

Internal Factors that Associated with Difficulty Nursing Academy Student Learning Syekh Yusuf Gowa

Nurhijrani

Akademi Keperawatan Syekh Yusuf Gowa

ARTICLE INFO

Keywords:

Learning Difficulties,
Learning Motivation, Study
Habits, Proficiency In
Attending Lectures

Email :
Icci.rani@gmail.com

ABSTRACT

The purpose of this study was to study internal factors related to student learning difficulties at the Syekh Yusuf Gowa Nursing Academy. The research design used is *cross-sectional*. Samples were taken from students who had difficulty learning the techniques of *purposive* sampling. The sample size is 63 students, consisting of 25 level III students and 38 level II students. The instruments used for data collection were questionnaires and documentation of the results of the evaluation of even-semester student learning for the 2020–2021 period. The data that has been collected is processed using the SPSS program. Data processing uses statistical tests such as *Chi-Square* with a significant level $\alpha < 0.05$. The results of data processing show that there is a relationship between learning motivation and learning difficulties ($p = 0.001$), a relationship between study habits and learning difficulties ($p = 0.438$). The conclusion of this study is that there is a relationship between learning motivation factors, study habits, lecturer methods, and supporting facilities and tools and student learning difficulties at the Sheikh Yusuf Gowa Nursing Academy. So that the motivation and study habits of students can be improved to overcome these learning difficulties, one way to conduct tutoring for students.

Copyright © 2021 Eduhealth Journal. All rights reserved is Licensed under a [Creative Commons Attribution- NonCommercial 4.0 International License \(CC BY-NC4.0\)](https://creativecommons.org/licenses/by-nc/4.0/)

1. INTRODUCTION

At a practical level, the educational problems that occur show various obstacles that impede the achievement of educational goals as mandated in Law Number 20 of 2003 concerning the national education system, one of which consists of article 32 paragraph (1) which reads: Special education is education for students who have a level of difficulty in the learning process due to physical, emotional, mental, social and/or potential intelligence and special talents (Ministry of National Education, 2007).

Learning is a process activity and is a very fundamental element in the implementation of types and levels of education, this means that the success of achieving goals is very dependent on the success of the student learning process on campus and the surrounding environment (Jihad and Haris, 2008).

Factors for learning difficulties can come from within the students themselves, or are called internal factors, such as lack of motivation, less effective study habits, and less effective lecture skills. Other factors or external factors can come from the school, namely teacher or lecturer factors, reading materials, curriculum, building conditions, and infrastructure or learning tools. Family also influences learning difficulties, namely parental attention, household atmosphere, and economic conditions. Community factors such as friends hanging out, activities in the community, and the neighboring environment also affect the environment for learning difficulties (Islamuddin, 2011).

Learning difficulties in students are marked by low achievement (both based on groups and set standards), learning outcomes achieved that are not balanced with their efforts, being slow in carrying out learning assignments, and behaving in an unnatural manner. Not many students are aware of the difficulties they are experiencing, but it is undeniable that many students are experiencing difficulties, even failures such as failing exams or getting bad grades in exams. Most students repeatedly experience failure in their studies, which will cause irritation, anger, laziness, boredom, and even

hatred. In the end, students are forced to leave college with all kinds of losses in the form of mental disorders, financial losses, and destruction throughout their lives (Islamuddin, 2011). Based on the results of the 2020/2021 student study evaluation at the Sheikh Yusuf Gowa Nursing Academy, out of 90 fourth semester students, there were 35 (38%) with grade points below the group average. Semester II students: out of 115 students, there were 40 (35%) with grade points below the group average. Thus, it is estimated that there are 38 percent of fourth semester students and 35 percent of second semester students who experience learning difficulties (Syekh Yusuf Gowa Nursing Academy, 2021).

Based on the data from the evaluation of student learning and the consequences that can be caused, the researcher is interested in examining the factors related to the learning difficulties of the students at the Sheikh Yusuf Gowa Nursing Academy.

2. METHOD

Based on the problems studied, this type of research uses a quantitative research design that is descriptive-analytic with the approach of *cross-sectional*. This research was carried out at the Sheikh Yusuf Nursing Academy, Gowa, South Sulawesi, from May 19 to May 8, 2021.

The population in the study were Level III and Level II students of the Sheikh Yusuf Gowa Nursing Academy who had a grade point average below the group average of 75 students.

The sample taken is from a portion of the population, namely partly from Level III and partly from Level II. The number of student samples is generally taken through the formula. Slovenia met the inclusion criteria, totaling 63 people.

The criteria for the sample are as follows:

Inclusion Criteria:

1. Level III and Level II students
2. Students who have an achievement index below the group average

Exclusion Criteria:

1. Not level II and III students
2. Students who have an achievement index above the group average

Data with secondary data, namely data obtained from the research site, namely the documentation of learning evaluation documentation of Putra Pertiwi Academy students for the 2012–2013 period, primary data from questionnaires

Data processing and analysis will go through three stages (Arikunto, 2002), namely:

1. Preparation

At this stage, the data is selected and sorted so that only the data that is needed is left. By checking the completeness of the research respondent's identity, checking the contents of the instrument, and checking the types of data entry.

2. Tabulation

The activities carried out are item assessment, coding, and totaling scores on the instrument.

3. RESULTS AND DISCUSSION

a. Analysis of the Relationship between Respondents' Learning Motivation and Student Learning Difficulties at Syekh Yusuf's Akper, table 8.

From the results of research conducted on 63 respondents, it was determined that respondents who had low motivation were as many as 12.7%, and no one had mild, moderate (1.6%), or severe learning difficulties (11.1%). Respondents who had moderate motivation (27.0%) and experienced mild learning difficulties (14.3%), moderate (6.3%), and severe (6.3%) Respondents who had high motivation (60.3%) and experienced mild learning difficulties (39.7%), moderate (11.1%), or severe (9.5%) After being analyzed using the test *Spend Square*, a value of $p = 0.001$ is obtained with a significance level of $\alpha < 0.05$. This shows that H_0 is rejected and H_a is accepted, with the interpretation that there is a relationship between student learning motivation and learning difficulties.

b. Analysis of the Relationship between Respondents' Learning Habits and Student Learning Difficulties at Syekh Yusuf's Akper, table 9.

From the results of research conducted on 63 respondents, it was determined that respondents who had less study habits (36.5%) experienced mild learning difficulties (11.1%), moderate (5.5%), and severe (15.9%). Respondents who had moderate study habits (33.3%) and experienced mild learning difficulties (22.2%), moderate (3.2%), and severe (7.9%) Respondents who have effective study habits (30.2%) and have mild learning difficulties (20.6%), moderate (6.3%), or severe (3.2%) After being analyzed using the test *Spend Square*, a value of $p = 0.046$ is obtained with a significance level of $\alpha < 0.05$. This shows that H_0 is rejected and H_a is accepted, with the interpretation that there is a relationship between students' study habits and learning difficulties.

c. Analysis of the Relationship between Lecture-Taking Proficiency and Student Learning Difficulties at Syekh Yusuf's Akper, table 10.

From the results of research conducted on 63 respondents, it was determined that respondents who had less proficiency in attending lectures were (3.2%) and those who experienced mild learning difficulties were (1.6%), moderate (0.0%), and severe (1.6%). Respondents who have the ability to attend lectures are moderate (53.0%) and experience mild learning difficulties (33.3%), moderate (11.1%), and severe (9.5%). Respondents who have good study habits (42.9%) and have mild learning difficulties (19.0%), moderate (7.9%), or severe (15.9%) After being analyzed using the test *Spend Square*, a value of $p = 0.438$ is obtained with a significance level of $\alpha < 0.05$. This shows that H_0 is accepted and H_a is rejected, with the interpretation that there is no relationship between proficiency in attending lectures and learning difficulties.

DISCUSSION

1. The relationship between learning motivation and learning difficulties

After being analyzed using the test *Spend Square*, a value of $p = 0.001$ is obtained with a significance level of $\alpha < 0.05$. This shows that there is a relationship between student motivation and learning difficulties.

This is in accordance with Suryabrata's theory that motivation is an inner factor that functions to generate, underlie, and direct learning actions. Someone who is highly motivated will actively try to improve learning achievement, and vice versa. According to Ahmadi and Widodo S. (1991: 79) and Makmun, one of the student internal factors that affect learning difficulties is the lack of motivation to learn. This is not in line with the research conducted by Sudaryani because there is no relationship between motivation and learning difficulties because the research instrument uses a questionnaire. Weaknesses in using a questionnaire include that respondents sometimes express answers that are influenced by personal desires, so that the answers given to researchers are essays from respondents and are no longer accurate data. (Nursalam & Siti Pariani, 2001: 86). And according to the authors' conclusions, learning motivation is less likely due to a lack of interest in entering the nursing academy. Low interest can lead to decreased attention and ultimately reduce motivation to learn.

2. The relationship between study habits and learning difficulties

After being analyzed using the test, *Spend Square* got a p value of 0.046 with a significance level of $\alpha < 0.05$. This shows that there is a relationship between student study habits and learning difficulties. According to Surakhmad, W. (2008), students' poor study habits are caused by their insufficient knowledge of learning methods. In his research, Surakhmad concluded that there were eight areas of learning that caused learning problems or difficulties for students, one of which was self-learning. Learning requires a goal, and the success of learning is very dependent on the level of achievement of these goals. Butterweek in Crow (1984: 373) reported that students in the first grade were not successful in their studies because most of them lacked purpose in learning, read too little, were unable to repeat lessons, or answered questions only according to reading material. On the other hand, students who are successful at tertiary institutions usually learn on their own and use familiar learning techniques.

According to the authors' conclusions, study habits are indeed very important in supporting student learning achievement; not getting used to learning early on in education will make it difficult for students to start learning.

3. The relationship between lecturer ability and learning difficulties

After being analyzed using the test, Spend Square got a p value of 0.438 with a significance level of $\alpha < 0.05$. This shows that there is no relationship between proficiency in attending lectures and learning difficulties.

This is according to the author's assumption that the ability to attend student lectures tends not to affect student learning difficulties because students who, for example, are not active in lectures during discussions do not necessarily listen to what is conveyed by the teacher.

However, in Sudaryani's 2007 study, he found that learning skills are related to student learning difficulties because many students do not concentrate while attending lectures and do not record learning outlines.

Table 1. Distribution of Respondents by Age of Students at the Syekh Yusuf Gowa Nursing Academy

Age	Frequency	%
≥20	35	55.6
<20	28	44.4
Total	63	100.0

Table 2. Distribution of Respondents Based on the Student Level of the Sheikh Yusuf Gowa Nursing Academy

Level	Frequency	%
Level II	38	60.3
Level III	25	39.7
Total	63	100.0

Table 3. Distribution of Respondents Based on Gender of Syekh Yusuf Academy Students

Gender	Frequency	%
Man	19	30.2
Woman	44	69.8
Total	63	100.0

Table 4. Distribution of respondents based on learning difficulties

Difficulty learning	Frequency	%
Light	34	54.0
Currently	12	19.0
Heavy	17	27.0
Total	63	100.0

Table 5. Frequency Distribution Based on Student Learning Motivation

Motivation To Learn	Frequency	%
low	8	12.7
Currently	17	27.0
Height	38	60.3
Total	63	100.0

Table 6. Frequency Distribution Based on Student Learning Habits

Study Habits	Frequency	%
Less	23	36.5

Currently	21	33.3
Effective	19	30.2
Total	63	100.0

Table 8. Analysis of the Relationship between Respondents' Learning Motivation and Student Learning Difficulties at Syekh Yusuf's Academy

Motivation	Difficulty learning									
	Light		Currently				Heavy		Amount	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Low	0	0.0	1	1.6	7	11.1	8	12.7		
Currently	9	14.3	4	6.3	4	6.3	17	27.0		
Height	25	39.7	7	11.1	6	9.5	38	60.3		
Total	34	54.0	12	19.0	17	27.0	63	100.		
Value	<i>p</i>		0.001							

Table 9. Analysis of the Relationship between Respondents' Study Habits and Student Learning Difficulties at Syekh Yusuf's Academy

Study habits	Difficulty learning									
	Ligth		Currently				Heavy		Amount	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Less	7	11.1	6	9.5	10	15.9	23	36.5		
Currently	14	33.3	2	3.2	5	7.9	21	33.3		
Affective	13	20.6	4	6.3	2	3.2	19	30.2		
Total	34	54.0	12	19.0	17	27.0	63	100.0		
Value	<i>p</i>		0.046							

Table 10. Analysis of the Relationship between Lecture-taking Proficiency and Student Learning Difficulties at Syekh Yusuf's Academy

Proficiency in Attending Lectures	Kesulitan Belajar									
	Light		Currently				Heavy		Amount	
	<i>N</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%		
Less	1	1.6	0	0.0	1	1.6	2	3.2		
Currently	21	33.3	7	11.1	6	9.5	34	54.0		
Good	12	19.0	5	7.9	10	15.9	27	42.9		
Total	34	54.0	12	19.0	17	27.0	63	100.0		
Value	<i>P</i>		0.438							

4. CONCLUSION

There is a relationship between learning motivation and learning difficulties. There is a relationship between study habits and learning difficulties. There is no relationship between proficiency in attending lectures and learning difficulties.

REFERENCES

- [1] Awaluddin, "Potret Mutu Pendidikan Indonesia Ditinjau dari Hasil- Hasil Studi Internasional," 2011.
- [2] H. Islamuddin., "Psikologi Pendidikan," 2011.
- [3] Hidayat, Riset Keperawatan dan Teknik Penulisan Ilmiah Surabaya: Salemba Medika, 2011.
- [4] Jihad, Haris, "Evaluasi Pembelajaran, Jakarta, Multi Pressindo" 2009.
- [5] Nursalam, "Dasar & Metodologi Penelitian Ilmu Keperawata. Edisi 2," 2011.
- [6] Nursalam., Dasar & Metodologi Penelitian Ilmu Keperawata. Edisi 2 Jakarta: Salemba Medika, 2013.
- [7] Pusat Kurikulum Badan Penelitian dan Pengembangan Departemen Pendidikan Nasional, .

- Model kurikulum bagi peserta didik yang mengalami Kesulitan belajar., 2012.
- [8] R. Idris, Mengatasi Kesulitan Belajar Dengan Pendekatan Psikologi kognitif, lentera pendidikan., Jounal. Vol2, 152-172 .
 - [9] R. W. Dahar, “Teori-Teori Belajar dan Pembelajaran, Erlangga” 2010.
 - [10] S. Suryabrata., “Psikologi Pendidikan”. Edisi V, Jogjakarta: 2013.
 - [11] Trianto., Model- Model pembelajaran Inovatif Berorientasi Konstruktivistik. Prestasi. Surabaya: 2007.
 - [12] Setiadi, Konsep dan Praktik Penulisan Riset Keperawatan Yogyakarta: Graha ilmu, 2013.
 - [13] Sahabuddin, Mengajar dan Belajar Dua Aspek Yang disebut Pendidikan. Universitas Negeri Makassar, Makassar 2012.
 - [14] Zaenal Alimin., . “, Kesulitan Belajar dalam perspektif pendidikan” journal UPI.