ANALYSIS OF EXTERNAL AND INTERNAL FACTORS OF STUDENTS AND RELATIONSHIPS WITH THE LEARNING RESULT OF BIOLOGY IN SMP NEGERI 4 LINGGO SARI BAGANTI DISTRICT OF SOUTH PESISIR

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ABSTRACT

This study aims: to analyze the external and internal factors as the cause of student learning difficulties, and their relationship with the results of science learning Biology of students in SMPN 4 Linggo Sari Baganti Selatan Regency. This research is descriptive with total population of 55 students of class VIII registered in first semester of academic year 2017/2018. Sampling was done in total sampling. The variable of this research is variable X (external factor and internal student) and variable Y (result of student learning). Types of data in the form of primary data obtained from the questionnaire and secondary data in the form of student learning outcomes. Data collected by spreading questionnaire as many as 55 respondents. Data were analyzed by using SPSS 17.0 and product moment correlation formula. The results showed that the average value of the overall questionnaire calculation of both external and internal factors amounted to 1.538 with interpretasi is. The mean values of external and internal factors are 1.416 and 1.659, respectively, with moderate interpretation. The price r obtained is 0.915 or 91.5% at the 0.05 level level (2-tailed). There is a significant relationship of external and internal factors with the results of biology of students of SMP Negeri 4. It can be concluded that the better the external and internal factors, the better the results of biology study of junior high school students.

INTRODUCTION

Education is a kind of universal activity in the life of every human being, because at every time and place in the world there is education (Syafirli, 2012: 36-37). Learning is a change of behavior or appearance with a series of activities such as by reading, observing, listening, imitating etc. (Sardiman, 2012: 20-21).

Learning difficulties can be interpreted as a condition in a learning process characterized by the presence of certain obstacles in achieving the goal (Idris, 2009). Many factors related to student learning difficulties, among others, external and internal factors, such as parent actors, infrastructure, and the desire of the students themselves.

Slameto (2010: 54-72) states that the factors that affect learning have many types but can be classified into two groups of internal factors and external factors. Factorn intern is a factor that resides within the individual who is learning, while external factors are factors that exist outside the individual self. Internal factors consist of physical factors and psychological factors of students, while the factor of ekster consists of family, school and community factors.

Lufri (2007: 11) states that Bloom classifies learning outcomes in 3 areas or commonly known as Bloom's taxonomy, namely the cognitive domain (knowledge), affective sphere (attitude) and psychomotor (skill)

Based on observations made at SMPN 4 Linggo Sari Baganti on 5 - 8 February 2018 found that still lack of complete facilities and infrastructure associated with the teaching and learning process such as the absence of libraries, no IPA laboratories, lack of teaching aids that support science learning, and teachers rarely use attractive media learning such as interactive media because there is no focus.

Furthermore the results of interviews with science teachers class VIII known that at the time of the learning process, 50% of students do not pay attention to the teacher when explaining the material in front of the class and students are not timely in collecting tasks given. When teachers ask about learning materials 50% of students can not answer the question. This shows the lack of attention, interest, motivation and concentration of student learning when mengikui process of learning IPA low. This can also be caused by the method used
by the teacher is less interesting so that the students are less active in the learning process.

The difficulty of the aforementioned matter resulted in the low achievement of the Biology Science achieved by the students that is under the Minimum Exam Criteria (KKM) of the Mid Semester I class VIII academic year 2017/2018 with the average classical 55, while the KKM is set by 75.

Based on the problems that have been described then the researcher conducted a research with the title "Analysis of External Factors and Internal Causes of Learning Difficulties Students and Its Relation to Learning Results Biology of Students in SMPN 4 Linggo Sari Baganti Pesisir Selatan Regency", with the aim (1) describe the external and internal factors causing student learning difficulties and (2) see the relationship with the result of science learning Biology of grade VIII students at SMPN 4 Linggo Sari Baganti

**MATERIALS AND METHODS**

The study was conducted from March to May 2018 at SMPN 4 Linggo Sari Baganti Pesisir Selatan Regency. The type of research conducted is descriptive quantitative with correlational approach that analyzes the relationship between two variables that are external factors and internal causes of student learning difficulties with the results of science learning Biology students

**Population and sample**

The population in this study is all students of class VIII registered actively in the academic year 2017/2018 at SMPN 4 Linggo Sari Baganti that is as much as 55 people. Samples taken in total sampling that is as much as 55 student. If the population or object is less than 100 then the population is taken to be used as a sample and is a population study (Arikunto, 2013: 174).

**Research instrument**

Research instrument in the form of questionnaire and student learning result. The questionnaire used is a closed questionnaire which is a modification of the Zusmeidita questionnaire (2017) with a Likert scale model, complemented by 4 levels of answers tailored to the needs of the study with the measurement standards as being: 3 (very frequent); 2 (often); 1 (rarely); 0 (never) (Arikunto,2013:285).

Questionnaires used are Questionnaires that have been tested on student trials class VII 1 SMPN 4 Linggo Sari Baganti Pesisir Selatan Regency Here in after done with test validity and reliability questionnaire

**RESEARCH RESULT AND DISCUSSION**

**Test Result Validity Questionnaire**

Results of validity test questionnaire designed with 40 items statement and respondents 24 students in the result that all items statement of external and internal factor questionnaire is valid While the validity of the validation by the validator in get the result that the questionnaire is valid with the value of 90.28% validity

**Test Reliability of Questionnaire**

The questionnaire reliability test was analyzed using Cronbach Alpha technique to analyze the consistency of the measuring instrument with the help of SPSS 17.0. Cronbach Alpha figures obtained is 0.952 with the number of 40 items statement which means the questionnaire used has a very high reliability.

**Relationship of Internal Factors Causes Learning Difficulties with Learning Outcomes**

Figure 1 shows the relationship of external factors that cause the learning difficulties is very strong with the results of science learning Biology of students, the value of correlation coefficient obtained is 0.821 External factors consist of family factors that include how to educate children, relationships between family members, home atmosphere, parental education background, and family economic condition.

At this time the role of family in educating their children is very influential on the learning outcomes of children. Rizky (2017) states parenting parenting is related to children's learning achievement. A harmonious family will create a peaceful atmosphere that makes students comfortable home study. The atmosphere of the house significantly affects student learning outcomes (Rahayu, 2016). A high family economy can encourage children's learning as learning needs can be met. Family economy has a significant effect on student achievement (Fitriana, 2015). School factors include teachers, peers, school discipline and infrastructure. Teacher competence in diagnosing students' learning difficulties, utilizing learning media, and managing the class related to student learning outcomes (Pingge, 2016).

Peer association has a significant effect on student achievement (Sidiq, 2016). Good relationships with friends can have a positive effect on the process learning children because they can help each other in learning. Angraini (2016) stated that the external factors that influence the learning outcomes of learners consists of teachers teaching methods as much as 8.5%, classrooms or facilities as much as 4.3%, and associates as much as 10.7%

**Relationship of External Factors Causes Learning Difficulties with Learning Outcomes**

Internal factors have a greater correlation rate than the correlation of external factors to the students' Biology Science learning outcomes. Internal factor has a correlation coefficient number of 0.921 with a very strong correlation interpretation. Internal factors consist of physical and psychological factors...
Figure 2 shows the relationship of the internal factor with the remaining IPA learning outcomes. Physical factors consist of student health and disability. Students who are healthy and have no deficiency or dysfunction of their limbs will be more focused in learning. Maryam (2015) and Sianturi (2016) states that there is a positive relationship between the state of nutrition and health status with student achievement. In order for teenagers’ learning achievements to work well, should always pay attention to nutritional status and health.

Psychological factors of students consist of learning concentration, self-confidence, attention and interest have strong correlation with student learning outcomes, while the readiness and motivation of students correlate medium. If the concentration of students is low, then learning activities will also be low and can lead to less seriousness and less understanding of the material (Aviana, 2015). Before studying students should study at home in advance to be ready with learning in school. Mulyani (2013) states that there is a strong and significant relationship between the readiness of students with student achievement. The better the readiness of student learning then the better the learning achievement. High interest in learning will make students learn by themselves without any coercion from others. Interests have a positive relationship with students’ learning outcomes (Karina, 2017).

Menrisal (2017) states that there is a positive and significant relationship between students’ learning motivation on learning outcomes. A positive relationship indicates that the higher student learning motivation, the higher the learning outcomes. Relationship of External and Internal Factors Causes Learning Difficulties (X) with Learning Outcomes (Y). The relationship of external and internal factors causing student learning difficulties can be seen in table 1 and figure 3 below:

Table 1 Result of external factor and internal factor causal test of learning difficulties with student learning outcomes

<table>
<thead>
<tr>
<th>No.</th>
<th>Variable Description</th>
<th>Correlation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>External and internal factors causing student learning difficulties</td>
<td>0.915</td>
<td>Very strong</td>
</tr>
</tbody>
</table>

Source: Primary data processed with SPSS 17.0

Figure 3 and table1, shows the relationship of external and internal factors with students' learning outcomes with the value of correlation coefficient is 0.915, it can be concluded that the relationship between the two variables have a very strong relationship. The results of this study are similar to the results of research conducted by other researchers who stated that external factors and internal causes of student learning difficulties associated with student learning outcomes (Guswita, 2014; Sianturi, 2016; Helentina, 2014; Irawati et al, 2014). The better the environmental factors in which a person is located will be able to support good learning outcomes as well. The higher the impulse to learn from within a person, the better the learning outcomes and vice versa.

Ismail (2016) states that the factors behind the learning difficulties are sourced from internal and external factors of students. External factors include students' social conditions such as the environment, the family economy, the school and the surrounding community. Internal factors include the intellectual aspect (intelligence, interest, talent, motivation) and physical condition or condition. Learning difficulties should not be allowed because it will cause learning objectives will not be achieved properly. To overcome these difficulties students need help from all parties involved. Learning difficulties must be known and resolved as early as possible so that constructive goals can be achieved well.

Based on the results of data if using SPSS 17.0 obtained correlation coefficient correlation factor external and internal causes of learning difficulties with the results of learning amounted to 0.915 with the category of relationship is very strong. So in this study the hypothesis received is H1 which states that there is a relationship between external factors and internal causes of student learning difficulties with the results of science learning Biology students at SMPN 4 Linggo Sari Baganti.

CONCLUSION

From the results and discussions that have been purified, it can be concluded as follows:

1. The mean value of the external factor questionnaire which is the cause of the students' difficulties to learn
amount 0.821, while the internal factor of 0.921. While for the overall average value is 1.514 with a standard deviation of 0.7811 with.

2. There is a positive relationship between external factors and internal causes of student learning difficulties with the results of science learning Biology students in SMPN 4 Linggo Sari Baganti Pesisir Selatan with a correlation coefficient of 0.915 with very strong relationship criteria.

Recommendations

In the learning process, teachers in schools and parents outside the school must be able to understand the factors associated with student learning difficulties, so that student learning outcomes are more maximal and learning objectives are achieved.

This development research produces products, namely ICT-based Learning Media to develop character education for Padang City Middle School students. Learning Media with ICT-based characteristics was developed through the literature review stage, field observations and the Assessment will receive responses or opinions from observers and participants. Based on opinions and see and participants obtained Results of product practicality data show that obtained the first design value with an average of 83.87%, so it can be expressed in practical categories.

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