulty with certain subjects, and reluctance to ask questions as the main problems. She attributed them to internal factors (motivation, discipline, time management) and external factors (peers, excessive mobile-phone use, and limited family support). The homeroom teacher (T2) described the class as fairly good but uneven in discipline and responsibility. He noted late assignments, inattention to explanations, low class participation, and inconsistent study habits, which he linked to low discipline and interest, mobile-phone use, family conditions, the peer environment, and poor preparation. Both teachers reported efforts such as classical guidance, individual counseling, motivation, monitoring of attendance and progress, and communication with parents. Both identified students' reluctance to change habits or to open up as an obstacle, and both called for stronger collaboration among the BK teacher, homeroom teacher, subject teachers, and parents.

Table 1. Comparison of student and teacher perspectives

Aspect	Students	Teachers (BK and homeroom)
Main problems	Hard subjects (languages, mathematics), noise, fatigue, poor concentration	Low motivation, poor concentration, late assignments, inconsistent study habits
Causes emphasized	Class noise, teaching delivery, tiredness, workload from outside activities	Discipline, interest, mobile-phone use, peers, family support
Mobile phones	Mentioned by 1 of 10 students	Mentioned by both teachers
Help-seeking	Half did not tell anyone	Students are not open about difficulties

Discussion

The findings show that the dominant learning area in the AKPD corresponds to a cluster of concrete and interrelated problems rather than a single issue. Difficulty with language and calculation subjects was universal among the interviewed students, which indicates that the subject-specific demands of memorization, pronunciation, and formula use should be addressed in guidance, for instance through learning-strategy training. This is consistent with the view that learning problems are shaped by both the learner and the learning conditions (Dalyono, 2012 ; Slameto, 2010).

The prominence of classroom noise is notable. Students named noise more often than any other external factor, and it affected concentration even among students who were otherwise positive about their teachers. This is in line with research associating classroom noise with lower academic attainment (Shield & Dockrell, 2008). Because noise is a collective condition, it is unlikely to be solved by individual counseling alone. Class agreements, seating arrangements, and the way teachers manage explanation and note-taking time (see S1) are practical entry points for the BK teacher and homeroom teacher.

Students' motivation was strong in terms of goals but fragile when material was difficult or grades dropped. From the perspective of self-determination theory, repeated experiences of low competence can weaken motivation even when students value their goals (Ryan & Deci, 2000). Unstable routines and limited time management among some students are also consistent with weaker self-regulation (Zimmerman, 2020). Together these points suggest that guidance should build students' sense of competence and planning skills, not only encourage them to study harder.

The comparison in Table 1 reveals a difference in emphasis. Teachers pointed to students' discipline, interest, and mobile-phone use, which is consistent with evidence that heavy phone use can harm academic performance (Lepp et al., 2015). Students, however, mostly pointed to conditions around them, such as noise, teaching delivery, and fatigue, and only one student mentioned phones. This difference does not make either view wrong. It indicates that interventions based only on teachers' perceptions may miss the conditions students find most disruptive, and that student voice should be part of program planning. Both groups agreed on one important point: students rarely seek help. Half of the students had never told anyone about their difficulties, which matches the BK teacher's observation that students are not open. Guidance services therefore need to be accessible and proactive, for example through classical guidance, small groups, and approachable individual counseling.

Conclusion

Learning problems in Grade XI D were characterized by difficulty with foreign-language and calculation subjects, classroom noise and fluctuating concentration, goal-oriented but unstable motivation, inconsistent study habits, uneven teaching delivery, and reluctance to seek help. For some students these problems lowered grades and self-confidence. Students emphasized conditions in the classroom and teaching, whereas teachers emphasized discipline and mobile-phone use, and both agreed that students seldom ask for help.

These findings imply that guidance services should combine study-skills and time-management training with collaboration among the BK teacher, homeroom teacher, subject teachers, and parents to improve the classroom environment and teaching delivery, and should make counseling easier for students to approach. Future studies should involve more classes and additional data sources.

Acknowledgment (Optional)

The authors would like to express their gratitude to the principal, the Guidance and Counseling teacher, the homeroom teacher, and the Grade XI D students of Santo Arnoldus Janssen Senior High School Kupang for their cooperation and participation in this study.

Funding (Optional)

This research received no external funding.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

Conceptualization, methodology, investigation, data collection, formal analysis, writing—original draft preparation, and writing—review and editing were carried out by the authors. All authors have read and approved the final manuscript.

Generative AI Disclosure

Generative AI tools were used to assist with language refinement and manuscript preparation. The authors remain fully responsible for

the accuracy, originality, integrity, and final content of the manuscript.

References

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77-101. https://doi.org/10.1191/1478088706qp063oa

Creswell, J. W. (2016). *RESEARCH DESIGN PENDEKATAN METODE KUALITATIF KUANTITATIF DAN CAMPURAN* (4th ed.). Pustaka Belajar.

Dalyono, M. (2012). *Psikologi pendidikan*. Rineka Cipta.

Lepp, A., Barkley, J. E., & Karpinski, A. C. (2015). The relationship between cell phone use and academic performance in a sample of U.S. *College Students.*, *5*(1).

Miles, M. ., Huberman, A. ., & Saldaña, J. (2014). *Qualitative Data Analysis: A Methods Sourcebook, 3rd ed*. SAGE Publications. Thousand Oaks.

Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, *55*(1), 68–78.

Shield, B. M., & Dockrell, J. E. (2008). The effects of environmental and classroom noise on the academic attainments of primary school children. *The Journal of the Acoustical Society of America*, *123*(1), 133–144. https://doi.org/10.1121/1.2812596

Slameto. (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya.* Rineka Cipta.

Zimmerman, B. J. (2020). Self-Regulated Learning and Academic Achievement. *Educational Psychologist*, *55*(3), 151–160.