



THE EFFECT OF LEARNING INTEREST AND FAMILY ENVIRONMENT ON LEARNING DIFFICULTIES IN ACCOUNTING MAJOR 41 STATE VOCATIONAL HIGH SCHOOL JAKARTA.

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Abstract

This study aims to determine the impact of learning interest and family environment on learning difficulties in accounting major of 41 state vocational high school Jakarta. the population of this study was 143 students. The sampling technique uses proportional random sampling to obtain a sample of 105 students. Test requirements analysis is done, the data are expressed in normal and linear distribution. Based on the analysis of the results of the study concluded that partially negative and not significant, and negative and significant effect (t_{h1} : -0,797; t_{h2} : -2,261 each $< t_{tabel}$; 1,983). while simultaneously obtained F_{count} (3,127) $> F_{table}$ (3,08) it can be concluded that the variables of learning interest and family environment have a positive and significant effect on learning difficulties by obtaining a multiple correlation coefficient of 0,465 and a coefficient of determination of 46,5%.

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh minat belajar dan lingkungan keluarga terhadap kesulitan belajar pada jurusan akuntansi SMK Negeri 41 Jakarta. populasi penelitian ini adalah 143 siswa. Teknik pengambilan sampel menggunakan proportional random sampling sehingga diperoleh sampel sebanyak 105 siswa. Analisis persyaratan pengujian dilakukan, data dinyatakan dalam distribusi normal dan linier. Berdasarkan analisis hasil penelitian disimpulkan bahwa secara parsial berpengaruh negatif dan tidak signifikan, serta berpengaruh negatif dan signifikan (t_{h1} : -0,797; t_{h2} : -2.261 masing-masing $< t_{tabel}$; 1,983). sedangkan secara simultan diperoleh F_{hitung} (3,127) $> F_{tabel}$ (3,08) maka dapat disimpulkan bahwa variabel minat belajar dan lingkungan keluarga berpengaruh positif dan signifikan terhadap kesulitan belajar dengan diperoleh koefisien korelasi ganda sebesar 0,465 dan koefisien determinasi 46,5%.

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PRELIMINARY

Learning is a process from not understanding or not understanding to understanding more. In the process at school in accounting lessons, students often experience obstacles or difficulties. This learning difficulty is often experienced by students as well as being an obstacle to the smooth running of teaching and learning activities in class.

According to Slameto (2015) Learning is a process to change behavior that has not previously been implemented, as a result of an interaction with the environment.

Learning can help students get optimal learning outcomes as desired by the students themselves or those desired by the students' family environment, so in the learning process students also need optimal supporting facilities to get optimal results too.

The factor of learning difficulties is not only from mental health disorders, but also from other factors. Other factors can be children who are too smart, so in providing guidance, an educator must pay attention to the right way to understand the problems that occur while studying.

Students who have low interest in learning experience difficulties in learning. Students majoring in accounting interest in accounting lessons are low. The reason is that students do not pay attention when the teacher is explaining the lesson. The family environment is also a factor in the emergence of learning difficulties, due to changes in parenting styles of parents who actually entrust their children to school, because parents have other jobs that ultimately cannot pay attention to these children.

The economic condition of the family is also something that intersects with educational activities. The current phenomenon is that many children from below average families do not continue their education because they are hampered by costs or economic conditions.

Learning Difficulty

Ratna & Dany (2011, p. 143) explain that students have learning difficulties with various problems they face in order to get good grades. Usually it can be in the form of physiological, sociological, or psychological factors that ultimately result in inappropriate results.

Learning difficulties can occur in students who have low abilities or experience delays in learning. As stated by Baharuddin (2017) that learning difficulties will be evident from the decline in academic performance or student achievement. Learning difficulties can be proven by the appearance of abnormalities (misbehavior) such as being too quiet in class (because you do not understand the subject matter), like to tease or annoy friends, like to fight, often skip class, or skip class.

According to Mohammad Surya (2017) students who have learning barriers will be known from the characteristics and characteristics shown by these students. Some of these features include:

1. Low student learning outcomes.
2. The results achieved are not in accordance with the efforts made by students.
3. Slow in doing and completing assignments and learning activities.

Type Of Learning Difficulties

Learning difficulties are the output of the learning process. There are several types of learning difficulties that can be seen from the level of difficulty, field of study, and from the factors causing it.

According to Abu Ahmadi and Widodo Supriyono (2013, p. 78), there are several kinds of learning difficulties in students as follows:

1. Based on the types of difficulties, they are classified into moderate and severe learning difficulties.
2. Based on the field of study studied, it can be in the form of learning difficulties in a small part or in all areas of study.
3. Based on the nature of the learning difficulties, it can be in the form of learning difficulties that are permanent (permanent) or temporary.
4. Based on the causative factors, it can be in the form of learning difficulties due to intelligence and non-intelligence factors.

Learning Difficulties Indicator

Ratna (2011, p. 143) in her book suggests that students' learning difficulties include a broad understanding, including:

1. Learning Disorder
2. Learning Dysfunction
3. Underachiever Learning
4. Slow Learner
5. Learning Disabilities.

According to Abu Ahmadi (2013, p. 94) children who experience learning difficulties are commonly known as under achievers. This child is classified as having a high IQ but low learning achievement (below the class average).

Learning Interest

According to Kompri (2017) in his book, interest means a high tendency and excitement or a great desire or desire to know. It can be concluded that interest in learning is a high desire to pay attention to several activities so that students have an interest in learning.

Learning Interest Indicator

According to Djaali (2008, p. 121), the characteristics of someone having an interest can be seen from:

1. There is preference.
2. Arise attention or attraction to the activity.
3. There is a high tendency to memorize or learn something of interest.
4. Manifested through active participation in an activity.

Family Environment

In the era of globalization, it is necessary to plant a foundation of values from the family both physically and mentally. The most important step in this era is for parents to pay more attention to their children. Because the family (parents) as a place to condition the giving of positive values to children.

The good family provides a learning situation, because children are very dependent on parents. Djaali (2008, p. 99) in his book, defines that the success of children is very much influenced by the family.

Family Environment Indicator

According to Muhibbin Syah (2017, p. 185), a family environment that is not supportive for student learning activities includes the relationship between parents who do not get along and have low income.

Then the indicators of the family environment are:

1. The way parents are educated.
2. Harmonization between families.

3. Family attitudes and behavior.
4. Family economic conditions.
5. Household atmosphere.

Hypothesis Formulation

From the explanation of the conceptual description and theory described in this study, the researcher formulated the research hypothesis as follows:

1. There is an effect of interest in learning on learning difficulties
 2. There is an influence of the family environment on learning difficulties
 3. There is an effect of interest in learning and the family environment on learning difficulties

RESEARCH METHODOLOGY

This research was conducted at SMK Negeri 41 Jakarta, Pondok Labu, South Jakarta. The research was conducted at SMK Negeri 41 Jakarta because the school had problems relating to students, one of which was about interest in learning and the family environment.

This research was studied for three months, starting in February 2019 until April 2020. Researchers looked at the problem of learning interest, family environment and learning difficult.

In this study researchers used a survey method with a regression model. The researcher uses primary data for the learning interest (X1), family environment (X2) and learning difficulty (Y). According to Sugiyono(2016) The survey approach method is a quantitative research method used to obtain data that occurred in the past or present, about beliefs, opinions, characteristics, behaviors, relationships, variables and to test several hypotheses about sociological and psychological variables from samples taken from the population certain, data collection techniques with in-depth observations (interviews or questionnaires), and research results tend to be generalizable.

This method was chosen because this method is in accordance with the purpose of the study to get proof / confirmation of the information obtained and expected from this study.

Sugiyono (2016)explain that the population is a generalization area consisting of objects / subjects that have a certain quantity and characteristics determined by researchers to be studied and then drawn conclusions. Affordable population in this research are students on 41 Vocational High School with the following details :

Population Details :

No	University	Population
1	X AK	36
2	XI AK1	36
3	XI AK2	36
4	XII AK	35
	Total	143

In this study the researchers used random sampling techniques. According to Sugiyono(2018) random sampling is each member of the population has the same opportunity and opportunity to be chosen as a sample. The determination of the sample in this study refers to the Isaac and Michael tables that with a population of 143 people, the

sample needed was 105 students, the error rate used was 5%.

Data collection technique

This study uses two variables to be examined namely the dependent variable and the independent variable, learning interest(X1) family environment (X2) as the independent variable and learning difficult(Y) as the dependent variable. Researchers collect data primarily for mindset (X1), motivation (X2), and grit (Y). Primary data is data taken without going through intermediaries but directly obtained from the sample. This research instrument measuring the two variables will be explained as follows:

RESEARCH RESULT AND DISCUSSION

Normality Test

The results of the normality test using Kolmogorov-Sminov can be concluded that the data in this study are normally distributed. It can be proven that the significance level is $0.200 > 0.05$. Then it can be concluded that the data from the three variables are normally distributed and the data can be used in the next analysis.

Linearity Test

The test results found that the significance obtained at $0,000 < 0.05$ can be seen that the learning interest variable data has a linear relationship to learning difficulty. The test results found that the significance of the data of $0,000 < 0.05$ can be known family environment variable data has a linear relationship to learning difficulty.

Multicollinearity Test

Multicollinearity test results shows Tolerance on the independent variable that is $0.986 > 0.1$ and also shows the Variance Inflation Factor between the independent variables that is $1.014 < 10$. So this study did not find the problem of multicollinearity.

Heteroscedasticity Test

The data above shows the significance level of the learning interest variable (X1) which is 0.960 and the significance level of the family environment variable (X2) which is 0.922 . Significance value of the two variables > 0.05 then this study did not have a heterokedasticity problem.

Multiple Regression Test

Researchers conducted a multiple regression test aimed at seeing whether there is a relationship between two independent variables on the dependent variable in a linear fashion. The following is the multiple regression test of this research:

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	88,647	9,867		8,985	,000
	Minat Belajar	-,080	,101	-,077	-,797	,427
	Lingkungan Keluarga	-,162	,072	-,219	-2,261	,026

a. Dependent Variable: Kesulitan Belajar

From the above data it can be found that the multiple regression equation obtained is as follows:

$$\hat{Y} = 88.647 + -0.080X1 + -0.0162X2$$

So it can be interpreted if the Learning Interest and Family Environment variable has a value of 0, interpreted Learning Difficulty has a score of 88.647. The coefficient score of X1 is -0.080 meaning that if the Learning interest variable increases by 1, the learning difficulty has an increase of -0.080 on a constant of 88.647 with the assumption approach that the family environment coefficient value remains.

Next the family environment coefficient score of -0.0162 means that if the family environment variable increases by 1, the learning difficulty has an increase of -0.0162 on a constant of 99.647 with the assumption value approach of the Fixed learning interest coefficient.

F test

F Test results show that the F count is 43.653. The F table is searched by using the F statistic table with a significance level of 0.05 with the formula degree of freedom $nk-1 = 105-2-1 = 102$. The F table value of 3.08 is obtained. The conclusion $43.653 > 3.08$ means that H_0 is rejected, meaning that the Learning interest and Family Environment variables influence the Learning Difficulty simultaneously.

T test

T Test Results show the results of the T Test. T tables are searched using a statistical T table with a significance level of 0.05 with the formula degree of freedom $n-k-1 = 105-2-1 = 102$, obtained T count is 1.983. T calculate the mindset variable of $-0,797 > 1.983$ H_0 is rejected, then the learning interest of learning difficulty has a negative significant effect. While the results of T arithmetic family environment variable of $-2.261 > 1.983$ H_0 were rejected, then family environment towards learning difficulty has a negative significant effect.

DISCUSSION

Analysis of the Coefficient of Determination

The results of the study above found the results of the coefficient of determination of 0.465. So that the ability of independent variables Learning interest and Family environment explain the dependent variable simultaneously at 46.5%.

1. Effect of Learning Interest on Learning Difficulty

Normality test for mindset variables shows Asymp. Sig. (2-tailed) of 0.200 ie > 0.05 , the Learning interests data in this study has normal data. Furthermore, the calculation of the T test was obtained by tcount of 0.797 and the statistical table with a significance of 0.05, degree of freedom = $nk-1$ or $105-2-1 = 102$, the table obtained by 1.983. Thus $T_{hitung} > T_{tabel}$ namely $0.797 > 1.983$, H_0 is rejected and the conclusion is that learning interest towards learning difficulty has a negative and significant influence.

2. Effect of Family Environment on Learning Difficulty

Normality test for motivational variables shows Asymp. Sig. (2-tailed) of 0.200 ie > 0.05 , the family environment data in this study has data. Furthermore, the calculation of the T test was obtained by Tcount of -2.261 and a statistical table with a significance of 0.05 with a degree of freedom = $nk-1$ or $105-2-1 = 102$, a table of 1.983. Thus $T_{count} > T_{table}$ is $-2.261 > 1.983$ then H_0 is rejected and the conclusion is found that the Family Environment variable on Learning difficulty has a negative and significant effect.

3. Effect of Learning Interest and Family Environment on Learning Difficulty

The multiple regression test performed obtained $Y = 88.647 - 0.080 X_1 - 0.162 X_2$. This can be interpreted if the Learning interest and Family environment value is 0, it means the learning difficulty has a score of 88.647. The coefficient score of X_1 is -0.080 meaning that if the learning interest variable increases by 1, the learning difficulty has an increase of -0.080 on a constant of 88.647 with the assumption approach that the Learning interest coefficient value remains.

Next the family environment coefficient score of -0.0162 means that if the family environment variable increases by 1, the learning difficulty has an increase of -0.0162 on a constant of 99.647 with the assumption value approach of the Fixed learning interest coefficient.

Then, the result from F_{count} is $43.653 > F_{tabel}$ is 3.08 then H_0 is rejected. In conclusion, that learning interests and family environment simultaneously influence the learning difficulty.

Then the coefficient of determination test is performed, to find out how successful the regression model is in predicting the value of the dependent variable. The result, an R^2 value of 0.465 or 46.5% was found. That is, that the independent variable, learning interest and family environment can explain 46.5% of the influence of the dependent variable, namely learning difficulty. The rest can be explained by other independent variables outside the learning interest and family environment.

CONCLUSION

Conclusion

There is a negative and significant influence between learning interest on learning difficulty. There is a negative and significant effect between family environment on learning difficulty. There is a influence between learning interest and family environment on learning difficulty. This can be interpreted that the higher the interest in learning and the student's family environment, the learning difficulties will be lower, and if the interest in learning and the student's family environment is low, the learning difficulty will be high.

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