
FACTORS CONTRIBUTING TO LEARNING DIFFICULTIES AMONG GRADE IX STUDENTS AT SMP NEGERI 1 TOMA

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Abstrak

Penelitian ini bertujuan untuk mengidentifikasi faktor-faktor yang mempengaruhi kesulitan belajar siswa kelas IX di SMP Negeri 1 Toma pada mata pelajaran ekonomi. Masalah yang dikaji adalah faktor-faktor yang menyebabkan rendahnya hasil belajar pada pelajaran ekonomi. Metode pengumpulan data yang digunakan adalah kuesioner (angket) dan dokumentasi. Analisis data dilakukan dengan rumus koefisien korelasi Product Moment, rumus Spearman Brown, dan koefisien determinasi (KD). Penelitian ini menganalisis dua jenis faktor yang mempengaruhi kesulitan belajar siswa, yaitu faktor intern (fisiologis dan psikologis) dan faktor ekstern (lingkungan sekolah dan keluarga). Hasil penelitian menunjukkan bahwa faktor intern (fisiologis dan psikologis) memiliki koefisien korelasi sebesar $r = 0,68$, yang mengindikasikan adanya pengaruh signifikan terhadap kesulitan belajar siswa. Faktor ekstern, yang melibatkan lingkungan sekolah dan keluarga, menunjukkan koefisien korelasi $r = 0,86$, yang menunjukkan pengaruh yang sangat tinggi terhadap kesulitan belajar siswa. Koefisien determinasi (KD) untuk faktor intern mencapai 46,24%, sedangkan untuk faktor ekstern mencapai 73,96%. Berdasarkan hasil penelitian ini, disarankan agar orang tua berusaha mencari sumber belajar untuk memotivasi anak dan memberikan bimbingan yang konstruktif agar anak lebih giat dalam belajar.

Kata Kunci: Kesulitan Belajar; Siswa; Faktor Intern; Faktor Ekstern

Abstract

This study aims to identify the factors influencing the learning difficulties of ninth-grade students at SMP Negeri 1 Toma in economics subjects. The problem addressed in this study is the factors that cause low learning outcomes in economics. The data collection methods used are questionnaires and documentation. Data analysis was conducted using the Product Moment correlation formula, the Spearman Brown formula, and the coefficient of determination (KD). This research analyzes two types of factors influencing students' learning difficulties: internal factors (physiological and psychological) and external factors (school environment and family environment). The results show that internal factors (physiological and psychological) have a correlation coefficient of $r = 0.68$, indicating a significant effect on students' learning difficulties. External factors, which involve the school and family environments, show a correlation coefficient of $r = 0.86$, indicating a very high influence on

students' learning difficulties. The coefficient of determination (KD) for internal factors is 46.24%, while for external factors, it reaches 73.96%. Based on these findings, it is recommended that parents seek learning resources to motivate their children and provide constructive guidance to encourage more diligent studying.

Keywords: *Learning Difficulties; Students; Internal Factors; External Factors*

A. Introduction

The rapid advancement of science and technology, along with the evolving demands of society, has significant implications for the field of education. These changes necessitate immediate adaptations within the educational system to adequately prepare students who are competitive and capable of addressing increasingly complex life challenges (Harefa, 2020). This aligns with the mandate of Law No. 20 of 2003 on the National Education System, which states that the goal of national education is to develop students' potential so they may become individuals who are faithful and devoted to God Almighty, possess noble character, are healthy, knowledgeable, competent, creative, independent, and responsive citizens capable of facing the demands of the times (Depdiknas, 2003).

Economics, as one of the subjects taught at SMP Negeri 1 Toma, serves to equip students with the knowledge and ability to make rational decisions regarding economic actions when faced with various choices. More specifically, one of the main objectives of learning economics is "to provide students with fundamental economic concepts as a guide for economic behavior and as a foundation for further study at the next level" (Depdiknas, 2009).

Based on this objective, it is evident that economics is not merely a subject that relies on rote memorization. Instead, students are

expected to be able to connect theoretical knowledge with real-life situations, enabling them to apply economic understanding critically to solve everyday economic problems. Through this approach, students can better comprehend and enhance their economic knowledge as a measurable outcome of their learning process (Fau, 2018).

Schools, as formal educational institutions, serve as the primary setting where teaching and learning activities take place. Although internal factors such as motivation and self-discipline play a role, external factors often significantly contribute to learning difficulties (Wando et al., 2023). It is in this environment that knowledge is imparted and developed among students, where teachers and learners engage interactively in the educational process.

According to Tu'u (2004), the teaching and learning process encompasses several key activities: education, instruction, and training. Educational activities aim to enhance and develop the affective domain (attitudes), including moral values, ethics, mental and spiritual growth, and positive behavior. Instruction focuses on the improvement of cognitive abilities (knowledge), which include memorization, recall, analysis, synthesis, application, and evaluation. Meanwhile, training activities aim to develop psychomotor skills (practical abilities), involving the execution of hands-on tasks and real-world practices.

According to (Ahmadi and Supriyono 2004), "learning difficulties are not solely caused by low intelligence, but can also result from non-intellectual factors." These factors are categorized into two main types. First, internal factors, which originate from within the student, include physiological and psychological aspects. Second, external factors, which stem from outside the student, consist of the school environment and family environment.

Based on these factors contributing to students' learning difficulties, schools are encouraged to provide more learning resources and textbooks that students can use to support their studies. A learning resource is defined as anything that can be utilized as a medium where instructional materials are found and that supports a person's learning process. Inadequate learning resources in schools can lead to students experiencing learning challenges.

One of the key parameters used to assess students' mastery of knowledge and skills in a subject is academic achievement, which is generally reflected in the form of grades. With the establishment of the Minimum Competency Criteria (KKM), it is expected that students will be able to achieve optimal learning outcomes across all subjects.

B. Research Methodology

1. Type and Design of Research

The type of research used in this study is quantitative research. According to (Moleong 2004), "quantitative research aims to explain the causes of social phenomena through objective measurement and numerical analysis." The quantitative approach was chosen because it enables the researcher to measure the extent to which specific factors

influence students' learning difficulties and to describe the observed phenomena systematically using numerical or statistical data (Rusmawati, 2021).

In this context, a descriptive quantitative approach is applied to identify the factors influencing students' learning difficulties in economics among Grade IX students at SMP Negeri 1 Toma for the 2024/2025 academic year. The descriptive approach allows the researcher to portray the current situation or phenomena as they exist, without manipulating the variables under study. This method is appropriate for uncovering patterns or trends in learning challenges and provides a solid basis for further analysis or intervention planning.

2. Research Design

The research design incorporates the use of both primary and secondary data to support the analysis:

1) Primary Data

Primary data were obtained directly from respondents through the distribution of questionnaires to Grade IX students as the research subjects. This data aimed to capture students' opinions, perceptions, and personal experiences related to learning difficulties in economics.

2) Secondary Data

Secondary data were collected from official documents such as student report cards, attendance records, curriculum documents, and relevant literature. These references include textbooks, scholarly journals, and government regulations related to education.

Through this research design, the researcher is able to identify and analyze both internal factors (such as learning motivation,

interest, and physical condition) and external factors (such as family environment, learning facilities, and teaching quality) that contribute to students' difficulties in learning economics. This dual data approach ensures a comprehensive understanding of the problem and supports the formulation of targeted educational interventions.

3. Population and Sample

1) Population

According to (Arikunto 2006), population refers to the entire group of research subjects. The population in this study consists of all Grade IX students of SMP Negeri 1 Toma in the 2024/2025 academic year. The students are distributed across three classes: IX-A, IX-B, and IX-C. The detailed composition of students by gender is presented in the following table:

Table 1. Composition of Grade IX Students at SMP Negeri 1 Toma in the 2024/2025 Academic Year

Class	Number of Male Students	Number of Female Students	Total
IX-A	14	20	34
IX-B	16	24	40
IX-C	36	-	36
Total	66	44	110

This total of 110 students serves as the population base for the research, from which a representative sample will be drawn for data collection and analysis.

2) Sample

A sample is a representative subset of the population. According to (Sugiyono 2020), a sample is a portion of the number and characteristics possessed by the population. Given that the total population consists of 110

students, the researcher selected a sample of 20% using a **random sampling** technique. This yielded a sample of 22 students, ensuring representativeness and reducing selection bias in the study.

4. Data Collection Methods

1) Documentation Method

This method was employed to obtain data on the number of students and their Final Semester Examination (UAS) scores for the previous semester. Official school records were used as secondary data sources to support the research findings.

2) Questionnaire Method

According to Arikunto (2013), a questionnaire is a written list of questions used to gather information from respondents. In this study, a **closed-ended questionnaire** was utilized, offering two alternative answers per item. This instrument was designed to identify the factors contributing to students' learning difficulties in economics.

5. Data Analysis Methods

1) Validity Test

Validity refers to the extent to which an instrument accurately measures what it is intended to measure. The **Pearson Product Moment correlation formula** was used to calculate the validity of each item in the questionnaire (Sugiyono, 2016). This statistical method evaluates the strength and direction of the linear relationship between item scores and total scores, thereby ensuring that each item reflects the intended construct.

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Validity Criteria:

If $r_{xy} \geq r_{tabel}$, then the item is considered valid.

If $r_{xy} < r_{tabel}$, then the item is considered invalid.

2) Reliability Test

Reliability is used to determine the consistency of the instrument in measuring what it is supposed to measure. In this study, reliability is tested using the Spearman-Brown formula, which is suitable for split-half reliability testing (Sugiyono, 2020). The formula is as follows:

$$r_{11} = \frac{2r_{1/2,1/2}}{1 + r_{1/2,1/2}}$$

Reliability Criteria:

If the reliability coefficient r_{11} (calculated using the Spearman-Brown formula) is greater than or equal to the table value ($r_{11} \geq r_{tabel}$), then the instrument is considered reliable.

If the reliability coefficient r_{11} is less than the table value ($r_{11} < r_{tabel}$), then the instrument is considered unreliable.

6. Correlation Analysis

To determine the relationship between the factors causing learning difficulties, Pearson's correlation formula is used (as in the validity test) by grouping the internal and external subvariables as pairs of variables X and Y.

Interpretation of the Correlation Coefficient according to Sugiyono (2020):

r Interval	Category
0.00–0.199	Very Low
0.20–0.399	Low
0.40–0.599	Moderate
0.60–0.799	High
0.80–1.000	Very High

The Pearson correlation coefficient (r) measures the strength and direction of the relationship between two variables. Based on

the r value intervals, we can assess how strong or weak the relationship is between the factors influencing learning difficulties.

4. Coefficient of Determination

To determine how much the factors influence learning difficulties, the Coefficient of Determination (KD) formula is used, which can be calculated using the formula:

$$KD = r^2 \times 100\%$$

Interpretation:

A high KD indicates that the analyzed factor has a large impact on learning difficulties.

A low KD indicates that the analyzed factor has a small impact on learning difficulties.

C. Results and Discussion

1. Answer to the Main Problem

The main problem that underlies this research is the low learning outcomes of students in the Economics subject in class IX at SMP Negeri 1 Toma. Based on the data obtained, the majority of students displayed academic performance that was below the minimum completion standard (KKM). This condition prompted the researcher to conduct a thorough analysis of the factors influencing students' learning difficulties, particularly those arising from external factors.

The research findings indicate that external factors, namely the school environment and the family environment, are the dominant causes of students' learning difficulties. This is evidenced by the results of the correlation test between these two subvariables (the school environment as variable X and the family environment as variable Y), with a correlation value of $r = 0.82$, which falls into the category of very high correlation. This means that the worse the students' external learning environment conditions are,

the greater the likelihood they will experience difficulties in understanding the Economics subject matter.

This finding supports the idea that external factors, especially the school and family environments, play a crucial role in shaping students' ability to learn and their overall academic performance. The lack of adequate support, resources, or conducive learning conditions in these environments can significantly hinder students' comprehension and retention of academic material. Therefore, addressing and improving these external factors could be key to enhancing students' learning outcomes in Economics and other subjects.

The unfavorable school environment, such as limited learning facilities, a lack of engaging teaching media, and an unconducive learning atmosphere, contributes significantly to students' low understanding. Additionally, the role of teachers in delivering material effectively and communicatively also plays a part in the school environment's influence. On the other hand, the family environment plays a crucial role in shaping students' attitudes, motivation, and study habits. Families with lower economic backgrounds tend to be unable to provide sufficient learning resources, such as supplementary books, learning aids, or internet access. A home environment that is not conducive to studying, the lack of parental attention to the child's education process, and the low educational background of the parents also serve as obstacles in the students' learning process.

This research is consistent with the study conducted by Faris et al. (2022), who found

that both the school and family environments have a significant impact on students' learning difficulties. In their study, a high correlation coefficient was obtained: 0.851 for the school factor and 0.971 for the family factor, strengthening the finding that these two external factors are key elements in determining students' learning success. Similar findings were also described in the research by Yessa and Marna (2022), which showed that family socioeconomic conditions, along with the lack of motivation and support from the school environment, play a major role in hindering students' learning in Economics. Their study suggests the need for synergy between the school and family to support students' academic success. Furthermore, Adri (2022) revealed that learning difficulties do not only stem from individual factors, but are more dominantly influenced by external environments, especially for students from less fortunate families. Minimal emotional and financial support directly affects students' enthusiasm for learning.

Therefore, in addressing the main issue, it can be concluded that students' learning difficulties in the subject of Economics at SMP Negeri 1 Toma are significantly influenced by their external environment. Both the school and family environments have a strong and close relationship, deeply affecting students' ability to understand and master the subject matter. These findings provide a crucial foundation for designing interventions that not only focus on improving the quality of learning within the school but also on raising awareness and encouraging the active involvement of families in supporting their children's education.

2. Analysis and Interpretation of Research Findings

Based on the results of the research, two main findings reflect the factors that cause learning difficulties among students in the subject of Economics, both from internal (within the student) and external (environment outside the student) factors. These findings were obtained through the calculation of correlation tests between the variables under investigation, which include physiological factors, psychological factors, school environment, and family environment.

1) Internal Factors (Physiological and Psychological Factors)

Based on the results of the correlation test between physiological and psychological factors ($r = 0.68$), it can be concluded that internal factors contribute significantly to students' learning difficulties. Physiological factors include the students' physical condition, such as health, adequate sleep, and physical endurance, which can affect their concentration and learning stamina. Students who experience physical ailments or health problems often find it difficult to follow lessons effectively, which in turn reduces their understanding of the Economics material.

Furthermore, psychological factors also play a major role in students' learning difficulties. This includes levels of anxiety, stress, motivation, and self-confidence in learning. Research by (Supriadi and Kurniawan 2023) shows that students with high levels of anxiety tend to experience a decline in academic performance, especially in subjects that require conceptual understanding, such as Economics.

Additionally, low motivation to learn can hinder students from absorbing material optimally. This is supported by findings from (Yanti 2022), which show that students with low motivation to learn face significant difficulties in taking tests and evaluations in Economics. Therefore, internal factors, both physiological and psychological, have a major impact on students' ability to tackle academic problems, including in the subject of Economics. The presence of physical or psychological disruptions can hinder the learning process and affect overall learning outcomes.

2. External Factors (School Environment and Family Environment)

The results of the correlation test between external factors, namely the school environment and the family environment ($r = 0.86$), indicate that external factors have a very high influence on students' learning difficulties. The school environment includes both the physical and social conditions at school, such as available learning facilities, interactions with classmates, and the support provided by teachers. Previous research by Hidayat and Sari (2024) revealed that a conducive school environment, with adequate facilities and professional teachers, can enhance students' motivation to learn and reduce difficulties in following Economics lessons. However, many schools still face challenges in providing comprehensive and conducive facilities for students. The lack of learning aids such as textbooks, access to information technology, and uncomfortable classrooms can be major hindrances to students' success, especially in subjects like Economics that require conceptual and analytical understanding.

Moreover, the family environment also plays a crucial role. Families that are unsupportive, both in terms of economic resources and motivation, can exacerbate students' learning difficulties. Research conducted by Putra and Maulana (2023) shows that students from low-income families or those whose parents show little interest in their children's education tend to have lower academic performance, including in Economics. Parents who do not have time to guide their children in their studies or who fail to provide adequate moral support often cannot help students face the difficulties they encounter in school subjects.

Thus, external factors, both from the school and family environments, have a significant impact on students' learning difficulties. Efforts to address this issue must involve improving the physical and social conditions at school, as well as increasing family involvement in the educational process. Based on the analysis of the findings from this study, it can be concluded that both internal factors (physiological and psychological) and external factors (school and family environments) play an essential role in students' learning difficulties in Economics. Therefore, efforts to improve students' learning outcomes should focus on enhancing these conditions. Schools need to provide better facilities and support students' psychological development, while families must also be more proactive in offering support for their children's learning process. The synergy between internal and external factors will contribute to achieving optimal educational outcomes.

3. Implications of Research Findings

This study has successfully analyzed various factors influencing students' learning difficulties in Economics, both from internal factors (such as physiological and psychological aspects) and external factors (including the school environment and family environment). Based on these findings, several important implications need to be considered by schools, families, and the government.

a. Implications for the School

One of the key findings of this study is that students' learning difficulties in Economics are influenced not only by internal factors, such as their physical and psychological condition, but also by external factors, particularly the inadequacy of the school environment. Based on these findings, schools are expected to take several measures to help reduce students' learning difficulties, including:

1) Improving the Quality of Learning Resources

As the research indicates that many students face difficulties in understanding Economics, it is recommended that schools increase the availability of literature, textbooks, and other learning resources accessible to students. Considering that many students come from lower-middle-income families, it is crucial for schools to provide teaching materials that all students can access without financial burden. Providing digital reference books or online learning resources could be an efficient and affordable solution. This will help students understand Economics content more deeply and comprehensively.

2) Enhancing Learning Facilities and Supportive Learning Environments

The research also suggests that the school environment greatly influences students' learning difficulties. Therefore, schools should be encouraged to improve the quality of their learning facilities and infrastructure. Providing comfortable classrooms, adequate technological facilities, and relevant learning aids for Economics such as computers or other devices that support online learning will greatly assist students in understanding the subject better. Additionally, it is important for schools to create a supportive social climate, where students feel accepted and motivated to learn.

3) Teacher Competency Improvement Programs

Teachers play a crucial role in improving student learning outcomes. Therefore, schools should implement training and competency enhancement programs for teachers, particularly in delivering Economics content, which is often perceived as complex by students. Teachers with in-depth knowledge and creative teaching methods can help students overcome learning difficulties more effectively. Schools can also introduce more interactive and technology-based teaching methods to increase student engagement.

b. Implications for the Family

In addition to internal student factors and external factors such as the school environment, this research also highlights the importance of family support in students' academic success. In this case, families that are unsupportive or neglectful of their children's education can exacerbate learning difficulties. Therefore, parents need to pay more attention to their children's education. Some steps that parents can take include:

1) Increasing Parental Involvement in Children's Learning

Parents should become more actively involved in their children's education, whether through discussions about the lessons being studied at school or by providing motivation and psychological support. Research by (Pertiwi 2023) shows that parental involvement in children's learning activities can improve their academic performance, including in subjects that require analytical understanding like Economics. Therefore, parents are expected to pay attention to their children's psychological and emotional condition and create a conducive home environment for studying.

2) Providing Supporting Learning Resources

For parents from lower-middle-income families, providing adequate learning resources might be a challenge. However, they can look for alternatives, such as purchasing second-hand books or accessing materials online that are more affordable. Additionally, supporting extracurricular activities that help develop analytical skills and reasoning abilities can also assist students in deepening their understanding of Economics.

c. Implications for the Government

The government also plays an essential role in improving the quality of education and reducing students' learning difficulties, particularly in Economics. Some recommendations for the government include:

1) Providing Equal Access to Education

The government needs to ensure that all students, especially those from lower-income families, have adequate access to teaching

materials and educational facilities. Programs to distribute textbooks for free or offer subsidies for students who cannot afford them can help reduce educational disparities. Additionally, the government must improve the quality of education by providing better educational facilities in underdeveloped areas.

2) Improvement of Teacher Training Programs

To improve teaching quality, the government needs to offer better and more widespread teacher training, particularly in teaching methods that meet the needs of students in the digital age. Programs aimed at enhancing teachers' competencies in using technology for teaching will be highly beneficial, considering that many students now learn through online media.

The implications of the findings in this study suggest that the internal and external factors affecting students' learning difficulties in Economics should be addressed with a comprehensive approach, involving the school, family, and government. Schools need to provide adequate learning resources and a supportive learning environment, while parents are expected to be more actively involved in supporting their children's learning. The government, in turn, must ensure more equitable access to quality education. Through these steps, it is hoped that students' learning difficulties can be reduced, and their academic performance in Economics can be improved.

4. Limitations of the Research Findings

In order to ensure that the findings of this study are realistic and can be interpreted clearly, it is important to outline several limitations of the research. These limitations

aim to clarify the scope of the study and make the results more focused and applicable. The following are some limitations that should be noted:

a. Scope of the Research Limited to One School

This research was conducted exclusively in Class IX at SMP Negeri 1 Toma during the 2024/2025 academic year. Therefore, the findings of this study are specific to this particular school and cannot be generalized to all schools or educational levels. A study limited to one school has the advantage of providing a deeper understanding of the conditions in that specific school, but it also has limitations in terms of broader representation. Each school has its own unique characteristics, such as the student body, the environment, and the quality of available facilities. Research conducted in other schools with different conditions may produce different findings. Therefore, to strengthen the results of this study, further research is needed that involves multiple schools or a wider geographical region.

b. Focus on Limited Internal and External Factors

The scope of this study was limited to the analysis of factors influencing students' learning difficulties, specifically internal factors (physiological and psychological) and external factors (school environment and family environment). This study did not cover other factors that might also affect students' learning difficulties, such as technological factors, social media, or socio-cultural factors, which could also influence the learning process. For instance, the impact of digital technology or the role of social media in the teaching and learning process

has not been analyzed in depth, even though this is a highly relevant issue in modern education.

Additionally, while psychological and physiological factors play a significant role in learning difficulties, there are many other factors that may also contribute, such as issues related to specific learning disorders (e.g., dyslexia or ADHD), which were not analyzed in this research. Therefore, while this study offers valuable insights into the main factors causing learning difficulties, there are still areas that need further exploration in future research.

c. Focus of the Study on Economics

This research focuses specifically on the subject of Economics in Class IX at SMP. Therefore, the findings cannot be directly applied to other subjects that may have different characteristics. For instance, learning difficulties in subjects such as Mathematics or Indonesian Language may be influenced by factors that were not identified in this study. In other words, while this study provides insights into how internal and external factors affect learning outcomes in Economics, the results may not entirely apply to other subjects that have different contexts and learning materials.

d. Limitations in Data Collection Techniques

This study relied on data collection through questionnaires and correlation tests to analyze the relationships between factors influencing learning difficulties. While these methods provide useful information, the findings are still dependent on the accuracy and truthfulness of the responses provided by the respondents. Subjectivity in completing the questionnaires or the

potential biases in student responses may also affect the results. Moreover, the absence of interviews or direct observations of students' learning processes could be a limitation in exploring more complex factors that might not be revealed in the questionnaires.

e. Lack of Consideration of Broader Socioeconomic and Social Factors

Although the family environment factor has been analyzed in this study, there has been no in-depth mapping of the impact of broader socioeconomic factors on students' learning difficulties. The economic condition of a family can influence access to education, social support, and even stress experienced by students, all of which could contribute to their learning difficulties. Since the primary focus of this research was on more general internal and external factors, the specific impact of broader socioeconomic factors needs to be considered in future research.

Considering these limitations, the results of this study offer valuable insights, but they should be interpreted with caution. The research has limitations in terms of its scope, being confined to one school and one subject, as well as the data collection methods that did not fully explore all dimensions of students' learning difficulties. Therefore, further research involving multiple schools, diverse subjects, and the use of varied data collection methods such as interviews or observations is highly recommended to gain a more comprehensive understanding of the factors influencing students' learning difficulties.

D. Conclusion

Conclusions

Based on the results of the research and the discussion presented in the previous

section, the following key conclusions can be drawn:

1. The Influence of Internal Factors on Learning Difficulties

The results of the correlation coefficient test for internal factors, which include physiological and psychological factors, yielded a value of $r_{xy} = 0.68$. This value indicates that internal factors have a significant influence on students' learning difficulties in Economics. Physiological factors, such as the students' physical condition, and psychological factors, such as motivation and anxiety, are the main causes of learning difficulties. This emphasizes that the mental and physical state of students greatly affects their understanding of Economics learning materials. If students experience psychological issues, such as anxiety or lack of self-confidence, or if their physical condition is not supportive (such as fatigue or health problems), their learning process will be disrupted, which in turn will reduce their academic performance.

2. The Influence of External Factors on Learning Difficulties

The results of the correlation coefficient test for external factors, namely the school environment and the family environment, yielded a value of $r_{xy} = 0.86$. This value shows that external factors have a very high influence on students' learning difficulties in Economics. An unsupportive school environment, such as insufficient facilities or an unfavorable social environment, along with a family environment that may experience economic difficulties or lack attention to the child's education, are significant external factors contributing to learning difficulties. With such a high

correlation value, it can be concluded that external factors have a much more dominant influence on students' learning outcomes compared to internal factors. This indicates that in efforts to address learning difficulties, attention to students' external environments, such as strengthening family support and improving the quality of the school environment, should be a top priority.

3. Coefficient of Determination of External Factors

Based on the analysis of the coefficient of determination (R^2), the result obtained was 46.24% for the influence of external factors on students' learning difficulties in Economics. This coefficient indicates that nearly half of the learning difficulties experienced by students can be explained by external factors, including the school environment and the family environment. This reinforces the idea that external factors indeed play a significant role in hindering students' ability to understand Economics material, thus strategic actions from both schools and parents are needed to improve these conditions. Unsupportive external factors, such as the lack of learning resources, social problems in the family environment, or inadequate school facilities, can significantly affect students' motivation and learning outcomes.

4. Coefficient of Determination of Internal Factors

Furthermore, the analysis of the coefficient of determination (R^2) for internal factors shows that the influence of internal factors on students' learning difficulties in Economics is 73.96%. This means that internal factors, such as students' physical and psychological conditions, contribute more

significantly to the learning difficulties experienced by students. Psychological factors, such as stress and exam anxiety, along with the students' physical condition, greatly affect how students process and understand the information presented in class. While external factors also play a significant role, internal factors are equally important in determining students' learning success. Therefore, a more holistic educational strategy, which includes improving students' physical and mental well-being, as well as supporting them in coping with psychological pressure, is crucial for enhancing their academic outcomes.

5. Recommendations for Improving Learning

Based on these findings, it is recommended that both schools and parents pay more attention to the external and internal factors affecting students' learning outcomes. For example, schools could improve learning facilities, provide more reference books, and create a school environment that supports the overall development of students. Additionally, parents are encouraged to be more involved in supporting their children's education, both by providing learning resources and by creating a conducive home environment for study. On the other hand, for internal factors, it is essential for schools to provide psychological counseling services for students facing psychological difficulties, as well as to focus on students' physical health through programs that promote their fitness and well-being.

This study reveals that learning difficulties in Economics are not only caused by internal factors such as students' physical

and psychological conditions, but are also greatly influenced by external factors, particularly the school and family environment. Therefore, solutions to improve students' learning outcomes should include a comprehensive approach, addressing both of these factors. Schools, parents, and the community must work together to create an environment that supports and nurtures students' physical and mental health so that they can learn optimally and achieve better results in Economics. Thus, this study is expected to provide a deeper understanding of the factors influencing students' learning difficulties and serve as a foundation for developing more effective educational policies in the future.

Recommendations

Based on the findings of this study, the researcher offers several recommendations that may help address the learning difficulties of students in the subject of Economics. These recommendations are expected to contribute positively to the improvement of the quality of learning and students' academic outcomes, both from internal and external aspects.

1. The Role of Parents in Providing Learning Resources and Motivation

Parents should strive to find and provide relevant learning resources and solutions to enhance their children's learning motivation. In this regard, parents can supply additional reading materials, such as books, articles, or high-quality online learning resources, and accompany their children in the learning process. Parents can also make use of technology to support their children's learning, such as educational apps or online learning platforms, which can

help students better understand Economics material in depth. Furthermore, it is also important for parents to create a pleasant learning atmosphere at home so that children feel comfortable and motivated to study more diligently.

2. Providing Encouragement and Guidance by Parents

Parents should always provide encouragement, guidance, direction, and set a good example for their children in the learning process. Emotional support from parents plays a significant role in boosting students' confidence and motivation in facing learning challenges. Parents can offer positive reinforcement by appreciating their children's efforts and achievements, no matter how small. In addition, parents need to set a good example in terms of discipline, work ethic, and a sense of responsibility towards education. By showing commitment and high attention to learning, parents will set an example that can inspire children to take their studies more seriously and diligently. Careful guidance will provide a sense of security for children, which in turn can reduce anxiety and improve focus and understanding of Economics lessons.

3. Creating a Learning-Supportive Environment

Parents also need to create an environment at home that supports learning, such as providing a quiet study area free from distractions. A conducive environment is crucial for improving students' concentration during the learning process. Additionally, parents

can get involved in their children's school activities, such as attending parent-teacher meetings, to monitor their academic progress and collaborate with the school to resolve any learning issues their children may be facing.

4. Collaboration with the School to Support Learning

Close collaboration between parents and the school is also vital in helping students overcome learning difficulties. Parents can communicate with teachers or school counselors to obtain information about their children's academic progress and the necessary steps to improve their performance. By doing so, both the school and parents can work together to find the right solutions to address the obstacles faced by students, whether they are related to psychological, physiological, or environmental factors.

By paying attention to the above suggestions, it is hoped that students will be more motivated to study, reduce the learning difficulties they experience, and improve their academic outcomes in the subject of Economics. A holistic approach to learning, involving support from parents, the family environment, and the school, will create an atmosphere that optimally supports the academic development of students.

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