

Analysis Towards Factors of Students' Learning Difficulties at Muhammadiyah Elementary Schools in Sayegan Sub-District

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Abstract: This study aims to describe the internal factor and external factor that became the main cause of learning difficulties in Muhammadiyah elementary school students in Seyegan Sub-District. This research was quantitative research. The research sample was 156 students of Muhammadiyah Elementary Schools in Seyegan Sub-District. Data collection techniques were questionnaires and documentation. Data analysis technique was by descriptive statistics. The results of this study indicate that the internal factor is the main cause of student learning difficulties, i.e. the health level of the hearing and seeing senses is 16.30%. As for the external factor, the relationship between students and parents is 14.68%. Both of these factors are highly correlated so that these two factors must be constructed in order to reduce elementary school students' learning difficulties.

1 INTRODUCTION

In Indonesia, learning difficulties are suspected to be the main cause of students' low achievement (Basiran, 2012). PISA 2012 measured the understanding of 15 years-old students in the fields of mathematics, reading, and science, in which Indonesia has a low rank among 65 participating countries. Mathematics (score: 375) is ranked 64, reading (Score: 396) is ranked 61, and science (score: 382) is ranked 64 (Dublin, 2012). As quoted by (Darma, 2014), 31.1% of Indonesian students are below the literacy level 1, 37.6% are at literacy level 1, 24.8% are at literacy level 2, 6.1% are at literacy level 3, and only 0.4% are at the literacy level 4, and no one has achieved the literacy level 5. This indicates that the quality of Indonesian education, especially in terms of literacy, is still very low compared to other countries (Darma, 2014).

The NAEP (National Assessment of Educational Progress) (2013) stated that in the measurement of reading and mathematics skills in the United States, 4th-grade students who experience reading difficulties are 69%, while in 8th grade is 60%. The measurement of mathematics learning difficulties in 4th-grade students is 45% and in 8th grade is 65%. This data showed that learning difficulties in 4th to 8th grades students have relatively high numbers

(Horowitz, 2014). Learning difficulties are one of the obstacles that can prevent students from achieving maximum performance. This is one of the psychological disorders that includes disorder in hearing, thinking, speaking, reading, writing, spelling, or doing mathematical calculations (Horowitz, 2014). The low learning outcomes obtained by students indicate that the students have learning difficulties.

Learning activities are the most basic activities. Self-learning is an effort process that is carried out by someone to obtain new behaviour change as a whole, as a result of his/her own experience in interaction with his/her environment (Slameto, 2015). This means that the success or failure of educational goals depends on how the learning process experienced by students as learners. The learning success in school is often seen from the students' learning achievements.

(Anderson and Krathwohl, 2010) divided students' knowledge dimensions into four dimensions, which are factual knowledge, conceptual knowledge, procedural knowledge, and metacognitive knowledge. In order to understand the students' knowledge, the students need to be given mathematical problems that must be solved. This is in line with the opinion of (Soon, Lioe and McInnes, 2011) "the authors reflected that the short questions posed to students helped to identify students' difficulties and levels of conceptual understanding".

Learning difficulties are a situation where students cannot learn properly due to certain obstacles or disturbances in the learning process so that students cannot achieve the expected learning outcomes (Djamarah and Syaiful, 2011). (Horowitz, 2014) also mentioned that learning difficulties can be diagnosed in the early days of schooling. 53% of respondents think that learning difficulties can be diagnosed when students are in 1st-4th grades, 23% of respondents think that learning difficulties can be diagnosed when students are at preschool, 76% believe that learning difficulties are due to genetic factors, while 43% think that learning difficulties are related to IQ.

Research conducted by C.C. Wrenn and Reginald Bell (Bennet, 1952) stated that the factors that cause learning difficulties are difficulty in budgeting time, unfamiliar standards of work, and slow reading habits. Based on (Arief, 2012) the factors that cause learning difficulties in physics are interest, talent, motivation, intelligence, school facilities, teachers, facilities or infrastructure and support, activities have the same level, which is enough to cause physics learning difficulties in students of Pilot International Standard High School in Semarang City.

The results of research conducted by (Arief, 2012) concerning Intelligence Profiles of Students with Learning Difficulties in Gisikdrono Elementary School Semarang, indicated that students with learning difficulties have IQ scores that are at an average level. The influence of internal factors on students' learning difficulties is also supported by the results of research conducted by (Ariyati and Nurdini, 2013) about the Description of Learning Difficulties and its Causes in Fungi Materials in Bawari Islamic High School Pontianak and the Improvement Efforts. From these studies concluded that the factors more influential in causing students' learning difficulties are internal factors that are dominated by learning habits and interests. While external factors that influence learning difficulties are family and school environment.

Learning difficulties in students can be caused by several factors. There are two factors that cause learning difficulties in students, i.e. internal and external factors (Aunurrahman, 2008; Hakim, 2008; Syah, 2015) Internal factors are factors within the learners or individual. Whereas external factors that cause learning difficulties are factors that exist outside individual or students. Internal factors include interest, attention, motivation, and learning habits. While external factors include learning methods, learning media, and learning resources. Then it can be

obtained questionnaire framework of the factors that causing students' learning difficulties as follows.

Students who experience learning difficulties generally show the following symptoms: a) Learning outcomes are lower than his/her group's average; b) Learning outcomes achieved today are lower than before; c) Learning outcomes achieved are not balanced with the efforts that have been made; d) Slow in carrying out learning tasks; e) Demonstrate unusual behaviour, such as ignorant with learning and learning process, no regret when getting low scores; f) Shows behaviour that deviates from the norm, such as truant, skips classes; and g) Demonstrate emotional symptoms that are less natural, easy to be offended, being alone, acting aggressively, etc. (Sugiyanto, 2014).

The purpose of this research is to find out: 1) students' internal factor that becomes the main cause of learning difficulties at Muhammadiyah Elementary School in Seyegan Sub-District. 2) The external factor that becomes the main cause of learning difficulties at Muhammadiyah Elementary School in Seyegan Sub-District. Analyses of objectives to get an overview, declare, or report the data empirically with enough parameters. Then the conclusions are drawn from the data obtained in the field.

2 METHOD

This research was quantitative research. Data collection techniques were questionnaire and interviews. Questionnaire made in accordance with the framework then tested to students from 3rd to 5th grade that consists of schools in Seyegan Sub-District. The schools are Muhammadiyah Bolu Elementary School, Muhammadiyah Gendol 4 Elementary School, Muhammadiyah Gendol 5 Elementary School, Muhammadiyah Gendol 7 Elementary School, and Muhammadiyah Kasuran Elementary School. Respondents were 156 students. Based on the respondent's answer, data analysis was carried out using descriptive statistics.

3 RESULT AND DISCUSSION

Learning difficulties in students can be caused by several factors. There are two factors that cause learning difficulties in students, i.e. internal and external factors (Aunurrahman, 2008; Hakim, 2008; Syah, 2015). Internal factors are factors within the

learners or individual. Whereas external factors that cause learning difficulties are factors that exist outside individual or students. Internal factors include interest, attention, motivation, and learning habits. From this theory, it is made into a research questionnaire frame that contained in table 1. It is in the form of 45 items of yes or no questions, 20 questions related to internal factors such as body organs, health level of the hearing and seeing senses, the success rate in learning the material, attitude towards learning, level of attention in learning, talent in learning, and motivation in learning. There are also 25 questions related to external factors such as relationship between students and parents, relationship between students and teachers, relationship between students and employees/staff, the way of teachers' presentation, activities in the community, relationship between students and peers, home atmosphere, school curriculum, school environment, school facilities and infrastructure, and weather conditions and study time used by students.

As explained earlier, this research will describe the internal and external factor that is the main cause of students' learning difficulties of Muhammadiyah Elementary Schools in Sayegan Sub-District using the questionnaire distribution method. Questionnaires were distributed to 156 respondents. Each respondent will fill in a questionnaire containing 45 questions. The results of this questionnaire are got all the data including the data that shows the main factors of student learning difficulties as follows:

3.1 Internal Factors Causing Students' Learning Difficulties

Learning difficulties in students can be caused by several factors. Internal factors are factors within the learners or individual (Volman, Van Schendel and Jongmans, 2006). There are questionnaire results of questions number one to twenty about internal factors. This internal factor contains several indicators, including the fitness level of the body organs, the health level of the hearing and seeing senses, the level of success in learning the material, attitudes towards learning, the level of attention to learning, talent in learning, motivation in learning. In table 1 is the result of responses related to internal factors that cause students' learning difficulties.

Table 1 explains the total questions answered by the respondents and the most sequence of the indicators contained in the questionnaire frame. There is one indicator for several questions such as the fitness level of body organs is found in questions number one to three; the health level of the hearing

and seeing senses is in questions number four to six; the level of success in learning the material is found in questions number seven and eight; attitudes toward learning are found in numbers nine to eleven; the level of attention to learning is found in questions number twelve to fourteen; talent in learning is found in questions number fifteen to seventeen; motivation in learning is found in the number eighteen to twenty. Then from the explanation above, the results of the questionnaire can be classified can see in Table 2.

Table 1: Questionnaire result of internal factors causing students' learning difficulties.

| Sequence | Item No | Total | Indicator |
|----------|---------|-------|---|
| 1 | 18 | 140 | Motivation in learning |
| 2 | 8 | 139 | The level of success in learning the material |
| 3 | 7 | 138 | The level of success in learning the material |
| 4 | 6 | 135 | The health level of the hearing and seeing senses |
| 5 | 16 | 132 | Talent in learning |
| 6 | 20 | 132 | Motivation in learning |
| 7 | 11 | 129 | Attitude towards learning |
| 8 | 3 | 128 | The fitness level of body organs |
| 9 | 14 | 126 | Level of attention to learning |
| 10 | 10 | 124 | Attitude towards learning |
| 11 | 5 | 123 | The health level of the hearing and seeing senses |
| 12 | 4 | 122 | The health level of the hearing and seeing senses |
| 13 | 13 | 121 | Level of attention to learning |
| 14 | 17 | 120 | Talent in learning |
| 15 | 15 | 116 | Talent in learning |
| 16 | 9 | 114 | Attitude towards learning |
| 17 | 12 | 101 | Level of attention to learning |
| 18 | 1 | 86 | The fitness level of body organs |
| 19 | 2 | 64 | The fitness level of body organs |
| 20 | 19 | 42 | Motivation in learning |

Table 2: Classification of questionnaire results of internal factors causing students' learning difficulties.

| No | Indicator | Questionnaire Number | Total Questions | % | Sequence |
|----|---|----------------------|-----------------|-------|----------|
| 1 | The fitness level of body organs | 1,2,3 | 3 | 11,92 | 6 |
| 2 | The health level of the hearing and seeing senses | 4,5,6 | 3 | 16,30 | 1 |
| 3 | The level of success in learning the material | 7,8 | 2 | 11,88 | 7 |
| 4 | Attitude towards learning | 9,10,11 | 3 | 15,74 | 3 |
| 5 | Level of attention to learning | 12,13,14 | 3 | 14,92 | 4 |
| 6 | Talent in learning | 15,16,17 | 3 | 15,78 | 2 |
| 7 | Motivation in learning | 18,19,20 | 3 | 13,46 | 5 |

Table 2 contains the sequence of the number of respondents' answers to each question. This is used to determine the most of learning difficulty factors from the study results. The results of the research on the main internal factors that caused the students' learning difficulties in elementary schools in Sayegan Sub-District are: 1) The health level of the hearing and seeing senses is 16,30%; 2) Talent in learning 15,78%; 3) Attitude towards learning 15,74%; 4) The level of attention to learning is 14,92%; 5) Motivation in learning 13,46%; 6) Fitness level of body organs is 11,92%; 7) The level of success in learning the material is 11,88%.

Therefore, it can be concluded that the main internal factor that causes students' learning difficulties is the health level of the hearing and seeing senses of 16.30%. This is how the sensing conditions (sensory modalities) are functioning partially or intensified without any obstacles, coordination of sensory modalities will affect information processing because these conditions are closely related to the functioning of the human brain system, and also the existence of these sensory modalities will also affect perception, imagery, symbolizing, and learning concepts. Overall it will affect verbal and non-verbal abilities in the learning process.

However, there is a consensus about the characteristics and learning processes typical of students with learning difficulties. Generally, they are regarded as inactive and inefficient learners, are often off-task, and are easily distracted. They often are unable to integrate prior knowledge and their own experiences into what they are learning. These factors combined with learned helplessness and accompanying socio-emotional problems often result in the development of poor self-esteem and expectation of non-performance in academic areas (Van Kraayenoord, 1998; Ashman and Elkins, 2004). Without appropriate teaching and accommodations,

these students consistently fail or underachieve at the secondary school level. This educational, social and personal disadvantage resulting from school failure may include unemployment, poverty, delinquency, and poor physical, emotional and mental health (Weare, 2000) In addition, the health of hearing sense is very important to improve the quality of human resources. The Ministry of Health of the Republic of Indonesia has made a National Strategy plan for overcoming hearing loss and deafness, which is adjusted to Law no. 36 of 2009 concerning health. In addition, there are still many obstacles in the discovery of hearing loss cases in Indonesia and other developing countries due to lack of knowledge, information, attention, and public awareness about the importance of finding cases of hearing loss early on.

3.2 External Factors Causing Students' Learning Difficulties

Learning difficulties in students can be caused by several factors. According to (Aunurrahman, 2008; Hakim, 2008; Syah, 2015) there are two factors that cause learning difficulties in students, i.e. internal and external factors. Whereas external factors that cause learning difficulties are factors that exist outside individual or students. While external factors include learning methods, learning media, and learning resources. Then it can be obtained questionnaire framework of the factors that causing students' learning difficulties as follows. The results of the questionnaire number 21 to 45 about external factors. This external factors contain several indicators, among others: the relationship between students and parents, the relationship between students and teachers, the relationship between students and employees/staff, the way of teachers' presentation, activities in the community, the relationship between students and peers, home atmosphere, school

curriculum, school environment, school facilities and infrastructure, weather conditions and study time used by students. In table 3 is the result of responses related to external factors that cause students' learning difficulties.

Table 3. Questionnaire Result of External Factors Causing Students' Learning Difficulties

| Item Number | Total | Indicator |
|-------------|-------|---|
| 21 | 137 | The relationship between students and parents |
| 22 | 135 | The relationship between students and parents |
| 23 | 134 | The relationship between students and parents |
| 24 | 131 | The relationship between students and teachers |
| 25 | 131 | The relationship between students and teachers |
| 26 | 129 | The relationship between students and employees/staff |
| 27 | 128 | The relationship between students and employees/staff |
| 28 | 127 | The way of teachers' presentation |
| 29 | 126 | The way of teachers' presentation |
| 30 | 124 | The way of teachers' presentation |
| 31 | 121 | Activities in the community |
| 32 | 115 | Activities in the community |
| 33 | 114 | The relationship between students and peers |
| 34 | 112 | The relationship between students and peers |
| 35 | 112 | Home atmosphere |
| 36 | 110 | Home atmosphere |
| 37 | 101 | School curriculum |
| 38 | 100 | School curriculum |
| 39 | 97 | School environment |
| 40 | 92 | School environment |
| 41 | 91 | School facilities and infrastructure |
| 42 | 82 | School facilities and infrastructure |
| 43 | 80 | School facilities and infrastructure |
| 44 | 73 | Weather conditions and study time used by students |
| 45 | 64 | Weather conditions and study time used by students |

Table 4. Classification of Questionnaire Results of External Factors Causing Students' Learning Difficulties

| No | Indicator | Questionnaire Number | % | Sequence |
|----|---|----------------------|-------|----------|
| 1 | The relationship between students and parents | 21,22,23 | 14,68 | 1 |
| 2 | The relationship between students and teachers | 24,25 | 9,47 | 3 |
| 3 | The relationship between students and employees/staff | 26,27 | 9,29 | 4 |
| 4 | The way of teachers' presentation | 28,29,30 | 13,63 | 2 |
| 5 | Activities in the community | 31,32 | 8,53 | 6 |
| 6 | The relationship between students and peers | 33,34 | 8,17 | 7 |
| 7 | Home atmosphere | 35,36 | 8,03 | 8 |
| 8 | School curriculum | 37,38 | 7,27 | 9 |
| 9 | School environment | 39,40 | 6,83 | 10 |
| 10 | School facilities and infrastructure | 41,42,43 | 9,15 | 5 |
| 11 | Weather conditions and study time used by students | 44,45 | 4,95 | 11 |

There is one indicator for several questions such as the relationship between students and parents is found in questions number 21 to 23; the relationship between students and teachers is found in questions number 24 and 25; relationship between students and employees/staff is found in questions number 26 and 27; The way teachers' presentation is in questions number 28 to 30; activities in the community are found in questions 31 and 32; relationship between students and peers is found in questions 33 and 34; the home atmosphere is in the questions number 35 and 36; the school curriculum is found in questions number 37 and 38; the school environment is found in questions number 39 and 40; school facilities and infrastructure are found in questions number 41 to 43; weather conditions and study time used by students are found in questions number 44 and 45. Therefore, from the explanation above the results of the questionnaire can be classified as in table 4.

The results of the research on the main external factors that causing students' learning difficulties in elementary schools in Sayegan Sub-District are: 1) Relationship between students and parents is 14,68%; 2) The way of teachers' presentation is 13,63%; 3) The relationship between students and teachers is 9,47%; 4) Relationship between students and employees/staff is 9,29%; 5) School facilities and infrastructure is 9,15%; 6) activities in the community is 8,53%; 7) Relationship between students and peers is 8,17%; 8) Home atmosphere is 8,03%; 9) School curriculum is 7,27%; 10) School environment is 6,83%; 11) Weather conditions and study time used by students is 4,95%.

So it can be concluded that the main external factor that causes learning difficulties for students of Muhammadiyah Elementary Schools in Seyegan Sub-District is the relationship between students and parents by 14.68%. Parents as home tutors also play an important role in overcoming children's learning difficulties in addition to the teacher's role in the school.

Factors the can cause problems that come from the family area). the attitude of parents who isolate, do not trust, unfair and do not want to accept their children, b). broken home, divorce, bickering, c). Authoritarian education, too weak and spoiled children, d). Parents do not know their children's abilities, personality traits, interests, talents, etc. (Slameto, 2015).

These internal and external factors can influence the students' learning difficulties of Muhammadiyah Elementary School in Seyegan Sub-District. So every aspect above must be considered again, thus students can minimize learning difficulties in every lesson. It

means that students can gain knowledge well without any difficulties.

This research is similar to the research conducted by (Watson, 2005) that there seem to be a number of ways to change the outcomes for these students. There is an urgent need for a national definition of learning difficulties to be established. This is a political imperative: it would allow the group to be recognized as having special needs, allow real levels of prevalence to be established, and help give improved access to funding and appropriate programmes. Special education knowledge and skills should also be mandatory for all secondary teachers including pre-service and practicing teachers. Appropriate and extensive professional development, that is relevant to teacher's needs, should be available and delivered by service providers with proven track records. Courses should include appropriate teaching practices, including mentoring, accommodations, assessment and curriculum modification. Secondary school structures and policies also need to be revised. It is not sufficient to have inclusive policies if these are undermined by other stakeholder policies, or at the school level, by lack of teaching expertise and understanding or by the school organization itself. School structure should complement and support good classroom practice that works effectively for the benefit of all students. Finally, schools should be involved in active community building in which the values of respect, caring, collaboration and cooperation are central elements. This combined with good pedagogy and a strong, committed, positive leadership should allow students with learning difficulties to not only achieve their academic potential but to thrive at school.

There are internal and external factors that must be overcome when become learning barriers or cause learning difficulties, especially the dominant ones. This effort must be supported by students, families, teachers, principals, related educational institutions, the community, and the country.

4 CONCLUSION

Based on the results of the research described above, the main internal factor that causes students' learning difficulties in elementary schools in Sayegan Sub-District is the health level of the hearing and seeing senses by 16.30% and the main external factor that causes students' learning difficulties in elementary schools in Sayegan Sub-District is a relationship between students and parents by 14.68%. Therefore, the recommended aspect to be considered more in

order to overcome learning difficulties is the internal factor of the level of success in learning the material and external factors of the relationship between students and parents. Therefore, for teachers and parties involved in learning must pay more attention to internal and external factors that can affect students' learning difficulties. This is in order to students can learn without difficulty because aspects that lead to students' learning difficulties has been already prevented and minimized.

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