The Effect of Internal and External Factors Learning Difficulties to Economic Learning Achievements

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Abstract: The purpose this research is analyze the factors internal and external effect of learning difficulties on economic learning achievements. The population are all students of class XI IPS SMAN 1 Mojosari Mojokerto. To take the sample using proportional sampling technique combined with random sampling techniques and sample size of 62 respondents. To obtain accurate data used data collection instruments, such as questionnaires and documentation. Furthermore, to process the data used formula Person Product Moment. The results of data analysis can be concluded there is a positive effect internal factors difficulty learning to the achievement of economic study and there is a positive effect of external factors on the achievement of learning difficulties demonstrated economic study.

1 INTRODUCTION

Education plays an important role in the development of the whole Indonesian people in order to improve the dignity of the nation, as stated in the National Education System (Sisdiknas) in 2003 which states that the national education system should be able to ensure equal distribution of educational opportunities to meet the challenges of changing local, And global so it is necessary to do the renewal of education in a planned, directed and sustainable. Thus it is appropriate that improvement and improvement of education should be given top priority and must achieve the right target. Along with the development of science and technology today the quality of education is expected to be able to face challenges in the future.

This expectation is in accordance with the strategy set forth in the function and objectives of national education as stipulated in the Law on National Education System: No. 20 year 2003 that national education function to develop ability and forming character and civilization of dignified nation in order to educate nation life, aims to develop student potency to become human belief and piety to God Almighty, have noble character, healthy knowledge, Creative, independent and become a democratic and responsible citizen. Indeed, economic growth is key in the development of a region.

Learning in the classroom can be said to be successful, as the criterion is individual if the student has been able to reach KKM (Minimum Criteria of Completeness) which has been determined by the teacher and classically when 85% of the total students have reached KKM. Likewise for economic learning, if the teacher has established KKM 75, then the students said to be complete learning when it has obtained economic value of 75 and above but for those who score below 75, they must follow the remedial program so that later can complete the study. Likewise, the class is declared thoroughly studied in classical if 85% of the number of students have obtained the value of KKM 75 and if the number of students less than 85% who get the value of KKM then the class is incomplete classical learning and must follow remedial program. Thus, if the students have not finished learning or have not yet completed the classical learning classical, of course this illustrates that the students have difficulty in learning and this needs to be immediately searched and found any factors that cause learning difficulties to the students.

According Djamarah (2002: 212213) that someone who is experiencing learning difficulties will feel a barrier or obstacle in achieving good learning achievement. Some of the symptoms as an indicator of learning difficulties can be seen from: 1) low learning achievement, 2) learning outcomes achieved are not balanced with the effort undertaken, 3) students are slow in doing the task, 4) the students

show a less reasonable attitude, Such as indifference, pretence, etc. 5) protégés exhibit unusual behaviors, such as lack of joy, alienation from their friends, angry, moody, 6) students are classified as having a high potential IQ Should achieve high learning achievement, but in reality achievement is low, 7) students always show high learning achievement for some subjects, but at other times learning achievement decreased drastically.

The fact that the researchers face the students in grade XI IPS of SMA Negeri 1 Mojosari Mojokerto, based on data of inventory result on DKN (List of Values) of XI IPS-1 students up to XI IPS-5, shows their learning achievement in economic subjects is low. From the data obtained, shows that the average daily average value of 71.14 is still below the KKM that has been set by the teacher is 75, in addition to the average completeness of classical learning reaches only 50.87%, means that learning completeness classically Not yet reached. Thus it can be seen that there are still many of the students who have difficulty learning economics, so that their learning achievement becomes low. Therefore need to be analyzed immediately to know the factors that affect their learning difficulties.

To obtain an overview of the factors that led to low student learning achievement, researchers have made initial observations through interviews with economics teachers and students. The results of interviews with economic teachers can be outlined as follows; (2) many of them do the job, just imitate their friends, (3) in the learning they are usually passive, do not want to ask or answer, (4) There are still many of them who think that it is important to actively enter the class and do not violate the school rules, it will be up to class, (5) many of them do not have textbooks, only have LKS which there is only material summary and its scope is limited, (6) the number of textbooks available in the Library is not proportional to the number of students and (7) teachers rarely utilize instructional media in the form of LCD in learning, (8) sometimes they misjudge or mislead friends so that They get carried away by their friend's habit, (9) many of them are graduated, but not continuing to university Gi, so for those who graduate and have a high school diploma that can be used to work in the factory, not the important ones can carve a high achievement.

Similarly, based on the results of interviews with some students, about why their value in many economic subjects are under the KKM, and in general the results of the interviews can be described as follows: (1) for those who are important to get the value in accordance with the KKM they already have

(2) a lot of elusive economic material, especially those that are calculated or math, so there is a sense of laziness to learn it, (3) most of them, want to learn only if there will be a repeat the next day, (4) if it gets The duty of the teacher, usually they only imitate or borrow and copy the task of a clever and finished friend, (5) if they have difficulty in understanding the material, in general they simply ask friends and that is enough for them) Often they get bored quickly in following the economic lesson, especially when it has entered the material counting black G, (7) most of them have no economic textbooks, only have existing LKS economic and material summaries are very low, (8) rarely among those who do the task or solve economic problems with group work, but simply imitate or borrow And copy the tasks of a clever and finished friend who is important to them has already collected the task, (9) many of them are not continuing to college, due to lack of parental support, (10) sometimes the elderly are less supportive of them Learning, (11) the tools available at home are less supportive of them in learning, (13) their time consuming much, because they have to help the parents at home and the many activities they have to follow in the neighbourhood, (12) Not continuing to college, so for us important follow the learning process and go to class XII and (13) k Most of them, if they go to college will not choose the economics majors because rival is very heavy and tight.

Based on the above description, the authors are interested to examine the influence of internal and external factors of learning difficulties on economic achievement. So, the research formulation in this research are: 1) Is there an effect of internal factors of learning difficulties on economic learning achievement in students of class XI IPS SMA Negeri 1 Mojosari Mojokerto? ; 2) Is there an effect of external factors of learning difficulties on economic learning achievement in students of class XI IPS SMA Negeri 1 Mojosari Mojokerto? The purpose of this study is to analyze the effect of internal factors and external factors of learning difficulties on economic achievement in students of class XI IPS SMA Negeri 1 Mojosari Mojokerto.

2 LITERATURE REVIEW

2.1 Learning

According to Degeng (1998: 1) is the preparation of knowledge from concrete experience, collaborative activities, and reflection and interpretation. Furthermore, Purwanto (2004: 85) emphasized that

learning is a change in behavior where change can lead to better behavior, but it also may lead to worse behavior.

Further study by Skinner in Sudarmanto (2003: 5) is a process of adaptation or adjustment behavior progresses progressively. According to Hilgard & Bower in Purwanto (2004: 84) learning is related to a person's behavior change towards a particular situation caused by his repeated experience in the situation.

According Sudarmanto (2003: 5) learning defined a business process undertaken by a person to obtain a new change as a result of his own experience in interaction with the environment.

Added by Slameto (2003: 3) that learning is a process of business that a person undertakes to obtain a whole new behavioral change as a result of his own experience in interaction with his environment.

Then reaffirmed by Hamalik (2008: 154) that learning is a relatively stable behavior changes thanks to exercise and experience. This means learning is a process of activity and not a result and purpose. Learning not only remember, but more broadly than that is experiencing. Learning outcomes are not a mastery of training outcomes but behavior change.

Added also by Gagne (in Sagala 2005: 13) that learning is as a process by which an organism changes its behavior as a result of experience.

Learning is a component of the science of education with respect to the objectives and reference materials of interaction, whether explicit or implicit in nature. Activities or learning behavior consists of psychic and physical activities that work together in an integrated and comprehensive integrally. Along with that learning can be understood as trying or practicing in order to gain intelligence. In its implementation according to Sagala (2005: 13) learning is an individual activity to acquire knowledge of behavior and skills by processing materials learning.

So from some opinions mentioned above, it can be concluded that learning is a change that occurs in a person after doing a certain activity.

2.2 Learning Difficulties

Learning difficulties not only affect low ability students, but also experienced by high ability students. In addition, learning difficulties can also be experienced by students with average ability (normal) caused by certain factors that hinder the achievement of academic performance in accordance with expectations.

According to Ahmadi (1990: 68) that learning difficulties are conditions of learning process characterized by certain constraints to achieve learning outcomes. Difficulties in learning is a condition in which the competence or achievement that is achieved not in accordance with the predefined standard criteria.

2.3 Learning Difficulties Factors

Ahmadi (1991) suggests that factors causing learning difficulties can be classified into 2 groups, namely: (1) Internal factors are things or states that arise from within the students themselves which include: Physical factors (which are physical) such as Sick or not fit. Psychological factors (spiritual) such as the level of intelligence, student attitudes, student talents, student interests, student motivation and (2) external factors that are things or circumstances that come from outside the self that includes: Non-social factors such as family , Economic conditions, learning tools, building conditions, curriculum, school time and work discipline, parents. Social factors such as mass media, socializing friends, neighbourhoods, activities in society.

Similarly, according to Purwanto (2004: 102) states that the factors that cause learning difficulties can be classified into 2 groups namely (1) individual factors are factors that exist in the organism itself, such as factors of maturity / growth, intelligence, training, motivation And personal factors, and (2) social factors that are factors outside the individual, such as family / household factors, teachers and teaching methods, tools used in teaching learning, the environment and available opportunities and social motivation.

Added also by Asrori (2008: 225226) that the cause of the problem of learning difficulties are heredity, brain function disorders, organizing thinking, malnutrition and environmental factors. Furthermore, it is explained that many students experience difficulty in reading, writing and spelling due to hereditary factors. Then impaired brain function can also lead to someone having difficulty in learning. Furthermore, students who experience slowness or learning difficulties will have difficulty in accepting explanations about the lessons caused they are not able to organize the way of thinking well and systematically, for example children who are difficult to read will be difficult also feel or conclude what he sees. Experts argue that they need to be trained repeatedly with the aim of improving learning power. The following found that there is a close correlation between learning delays with

malnutrition. That is, malnutrition causes one of the causes of delay or learning difficulties. Although the opinion is not entirely correct but many books state that if at the beginning of a child's growth is very malnourished, the condition will affect the development of the main nerve, causing less well in the learning process. Likewise environmental factors are unfortunate things that can interfere with the mental development of children, whether occurring in the family, school or community environment. The disorder may be a pain of heart, family pressure and foster parenting errors applied to them. these factors may affect learning difficulties, but they are not the only cause of the learning difficulties. However, it is certain that these factors can help the activities and concentration of children. Based on experience can be seen that the unfavourable environment can affect student learning process.

2.4 Learning achievement

Activities undertaken by a person was obtained covering various areas of life, such as learning activities. The ability of students in learning activities will greatly affect the learning achievement. This means that if a student has a low ability to do learning activities then he will get a low learning achievement, and vice versa if students are high learning ability, he can do high learning activities, it can be predicted high learning achievement.

Described by Muhibbin Syah (2005: 213) states that in principle the disclosure of ideal learning outcomes includes a psychological field that changed as a result of experience and student learning process. Then confirmed by Makmun in Mulyasa (2005: 189) that learning outcomes are behavioral changes that have certain characteristics. These characteristics include intentional changes in the sense that the experience or practice of the exercise is deliberately and consciously done, the changes are positive in the sense in accordance with the expected, the changes are effective in the sense that changes in learning outcomes are relatively fixed and every time needed can be reproduced and used.

Based on the above understanding, then the achievement of student learning is the result of learning that has been achieved according to his ability after he did the learning activities. To know the level of learning achievement and student progress, a teacher usually do evaluation which is usually called by replication of block which done after student finish one or some basic competence. To make it easier for teacher to measure student achievement level usually

indicator used is in the form of value or number with a range of 1 to 100.

3 METHODS

This study was conducted to find out how much influence internal and external factors of learning difficulties to economic learning achievement in students of class XI IPS SMA Negeri 1 Mojosari Mojokerto. Thus, this research can be categorized in the type of quantitative descriptive research. The research design matrix, as follows:
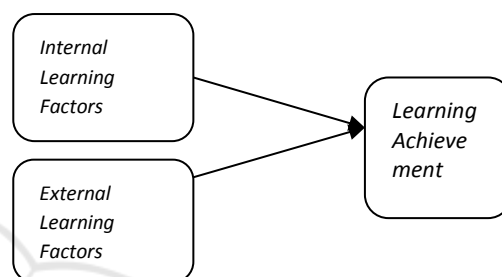

Figure 1: Research Design

Research design is needed for research that will be done can run well, smoothly and systematically. Given the research conducted aims to find whether there is influence of internal and external factors of learning difficulties to economic learning achievement in students class XI IPS SMA Negeri 1 Mojosari Mojokerto, the research design used is descriptive correlational.

Population in this research is all students of class XI IPS SMAN 1 Mojosari Mojokerto year lesson 2015/2016 consisting of 5 (five) study group which amounted to 161 students. Basic consideration of the students taking class XI IPS SMA Negeri 1 Mojosari Mojokerto as a population, because researchers want to know the extent to which the level of internal and external factors of learning difficulties affect student achievement.

Sampling of 62 students from the population of 161 people is based on Proportional Sampling technique. According to Narbuko, et al (2010: 115) that proportional sampling technique is sampling technique from each subpopulation by taking into account the size of the sub subpopulation. The final step is to apply a random sampling technique or randomly by way of an even number on a student's absence to take 62 students from each of the assigned classes as a sample.

In this research data analysis technique used is correlation analysis technique to know influence of one variable to other variable. In this research, Person Power Moment correlation formula is used. This formula is used with the reason that in this study the hypothesis consists of 2 variables, internal and external factors of learning difficulties (X) that produce interval data and student achievement (Y) that produce interval data, so that it can use Person Product Moment formula.

4 RESULTS AND DISCUSSION

4.1 Correlation Test of Internal Factors of Learning Difficulties with Student Achievement

Based on the results of analysis Test the correlation between the internal factors of learning difficulties with student achievement with the help of SPSS 16.0 for Windows can be described the results as follows:

Table 1: Result of Calculation by Using Product Moment Correlation formula

		Internal	Achievement
Internal	Pearson Correlation Sig. (2-tailed) N	1 62	.658** .000 62
Achievement	Pearson Correlation Sig. (2-tailed) N	.658** .000 62	1 62

**. Correlation is significant at the 0.01 level (2-tailed).
(Source: data processed by researchers)

Rxy = 0.658
d.f = N − 2 = 62 − 2 = 60
r-tabel = 0.254
So, rxy (0.658) > rtabel (0.254)

Based on the above table known magnitude rxy value of 0.658. With a significance value of 0.000< alpha value 0.05, then Ho is rejected which reads: "There is no influence of internal factors of learning difficulties to student achievement" and Ha accepted that read "there is influence of internal factors of learning difficulties to learning achievement Students ". It can be concluded that internal factors of learning difficulties have a significant influence on student achievement

Data about internal factor variable of student learning difficulties class XI IPS SMA Negeri 1 Mojosari Mojokerto connected with economic learning achievement, which successfully collected from respondents as many as 62 students are as follows:

Table 2: Frequency Distribution of Internal Factor Score of Learning Difficulties and Student Learning Achievement

Questionnaire internal factors learning difficulties				Student learning achievement			
Class Interval	f	Criteria	%	Class Interval	f	Criteria	%
99 – 120	4	Low	6,45	91 – 100	0	V.good	0,00
76 – 98	56	Enough	90,32	75 – 90	36	Good	58,06
53 – 75	2	High enough	3,23	60 – 74	26	Enough	41,94
30 – 52	0	High	0	40 – 59	0	Less	0,00
				< 40	0	Less once	0,00
Total	62		100	Total	62		100

(Source: data processed by researchers)

Based on table 2 it can be seen that as many as 4 respondents or 6.45% have low learning difficulties, 56 respondents or 90.32% have learning difficulties enough and 2 respondents or 3.23% have difficulty learning high enough and no students who have difficulty Learn high. Then there are no students who achieve very good learning achievement, 36 students or 58.06% achieve good learning achievement and 26 students achieve enough learning achievement. From this data, it can be seen that the lower internal factors of learning difficulties faced by students show better student learning achievement, and vice versa. Thus it can be seen that the high and low internal factors of learning difficulties affect the high low student achievement as well

4.2 Correlation Test of External Factors of Learning Difficulties with Student Achievement

Based on the results of the analysis Test the correlation between factors external factors of learning difficulties with student achievement can be presented results of the calculation as follows:

Table 3: Result of Calculation by Using Product Moment Correlation formula

		External	Achievement
External	Pearson Correlation Sig. (2-tailed) N	1 62	.647** .000 62
Achievement	Pearson Correlation Sig. (2-tailed) N	.647** .000 62	1 62

**. Correlation is significant at the 0.01 level (2-tailed).

(Source: data processed by researchers)

Rxy = 0.647
d.f = N − 2 = 62 − 2 = 60
r-tabel = 0.254
So, rxy (0.647) > rtabel (0.254)

Based on the above table known magnitude rxy value of 0.647. With a significance value of 0.000 <0.05 alpha value, then Ho is rejected which reads: "There is no influence of external factors of learning difficulties to student achievement" and Ha accepted that read "there is influence of external factors of learning difficulties to learning achievement Students ". It can be concluded that external factors of learning difficulties have a significant influence on student achievement.

Data about the external factor variable of learning difficulties of class XI IPS of SMA Negeri 1 Mojosari Mojokerto connected with the achievement of learning, successfully collected from the respondents as many as 62 students are as follows:

Table 4. Frequency Distribution of External Questionnaire Score of Learning Difficulties and Student Learning Achievement

Questionnaire external factors learning difficulties				Student achievement			learning
Class Interval	f	Criteria	%	Class Interval	f	Criteria	%
99 – 120	31	Low	50,00	91 – 100	0	V.good	0,00
76 – 98	31	Enough	50,00	75 – 90	36	Good	58,06
53 – 75	0	High enough	0	60 – 74	26	Enough	41,94
30 – 52	0	High	0	40 – 59	0	Less	0,00
				< 40	0	Less once	0,00
Total	62		100	total	62		100

(Source: data processed by researchers)

Based on table 4 can be seen that as many as 31 respondents or 50% have learning difficulties low, 31 respondents or 50% have difficulty learning enough and no respondents who have difficulty learning high enough and no students who have high learning difficulties. Then there are no students who achieve very good learning achievement, 36 students or 58.06% achieve good learning achievement and 26 students achieve enough learning achievement. From this data, it can be seen that the lower the external factors of learning difficulties faced by students show the achievement of learning achieved by students is getting better, and vice versa. Thus it can be seen that the high and low external factors of learning difficulties give effect to the high low achievement of learning achieved by students as well.

4.3 The Effect of Internal Factors of Learning Difficulties on Student Achievement

Based on the calculation of Pearson Correlation above the rxy value of 0.658, with a probability value of significance of 0.05. This shows that the high and low internal factors of learning difficulties faced by students have an impact on student achievement. The lower internal factors of learning difficulties faced by students will be followed by increase in learning achievement, and vice versa. Thus the change in student learning achievement is influenced by the high and low internal factors of learning difficulties faced by students and obtained rxy comparison (0.658)> rtabel (0.254).

Taking into account the comparison shows that rxy (0.658)> rtabel (0.254) means that the high internal factors of learning difficulties have an effect on the high achievement student learning.

Thus based on the explanation of the results of data processing on internal factors of learning difficulties to student achievement mentioned above, it can be seen that there is a significant influence between the achievement of economic learning with internal factors of learning difficulties. This means that the lower internal factors of learning difficulties faced by students show the achievement of learning achieved by students better, and vice versa. Thus it can be seen that the high and low internal factors of learning difficulties give a significant effect on the high and low achievement of learning achieved by students as well.

4.4 The Effect of External Factors of Learning Difficulties on Student Achievement

Based on the result of calculation of Pearson Correlation above rxy value equal to 0,647, with probability value of significance equal to 0,05. This shows that the high and low external factors of learning difficulties faced by students have an influence on student achievement. The lower external factors of learning difficulties faced by students will be followed by increased learning achievement, and vice versa. Thus the change in student achievement is influenced by the high and low external factors of learning difficulties faced by students and obtained a comparison of rxy (0.647)> rtabel (0.254).

Considering the comparison shows that rxy (0.647)> rtabel (0.254) means that the high of external factor of learning difficulties give influence

to the high of student achievement. Therefore based on explanation result of data processing about external factor of learning difficulties to student achievement above, it can be seen that there is a significant influence between economic learning achievements with external factors of learning difficulties. This means that the lower the external factors of learning difficulties faced by students show the achievement of student learning is getting better, and vice versa. Thus it can be seen that the high and low external factors of learning difficulties give a significant effect on the high and low achievement of learning achieved by students as well.

5 CONCLUSIONS

There is a positive influence between the internal factors of learning difficulties to economic learning achievement is shown from the results of the test rhitung with rtabel value is rhitung (0.658)> rtabel (0, 254), with significance level 5%. This shows that the high internal factors of learning difficulties have an effect on student's economic achievement. Thus the lower level of internal factors of learning difficulties faced by students will be followed increase in economic learning achievement, and vice versa.

There is a positive influence between the external factors of learning difficulties on economic learning achievement is shown from the results of rth test with rtabel value is rhitung (0.647)> rtabel (0, 254), with significance level 5%. This shows that the high and low external factors of learning difficulties have an impact on students' economic achievement. Thus the lower level of external factors of learning difficulties faced by students will be followed by increased economic learning achievement, and vice versa.

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