**Aulia, Khusnul**. 2023. Analisis Kesulitan Siswa Dalam Belajar IPAS Kelas IV di SD Negeri Cilibur 01 Ditinjau Dari Perspektif Gender. Program Studi Pendidikan Guru Sekolah Dasar. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Peradaban. **Muh. Luqman Arifin, Lc., M.A**

**Kata kunci :** Kesulitan belajar, IPAS, perspektif gender

Penelitian ini dilatarbelakangi oleh siswa yang mengalami kesulitan dalam belajar IPAS yang ditandai dengan perbedaan nilai yang diperoleh siswa laki-laki dengan siswa perempuan. Subjek penelitian terdiri dari 17 siswa kelas IV dengan sampel penelitian ada 6 siswa dan materi IPAS yang dibahas adalah materi tumbuhan.Tujuan penelitian ini adalah untuk mengetahui bagaimana kesulitan siswa dalam belajar IPAS kelas IV di SD Negeri Cilibur 01 ditinjau dari perspektif gender. Penelitian ini menggunakan penelitian kualitatif metode deskriptif. Berdasarkan analisis data hasil penelitian dapat diperoleh kesimpulan bahwa siswa laki-laki dan siswa perempuan kelas IV di SD Negeri Cilibur 01 kesulitan dalam memahami konsep dan istilah asing dalam pembelajaran IPAS. Siswa laki-laki maupun siswa perempuan mengalami kesulitan belajar dengan karakteristik kurang dalam *perception*, *attention, memory, processing speed, metacognition, academic,* dan *social*. Faktor yang memengaruhi kesulitan siswa laki-laki maupun siswa perempuan dalam belajar IPAS yaitu faktor internal seperti kondisi fisik yang kurang baik, kurangnya minat belajar, serta waktu tidur tidak efektif dan faktor eksternal seperti relasi kurang baik dengan orang tua, media dan metode pembelajaran kurang tepat, serta lingkungan masyarakat yang kurang kondusif. Berdasarkan hasil penelitian yang telah dipaparkan maka terdapat beberapa saran. Siswa diharapkan mengikuti kegiatan pembelajaran dengan baik dan bersifat terbuka. Orang tua memberikan fasilitas serta pendampingan belajar dan menjalin hubungan lebih akrab dengan siswa. Guru menggunakan metode dan media yang sesuai serta memahami siswa yang mengalami kesulitan belajar. Sekolah diharapkan memperbaiki sarana dan prasarana serta mengadakan evaluasi.

**Aulia, Khusnul**. 2023. Analysis of Students’ Difficulties in Learning IPAS Class IV at SD Negeri Cilibur 01 Viewed from a Gender Perspective. Elementary School Teacher Education Department. Faculty of Teacher Training and Education. Peradaban University. **Muh. Luqman Arifin, Lc., M.A**

**Keywords** : Learning difficulties, IPAS, gender perspective

This research was motivated by students who experience difficulties in learning IPAS, which was characterized by the difference in scores obtained by male students and female students. The research subjects consisted of 17 class IV students with a research sample of 6 students and the IPAS material discussed was plant material. The aim of this research is to find out how students have difficulties in IPAS learning and the factors that influence it from a gender perspective. This research uses descriptive qualitative research methods. Based on the analysis of research data, it can be concluded that male and female students in class IV at SD Negeri Cilibur 01 have difficulty understanding foreign concepts and terms in IPAS learning. Both male and female students experience learning difficulties with the characteristics of lacking perception and attention, memory, processing speed, metacognition, academic, and social. Factors that influence the difficulties of male and female students in studying IPAS are internal factors such as poor physical condition, lack of interest in studying, and ineffective sleep time and external factors such as poor relations with parents, media and inappropriate learning methods, as well as a less conducive social environment. Based on the research results that have been presented, there are several suggestions. Students are expected to participate in learning activities well and openly. Parents provide facilities and learning assistance and establish closer relationships with students. Teachers use appropriate methods and media and understand students who experience learning difficulties. Schools are expected to improve facilities and infrastructure and conduct evaluations.