



The Implication of Students' Psychological Aspects on Learning Difficulties Experienced by Students in Learning in School

Alhusna Nupiah ¹, Walter McCulley ², Tao He ³

¹ Sekolah Tinggi Agama Islam Negeri Al-Hikmah Pariangan, Indonesia

² University of Maine, United States

³ Peking University, China

Corresponding Author: Alhusna Nupiah E-mail: alhusnanupiah1@gmail.com

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ABSTRACT <p>The learning process will involve the roles of teachers and students. There will be a process of mutual influence to achieve the desired common goal, namely a change with positive results from the entire series of teaching and learning activities carried out. However, in reality, teachers often face students with various learning difficulties that they experience. This is based on multiple factors, one of which is the problem of different student characteristics, both physiological and psychological. The scope of the psychological aspects of students includes the level of student intelligence/intelligence, student attitudes, student talents, student interests, and student motivation which can affect the achievement of student learning outcomes because the learning outcomes obtained by students will never be separated as a result of the high. Low psychological aspects possess students, so later, it will affect the learning difficulties experienced by students due to the standard psychological elements they have. Students' learning difficulties must be known to find appropriate problem-solving solutions. To overcome these student learning difficulties, it is necessary to analyze all psychological aspects of students to see the extent to which the interrelationships of each of these psychological aspects can cause learning difficulties in students.</p> <p>Keywords: <i>Learning School, Learning Difficulties, Psychological Aspect</i></p>			

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INTRODUCTION

Teaching and Learning Process Activities (PBM), the nature of learning and learning, can be the subject and object of educational activity (Abbas, 2020). Learning and learning are two things that are interrelated with each other in the world of education (Abramov, 2019). In learning and learning activities, there will be a process of interaction between teachers and students. Akhtar (Akhtar, 2019) explains that the understanding of learning psychologically, learning is a process of change (Amrina & Mudinillah, 2022), namely changes in behavior as a result of interaction with the environment in meeting the needs of life.

According to Anderson (D. L. Anderson dkk., 2022), learning can be understood as a stage of change in all individual behavior that is relatively permanent due to experience and interaction with the environment that involves cognitive processes. The Law on the National Education System (UUSPN) No. 20 of 2003 states that learning is a process of interaction between students and educators and learning resources in a learning environment (Sukendro, 2020). In the sense that learning is a learning process deliberately created by the teacher to increase students' thinking creativity (Arslan, 2021), thus increasing students' thinking skills can also occur; not only with the learning process, it is also expected to increase students' ability to master the wrong subject matter. The other is by increasing the ability to construct the new knowledge gained.

According to Batra (Batra, 2021), learning is an effort to change the input in the form of students who have not been educated into educated students (Aldahdouh, 2020). Students who do not yet know something become students who learn (Al-Emran, 2018). Likewise, students who have attitudes, habits, or behavior that have not reflected their existence as excellent or optimistic people become students who have good attitudes, practices, and behavior. Learning is said to be effective if changes in students mark it as a result of what they have learned (Arrigo, 2016). The learning process in students will encourage changes in attitudes and behavior in students who initially go from not knowing to knowing and from not understanding to understanding and so on.

Arikunto (Arikunto, 2021) suggests that learning is an activity that contains a process of mastery of knowledge, skills, and attitudes by learning subjects and is an education for students to reach maturity in knowledge, skills, and attitudes. From the various understandings of learning above, it can be understood that learning is a series of activity processes that involve teachers and students; the subject matter provided by the teacher can be understood well by students systematically so that there is a process of mutual influence to achieve the desired common goal (Amiel, 2008), namely the existence of changes with positive results from the entire series of teaching and learning activities that have been carried out.

Every student has the same rights in obtaining opportunities to achieve maximum academic performance in a learning process (Cassidy, 2020). However, in reality, it is still clearly seen that each student is not the same and has differences in intellectual ability, physical ability, family background, character, habits, and student learning approaches that make the difference between them. So far, in the process of providing education that we often see in our schools in general, most of the teacher's attention is given to students who have average (expected) abilities. In contrast, students with abilities below the average or students with abilities above average (achievement students) are often neglected. So that students who are beyond the average power (Amemado, 2014), whether students in the "genius" category with capabilities above average or students in the 'foolish' category with abilities below average, do not get the opportunity to develop their abilities. According to its capacity.

The above will trigger learning difficulties that will affect students with low abilities and be experienced by students with high skills (Alt & Raichel, 2020). Even though

students with average (expected) abilities get the teacher's attention, they do not escape this learning difficulty. This can be caused by certain factors that hinder academic performance achievement to expectations. According to Alenzi (Alenizi, 2019), overcoming learning difficulties with a cognitive psychology approach, most people assume that children who get low grades are stupid and failed children because it is possible that the child has a disorder in one of his abilities and is unable to handle the problem.

According to Almarzooq (Almarzooq, 2020), the teacher plays a role in helping solve the problems faced by students; students very much need the part of the teacher, so the diagnosis aims to find out where the learning difficulties faced by students are and find solutions (Ansara, 2014). Students are often unable to achieve their learning goals or do not get the expected behavioral changes; this can indicate that students have learning difficulties and are obstacles to achieving learning outcomes. Several factors will affect student learning, whether it comes from within the individual itself (Internal) or from outside (external), or it could be a combination of the two factors (Froiland, 2019), namely: (1) Factors that come from students themselves (internal factors), both physiological (physical), and psychological factors, such as a) the level of intelligence/intelligence of students, b) student attitudes, c) student talents, d) student interests, e) student motivation, and (2) factors that come from outside the students (external factors), be it the family, school or community environment.

Among the many factors that influence the learning process, the psychological aspects of students, such as a) the level of intelligence/intelligence of students, b) student attitudes, c) student talents, d) student interest, and e) student motivation is one of the factors that influence the learning process. It can affect student learning outcomes because the learning outcomes obtained by students will never be separated due to students' high and low psychological aspects (Sanusi dkk., 2022). Later, it will affect the learning difficulties experienced by students due to the standard psychological elements above. Psychological aspects will influence each other and relate to one another (Becerra, 2020). For example, students who have a low level of intelligence and are indifferent to science usually tend to take a simple and not deep learning approach, while students with a high level of intelligence and get positive encouragement from their parents may prefer a learning approach that is more concerned with the quality or quality of the learning outcomes.

Because of the influence of the psychological aspects mentioned above, there will be a classification of student abilities, namely students who have high achievements, low achievements, and students who fail (Eva Gultom dkk., 2022). Therefore, a teacher must anticipate the possibility of the emergence of groups of students who show symptoms of the failure, which are manifested in the form of learning difficulties experienced by students during the PBM process. Therefore, the teacher must try to find out and overcome the psychological aspects that trigger students' difficulties in learning. The. However, among the various psychological aspects that trigger student difficulties in learning, it is still unknown to what extent the involvement of psychological factors

affects the learning difficulties students are learning so far often experience. Therefore, based on the description above, the writer is interested in raising this phenomenon as a problem that the writer will examine. Through this study, the author wants to reveal 'The implications of the psychological aspects of students on learning difficulties experienced by students in learning at school.'

LITERATURE REVIEW

A. Psychological Aspect

Level of Intelligence / Intelligence of students

According to Campbell (Campbell, 2018), the level of intelligence, or what is often called intelligence, is the quality of all body organs as a whole and not only the brain's ability. However, it must still be recognized that human intelligence is strongly influenced by the brain much more prominently than the role of other human organs; this is because the human brain is the 'control tower' for almost all human activities.

The learning success obtained by students in a study is primarily influenced by the level of intelligence (IQ) that the student has. Therefore, the chances of getting hit for students with high intellectual abilities are more significant than the chances of success that students will achieve with low intelligence abilities; this is because of the relationship between the level of intelligence, and the opportunity to achieve success in learning is directly proportional.

Student Attitude

Lin (Lin, 2019) suggests that attitude is an internal symptom of the affective dimension, which can be in the form of a tendency to respond in a relatively fixed (static) way to objects, people, goods, and so on, both in the form of positive and negative responses.

The attitude that is reflected by students when participating in learning is the first impression they want to convey to the teacher. Students will manifest feelings of liking or disliking a teacher and the subjects he provides through positive or negative attitudes.

Student Talent

Everyone certainly has the potential to achieve achievements to a certain level that is adjusted to their respective abilities and abilities. This is often called talent. In addition, talent is often equated with intelligence. Some people say that students with positive intelligence values and very intelligent, namely superior, are often called/correlated with gifted students.

According to Alfakih (Alfakih, 2021), talent is defined as an individual's ability to perform specific tasks without relying too much on education and training efforts. In other words, a student who tends to a field will quickly absorb the information, knowledge, and skills given in the area that he masters compared to his other friends. Alternatively, this is often called a unique talent, which not everyone has; this talent is not something that can be learned, and this talent is also a gift from God because this talent has existed since a child is born (innate).

Student Interest

According to Auyeung (Auyeung, 2019), interest is one of the factors that can affect a person's efforts; a strong magnet will lead to persistent, severe, and not easily discouraged efforts in facing challenges.

According to Alsharbi (Alsharbi, 2021) "interest (interest) means a high tendency or excitement or a great desire for something.

According to Mudinillah (Mudinillah, 2022), interest is a sense of preference and attachment to a thing or activity without anyone telling. This interest is always followed by a feeling of pleasure which finally gets satisfaction. Interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest it will have.

According to Amrina (Amrina & Mudinillah, 2021), "interest affects the quality of student achievement in specific fields of study. For example, students who take great interest in a subject, then these students will focus more attention than other students because it is the intensive concentration of attention on the material that ultimately achieves the desired achievement.

According to Al-Azawei (Al-Azawei, 2015), an interest can be expressed through a statement indicating that students prefer one thing over another; it can also be manifested through participation in an activity. Students interested in a particular subject tend to give greater attention.

Student Motivation

According to Alasmari (Alasmari, 2019), motivation is the internal state of the organism, both humans and animals, which encourages it to do something.

Motivation can be grouped into two types in its actual development: 1) Intrinsic Motivation and; 2) Extrinsic Motivation. Intrinsic motivation is an encouragement that comes from within an individual so that he wants to learn. He has a feeling of liking the teaching material given so that he finally feels the need for the subject matter given by the teacher.

While extrinsic motivation is everything that comes from outside the students themselves, that can encourage them to be able to carry out learning activities (Mudinillah, 2022). This can come from parents, family, teachers, praise and gifts, and all other things that can provide positive encouragement to the student concerned.

B. Difficulty learning

Alotaibi (Alotaibi, 2019) stated that learning difficulties are a symptom that appears in students who are characterized by low learning achievement or below the established norms. According to Bajet (Bajet, 2021), learning difficulties are a condition experienced by students in the learning process. Students cannot learn as they should be marked by obstacles in obtaining learning outcomes so that the achievements achieved are not by the standard criteria set.

Bordia (Bordia, 2019) states that if learning difficulties are not handled correctly and adequately by teachers and parents, it will hurt the development and life of students in the future. Usually, children who have learning difficulties can solve their problems well, but

behind that, children who have learning difficulties are often labeled as stupid or failed children. This makes children who have learning difficulties worse off under pressure from outside themselves.

C. Learning and Learning

According to Petty (Petty, 2012) Learning in the most general sense is a change in behavior due to experience gained or from individual interactions with their environment. Because humans are dynamic and open to various changes in themselves and their surroundings, the learning process will always occur. Learning in a more specific sense is defined as acquiring new knowledge and skills.

According to Ali (Ali, 2020), learning is essentially a “change” that occurs within a person after the end of learning activities. According to Ansara (Ansara, 2014), 'Learning is all efforts made by teachers (educators) so that the learning process occurs in students.' Learning emphasizes achieving goals more and relates to how to organize subject matter and manage to learn.

RESEARCH METHODOLOGY

Lin (Lin, 2019) revealed that the research method is a scientific way to obtain data with the aim of specific uses. The term scientific method shows that research activities are based on scientific characteristics, namely rational, empirical, and systematic. The rationale is that research is carried out in ways that make sense, not mediation results. Empirical is that research activities can be observed by the human senses so that other people can observe and know the methods used (T. Anderson, 2012). The systematic is that the process used in the research uses specific logical steps.

According to Creswell (Creswell, 2014), research uses library research, namely research whose object of study uses library data in books as data sources. This research was conducted by collecting library materials, reading, studying, and recording various literature or reading materials according to the subject matter, then filtered and poured into a theoretical framework (Susanto dkk., 2022). As a result, the authors obtained answers about the implications for students' psychological aspects on learning difficulties. As a result, students at school experience them.

The author's approach in this research is a qualitative research approach, a systematic analysis used to examine an object in a natural setting without any manipulation and hypothesis testing. According to Autio (Autio, 2011), this qualitative research method is often called the 'naturalistic research method' because the research is carried out in natural conditions (natural setting); also called the ethnographic method because, at first, this method was more widely used for research in the field of cultural anthropology; and it is also called a qualitative method because the data collected and the analysis are more qualitative.

As a study of teaching and education, this discussion refers a lot to books supporting teaching and education (Bahrudin Nur Aziz Zakaria dkk., 2022), then backed by data and information from various literature directly or indirectly related to research. Therefore, the

data sources of this research are also classified into primary data sources and secondary data sources. Primary data, namely library data to a certain degree, especially from the point of view of the historical method insofar as it is written firsthand or by the actors themselves. Therefore, in this literature research, the author explores and analyzes the information contained in various literature regarding the problems studied in this study.

After all the materials have been collected, the next step for the researcher will be to process and analyze the reference materials to get results from the research study. Therefore, the researcher will use the deductive-comparative method, which is an effort to collect data that is then classified from various general literature, then analyzed and identified to obtain more specific data, namely the implications of the psychological aspects of students learning difficulties experienced by students in school. The data sources are mostly taken from books or other written sources, such as journals, magazines, newspapers, bulletins, etc. Therefore, all forms of information related to this research will be collected through these sources after carefully reading the sections that can be used to complete the required information in this research.

RESULT AND DISCUSSION

A. Implications of Psychological Aspects on students' learning difficulties

Level of Intelligence / Intelligence of students

The intelligence possessed by students can be positive and negative. For example, positive intelligence can be Superior, and hostile intelligence can be in the form of Borderline. Each of these intelligence values can trigger learning difficulties in students. Students often experience learning difficulties with abilities above average (Hendra dkk., 2022). Namely, they tend to feel often neglected and receive less attention from the school; this is because the presentation of the teaching materials given to them is too easy for them, so they feel less challenged, become bored and frustrated with the teaching material given by the teacher because the material that they think is easy can already be understood well. They feel the teacher and school cannot fulfill their high curiosity.

Students often experience learning difficulties with below-average abilities. Namely, they often find it difficult to follow the presentation of teaching materials delivered by the teacher because they think the material provided is too tricky. Hence, students often become depressed, then boredom arises, and it is not uncommon—for students who become frustrated in the face of learning at the school. To deal with the problems mentioned above, a professional teacher must understand and realize that to deal with students who have different levels of intelligence, the presentation of teaching materials given to these students should also be different according to the level of intelligence.

For gifted students, enrichment/deepening of the material can be done according to the selection of appropriate approaches and strategies for children who have an above-normal level of intelligence. Teachers can also improve grades to a higher level than the previous class; however, if students feel that the material provided was still relatively easy. They could master it, so the class was raised again until they finally found a class by the level of difficulty they expected and the level of positive intelligence scores they had.

However, suppose this method is challenging to apply. In that case, the teacher can choose another alternative, namely by recommending the gifted child be sent to a unique educational institution for these gifted students so that the positive intelligence can be channeled properly.

For students who have a level of intelligence below the average, a teacher should not make efforts to reduce grade one level for these students because this will affect the mental and psychic of the students concerned. It will also have an impact on existing students. In the same locale, it is possible for a child who has been demoted to make a fuss and annoy him so that it can damage the other students' concentration. Then, the effort to recommend these low-ability students to particular educational institutions for students with "Misfortune" IQ is also deemed inappropriate because particular educational institutions for poor children are not yet available in Indonesia, so one of the efforts that teachers can make to students. The unfortunate thing is providing remedial (remedial learning) and selecting appropriate learning approaches and strategies for children with below-normal intelligence.

Student Attitude

Students will manifest feelings of liking or disliking a teacher and the subjects he provides through positive or negative attitudes. If the first attitude given by the student is in the form of a positive attitude, it means that the teacher and the subjects being taught are attractive to students; on the other hand, if the negative attitude given by the students is the first impression of meeting the teacher and the subjects being taught, let alone there is hatred in the students. , then this can trigger student learning difficulties later.

For students who show a positive attitude during learning, of course, this will make it easier for students to understand the teaching material, which will ultimately affect the learning achievement that he gets because the positive attitude he shows will make it easier for them to understand and master the material presented by the teacher. In contrast, students who have a negative attitude toward the teacher and the teaching materials provided will have learning difficulties later because the negative attitude he shows can cause them to avoid and even hate the teacher and the teaching materials provided, which will also affect the learning achievement obtained.

A teacher must be ready to accept all the possible consequences of the attitude given to the teacher.

B. Student Motivation

Students will feel less enthusiastic about learning and accept all the subject matter provided by the teacher; this is due to a lack or absence of motivation, whether it comes from within the students themselves or from outside the students themselves. Of the two types of motivation, intrinsic motivation is more significant in encouraging students to learn; intrinsic motivation is purer, lasts longer, and does not depend on encouragement and influence from others.

For example, the impulse that exists in students to be able to have knowledge and skills as a provision for future success can have a substantial and lasting impact compared to the effect of giving gifts or praise from others which tends to be temporary.

C. Student learning difficulties

The high and low achievement of learning outcomes obtained by students will never be separated from the influence of various factors (Yul Fanani dkk., 2022), one of which is the result of the high and low quality of the psychological aspects possessed by students, if not addressed as soon as possible, it will trigger learning difficulties. On students can result in low learning achievement that these students will obtain.

The relationship of psychological aspects of students to learning difficulties experienced by students is proven to be significant; this is also to research conducted by Cahyono (2019), which states that the factors that cause learning difficulties are internal factors and external factors. Internal factors include lack of motivation from teachers and lack of interest in following lessons due to lack of use of teaching aids. Meanwhile, external factors include incompetent teachers dealing with children with learning difficulties and the lack of supporting reading books.

CONCLUSION

Psychological aspects that exist in students include: 1) The level of intelligence / intelligence of students; 2) Student Attitude; 3) Student Talent; 4) Student interest; 5) Student Motivation. The five psychological aspects greatly affect the activities and student learning outcomes later. Different levels of intelligence/intelligence in each student will undoubtedly affect their activities and learning outcomes later. For example, students with above-average intelligence tend to understand the subject matter they master quickly. In contrast, students who have below-average intelligence will have difficulty learning, impacting the learning achievement they will get later. So here, the teacher must be able to address this by giving different treatment to students who also have different abilities.

The students' attitudes shown to the teacher and the teaching materials given are also different for each student. Some students show a positive attitude, so it is not uncommon for students to show the opposite attitude, namely a negative attitude towards the teacher and the teaching material presented. For students who show a positive attitude during the learning process, both towards the teacher and the teaching material delivered, it can have an impact on increasing student learning outcomes to be obtained, and vice versa for students who show a negative attitude, then this can trigger students' difficulties in learning.

To respond to this, it is essential that the teacher's understanding and generosity is responding to it, so in this case, the teacher is expected to be able to give attention and affection to negative students so that their initially negative attitude can slowly change toward an upbeat attitude. In the end, students begin to open themselves up to try to appreciate and focus their attention on the teacher and the teaching materials provided. Initially, low learning achievement can experience changes and increases. Every student is

born with different talents from one another, and talent is also not something that can be learned but that talent is innate to each person.

To address the differences in talent among students, here the school and teachers can minimize adverse effects that may occur, such as students taking expertise majors that are not of their talents, so here the school and teachers can conduct a talent identification test at the beginning of student registration so that each student's talent can be identified. Not only the role of teachers and schools are demanded here, but the role of parents also plays a role in determining the success of their children's learning; this is motivated by the many incidents of parents forcing children to take expertise majors without asking and knowing whether the majors taken are by talent or not. As a parent, you should be able to make decisions more carefully by discussing them with your child, not by imposing your will unilaterally. This will affect the learning process and the learning achievements you will achieve.

Students' interest in learning can be classified into two categories: students with high learning interest and students with low learning interest. This interest in learning will affect the ability of students to master and understand the teaching material provided. For students who have a high interest in learning, it is easy for them to focus the attention given by the teacher to them. In contrast, for students who have a low interest in learning, the tendency to have difficulty in learning is very likely. To respond to this, selecting appropriate learning approaches and strategies according to students' interests will have a positive effect and make learning more enjoyable so that learning difficulties often experienced by students who have low interest in learning can be overcome.

High student learning motivation will also be directly proportional to the achievement of learning outcomes that students and vice versa will obtain. Students with low learning motivation will experience learning difficulties, which will affect the learning achievement to be obtained. Motivation can not only be given by other people, but the motivation that comes from the students themselves is much bigger and lasts longer than motivation that only comes from outside the student.

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