

FACTORS THAT AFFECT LEARNING DIFFICULTIES OF SUBJECTS RELATED TO ECONOMICS FOR THE FIRST YEAR SENIOR HIGH SCHOOL IN THE BOARDING SCHOOLS, PADANG PANJANG–WEST SUMATERA

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ABSTRACT: *This study aimed to determine and analyze the factors that affecting students learning difficulties of economic subjects in the first year of senior high schools at boarding school in Padang Panjang, West Sumatera–Indonesia. The type of this research is explorative research. The techniques of data analysis were done by using Wald Test and Chi Square with significantly level 5%. The finding shown that learning discipline and school environment affecting significantly the learning difficulties.*

Keywords: Learning, Economic, School, Environment

1. INTRODUCTION

Education is a process in order to affecting students to adapt the environment. Thus, people can change their lives and their communities [1]. In contemplation of realizing these goals, an education requires the presence of resources that can support the students to acquire the information. Furthermore, people will have certain competencies in life, as their investments. One of the important subjects is the economic subjects. The purpose of economic subjects is to let the student understand numerous economic concepts that associate to lots of issues and events. The economic study is very useful to build the environment, households, communities and countries [2]. However, many students have difficulties in learning and adsorbing the economical concepts.

Basically, learning difficulties is realistic to students who are not making sufficient progress in the school curriculum. The main area is in basic skill, such as covering language, literacy, and numeracy. Students’ problems perhaps related to just one particular school subject, or may be apparent crosswise many subjects as in the academic curriculum [3]. In addition, the intelligence factors as well as the non-intelligence factors are affecting the ability of students to learn something, especially the economical subject [4]. All factors involved in a study process belong to the students itself. The internal factors are the physical of student, intelligence, talent, interests, discipline, and a special type of learning. On the other hand, the external factors such as family, school environment, simplifications of learning, and communities. Some students have certain difficulties in learning process. So then, they cannot gain the knowledge easily [5].

2. MATERIALS & METHODS

This research is an exploratory study. Exploratory research is embodied in the form of research studies depend on questionnaires or surveys with observation as a form of data collection instruments [7]. Primary data collected in this study came from questionnaires that distributed to 120 of first year students. The data collected in the form of questions about the level of student learning discipline and the school environment. There are 5 possible answers: always, often, sometimes, rarely, and never. The score will be reprocessed to determine the impact of the level of

student learning discipline and the school environment for students' learning difficulties, especially the first year of senior high schools at boarding school in the town of Padang Panjang, West Sumatera.

Techniques of data analysis in this study are divided into two forms, descriptive data analysis and parametric data analysis. Descriptive data analysis is very useful to explain the variable of student learning discipline. In the meantime, the variable of school environment is based on mean scores using the weighted mean formula that divided by the mean score of the maximum total score. The score is the indicator values to determine the percentage of each variable. Additionally, the results will be seen by a few percentage categories to determine the level of achievement of respondents for each variable [8], as shown in Table 1.

Table 1. The Interpretations Score Category

Category	Achievement
Very good	81% – 100%
Good	61% – 80%
Enough	41% – 60%
Bad	21% – 40%
Very bad	0% – 20%

This study also utilizes logistic regression formula with the help of software SPSS 21 for parametric data analysis. The aim of parametric analysis is to explain the variables, the level of student learning discipline and the school environment of students' learning difficulties. Furthermore, the data of both variables are measured using the Likert scales that will be transformed into categorical data. The categorical data with value above or equal to the median were given a score of 1 and a score below the average will be given a score of 0.

3. RESULT AND DISCUSSION

Based on the earlier observation in this research, the students’ results of economic subject on the three boarding schools in Padang Panjang shown the failures of learning economic subject. The number of students in the first year of senior high schools have 160 of 225 students are hard to learn economic subjects. The fact is known through the assessment of students that complete minimum criteria for economic subjects.

Since very minimum to find the research report for teaching and learning in the boarding schools, a simple questionnaire was distributed to 60 first year students of each for three boarding schools. The purposed of this questionnaire is to determine the difficulties level of student in learning and the impact of school environment. The outcomes shown that there are several indicators that affecting a learning process, such as the indiscipline of time consuming, the lax and indifferent of tasks, the low tendency of study, and an uncontrolled of student in the class. Learning discipline is conformity and respect that arise because of the awareness and encouragement within each self [6].

Another factor affecting the commonness of learning difficulties of students is the school environment. In the boarding school, student are learn to stay with minimum and different facilities rather theirs at home. Students are required to manage their time, either in schools or in dormitories. Moreover, students in the boarding schools have to share the room with other students, sometimes one room is filled by 20 students. Therefore, student has to manage their time as well as create their own comfortable place to study.

In addition, the questionnaire also notifies that the environment to study in the boarding school is not fully conducive to support the learning process. The school environment is an external factor with some indicators. One of the indicators is the gaps between students and teachers. On the other hands, the control of study time in dormitories also crucial for students.

Learning Discipline

The economic subjects noted that the average count is smaller compared with the median and mode. They are: average value 39.03; median 44.23; and mode 44.50. These values suggest that the level of student learning discipline plays a major role in supporting the students' learning difficulties on economic subjects. According to the data processed through the Wald test, the significance value of learning discipline variable (X_2) 0.00, which is smaller than the value of alpha (α) of 0.05. It shown that the hypothesis is accepted, it also means that the learning discipline affecting significantly to the students learning difficulties on economic subjects. The results of these studies indicate that students with learning discipline will demonstrate loyalty in study time, faithfulness to lesson assignments, fulfillment of using the facilities, and adherence of the school's schedule.

As shown in Table 2, learning discipline discussed in this study are described through descriptive analysis obtained information that the respondents to the variable level of achievement of learning discipline is 74.89%, including both categories. It can be stated that the first year students boarding school in the town of Padang Panjang have good learning discipline. Generally, the real discipline can be achieved if students come to school regularly and on time [9].

Table 2. The Frequency of Learning Discipline Variable (X_2), Level of Respondent Achievement (LRA)

No.	Indicators	LRA	Note
1	Loyalty in study time	80.11	Very good
2	Faithfulness to lesson assignments	73.94	Good
3	Fulfillment of using the facilities	65.33	Good
4	Adherence of the school's schedule	80.17	Good
Learning discipline		74.89	Good

Furthermore, the research data on student learning discipline variables were measured with a Likert scale transformed into categorical data. The score in Table 2 is same as the average for the category 1 rated high. On the other hand, the scores of median showed a value of 0 for the low category. The result of the transformation of categorical data can be seen in Table 3.

Table 3 obtained information that students who have high learning disciplines tend to have no trouble in study. It verified that 55% of 120 students have good progress in study. In the meanwhile, students who have a low learning discipline have learning difficulties, as 45% of 120 students. Obviously, the level of learning discipline to study is very affecting the learning difficulties, especially on economic subjects.

Table 3. The Transformation of Learning Discipline Category (X_2)

Difficulties	Difficult	Easy	Total
Learning Discipline			
High	0	66	66
Low	54	0	54
Total	54	66	120

In addition, students who have never learned the skills of self-discipline tend to behave badly. The bad behavior was caused by students in understanding difficult subjects [10]. It shows that students who have a low learning discipline tend to have difficulty in understanding the lesson and try to influence others as well as to get the attention with a bad behavior.

School Environment

The school environment questionnaire consists of 9 questions. According to the questionnaires, it obtained arithmetic average value (33.98), median (36.32) and the mode (47.90). The arithmetic average value compared with the median and the mode is known that the arithmetic average value is smaller than the median and mode. These data show most of the students have the good school environments, scores above average. It is clear that the conductivity of school environment support the appearance of learning difficulties for students, indeed. This evidenced

by the results of the Wald test of hypothesis testing is at 0.046 which is smaller than the value of alpha (α) of 0.05. The fact that the student with very conducive school environment can be indicated by the relationship between teachers and students, teachers, supervisor in dormitory, dormitories and boarding facility conditions. Furthermore, the school environment variables discussed in this study are described in some indicators which include: 1). The relationship between teachers and students, 2) Supervision by teacher dormitories, 3) The dorm condition, and 4) learning facilities, as listed in Table 4.

Table 4. The Frequency Distribution of School Environment, Level of Respondent Achievement (LRA)

No	Indicators	LRA	Note
1	The relationship between teachers and students	72.61	Good
2	Supervision by teacher dormitories	76.11	Good
3	The dorm condition	81.58	Very Good
4	learning facilities	69.00	Good
Learning Discipline		74.83	Good

Although the school environment is not only indicate through the material facilities, such as the dorm facilities and learning facilities, the school environment also need immaterial support, such as the supervise factor and the communication between teacher and students. Table 4 shows that the achievement of the respondents to the school environment variable is good in both categories, either a whole indicator or each indicator.

Another data shows the data that originally going to be transformed into the interval scale data categories. The score is above or equal to the average score will be given a score value 1 under the average will be given a value of 0, as shown in Table 5.

Table 5. The Transformation Data For School Environment

Difficulties	Difficult	Easy	Total
Learning Discipline			
Positive	6	66	72
Negative	48	0	48
Total	54	66	120

Conducive area in school environment plays an important role in the learning process. Conducive school environment will provide comfortable situation for students to learn, so then their learning difficulties will be minimized. One of indications for the school environment to make conducive area is known through the establishment of rules.

Factually, the consistency of teachers to pay the attention, stay up the sanctions for any violators of rules, routine inspection and visits the dorm is carried out the ownership of the goods by the students. School rules with proper

designed and implemented will give numerous positive impacts, mainly to create an educational environment that is conducive to the learning process will not be disturbed [6]. Conducive situation in learning process which affect the smoothness of the learning process. In contrary, the learning process, many factors are not established by the external factors. Sometimes the material in the subject itself also influences the other impact to the students. Thus, the student difficult to catch up the substantial of subject even though the area of study is very conducive.

4. CONCLUSION

Deficiency of learning discipline and a bad school environment trigger increased student learning difficulties, especially in the subject of economics. The student result of economic subjects and the results of questionnaire scores shown clearly for students in the boarding school, Padang Panjang. To overcome this problem it is necessary simultaneous cooperation between students, teachers, the whole staff at the school, and also the principal. The principals are expected to have a good relationships trough teachers and supervisors in the learning process. Thus, the learning difficulties can be solved any time. In addition, principals are expected to create a school environment that is orderly and clean so that the learning process occurs very well. In the same time, the teacher is expected to establish good communication to students and also create a fun learning process so that students do not feel bored. The most important is the students are expected to stand up with any regulations made in school, especially the rules that have been agreed upon in advance.

5. REFERENCES

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