




Factors Influencing Difficulties of Learning Economics (Study in Students of Kudus District High School)

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Abstract

Teaching and learning activities have an important role so that education can run well. Basically teaching and learning activities lead to the achievement of student learning outcomes. Learning outcomes achieved by students can be used as a reference in knowing students' abilities and as a correction whether students are still experiencing difficulties in learning. The purpose of this method was to analyze and identify the learning difficulties of the students of Kudus District High School. Students' perceptions regarding teacher teaching methods, learning independence, and learning interest are used to measure learning difficulties. This method used a quantitative approach. The study population amounted to 1033 students and the sample amounted to 233 students. The sampling technique used is proportional random sampling. The method of data collection was using a questionnaire. The method of data analysis uses descriptive analysis and path analysis. The results of path analysis showed the direct influence of students' perceptions regarding teacher teaching methods on learning interest, direct influence of students' perceptions regarding teacher teaching methods on learning difficulties, direct influence of learning independence on learning difficulties, direct influence of learning interest on learning difficulties. Indirectly students' perceptions regarding teacher teaching methods influence the difficulty of learning through interest in learning.

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INTRODUCTION

The phenomenon of student learning difficulties is usually evident from the low learning achievement, but learning difficulties can also be proven by the emergence of student behavioral abnormalities. Djamarah (2011) reveals the characteristics of learning difficulties, namely low learning outcomes, the results achieved are not balanced with the work done, slow to do the task, show the nature that is less reasonable, show different behavior, and show symptoms of emotions that are less reasonable. Rumini et.al (2013) suggested that learning difficulties are a condition when students experience certain obstacles to follow the learning process. Djamarah (2011) states that learning difficulties are conditions in which students cannot learn naturally, due to threats, obstacles, or disturbances in learning. The same thing was also expressed by Irham and Wiyani (2013) that learning difficulties are a problem that causes a student not to be able to follow a good learning process like other students in general which is caused by certain factors so that students are late or unable to achieve learning goals with good as expected.

Sari (2017) regarding the analysis of factors for the factors causing economic learning difficulties. The results of this study reveal that there are four internal factors that are the biggest causes of economic learning difficulties, namely, learning habits factors of 34.4%, learning motivation factors of 11.8%, learning ability factors of 7.4%, and learning interest factors of 5.9%. There are four external factors that cause learning difficulties, namely, the teacher teaching method factor of 31.4%, the parent factor of 11.9%, the associate factor of 10.2%, and environmental factors of 7.1%.

One of the factors that is thought to influence learning difficulties in this study that comes from outside of students (external factors) is the teacher teaching method which is measured by students' perceptions. Students' perceptions regarding teacher teaching methods are responses or conclusions that students give to the teacher's teaching methods in the learning process in the classroom. Every student can have various perceptions. This is influenced by the characteristics of students who are not the same as

each other. Ampadu (2012) explains that the kind of perception that students' hold varies. That is as much as the role of the teacher in the teaching-learning process can't be underestimated, the study revealed that most of the respondents perceive their teacher as the custodian of knowledge.

Research by Rosyidah et.al (2015) states that one of the factors that causes students to experience learning difficulties is the teacher's teaching method used during class hours. Jamal (2014) concluded that most learning difficulties were due to inappropriate teaching methods. Damayanti (2016) concluded that the factors that influence learning difficulties originating from outside of students are teacher teaching methods of 67.71%. Ixganda and Suwahyo (2015) show that the dominant factor that causes student learning difficulties derived from external factors is the teacher teaching method. Rohmah and Marimin (2015) concluded that students' perceptions of teacher teaching skills influence learning achievement.

Many simple things are the success factors of the learning process but are not considered by students, one of which is learning independence. So that other factors that are thought to affect learning difficulties are learning independence. Azhari and Yanto (2015) explained that lazy attitude in learning is a lack of learning independence characteristics. Astutik and Wasiti (2016) explained that self-regulated learning is a conscious effort of students to organize things related to learning independently. The success of student learning can be realized through self-regulation in good learning. The more students are able to organize their learning, the students will be able to achieve the desired goals.

Sucipto (2015) concluded that good self-regulated learning can help and train students to determine the time and complete all activities related to learning goals, direct the mind by not delaying learning, and determine special learning schedules, so that the actions and behaviors of students can influence choice, effort, and perseverance in completing academic and non-academic assignments. The same thing by Saragih (2014) explaining that through developing an independent attitude in learning, students can

diagnose their learning difficulties and find the right solution to solve these difficulties.

Learning outcomes are closely related to learning difficulties, because if a student has good learning outcomes then the student can be said to have no learning difficulties. Hidayat (2014) the main provision needed by students to achieve optimal results is by having learning independence, so that the effect of learning independence on learning outcomes is 24%. Hayutika and Subowo (2016) concluded that most students obtained low economic learning outcomes, so that there was an effect of learning independence on economic learning outcomes by 17.98%. Pratama and Rusdarti (2019) state that independence affects economic learning achievement by 39.6%.

Aspects of learning interest are theoretically able to reduce the high difficulty in learning experienced by students. The role of interest in learning in the learning process is very necessary, because someone who has no interest in learning, is not possible to do learning activities. Hamalik (2012) revealed that lack of interest caused a lack of attention in learning efforts, thus hampering his studies. Thus it is clear that the importance of arousing interest in students to overcome learning difficulties, because it affects the process and learning outcomes.

Nofitasari and Yuliana (2017) stated that one of the internal factors that caused learning difficulties was lack of interest. Jamal (2014) concluded that most learning difficulties were due to low student interest. Winanda and Riza (2016) explain the factors of learning difficulties in students (internal), namely psychological factors (motivation and interest). The same thing was also expressed by Kristinova et al (2013) showing the factors of learning difficulties from internal factors, namely interest of 46.67%.

In this study modification of the model is done by adding mediation variables that have not been done by previous researchers. In addition there are several variable differences in previous studies, and also the teacher teaching method variables measured by students' perceptions become students' perceptions regarding teacher teaching methods, thus becoming a research gap in this study. The difference in the results of previous studies provides an opportunity for

researchers to review exogenous variables (students' perceptions regarding teacher teaching methods and learning independence) are mediated by interest in learning about economic learning difficulties. Based on this, the researcher feels it is important to discuss about "How difficulties of learning economics in Kudus District High School".

METHODS

This method used a quantitative approach. The method of data analysis used descriptive analysis and path analysis. The study population was students of grade XI social class in Kudus District High School amounted to 1033 students and the sample amounted to 233 students represented by five Kudus District High School. The sample is determined using the Slovin formula. The sampling technique used is proportional random sampling. The method of data collection was using a questionnaire and using a likert scale. The variables in this study consisted of endogenous variables namely learning difficulties (Y), exogenous variables are students' perceptions regarding teacher teaching methods (X_1), learning independence (X_2), and interest learning (X_3). The following are the model equation in this study:

$$X_3 = \alpha + \beta_1 X_1 + e_1$$

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e_2$$

RESULT AND DISCUSSION

Result

Descriptive Analysis

The results of the descriptive analysis in this study indicate that economic learning difficulties have an average of 54.53 in the fairly high category. Students' perceptions regarding teacher teaching methods had an average of 46.22 in the high category. Learning independence has an average of 45.17 in the high category, and interest in learning has an average of 38.03 in the high category.

Path Analysis

The results of path analysis can be seen Figure 1 as follows:

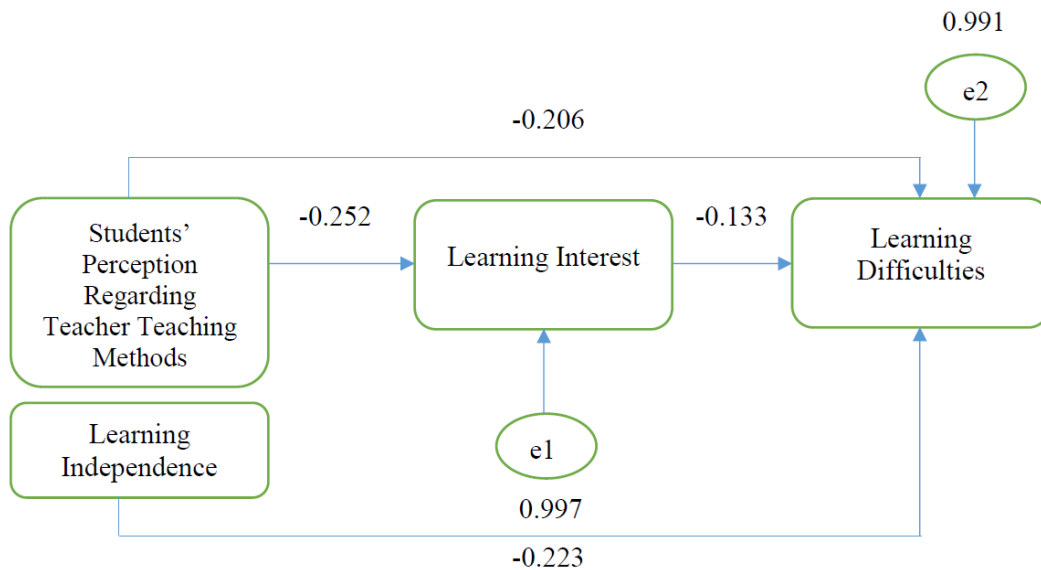


Figure 1. Results of Path Analysis Model

The results of path analysis above, the direct effect of student perceptions of the teacher teaching method on learning difficulties is $(-0.206) \times (-0.206) = 0.042$ or 4.2%. The direct effect of learning independence on learning difficulties is $(-0.223) \times (-0.223) = 0.050$ or 5%. The effect of learning interest on learning difficulties by $(-0.133) \times (-0.133) = 0.018$ or 1.8%. The direct effect of students' perceptions regarding teacher teaching methods on interest in learning is $(-0.252) \times (-0.252) = 0.064$ or 6.4%. The indirect effect of students' perceptions regarding teacher teaching methods through interest in learning is $(-0.252) \times (-0.133) = 0.034$ or 3.4%. So that the influence of the total students' perceptions regarding teacher teaching methods toward learning difficulties $0.042 + 0.034 = 0.076$ or 7.6%. So in this study there is mediation between the variables of student perceptions of the method of teaching the teacher towards learning difficulties through interest in learning.

Model Conformity Test

Determination Coefficient Test

The test results of the coefficient of determination in this study are in the table as follows:

Table 1. Determination Coefficients Test Results

Influence in the model (%)	Outside influence of the model (%)	Information
6	94	Equation 1
13.1	86.9	Equation 2

Source: primary data processed, 2019

The test results of the determination coefficient in equation 1 show that Adjusted R Square is 0.060 or 6%, which means that the students' perception variables on teacher teaching methods affect learning interest by 6% and the remaining 94% are influenced by other variables outside the model. In equation 2 shows Adjusted R Square of 0.131 or 13.1%, which means that the variables of students' perceptions regarding teacher teaching methods, learning independence, and interest in learning together affect the learning difficulties variable by 13.1% and the remaining 86.9% is influenced other variables not examined in this study.

Significance Test (F Test)

The results of the significance test using the SPSS program by looking at the F value in the ANOVA table are in the following table:

Table 2. Significance test Results (Test F)

F	Sig.	Information
15.692	.000 ^b	Equation 1
12.666	.000 ^b	Equation 2

Source: primary data processed, 2019

From the table above in equation 1 shows the F value of 15.692 with a significance of 0.000 < 0.05, meaning that together students' perceptions of the teacher teaching methods influence the interest in learning. In equation 2 shows the F value of 12.666 with a significance of 0.000 < 0.05. This shows that learning difficulties can be explained by students' perceptions regarding

teacher teaching methods, learning independence, and interest learning.

Individual Parameter Significance Test (t Test)

Table 3. Significance Test Results (t Test)

T	Sig.	Information
-3.961	.000	Equation 1
-3.227	.001	
-3.597	.000	Equation 2
-2.098	.037	

Source: primary data processed, 2019

The results of the t test influence the students' perceptions of the teacher teaching methods on learning interest obtained by the value of t count -3.961 with a significance of 0.000 <0.05. The results of the t test influence the students' perceptions of the teacher teaching methods on learning difficulties obtained by the value of t count -3.227 with a significance of 0.001 <0.05. The results of the t test of the effect of learning independence on learning difficulties obtained t count value of -3.597 with a significance of 0.000 <0.05. The t-test results of the influence of learning interest on learning difficulties obtained by the value of t -2.098 with a significance of 0.037 <0.05.

Intervening Sobel Test

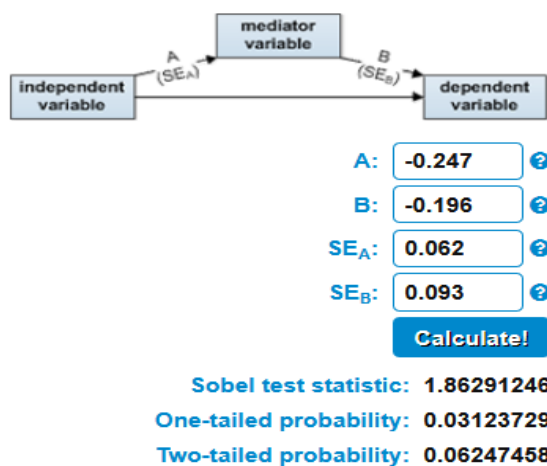


Figure 2. Sobel Test Results The Influence of Students' Perception Regarding Teacher Teaching Methods Through Interest Learning Toward Learning Difficulties

Based on the results of the sobel test the values of 1.86291246 and the value of One-tailed probability were 0.03123729 <0.05 so it can be

concluded that the mediation coefficient proved to be significant so the learning interest succeeded in mediating the influence of students' perceptions of the teachers teaching methods on learning difficulties.

DISCUSSION

The Influence of Students' Perceptions Regarding Teacher Teaching Methods Toward Learning Difficulties

The results of this study indicate a multiple linear regression equation which states the coefficient value of the students' perception variable regarding the teacher teaching method is -0.206. This means that if the students' perception variable about the teacher teaching methods has a one-unit increase while the other variables are considered constant, then the learning difficulties variable will decrease by -0.206. The results of this study are in line with Fatihatul (2015) research, there is a negative and significant influence of students' perceptions of teacher teaching methods on accounting economic learning difficulties of 3.7%. Febrianawati (2011) states that students' perceptions of teacher teaching styles on learning difficulties have a negative effect. Khafid (2007) explained that external factors including family environment, school environment, and community environment had a negative effect of 11.63%. On the significance test of individual parameters (t test) shows the value of t count of -3.227 with a significance of 0.001 <0.05. In addition to the path analysis, the direct influence of students' perceptions of teacher teaching methods on learning difficulties was 0.042 or 4.2%. So that hypothesis 1 "there is a negative influence on students' perceptions of the method of teaching teachers to learning difficulties" is accepted.

The Influence of Learning Independence Toward Learning Difficulties

The results of this study indicate a multiple linear regression equation which states the coefficient value of the learning independence variable is -0.223. This means that if the learning independence variable has a one-unit increase while the other variables are considered constant,

then the learning difficulties variable will decrease by -0.223. The results of this study are in line with Fatihatul (2015) research stating that there is a negative and significant effect of learning independence on accounting economics learning difficulties of 2.7%. Khafid (2007) explains that internal factors negatively affect learning difficulties by 28.73%. On the significance test of individual parameters (t test) shows the value of t count of -3.597 with a significance of $0.000 < 0.05$. In addition, path analysis shows the direct effect of learning independence on learning difficulties of 0.050 or 5%. So that hypothesis 2 "there is a negative effect of learning independence on learning difficulties" is accepted.

The Influence of Learning Interest Toward Learning Difficulties

The results of this study indicate a multiple linear regression equation which states the coefficient of interest in learning interest is -0.133. This means that if the interest in learning interest experiences a one-unit increase while the other variables are considered constant, the learning difficulties variable will decrease by -0.133. The results of this study are in line with Khafid (2007) research showing that internal factors negatively affect learning difficulties by 28.73%. Hidayah (2015) revealed that interest has a negative and significant effect on learning difficulties. Fatihatul (2015) states that there is a negative influence on learning interest in learning difficulties of 7.2%. In the significance test of individual parameters (t test) shows the value of t count of -2.098, with a significance of $0.037 < 0.05$. In addition, path analysis shows the direct effect of learning interest on learning difficulties by 0.018 or 1.8%. So that hypothesis 4 "there is a negative influence of learning interest on learning difficulties" is accepted.

The Influence of Students' Perception Regarding Teacher Teaching Methods Toward Learning Interest

The results of this study indicate a multiple linear regression equation which states the coefficient value of the students' perception variable regarding the teacher teaching methods is -0.252. This means that if the students' perception variable about the teacher teaching methods has a one-unit increase while the other variables are considered constant, then the interest in learning interest will decrease by -0.252. The results of this study are different from Sanderiana et al (2018) that teacher teaching styles have a positive effect on student learning interest. Amelia (2018) states that there is an influence of teacher teaching styles on increasing student learning interest by 49.3%. In the test of significance of individual parameters (t test) shows the value of t count of -3.961 with a significance of $0.000 < 0.05$. In addition, path analysis shows the direct effect of students' perceptions of teacher teaching methods on learning interest by 0.064 or 6.4%. So that hypothesis 3 "there is a positive influence on students' perceptions of the teacher teaching methods towards interest in learning" is rejected

The Influence of Students' Perception Regarding Teacher Teaching Methods Through Interest Learning Toward Learning Difficulties

Path analysis states the magnitude of the indirect influence of students' perceptions of teacher teaching methods through learning interest in learning difficulties in students of grade XI social class in Kudus District High School. The results of this study are proven by the following picture:

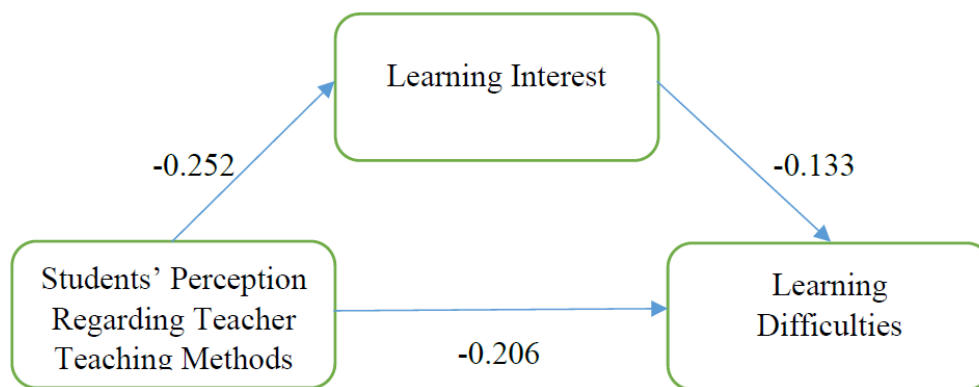


Figure 3. Test Results Influence of Students' Perception Regarding Teacher Teaching Methods Through Interest Learning Toward Learning Difficulties

From the picture above, the results of the calculation of the direct effect of the students' perception variables on the teacher teaching method on learning difficulties of $(-0.206) \times (-0.206) = 0.042$ or 4.2%. While the indirect effect variable student perceptions of teacher teaching methods through interest in learning to learning difficulties of $(-0.252) \times (-0.133) = 0.034$ or 3.4%. So that the total effect is 0.076 or 7.6%.

In this study there is mediation between student perceptions of the teacher teaching method through learning interest in learning difficulties, as evidenced by the total effect of 0.076 or 7.6% > direct effect of 0.042 or 4.2%. Whereas based on the results of the sobel test the effect of students' perceptions of teacher teaching methods through interest in learning on learning difficulties obtained values of 1.86291246 with One-tailed probability 0.03123729 < 0.05, which means the mediation coefficient proved to be significant. Then hypothesis 5 "there is an influence of students' perceptions of the teacher's teaching method through interest in learning about learning difficulties" is accepted.

Yunita (2014) states that teachers occupy key and strategic positions in creating a conducive and pleasant learning atmosphere to direct students to have an interest in learning. Carmichel (2009) describes students in learning as influenced by students' knowledge of learning, students' feelings for teaching, and student perceptions of the methods used by teachers in teaching.

Astuti (2010) states in his research that positive perceptions of the ways in which teachers deliver material make students have an interest in taking lessons. Larasati (2012) which shows that

students' perceptions of how to teach teachers with interest in learning have a positive and significant relationship. Thus the interest in student learning can be grown by using the right learning methods so that in the learning process students feel happy and interested in attending the lesson.

CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a negative influence on students' perceptions of teacher teaching methods on the difficulties of learning economics in students of grade XI social class in Kudus District High School. There is a negative influence of learning independence on the difficulties of learning economics in students of grade XI social class in Kudus District High School. There is a negative influence of interest in learning on the difficulties of learning economics in students of grade XI social class in Kudus District High School. There is a negative influence on students' perceptions of the teacher teaching methods towards learning interest. There is an indirect effect of students' perceptions of teacher teaching methods on the difficulties of learning economics in students of grade XI social class in Kudus District High School.

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