

The Factors That Affecting Students' Learning Difficulties In The Islamic Education Subject

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Abstract

This study aims to determine the dominant factors that cause learning difficulties of students in participating in the Islamic Education (PAI) program at students of grade XI and XII at Laksamana Martadinata High School, Medan, North Sumatra. The research method used is descriptive research. This research was conducted in January to February 2020. 236 students of class XI and XII of Laksamana Martadinata Senior High School in Medan, North Sumatra were sampled in this study. Data collection techniques used in this study were by giving a questionnaire to the factors of student learning difficulties in following the Islamic Education subjects. The results showed that the internal factors causing the highest learning difficulties were health indicators with 70.68% and the external factors causing the highest learning difficulties were family indicators with 55.01%.

Keyword: Learning difficulties, Islamic Education

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Abstrak

Penelitian ini bertujuan untuk mengetahui faktor-faktor yang dominan yang menjadi kebiasaan belajar peserta didik dalam mengikuti program PAI pada siswa kelas XI dan XII SMA Laksamana Martadinata Kota Medan, Sumatera Utara. Metode penelitian yang digunakan adalah penelitian deskriptif. Penelitian ini dilaksanakan pada bulan Januari - Februari 2020. 212siswa kelas XI dan XII SMA Laksamana Martadinata Kota Medan, Sumatera Utara menjadi sampel dalam penelitian ini. Teknik pengumpulan data yang digunakan dalam penelitian ini yaitu dengan memberikan angket faktor-faktor kebiasaan siswa dalam mengikuti mata pelajaran PAI. Hasil penelitian menunjukkan jika kebiasaan belajar PAI yang dominan dimiliki oleh siswa kelas XI dan XII SMA

Laksamana Martadinata Kota Medan, Sumatera Utara adalah dengan melakukan kerja kelompok dalam belajar dan yang paling sedikit dilakukan adalah belajar mandiri di rumah dengan 34,25% siswa.

Kata kunci: Analisis, Kebiasaan Belajar, Pendidikan Agama Islam

A. Introduction

The current curriculum in the Indonesian education system is the 2013 curriculum. The 2013 curriculum provides opportunities for students to develop abilities, talents and interests more broadly and openly in accordance with individual mastery. This is in accordance with Law on national education system number 20 of 2003 article 12 paragraph (1) point b, stating that students are entitled to receive educational services in accordance with their talents, interests and abilities. To realize the mandate of the Law on the National Education System, the Government issued Government Regulation on Education and Culture (Permendikbud (Indonesia terms)) number 64 of 2014 concerning Specialization in Secondary Education which is used as a reference to improve the quality of services to students so that the talents, interests and abilities of students are served so that students can

determine the choice of interests in accordance with the talents and ideals for future life.

Islamic Education is one of the three subjects that must be given to students. Daulay (2014) in his book states that the contents of the curriculum of every type, path and level of education must contain one of the three compulsory subjects given to students namely Islamic education. The purpose of Islamic education itself is to create students who believe and be cautious and have noble character. To achieve this goal learning outcomes are the most important indicator in Islamic religious education.

Learning outcomes in Islamic Education subjects can be influenced by several factors, namely internal and external factors. According to Suryabrata (2011) internal factors of student learning difficulties are classified into two namely physiological factors and

psychological factors. These physiological factors can be divided into two kinds, namely the state of physical tone and certain physiological functions, especially the five senses. The state of physical tone in general can be the background of learning activities. With a fresh and not tired physical state will affect learning outcomes compared to physical conditions that are less fresh and tired. There are two things related to physical tone namely adequate nutrition and several diseases that can interfere with learning (Akrim, 2019). The physiological states of the five senses that most play a role in learning are the eyes and ears. For this reason, it is necessary to maintain the health of the patient, such as periodic doctor examinations, provision of learning tools and equipment that meet the requirements and so on. While psychological factors in learning are things that encourage student learning activities. Like the nature of curiosity and inquiry, the nature of getting sympathy from others, the nature of creative, the nature of repairing past failures with new business (A. Akrim, 2018).

External factors that influence student learning are factors that come from outside students. External factors are grouped into two groups, namely social factors and non-social factors. Social factors are factors that originate from humans, whether humans exist or are not directly present. The presence of other people while studying, can often interfere with learning activities. Noise when students are studying will also disrupt the learning process of students. While non-social factors are factors that are not of human origin. These factors such as the state of the air, weather, time, place or building, the tools used when studying (media).

Based on the existing problems, the researcher considers that it is necessary to conduct research related to what are the dominant factors that become learning difficulties for students in participating in the Islamic Education program, especially in class XI and XII students at Laksamana Martadinata High School, Medan, North Sumatra.

B. Research Method

The research method used is descriptive research. The purpose of this study is to describe the factors that

cause learning difficulties in following the subject of Islamic religious education. This research was conducted in class XI and XII students of Laksamana Martadinata High School, Medan, North Sumatra. This research was conducted in January to February 2020. 236 students were sampled in this study. Data collection techniques used in this study were by giving a questionnaire to the factors of student learning difficulties in following the Islamic Education subjects. This questionnaire contains a type of closed statement to be responded by students with a total of 39 statements. The preparation of the questionnaire was adjusted to the instrument lines based on the theoretical study conducted. The following instrument lattice to compile a learning difficulties questionnaire in following the Islamic Education subjects. The questionnaire in this study was made on a Likert scale, each

variable provides 4 (four) alternative answers namely Always, often, rarely/sometimes, and Never

C. Result And Discussion

Result

Descriptive analysis is used to analyze data by describing data that has been collected from each variable studied after the research has been carried out so that it is easier to understand. The following will explain the description of the data through descriptive analysis of the learning difficulties variable of Islamic Education (PAI) that has been carried out.

1. Internal Factors

Internal factors that can influence student learning difficulties in Islamic Education (PAI) subjects are as follows:

a. Attitude towards Learning

In detail, reading attitudes towards learning by students is as follows.

Table 2 Attitudes towards learning

Question Number	Question	Alw.	Oft.	Som.	Nev.
1	I did not prepare a Islamic Education textbook before the lesson began	4,2%	11,9%	39,4%	44,5%
2	I did not prepare other supporting learning resources before the lesson began	3,8%	9,7%	64,9%	21,6%

3	Each teacher gave a question, then I answered earnestly	12,3%	50,4%	35,6%	1,7%
4	I am not trying to finish the assignment from the teacher properly and correctly	3%	5,5%	32,2%	59,3%

Based on the table, it can be seen that the attitudes towards learning of students of class XI and XII of Laksamana Martadinata High School are 10 students (4.2%) stating they always do not prepare Islamic Education textbooks before the lesson begins while 28 students (11.9%) state often, 93 students (39.4%) stated sometimes and 105 students (44.5%) stated never. Next, 9 students (3.8%) stated that they did not always prepare other supporting learning resources before the lesson began, while 34 students (9.7%) stated often, 142 students (64.9%) stated sometimes and 51 students (21.6%) stated never. Then as many as 40 students (12.3%) said they always answered in earnest if each teacher asked questions, while 108 students (50.4%) stated often, 84 students

(35.6%) stated sometimes and 4 students (1.7%) stated never. A total of 7 students (3%) stated an always did not try to complete the assignment of the teacher properly and correctly, while 13 students (5.5%) stated often, 76 students (32.2%) stated sometimes and 140 students (59.3%) stated never.

Based on the data, it can be seen that the most dominant attitude towards student learning contained in my statement is not preparing other supporting learning resources before the lesson begins with 64.9% of students sometimes doing it. As for the least students do in the statement each teacher gives a question I answered earnestly with 1.7% of students never do it.

b. Motivation

In detail the learning motivation of students is as follows.

Table 3 Motivation to learn

Question Number	Question	Alw.	Oft.	Som.	Nev.
5	I have never made a summary of the subject matter that the teacher	6,8%	14,8%	40,7%	37,7%

	has explained				
6	I ask the teacher if you have difficulty during Islamic Education lessons	19,9%	41,5%	32,2%	6,4%

Based on the table above, it can be seen that the learning motivation of students in grade XI and XII of Laksamana Martadinata High School is 16 students (6.8%) stating that they always never make a summary of the subject matter described by the teacher, while 35 students (14.8%) stated frequently, 96 students (40.7%) stated sometimes and 89 students (37.7%) stated never. Then, as many as 47 students (19.9%) stated that they always asked the teacher if they had difficulties during PAI lessons, while 98 students (41.5%) stated

often, 76 students (32.2%) stated sometimes and 15 students (6.4%) stated never.

Based on the table above, it can be seen that the most dominant motivation for student learning in terms of motivation is in the statement I asked the teacher if having difficulties during Islamic Education lessons with 41.5% students often do it. The least amount of students did in the same statement as 6.4% of students had never done it.

c. Interest to Learn

In detail, the students' interest in learning is as follows:

Table 4 Interest to learn

Question Number	Question	Alw.	Oft.	Som.	Nev.
7	I still pay attention to the teacher even though my friend jokes during Islamic Education lessons	21,2%	54,2%	20,8%	3,8%
8	I pay attention to the material that the teacher explains about Islamic Education lessons	39,4%	53,4%	5,5%	1,7%
9	I feel disappointed if the teacher is unable to attend or empty hours during the Islamic Education class.	10,6%	19,1%	51,7%	18,6%
10	I was not happy during the Islamic Education lesson	0,8%	4,7%	12,7%	81,8%

Based on the table above, it can be explained that the learning interest of students in class XI and XII of Laksamana Martadinata High School is as many as 50 students (21.2%) said they always pay attention to the teacher even though my friends joked during Islamic Education lessons, while 128 students (54.2%) stated frequently, 49 students (20.8%) stated sometimes and 9 students (3.8%) stated never. A total of 93 students (39.4%) stated that they always pay attention to the material explained by teachers about Islamic Education lessons, while 126 students (53.4%) stated often, 13 students (5.5%) stated sometimes and 4 students (1, 7%) stated never. Moreover, as many as 25 students (10.6%) stated that they always felt disappointed when the teacher was unable to attend or empty

hours during the Islamic Education lesson, while 45 students (19.1%) stated often, 122 students (51.7%) stated sometimes and 44 students (18.6%) stated never. As many as 2 students (0.8%) stated that they were always unhappy during Islamic Education lessons, while 11 students (4.7%) stated often, 30 students (12.7%) stated sometimes and 193 students (81.8%) stated never.

Based on the table above, it can be seen that the most dominant student interest in learning is in the statement I was not happy when the Islamic Education class with 81.8% students never did it. As for the least students do on the same statement with 0.8% students always do it.

d. Health

In detail the health that can affect students is as follows:

Table 5 Health

Question Number	Question	Alw.	Oft.	Som.	Nev.
11	I try to maintain my health so that I can concentrate while attending Islamic Education lessons	31,8%	39,8%	19,5%	8,9%
12	My body condition is healthy when I take Islamic Education lessons	39,4%	46,6%	12,7%	1,3%
13	I do not have a disorder or disability that reduces my concentration when taking Islamic Education lessons	33,5%	11,4%	13,6%	41,5 %
14	I can see the media clearly displayed by the teacher even though sitting in the	34,7%	26,7%	30,1%	8,5%

	back				
15	I listened to the teacher's voice clearly	51,3%	38,1%	8,5%	2,1%

Based on the above table, it can be described that the health of students of class XI and XII of Laksamana Martadinata High School is 75 students (31.8%) who always try to maintain their health so that I can concentrate while taking PAI, while 94 students (39.8 %) stated frequently, 46 students (19.5%) stated sometimes and 21 students (8.9%) stated never. A total of 93 students (39.4%) stated that they were always healthy when taking Islamic Education lessons, while 110 students (46.6%) stated frequently, 30 students (12.7%) stated sometimes and 3 students (1.3%) stated never.

As many as 79 students (33.5%) stated that they always did not have a disability or a physical disability that reduced my concentration while attending PAI, while 27 students (11.4%) stated frequently, 32 students (13.6%) stated sometimes and 98 students (41.5%) stated never. As many as 82 students (34.7%) said they

could always see the media clearly displayed by the teacher even though sitting behind, while 63 students (26.7%) stated often, 71 students (30.1%) stated sometimes and 20 students (8.5%) stated never. A total of 121 students (51.3%) said they always listened to the teacher's voice clearly, while 90 students (38.1%) stated often, 20 students (8.5%) stated sometimes and 5 students (2.1%) stated never.

Based on the table above, it can be seen that the most dominant internal factor in terms of health is in my statement listening to the teacher's voice clearly with 51.3% of students always doing it. The least amount of students did was stated in the statement that my body was healthy while taking the Islamic Education class with 1.3% of students never doing it.

2. External Factors

External factors that can affect student learning difficulties in

Islamic Education (PAI) subjects are as follows.

a. Family

In detail the family factors that can affect students are as follows:

Table 6 Family

Question Number	Question	Alw.	Oft.	Som.	Nev.
16	My parents reminded me to study	64,4%	22%	10,2%	3,4%
17	My parents paid little attention to my learning achievements	6,8%	16,1%	21,6%	55,5%
18	My parents meet all my needs for learning	67,8%	23,7%	7,2%	1,3%
19	Parents can afford to pay tuition fees on time	60,2%	24,2%	12,7%	2,9%
20	The atmosphere at home does not support me when studying so I find it difficult to concentrate	5,5%	10,2%	25%	59,3%
21	In the house there was never a conflict/ quarrel between family members, which made me disturbed in learning	18,6%	10,6%	28%	42,8%

Based on the table above, it can be seen that the family factors experienced by students of class XI and XII of Laksamana Martadinata High School are 152 students (64.4%) stated that they are always reminded to learn by parents, while 52 students (22%) stated frequently, 24 students (10.2%) stated sometimes and 8 students (3.4%) stated never. Next, As many as 16 students (6.8%) stated that they were not always paid attention to their learning achievement by parents, while 38

students (16.1%) stated often, 51 students (21.6%) stated sometimes and 131 students (55.5 %) stated never.

A total of 160 students (67.8%) stated that they always met all their needs for learning by parents, while 56 students (23.7%) stated often, 17 students (7.2%) stated sometimes and 3 students (1, 3%) stated never. Then, A total of 142 students (60.2%) stated that they were always able to pay tuition fees on time, while 57 students (24.2%) stated frequently, 30 students (12.7%) stated

sometimes and 7 students (2.9%) states never. Moreover, 13 students (5.5%) stated that it was always difficult to concentrate when the atmosphere at home was not supportive while studying, while 24 students (10.2%) stated frequently, 59 students (25%) stated sometimes and 140 students (59,3%) stated never.

Based on the data, it can conclude that the most dominant

external factor in terms of family is in the statement of parents fulfilling all my needs for learning with 67.8% of students always doing it. The least amount of students did in the same statement with 1.3% of students never doing it.

b. School

In detail the school factors that can affect students are as follows:

Table 7 School

Question Number	Question	Alw.	Oft.	Som.	Nev.
22	How to teach a teacher makes me bored to learn	7,6%	16,9%	57,6%	17,8%
23	The teacher's ways explain the material clearly	22%	58,5%	17,4%	2,1%
24	I am lazy to go to school because I get less favorable treatment from my classmates	4,2%	4,7%	21,6%	69,5%
25	In the class there are no students who group / distinguish friends	11%	19,1%	47,9%	22%
26	Facilities at the school support teaching and learning activities	29,7%	41,5%	21,6%	7,2%
27	The training given by the teacher is clear	23,3%	54,7%	18,6%	3,4%
28	Hot classrooms make it uncomfortable to study	25,4%	28%	28,8%	17,8%
29	I am excited to learn because the classrooms are neatly organized	19,9%	34,3%	42%	3,8%
30	Classroom lighting when learning to draw patterns is already good	26,7%	50,9%	14,8%	7,6%
31	The desk chairs that are used during lessons are not appropriate and adequate	6,8%	16,1%	36,9%	40,2%
32	During class time during the day makes it difficult for me to concentrate	14%	36%	38,6%	11,4%

Question Number	Question	Alw.	Oft.	Som.	Nev.
33	Islamic Education teaching and learning process is carried out in accordance with the allotted time	31,4%	44%	20,8%	3,8%

Based on the table, it can be concluded that the school factors faced by students of class XI and XII of Laksamana Martadinata High School are 18 students (7.6%) who are always bored to learn from teaching methods, while 40 students (16.9%) state often, 136 students (57.6%) stated sometimes and 42 students (17.8%) stated never. A total of 52 students (22%) stated always explained clearly the material provided by the teacher, while 138 students (58.5%) stated frequently, 41 students (17.4%) stated sometimes and 5 students (2.1%) states never.

A total of 10 students (4.2%) stated that they were always lazy to enter school because they received less favorable treatment from my classmates, while 11 students (4.7%) stated often, 51 students (21.6%) stated sometimes and 164 students (69.5%) stated never. Next, as many as 26

students (11%) stated that there were always no students grouping / differentiating friends in class, while 45 students (19.1%) stated frequently, 113 students (47.9%) stated sometimes and 52 students (22 %) stated never. Moreover, 70 students (29.7%) stated that they were always supported by their teaching and learning activities by school facilities, while 98 students (41.5%) stated frequently, 51 students (21.6%) stated sometimes and 17 students (7, 2%) stated never. Last, a total of 55 students (23.3%) stated that the training given by the teacher was always clear, while 129 students (54.7%) stated often, 44 students (18.6%) stated sometimes and 8 students (3.4%) states never.

A total of 60 students (25.4%) stated that it was always uncomfortable to study if the classrooms were hot, while 66 students (28%) stated often, 68 students (28.8%) stated sometimes and 42 students (17.8%)) states

never. Surprisingly, 47 students (19.9%) stated that they were always enthusiastic to learn because the classrooms were neatly arranged, while 81 students (34.3%) stated frequently, 99 students (42%) stated sometimes and 9 students (3.8%) states never. Then, 63 students (26.7%) stated that the lighting of classrooms during the learning of pattern making always went well, while 120 students (50.9%) stated frequently, 35 students (14.8%) stated sometimes and 18 students (7.6%) stated never.

Unfortunately, 16 students (6.8%) stated that the desk chairs used during lessons were always inadequate and inadequate, while 38 students (16.1%) stated frequently, 87 students (36.9%) stated sometimes and 95 students (40.2%) stated never. 33 students (14%) stated that lesson time during the day always made it difficult for students to concentrate, while 85 students

(36%) stated frequently, 91 students (38.6%) stated sometimes and 27 students (11.4%) stated never. As many as 74 students (31.4%) stated that the Islamic Education teaching and learning process was always carried out in accordance with the allotted time, while 104 students (44%) stated often, 49 students (20.8%) stated sometimes and 9 students (3,8%) stated never.

Based on the explanation, it can be seen that the most dominant external factor in terms of school is in my statement that I am lazy to go to school because I get less favorable treatment from my classmates with 69.5% of students never doing it. The least amount of students do in the statement of the training given by the teacher clearly with 3.4% students never do it.

c. Society

In detail the community factors that can influence students are as follows.

Table 8 Society

Question Number	Question	Alw.	Oft.	Som.	Nev.
34	Youth activities in the home environment reduce my study time	4%	4%	32%	60%
35	I play an active role in community activities that disrupt my study time	5,5%	7,6%	45,8%	41,1%
36	My associate friends like playing more than studying	9,3%	23,7%	45,8%	21,2%
37	Most of my friends do not to go to school so I'm lazy to study	4,2%	3,8%	10,2%	81,8%
38	Television makes me concentrate less on studying	5,5%	18,6%	33,1%	42,8%
39	The existence of the internet helped me in studying and working on the task of making patterns	59,3%	31,8%	5,9%	3%

Based on the table above, it can be seen that the community factors faced by students of grade XI and XII of Laksamana Martadinata High School are 10 students (4%) stating that youth activities in the home environment always reduce student learning time, while 10 students (4%) declare often, 76 students (32%) stated sometimes and 140 students (60%) stated never. A total of 13 students (5.5%) stated that they always played an active role in community activities so as to disrupt student learning time, while 18 students (7.6%) stated frequently, 108 students (45.8%) stated sometimes and 97 students (

41.1%) stated never. 22 students (9.3%) stated that associating students always liked to invite to play rather than study, while 56 students (23.7%) stated often, 108 students (45.8%) stated sometimes and 50 students (21, 2%) stated never.

A total of 10 students (4.2%) stated that most of their peers had not gone to school so they were always lazy to learn, while 9 students (3.8%) stated often, 24 students (10.2%) stated sometimes and 193 students (81.8%) stated never. A total of 13 students (5.5%) stated television always made students concentrate less in learning, while 44 students (18.6%) stated often, 78 students

(33.1%) stated sometimes and 101 students (42.8 %) stated never. A total of 140 students (59.3%) stated that the internet always helps students in learning and doing assignments to make patterns, while 75 students (31.8%) stated often, 14 students (5.9%) stated sometimes and 7 students (3%) stated never.

Based on the data, it can be described that the most dominant external factor in terms of society is found in the statement that most of my friends have not gone to school so I am lazy to learn with 81.8% of students never doing it. The least amount of students did in the statement that the internet helped me learn and work on the task of making patterns with 3% of students never doing it.

D. Discussion

In the discussion will be discussed in more detail the difficulty of student learning in Islamic Education subjects where there are two influencing factors namely internal factors and external factors. On internal factors, especially in terms of attitudes toward learning, it can be concluded that as many as 64.9% of

the total 236 respondents sometimes do not prepare other supporting learning resources before the lesson begins, but only 1.7% of students never play around or always seriously when answering questions from the teacher do it. This is already very good because it is in accordance with the opinion of Slameto (2015) about internal factors contained in students, one of which is readiness or willingness to respond. Even though >50% of students sometimes do not prepare supporting learning resources properly, but they are still serious in answering questions given by the teacher.

Whereas in terms of motivation it can be concluded that as many as >50% always ask the teacher when having difficulties when studying Islamic Education subject. This has been very good because most students have been able to show that they are enthusiastic in taking Islamic Education lessons in class.

In terms of interest it can be concluded that as many as 81.8% of students always feel happy during the lessons. This is already very good because it is in accordance with the opinion of Slameto (2015) which says

that one of the internal factors that can affect students is interest, where interest is a constant tendency to pay attention and remember some activities. Activities that are of interest to a person are given constant attention and are accompanied by pleasure. Shown by the attitude of students who always feel happy when taking the lessons, students already have considerable interest.

In terms of health, it can be concluded that as many as 51.3% of students can always listen to the teacher's voice clearly and >50% always have a healthy body condition when taking the lessons. This is in accordance with the opinion of Sumadi Suryabrata (2011) who revealed that the internal factors of students' learning difficulties include physiological factors which include physical tone and senses. If the physiological factors of students are good, then the lessons that are followed will go well. This is indicated by the condition of the body and senses of students who are already operating quite well.

On external factors, especially family factors, it can be revealed that as many as 67.8% of students stated that their parents always meet all their needs

for learning. This is already very good because >50% of parents have paid attention to their children's education for their success in learning in accordance with Slameto (2015) about family as an external factor that can influence student learning difficulties. Whereas in terms of school factors it can be concluded that as many as 65.9% of students stated they had never been lazy to go to school because they received less favorable treatment from classmates and also the training given by the teacher was always clear.

This is already very good because it is in accordance with the opinion of Slameto (2015) which revealed that school factors including teaching methods can influence learning. Likewise with student relations with students that can provide positive and negative effects. This is indicated by students who have never been treated less favorably at school and also teachers who have given explanations about practice questions aimed at students.

In terms of community factors, it can be concluded that as many as 81.8% of students out of a total of 236 respondents said they were never lazy to learn even though most of their friends

had not gone to school. This is already very good because it is in accordance with the opinion of Slameto (2015) which states that the community factors that can influence student learning difficulties are associates. A good friend will have a good effect on students and vice versa a bad friend will give a bad influence too. But students have shown that they are still eager to learn even though their associates don't go to school. Likewise with >50% of students stating that they can learn and work on assignments via the internet. This has been very good because it is in accordance with community factors that can influence learning difficulties one of which is mass media where good mass media will have a good influence on students and their learning. For example, using communication tools to support learning will give students progress in their learning.

E. Conclusion

Based on the results of the analysis of the research data and the discussion described, the researcher can draw conclusions about the factors of learning difficulties in following the Islamic Education subjects of class XI and XII of

Laksamana Martadinata High School in Medan, North Sumatra, as follows:

1. Factors of learning difficulties in following the Islamic Education subjects class XI and XII of Laksamana Martadinata High School Medan in terms of internal factors of 49.69% in the always and often difficult category of learning and 50.31% in the category sometimes and not difficult. In this internal factor, the biggest factor that always and often complicates is the health factor occupies the highest percentage with 70.68% always and often becomes a factor of learning difficulties and attitudes toward learning are the lowest factors in influencing student learning with 26.38% assume always and often complicate
2. Factors of learning difficulties in following the pattern making of the students in class XI and XII of Laksamana Martadinata High School in Medan, North Sumatra, viewed from external factors of 48.78% in the always and often difficult category of learning and 51.22% in the category sometimes and does not complicate learning. The family indicator of

55.01% is a factor that always and often complicates learning and, the school indicator is 55.22%, while the community indicator is 39.09%.

Based on the conclusions above, the highest internal factors causing learning difficulties are health indicators with 70.68% and the external factors causing the highest learning difficulties are family indicators with 55.01%.

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