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The Affecting Factors Difficulty in Learning: Case in Vocational School Students

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Learning habits;

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Difficulty learning;

Abstract

This study aims to determine the influence of interest, learning habits, and mastery of information on students' learning difficulties in planning and installation of audio video system subjects. This research used the quantitative method which was expost facto in nature. The sample consisting of 35 students of competency skills in Audio Video Engineering at SMKN 2 Kuripan was established using the purposive sampling technique. The data were collected through inventories, and then were analyzed using the descriptive analysis and path analysis. The findings of this study are: Interest, learning habits, and mastery of information both individually and collectively contributed directly to student learning difficulties. 1) Interest, study habits, and mastery of information together contribute directly to learning difficulties by 63.3%. 2) Individual analysis shows that information mastery has a more dominant effect on student interest and study habits. Therefore, to minimize learning difficulties can be conducted by to fostering student interest in learning, forming good learning habits, knowledge of the chosen major, and using technology properly.

1. Introduction

Along with the times, the competition experienced by SMK / MAK (Senior igh School) graduates is getting heavier every day, especially in the face of the global market, where workers from any country will be free to compete in our country. Therefore, SMK / MAK students should be equipped

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with the competencies needed by the world of work so that their graduates can be absorbed in the world of work. Vocational education at SMK is designed to prepare the needs of workforce in the industrial or business world. Thus between vocational education and employment is an interrelated unit. Byram & Wenrich (Diplan, 2020, p. 13) explain that from a school point of view, vocational education teaches people how to work effectively. Therefore, vocational education can run if someone gets information, understanding, abilities, skills, appreciation, interests and / or attitudes, which allow that person to start or continue a productive activity. To get this provision, components such as educators, learning resources, and other facilities are needed.

One of the expertise programs in SMK is the Audio Vidio Engineering expertise program. Audio Video System Planning and Installation is one of the productive subjects given in class XI Audio Video Engineering expertise program. This subject studies the basic concepts of sound waves, audio circuits, the working principles of microphones and loudspeakers, as well as applications for installing audio video circuits. With this subject, students are expected to be able to understand and understand the basic theory of audio video system installation, the functions of the components and their application in everyday life. But what often becomes the problem is the extent to which the abilities of the students of the Audio Video Engineering expertise program in the subject of planning and installation of audio video systems can contribute to the industrial world.

One of the duties of an educator is to provide study guidance. Implementation of tutoring students can be done with an instructional approach or with a personal approach. Through this process, educators are expected to be able to find out the learning difficulties experienced by students. Students who cannot learn properly are called students who have learning difficulties. As it is known that students are one of the educational goals that are required to have a response or response to the subjects being studied. The participation of students in the learning process is very important. Therefore, the attitudes or attention of students will determine the degree to which goals are achieved or not in the process.

By looking at current developments, technological advances are expected to help students learn. But in reality, technological advances also affect student habits. Based on data from the Indonesian internet service provider association in 2017, internet users in online games were ranked eighth with a percentage of 10.1% and first place was the use of social media with a percentage of 87.4%, and 0.8% was used for learning (APJII, 2017). Based on these data, it can be seen that students' learning habits are not good, namely students prefer to play games and social media rather than learn from existing technology and / or from books. In addition, the teaching and learning process carried out in schools is not fully as expected. In practice, learning sometimes runs ineffectively, this is because during the learning process there are still students who do not pay attention to what is being explained by the teacher, then they often joke, so that during practice students do not understand what to do because previously these students not paying attention to what the teacher is explaining.

One of the problems faced by the world of education is the low achievement of student grades according to standards is one indication of the low learning achievement achieved by students. This low learning achievement indicates the learning difficulties experienced by students. The low learning outcomes of these students, as evidenced by the results of semester test scores, namely the average learning outcomes of students ranging from 60 to 68 with a percentage of completeness still below 50%, and it was also found that some students experienced obstacles in using some practical tools according to their function in completing practicum. . Decreased academic performance and low learning achievement indicate learning difficulties experienced by students. learning difficulties experienced by students come from within and from outside the students.

Many students experience difficulties in learning the subjects of Audio Video System Planning and Installation, so that the learning outcomes obtained are not as desired. In the learning process,

it is necessary to identify students who have difficulties so that solutions can be found. There are several factors of learning difficulties that can be used as study material, including internal factors and external factors. In learning a person is influenced by many factors. For students themselves, it is very important to know the factors in question. This becomes even more important not only for students but also for (prospective) educators, mentors and teachers in regulating and controlling the factors that affect learning in such a way that an optimal learning process can occur.

The Difficulty of Learning

The difficulty of learning can be seen from various sides, learning difficulties can be related to intelligence, legislation, social competence, and behavior. Rittey (Gates and Mafuba, 2015: 1-2) explains that intelligence is a real indicator that can be used to assess whether someone has learning difficulties. Learning difficulties are a symptom that appears in students which are characterized by low or below predetermined standard learning achievement (Sugihartono, 2013: 149). Scottish (Kerr, 2007: 9) reveals the impact of learning difficulties on students, including: 1) reducing the ability to understand new or complex information or to use new skills; 2) lack of ability to solve problems; and 3) the long-lasting impact of learning difficulties on individual development.

Learning activities do not always run smoothly according to what students want. There are things that cause failure or delay in progress in learning. This can be viewed from the internal and external point of view of students. According to Aunurrahman (2014: 177-196) there are two factors that affect learning difficulties, namely internal factors and external factors. Internal factors are factors that come from within students including: Characteristics or characteristics of students, attitudes in learning, motivation to learn, concentration of learning, processing learning materials, exploring learning outcomes, self-confidence, and learning habits. External factors are factors that come from outside the student including: The teacher as a student learning coach, the social environment of students in schools, the school curriculum, and learning infrastructure and facilities.

Interest

Interest has a very big influence on the learning process so that interest must exist in a person because interest is the basic capital to achieve goals. Thus, interest must be the starting point of all activities. This is in accordance with the opinion of Slameto (2015: 91) which defines the notion of interest as "a feeling of preference or interest in something or activity. Interest is basically the acceptance of a relationship between oneself and something outside oneself. The stronger or bigger the relationship, the greater the interest ". Krapp (Lee, etc., 2014: 1143) explains that interest in learning is the main point in education. This is because interest in learning can motivate students to learn. Through interest in learning, students' learning achievement can be significantly improved. If students are interested in learning, they will feel happy, participate actively, and focus on paying attention to the lesson. Interest will motivate individuals to gain a correct and complete understanding of a concept, event or object and lead to meaningful learning behavior and better learning performance. Likewise, Sardirman's explanation (2018: 76) states that "interest can be seen as a condition that occurs when someone sees the characteristics or temporary situations associated with their own wants or needs". It is clear that interest is one of the main factors for successful learning.

If it is associated with vocational high school students, interest can affect student competence. As explained by Voinea and Purcaru (2014: 114) that competence can be improved through

growing interest. Interest growth can be done by teaching and assessing the teacher, involving students in learning activities, problem solving, and authentic assignments.

The Habits of Study

Learning aims to gain knowledge, attitudes, skills, and skills through which students become habits. Burghardt in Shah (2013: 121) argues that "the habit arises because of the process of shrinking the response tendency by using repeated stimulation". The purpose of shrinking response likelihood is the habit of reducing unnecessary behavior. This process of shrinking or decreasing the emergence of a new, relatively permanent and automatic pattern of behavior. Student learning habits greatly determine student success, as explained by Sudjana (2014: 173), namely "the success of students in following lessons depends a lot on regular and continuous study habits".

A person who wants to be successful in his studies should have a good attitude and learning method. These learning methods are known as study habits. A person's study habits will determine his learning success. Slameto (2015: 82) states that "learning habits are acquired by means of which are used to achieve learning goals". Each student has different learning habits. The learning habits of students at school and during holidays are different. The learning habits of students are influenced by their belief in learning, the influence of parents, teachers, relatives and friends. In addition, there are several factors that influence students' independent learning habits, namely physical factors, learning resources, study space, self-motivation, family support, and behavioral factors (T. Trunga, A.-D. Hoang and TT Nguyen et al. 2020 : 1-7).

Sudjana (2014: 165-173) argues that there are several things that need to be considered in the learning process, namely: how to take lessons, how to study independently at home, how to study groups, study textbooks, and face exams. The first thing to pay attention to is how to follow the lessons. Likewise, Slameto's explanation (2015: 82-91) reveals learning habits that can affect learning outcomes, including: (1) scheduling and implementation; (2) reading and taking notes; (3) repeating the lesson material; (4) concentration; and (5) doing assignments.

Mastery in Information

Information is one of the supporting activities for the implementation of an activity. Information is an important part of a communication. The knowledge that a person has is greatly influenced by the amount of information received. The development of digital media in various countries has an impact on the world of education, such as providing convenience in training and learning. This digital transformation causes students to adapt to changes that occur. Pardo (Sorokova, 2020; 2) explains that digital media-based learning has a positive impact on student learning and on academic achievement. Therefore, students should be given encouragement so they can learn independently. The interaction between students and technology aims to support the learning process of students. In order to be used by students, the technology in question needs to be designed as well as possible, with input from various cross-disciplines, such as human-computer interaction, software engineering, psychology, and science. Along with the times, the use of technology is increasingly widespread, not only for learning, but also for communication, navigation, and shopping. In other words, technology is used to optimize the living space and daily activities of humans (Sharma, et al. 2021; 1-3).

Pidarta (2011: 148) also explains that information as news can be facts and data that are designed and processed so that they have a certain direction. The processing of information that has been obtained is influenced by several things, including: advances in communication, computer

technology, and neuroscience. Ufuk (2012) explains that humans and information technology are the building blocks that are still needed in development and perfection.

Changes in paradigms, approaches, models, and strategies used in the education process are influenced by the times and technology. This change is marked by the massive use of information technology in the digital-based learning process at various levels of education starting from elementary schools, middle schools, to tertiary levels (Divayana, et al. 2021; 1-3).

2. Materials and Methods

The approach to this research is a quantitative approach with the type of ex post facto research. In this study, there is no direct control or treatment of the independent variables because they have occurred naturally. The purpose of ex post facto research is to find out or find out whether there is a relationship between the independent variable and the dependent variable so that this type of research is also called correlational research. The research data collection was carried out at SMK Negeri 2 Kuripan audio video engineering expertise competency. The data collection of this research was carried out from November to December 2020, namely the 1st semester of the Audio Video System Planning and Installation subject. The population in this study were all 90 students of the audio video engineering skills competency of SMK Negeri 2 Kuripan. The sample in this study were 35 students of the competency of audio video engineering expertise in class XI SMK Negeri 2 Kuripan. The sampling technique used was purposive sampling, with the consideration used in the research sampling were students who were in class XI of the audio video engineering skills competency of SMK Negeri 2 Kuripan who had received the subject of planning and audio video installation system.

The data were collected using non-test techniques. The non-test technique used was a questionnaire to reveal respondents' responses related to their interests, study habits, information mastery and learning difficulties. The questionnaire in this study was structured to obtain data from each variable. The questionnaire used to obtain data related to the research variables used a Likert scale. The scale used is a modified Likert scale, namely a Likert scale with a total of four. The preparation of instruments in this study was pursued in several stages, namely: the preparation of research variable indicators, the preparation of instrument grids, the preparation of instruments, and assessment by experts as well as trials to determine the validity and reliability of the instrument. The instruments arranged were distributed to all research samples, namely students of class XI vocational high school vocational skills competency in Audio Vidio Engineering.

The data analysis technique in this study will use two analyzes, namely descriptive analysis and inferential analysis to test the hypothesis with the prerequisite test done first. The presentation of the descriptive analysis of this research is in the form of: the size of the central tendency includes the mean, median and mode, and the size of the data distribution. The prerequisite test aims to determine whether the collected data meets the requirements for analysis with the analysis technique specified to test the hypothesis. The prerequisite tests that were carried out before testing the hypothesis in this study included the normality test, homoscedasticity test, autocorrelation test, and multicollinearity test. To test the hypothesis in this study, it was carried out with path analysis. The path analysis technique is used in testing the amount of contribution (contribution) shown by the path coefficient on each path diagram of the causal relationship between variables X1, X2, and X3 to Y as in Figure 1. Correlation and regression analysis is the basis for calculating the path coefficient.

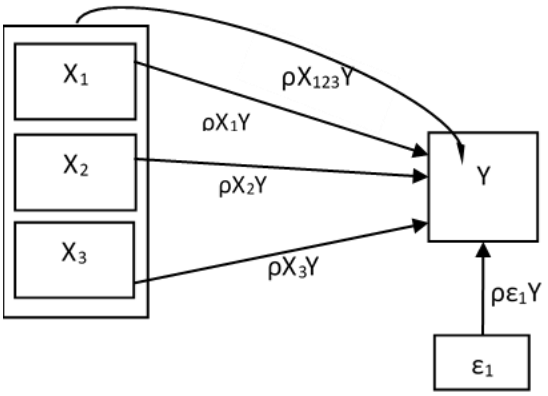


Figure 1
Structure of the Causal Relationships X1, X2, and X3 toward Y

3. Results and Discussions

The results of the descriptive analysis of the data which include the maximum and minimum values, the presentation of the measure of the central tendency, namely the mean, mode, median, and size of the spread (standard deviation) of each research variable, namely interest (X1), study habits (X2), mastery of information (X3), and Learning difficulties (Y). The results of the descriptive analysis are presented in Table 1.

Table 1
Descriptive Analysis of Research Results Questionnaire Scores

Variable	Average Criteria	Max	Min	*Mean*	*Modus*	*Median*	Standard Deviation
Interest	62,5	75	50	64	65	65	5,7
The Habits Of Study	75	74	56	64	65	65	4,7
Mastery In Information	50	63	42	52	52	52	5,6
The Difficulty In Learning	77,5	70	38	54	50	55	8,5

The results of the analysis show that the mean empirical data from the interest and information mastery variables is greater than the average criteria. This shows that students' interest in learning and mastery of information is quite good. While the average research results from the variable of learning habits and learning difficulties were smaller than the average criteria, this means that students' study habits were still not good, and students still experienced learning difficulties in the learning process.

The results of hypothesis testing in this study are presented in Table 2. Based on the results in Table 2, it can be seen that all significant values of the influence of the independent variables on the dependent variable are less than 0.05, the conclusion is that the hypothesis (Ha) is accepted. Therefore, individual testing can be done to determine the significance of the pathway and the amount of direct contribution of interest (X1), study habits (X2), and information mastery (X3) on student learning difficulties (Y).

Table 2
Results of Analysis of the Direct Effect of Independent Variables on Bound Variables

Hypothesis	Variable Pairs		Score F	Score Sig	Conclusion
	V. Bound	V. Free			
4	X_1, X_2, X_3	Y	17,246	0,000	H_a accepted
1	X_1	Y	11,364	0,002	H_a accepted
2	X_2	Y	5,687	0,023	H_a accepted
3	X_3	Y	32,743	0,000	H_a accepted

The coefficient of determination (contribution) of each independent variable on the dependent variable (Y) is 26.2% for interest (X1), 15.1% for study habits (X2), and 50.6% for information mastery (X3). The coefficient of determination (contribution) of all variables, namely X1, X2, and X3 directly to Y (RSquare) is 0.633 or 63.3% (table summary in Appendix 8), the residual coefficient is ρYε2 = 0.367 or 36.7%. A summary of the results of the path analysis in this study is presented in Table 3

Table 3
Summary of Path Analysis Results

Variable	Path Coefficient	Contribution (Direct Influence)			Joint Influence
X_1	0,271	0,262			-
X_2	0,302	0,151			-
X_3	0,530	0,506			-
ε_1	-	-			0,367
X_1, X_2, and X_3	-	-	-	-	0,633

Based on the results of the path coefficient on the direct effect, it can be described as a whole, namely the description of the empirical causal relationship between the variables X1, X2, and X3 on Y as follows in Figure 2.

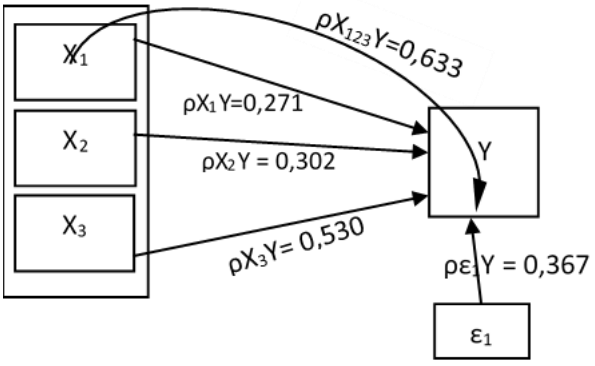


Figure 2
Empirical Causal Relationship of Variables X1, X2, and X3 toward Y

The purpose of this study was to determine the contribution of interest (X1), study habits (X2), and mastery of information (X3) to student learning difficulties (Y) both individually and

collectively. Difficulty has a very broad meaning that includes all aspects that cause students to not be optimal in learning such as knowledge, physical, mental and so on. Learning difficulties are obstacles experienced by students in the learning process that cause students to get less than optimal results in the learning process. Learning difficulties are one of the problems often faced by students. The existence of learning difficulties will lead to a situation where students cannot study properly so that they have low learning achievement. Based on the research results, the average learning difficulty experienced by students was 52.9. This means that most of the students with the Audio Video Engineering expertise competency still experience learning difficulties. This is also supported by the test scores of semester I in planning and installation of audio video systems, which are only 20.6% of students who have scores above the standard or complete. In other words, the average value obtained by students is still low.

Learning difficulties can be characterized by the low mean scores of students. This low average value can be caused by several factors. Factors that influence this can come both from within students and from outside. Factors that come from within students can be in the form of poor health, talents that are not in accordance with what is being studied, do not have strong interests, lack of motivation, and unstable emotions so they are not ready to accept lessons. Meanwhile, factors that come from outside the students can be in the form of inadequate learning facilities and media. In this study, these factors are limited to interest in learning, study habits, and mastery of information.

Factors that have a direct influence on learning difficulties are interest, study habits, and mastery of information. This can be seen from the results of hypothesis testing which show that interest, study habits and information mastery together and significantly contribute directly to learning difficulties. The direct contribution of these three variables was 63.3%. This means that most of the students' learning difficulties are caused by these three factors. Meanwhile, 45.2% is influenced by other factors. Therefore, to minimize student learning difficulties, efforts should be made to increase interest, good study habits, and mastery of information. Among them by providing encouragement and guidance to students so that they are able to explore all the potential that exists in them, so that they can practice good study habits, and are able to take advantage of technology to increase their knowledge.

The findings of this study are reinforced by the explanation of Slameto (2015) that a person's readiness is influenced by physical conditions, motivation and interests, as well as knowledge and skills. The more prepared students are to learn, the less difficulties they face. As an implication, students themselves must have the ability to increase knowledge and still be given encouragement and guidance so that they can minimize the difficulties faced while studying.

If the direct effect on learning difficulties of the three variables is compared, then the order of the contribution is that mastery of information contributes directly to 50.6%, interest is 26.2%, and learning habits is 15.1%. The results of the analysis show that the contribution of the learning habits variable to students' learning difficulties is relatively small compared to other variables; while mastery of information provides a sizeable contribution. The results of this analysis indicate that the role of mastery of information in the form of knowledge related to TAV and the use of technology is the dominant influence on student learning difficulties.

Student interest contributed 20.6% to learning difficulties. These results indicate that interest in learning affects learning difficulties. This is in accordance with the Cognitive Theory. According to the cognitive theory, human behavior is not determined by stimuli that are outside of itself, but by factors that exist in itself. The results of the descriptive analysis showed that the students' interest based on the questionnaire filling was quite high with the percentage of achieving a score of 61.8%. However, the achievement value of 61.8% is still quite far from the maximum score of 100%, so that the interest associated with attitudes and interest in skills and subject competences has not reached

optimal results and efforts are still needed to improve it. Efforts that can be made are to continue to provide support and encouragement to students so that students can explore all the potential that exists in them so that students have sufficient provisions to apply the knowledge gained in the competency of audio video engineering expertise. Knowing your interest in yourself is a form of self-introduction, so it can be used as a consideration in making a decision. One of them is like determining the major in a Vocational High School or the world of work that you want to pursue.

The results of hypothesis testing indicate that the learning habits which include time, means, and ways of learning contribute directly and significantly to students' learning difficulties by 15.1%. The effective contribution of these study habits is still relatively small, but these results indicate the learning habits adopted by students have an impact on students' learning difficulties. The small value of the contribution of learning habits can be seen from whether students are disciplined in applying good study habits and making use of various learning tools.

Good study habits really help students in taking education. The higher the child's age, the child is able to be more responsible for the learning process, this is because the child's learning habits have been formed for longer. If students do not have an effective way of learning or study habits, then of course it will greatly affect their learning achievement, this is closely related to learning difficulties. One sign of a student experiencing learning difficulties is indicated by low learning achievement.

The results of the hypothesis test show that the mastery of information which includes the use of information sources and knowledge about TAV contributes directly and significantly to learning difficulties by 50.6%. The effective contribution of this mastery of information is quite large, these results indicate that the provision of knowledge about the chosen major and the good use of technology has an effect on student learning difficulties. As is known, the development of technology from time to time has occurred very rapidly. With the development of this technology, it does not limit students to gain knowledge or increase students' insight. Therefore, the use of technology properly and correctly can have a positive effect on student achievement.

4. Conclusion

Based on the discussion presented above, it is concluded that Interest, learning habits, and mastery of information both individually and collectively contributed directly to student learning difficulties. 1) Interest, study habits, and mastery of information together contribute directly to learning difficulties by 63.3%. 2) Individual analysis shows that information mastery has a more dominant effect on student interest and study habits. Therefore, to minimize learning difficulties can be conducted by to fostering student interest in learning, forming good learning habits, knowledge of the chosen major, and using technology properly.

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