

Factors Causing Difficulties in Student Learning and the Solutions: A Case Study in PGSD Program of FKIP Pakuan University, Bogor, Indonesia

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Abstract

This study aims to determine the factors that cause learning difficulties experienced by students of Primary School Teacher Education Program of Faculty of Teacher Training and Education (PGSD Program of FKIP) Pakuan University Indonesia. The research applies descriptive-analytical design taking the sample of 100 students from the population of PGSD students in their fourth semester. The data collection is done by conducting questionnaires and interviews.

This study revealed some causes of student learning difficulties that stand on the first rank and arise from the internal factors are lack of motivation, lack of interest in becoming a teacher, intellectual limitations, being-not-talented perception of becoming a teacher and lack of need of achievement. The solution to solve the difficulties of learning is done by establishing self-motivation.

The causes of the learning difficulty arising from external factors and standing on the first rank are peers and friendship, the condition of their residence, parental attention and family economic level, as well as the condition of the society. The way to solve such learning difficulties are by being selective in establishing friendship, resisting the influence of the social environment and showing to the family and the society that one is able to be independent.

This study revealed that the cause of the external learning difficulties related to college life standing on the first rank are the availability and condition of the class room, the low quality of the lecturers, the availability of books, student activities, and frequency of the teaching practice. The solutions performed by the students, among others, are by being independent learners, searching for their own reference books, and preparing visual aids together.

Base on that results then lecturers, educational institutions, and parents need to know the kinds of factors causing difficulties in student learning, because different factors is different solution.

Keywords: learning difficulties, solutions, motivation, college life

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Introduction

Education is the key to a nation's progress. The strategic roles of education, among others, are to bring peace, freedom, and social justice (Delors, 1996). There is no more powerful instrument to achieve a better life other than education. In this globalization era, that education plays a strategic role in advancing the life of a nation has become the "faith" of all nations.

Indonesia has implemented education program throughout the years. The constitution of the country states that country even obliges the government to carry out a national education system. However, it should be noted that Indonesia has not fully achieved what is aspired through education. Since Indonesia declared her independence in 1945, the education system has still been facing challenges in the form of materialistic culture, corruption, consumerism, environmental degradation, and drug abuse (Ignatius G. Saksono, 2010). Other challenges experienced by education system in Indonesia, among others, are the ability of teachers who are rather incompetence in mastering teaching material, educational institutions becoming contributors of educated unemployment, and the emergence of education stressing merely on materials yet not the behavior and moral development (Nadjamuddin Ramly, 2005). On the basis of these challenges, Indonesia consistently needs to improve the national education system.

One of the Indonesian government's efforts to improve the quality of education is by improving the quality of teachers. The action behind the teachers' quality improvement is due to the fact that out of 2.7 million teachers, according to data of 2009, 65 percent of those have not accomplished 4-year education, and therefore, are not bachelor holders (Fasli Jalal, 2009). Professionalism of teachers, when compared to other professionals, such as doctors and lawyers has been deemed far left behind. In order to improve the professionalism of the teachers, the Indonesian government through a regulation of teacher and lecturer (Constitution 14/2005) requires that all teachers must be bachelor holders (Strata 1/S1). The teacher should also obtain a certificate of professional teachers. In addition to improving the quality of teacher education, the Indonesian government also improves the income of teachers, especially those who are certified as professionals.

Indonesian government's great attention to the teachers has brought positive implications. Prior to 2005, Indonesia's young generation showed no favor of becoming a teacher due to the life-threatening income coming in small amount. Now there has been an increase of interest becoming teachers showed by the young generation. Indonesian young generation, especially the female ones, in throngs, enroll the faculty of teacher training and education. The results of multiple observations to the public and private colleges showed that faculty and teacher education, particularly Primary School Teaching Program (PGSD) was found to be very attractive for candidates.

Along with the government's efforts to improve the quality of teachers, Pakuan University (Unpak) which is the largest private university in Bogor, West Java in 2007 opened Primary School Teaching Program (Prodi PGSD) under the management of Faculty of Teacher Training and Education (FKIP). Since the opening to date, Prodi PGSD has interested many candidates. The admission graph of the students shows progress in number. The 2013/2014 class consists of 300 students, whereas other study programs such as Biology, English and Bahasa Indonesia attract fewer than 150 candidates.

Prodi PGSD FKIP Unpak has a vision of becoming an excellent, advanced, and competitive education program that generates prospective elementary school teachers who are competent, religious, and full of responsibility. The missions are: (1) to conduct teacher education for teachers/elementary teacher candidates to graduate teachers who are professional, religious, approving moral, competence in accordance with the demands of the society and able to conduct the coaching/development in elementary schools; (2) to improve the quality of primary school teachers; (3) to commit education, research and community service, and; (4) to assist the government in the implementation of PGSD Bachelor programs/S1 (Guidelines for Programs of FKIP, 2011-2012).

Goals to be achieved by Prodi PGSD are (1) to graduate primary school teachers who have intact personality, godly and virtuous character, also commitment to teaching profession, (2) to understand learners' physical and spiritual growth better, (3) to master the techniques and methodology of education and learning in primary schools. To achieve these objectives, PGSD program equips prospective teachers with 30 subjects taught in Elementary School: religion, psychology, social sciences, natural sciences, citizenship, English, Indonesian, mathematics, management, and statistics (Guidance and Counseling Study Guide, 2011-2012). Since its establishment in 2007, PGSD has graduated 3 classes of approximately 600 students in total.

In order to meet the objectives above, the program continually strive to fit the appropriate quality standards already set. Therefore, it continues to provide or equip the students with a continuous series of courses alongside various methods. It aims to train the students to apply the concepts learned in the courses and be able to apply it later in the real field.

However, along the learning process, it can be found that there were many learning difficulties experienced by students studying at PGSD Program. The symptoms of Learning Difficulty performed by students are usually quite striking, such as their slow pace in task accomplishment, degrading achievement, efforts not coming with proper results, emotional tension such as becoming gloomy, sensitive, irritable, and unresponsive to specific situations. The phenomenons of learning difficulties described above were seen to influence student achievement and the process of student learning activities. Therefore, knowing the factors that cause learning difficulties and finding the solution are very important to promote education.

Martin Jamaris explains that learning difficulty is a kind of difficulty in the learning process that affects the students' achievement resulting in their becoming *low achievers* (Jamaris, 2010). Ahmadi and Widodo define learning difficulties as a condition characterized by specific barriers of learning to achieve the outcomes (Ahmadi and Widodo, 2004). While Ma'mun argues that a student is likely to have learning disability, if the student indicates a certain failure in achieving learning goals (Ma'mun, 2000). Learning failure can be defined as a case when students are not able to achieve their expectation during a certain time (Ma'mun 2000).

Factors that cause learning difficulties can be classified into two major lines, namely: students' internal factors and external factors. Internal factors are factors emerging from within the student that consist of physiological and psychological factors. External factors are factors that cause learning difficulties of students coming from outside that consist of family factors, college life and social factors.

Physiological factors are factors that cause learning difficulties related to the bodily condition of the student to facilitate their learning activities. This factor consists of the bodily condition of the student and the condition of bodily function.

Bodily condition affects students' learning activities that the learning process is greatly influenced by physical health. As a result they will feel tired, lackluster, and others due to impaired physical health. The state of bodily functions related to the extent of bodily functions. During the learning process, the role of physiological functions in the human body greatly affects the results of learning, especially the senses. Senses functioning properly will facilitate learning activities well too.

Psychological factors are the cause of learning difficulties associated with lack of emotional supports from within the students to learn seriously. These factors include intelligence, good motivation and extrinsic intrinsic motivation, interests, and talents.

Intelligence is the ability that consists of three types of skills to cope with and adapt to new situations quickly and effectively, understand the relation and learn it in short time. Intelligence, according to Paul Eggen and Don Kauchak, (2007) has three components, namely (1) the ability to acquire knowledge, (2) the capacity to think, and reason in the abstract, and (3) the ability to solve novel problems.

Motivation is a mental factor that functions, causes, underlies, and directs the act of learning. Motivation according to Paul Eggen and Don Kauchak (2007) is *a force that energizes, sustains, and directs behavior toward a goal*. Someone who has great motivation will actively seek to improve their learning achievement. Motivation plays an important role in the learning process. Many studies show there is a corelation between motivation and achievement of the goals.

There are 2 different types of motivation, namely intrinsic and extrinsic motivations. Intrinsic motivation is the one that arises from within the student themselves without any coercion or encouragement of others. Extrinsic motivation is the one arises as a result of external influences, whether from the solicitation, order, or coercion of another person by which students want to do something or learn.

Interest is a permanent tendency to notice and recall some of the activities that demand sustainable attention of a person along with their feeling at ease. Interest is a great influence on learning: when the material learned is not in line with the interests of students, the students will not be able to learn at best from having lack of interest.

Talent is the potential or basic skill that is present at birth. Such ability will be altered into performance after studying or practicing. In terms of talent, every student is unique. Students having a talent in a particular field, but forced to deal with a field that does not fit his talent, will feel miserable by the days.

External factors are factors emerging from outside the student. The first external factor is the family. Family is the major source of education and the first one coming to one's life, growth and development. There are several things that make the family be the causes of learning difficulties such as parents' attention, home atmosphere, and the family economic condition.

College life affects learning difficulties. The conducive situation of learning will have a positive impact on student learning outcomes and that applies vice versa. A dominant factor affecting students in this case is the lecturer or teacher. Lecturers who are less qualified can cause learning difficulties, such as lack of control of materials, less preparation, less clear explanation and the use of inappropriate methods. Other factors such as the condition of classrooms, the projector quality, air conditioning (AC), electricity, toilets and others can also lead to learning difficulties.

Social factors. Social environment brings influence on student learning. This influence takes place due to a lot of opportunities and time available for students to interact with the member of the society. Peers are a kind of influence coming from the society. Such friends bring great influence and affect students' personality in short. When friends do not bring positive influence, the learning process will be inhibited and it applies vice versa.

In addition, activities taking place in the middle of the society are also important. If a student gets too much involved in the organization of society, then the student will tend to neglect their study. The last to mention influencing students is the neighborhoods. Neighbors with life styles such as gambling, drinking wine, being unemployed, and having lack of interest in education, will affect students' view of learning. When their neighborhood mostly consists of uneducated people, it will spread lack of motivation to learn.

Based on the background above, this study will address the causes of learning difficulties of the students. Research on student learning difficulties has been done in several studies program. Afif Eko Saputra, Subagsono and Ngatou Rohman (2012) examined the learning difficulties in Mechanical Engineering Program, Vocational Engineering Teaching of FKIP, UNS, Solo, Central Java, entitled Factors Contributing to Student Learning Difficulties in Mechanical Engineering Program during Practice Courses. In addition, Sagita Andjani and Adam Helmy (2012) examined the learning difficulties of students in the Faculty of Economics and Business of Brawijaya University, Malang, East Java entitled Factors Affecting Student Achievement in the Introductory of Accounting Courses. The conclusions

of these two studies state that the influence of internal and external has caused students' difficulty in learning.

This study will deepen the causes of learning difficulties experienced by students as well as the possible solutions for the students to take when having difficulty. On that basis, the issues in the study can be formulated as follows: (1) What are the factors that cause learning difficulties for students of PGSD FKIP Unpak? (2) Which factor is the main one that causes learning difficulties for students of PGSD FKIP Unpak? (3) How do students of PGSD FKIP Unpak overcome the learning difficulties they experience?

Research Methods

This study aims to determine the factors that cause learning difficulties experienced by students of Prodi PGSD FKIP Pakuan University. This study applied a descriptive-analytical study design to examine factors causing difficulties and the solutions taken when students face learning difficulties. The population of the study is 250 fourth-semester students studying at PGSD. The sample consisted of 100 students. The data was collected by using questionnaire conducted in July 2014. The data from the questionnaire was processed using SPSS version 19, of which the result was then deepened through interviews with 12 students having learning difficulties but managing to overcome those.

The Result of the Study

Students interested in becoming elementary school teachers were female in general as shown by the result of the observation of Primary School Teaching (PGSD) in all public and private universities. Such a situation was clearly seen in PGSD FKIP Pakuan University. If the number of the students in a class was 35, then number of male students in the class came to be 3- 6. This means that on average, male students PGSD is only 10 percent of the total. Therefore, this study involved 10 percent male and 90 percent female respondents.

Based on the questionnaire completed by 100 college students, it was found that 79 percent of students had experienced learning difficulties. Despite learning difficulties, based on the achievement index on a scale of 1 to 4, it was found that 65 percent of their achievement was considered satisfying as they were able to get GPA between 3.1 to 3.7: 26.3 percent obtained very good learning outcomes (GPA above 3.7) and 8.7 percent was quite good (GPA below 3.1). By considering the facts above, it can be said that the learning difficulties experienced by students PGSD FKIP Unpak was not difficulty in terms of gaining outcomes below the standard (*low achiever*). Learning difficulty in this case is a condition of learning process characterized by learning specific barriers to achieve learning outcomes (Ahmadi and Widodo, 2004).

Internal Causes

Intellectual. Intellectual ability is the internal cause of the learning difficulties experienced by students of PGSD FKIP Unpak. Intellectual ability was placed on the first rank to cause learning difficulties by 22 percent of students, on the second rank by 20 percent, on the third by 28 percent of students, on the fourth by 11 percent of students and fifth by 19 percent of students. This means intellectual ability proved to be the cause of learning difficulties. Out of 100 respondents, only 22 percent placed intellectual ability on the first rank, therefore, the intellectual ability is not the main cause of learning difficulties experienced by students of PGSD FKIP Unpak.

Need for achievement. Lack of encouragement for achievement became the internal cause of learning difficulties experienced by students of PGSD FKIP Unpak. Lack of encouragement for achievement was placed on the first rank to cause learning difficulties by 8 percent of students, on the second rank by 25 percent, on the third by 29 percent of students, on the fourth by 25 percent of students and fifth by 12 percent of students. These findings indicate that the lack of encouragement for achievement proved to be the cause of difficulties in students' learning, but the lack of encouragement for achievement is not the main cause of learning difficulties experienced by students of PGSD FKIP Unpak.

Motivation. Low motivation is the internal cause of the learning difficulties experienced by students of PGSD FKIP Unpak. Low motivation was placed on the first rank to cause learning difficulties by 29 percent of students, on the second rank by 23 percent, on the third by 26 percent of students, on the fourth by 16 percent of students and fifth by 6 percent of students. These findings suggest that motivation is the main problem (first rank) that causes learning difficulties experienced by students of PGSD FKIP Unpak.

Talent to be a teacher. Feeling of having no talent for teaching causes internal learning difficulties experienced by students of PGSD FKIP Unpak. Feeling of having no talent for teaching was placed on the first rank to cause learning difficulties by 15 percent of students, on the second rank by 17 percent, on the third by 8 percent of students, on the fourth by 26 percent of students and fifth by 34 percent of students. These findings indicates that feeling of having no talent for teaching has already recognized to be the cause of difficulties in learning, but has not been the main cause of learning difficulties.

Interest in becoming a teacher. The lack of interest in becoming a teacher causes internal learning difficulties experienced by students of PGSD FKIP Unpak. The lack of interest in becoming a teacher was placed on the first rank to cause learning difficulties by 24 percent of students, on the second rank by 14 percent, on the third by 12 percent of students, on the fourth by 22 percent of students and fifth by 28 percent of students. The findings indicate that interest in becoming a teacher has been recognized to be the cause of difficulties in learning, but has not been the main cause of learning difficulties experienced by students of PGSD FKIP Unpak.

By taking into account the findings above, it can be concluded that the internal causes of learning difficulties in the first rank basis are lack of motivation (29 percent), lack of interest in becoming a teacher (24 percent), intellectual ability (22 percent), having no talent for teaching perception (15 percent) and lack of encouragement for achievement (8 percent). The table 1 following shows the internal cause of learning difficulties in a rank basis.

Table 1. Rank of Internal Cause of Learning Difficulties

No.	Internal Factors	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
1	Intellectual	22	20	28	11	19
2	Need of Achievement	8	25	29	25	12
3	Motivation	29	23	26	16	6
4	Talent	15	17	8	26	34
5	Interest	24	14	12	22	28

External causes

Parents. Parents' attention was placed on the first rank to cause learning difficulties by 14 percent of students, on the second rank by 13 percent, on the third by 6 percent of students, on the fourth by 11 percent of students and fifth by 56 percent of students. This means the parent's attention is recognized to be the cause of difficulties in learning, but is not as the main cause of learning difficulties.

Residence. Students' residence was placed on the first rank to cause learning difficulties by 27 percent of students, on the second rank by 24 percent, on the third by 22 percent of students, on the fourth by 19 percent of students and fifth by 8 percent of students. This means that the student's residence proved to be the cause of learning difficulties. For students of PGSD FKIP Unpak, the factor is the main cause of learning difficulties and it is proven by large percentage of 27 percent found in this study.

Family economy. Family economy was placed on the first rank to cause learning difficulties by 14 percent of students, on the second rank by 15 percent, on the third by 27 percent of students, on the fourth by 39 percent of students and fifth by 5 percent of students. This means that the economic condition of the family proved to be the cause of the learning difficulties of students, however, was not the main case.

Society. The condition of the society was placed on the first rank to cause learning difficulties by 13 percent of students, on the second rank by 32 percent, on the third by 21 percent of students, on the fourth by 20 percent of students and fifth by 14 percent of students. This means that the condition of society which is lack of support has caused the learning difficulties of students, but has not been the main cause.

Friends. Peers and Friendship were placed on the first rank to cause learning difficulties by 31 percent of students, on the second rank by 17 percent, on the third by 25 percent of students, on the fourth by 12 percent of students and fifth by 15 percent of students. This means that the peers and friendships that being lack of support were

recognized to be the cause of difficulties in students' learning, that the percentage is even the greatest in the first rank.

By taking into account the findings above, the external causes of learning difficulties of students from families and communities in the first rank basis can be sorted as follows: peers and friendship (31 percent), state of residence (27 percent), parents' attention and family economic condition (14 percent), as well as the condition of the society (13 percent). Table 2 below contains complete external factors of family and the society.

Table 2. The Rank of External Causes of Learning Difficulties from Family and the Society.

No.	Internal Factors	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
1	Concern of Parents	14	13	6	11	56
2	State of House	27	24	22	19	8
3	Economic conditions	14	15	27	39	5
4	Society conditions	13	32	21	20	14
5	Peer and Friendship	31	17	25	12	15

College life External Factor. The quality of the lecturers places was placed on the first rank to cause learning difficulties by 17 percent of students, on the second rank by 20 percent, on the third by 19 percent of students, on the fourth by 5 percent of students and fifth by 39 percent of students. This means that the low quality of the lecturers proved to be the cause of difficulties in student learning, but, was not the main cause of the learning difficulties experienced by students of PGSD FKIP Unpak.

Class Room. Classrooms availability and its conditions were placed on the first rank to cause learning difficulties by 45 percent of students, on the second rank by 27 percent, on the third by 12 percent of students, on the fourth by 9 percent of students and fifth by 7 percent of students. This means that the availability of classrooms and its conditions proved to be the cause of difficulties in learning to students. It even came to be the main factor due to the extremely large percentage of 45 percent.

Books. Books availability was placed on the first rank to cause learning difficulties by 16 percent of students, on the second rank by 20 percent, on the third by 33 percent of students, on the fourth by 25 percent of students and fifth by 10 percent of students. This means that the availability of reference books proved to be the cause of difficulties in student learning, but, was not the main cause of learning difficulties.

Teaching practice. The intensity of teaching practice was placed on the first rank to cause learning difficulties by 11 percent of students, on the second rank by 24 percent, on the third by 12 percent of students, on the fourth by 43 percent of students and fifth by 10 percent of students. This means that the intensity of teaching practice is recognized to be the cause of difficulties in student learning, but was not the main cause.

Student activities. Student activities was placed on the first rank to cause learning difficulties by 14 percent of students, on the second rank by 8 percent, on the third by 25 percent of students, on the fourth by 18 percent of students and fifth by 35 percent of students. This means that student activities proved to be the cause of learning difficulties of students, but was not the main cause of student difficulties in learning.

By taking into account the above findings, it can be said that the external causes of the campus in the first rank basis are the availability and condition of the room (45 percent), the low quality of the lecturers (17 percent), the availability of books (16 percent), student activities (14 percent), and the intensity of the teaching practice (11 percent). The table 1 following shows the external cause of college life causing learning difficulties

Table 3. The Rank of External Causes of College Life Causing Learning Difficulties

No.	Internal Factors	Rank 1	Rank 2	Rank 3	Rank 4	Rank 5
1	Lecturers	17	20	19	5	39
2	Classrooms	45	27	12	9	7
3	Books	16	20	33	21	10
4	Teaching practices	11	24	12	43	10
5	Student activities	14	8	25	18	35

All respondents (100 percent) stated that when they are facing internal and external problems, they are trying to overcome the problem. Effort to deal with the internal problems performed by the students, among others, are self-motivation (55 percent), commitment to increase the frequency of learning (20 percent), maintaining their aspiration (10 percent), fight for laziness (8 percent) and bearing their parents' good deed in mind (7 percent).

When facing external problems emerging from family and society, the students render the following efforts: abandoning unsupportive environment (40 percent), asking for the support from the parents (24 percent), building self-confidence to do better (18 percent), doing a side job to get extra income (11 percent) and being selective in making friends in the community (7 percent).

When facing learning difficulties emerging from the college life, the students render the efforts such as learning to be independent (44.2 percent), facing the reality, (27.3 percent), increasing friendship with the students (22.1 percent), and resisting the condition (6.5 percent).

Discussion

By taking the findings above into account, it can be concluded that the internal causes of learning difficulties experienced by students of PGSD FKIP Unpak in the first rank basis are lack of motivation (29 percent), lack of interest in becoming a teacher (24 percent), intellectual ability (22 percent), having no talent for teaching perception (15 percent) and lack of encouragement for achievement (8 percent).

The finding showing that motivation is part of the first rank as a cause of learning difficulties of students is not surprising. Sagita Andjani and Adam Helmy who conducted research on learning difficulties of students in the Faculty of Economics and Business of Brawijaya University, Malang, East Java (2012) found the similar result that motivation brought a significant effect on learning outcomes. The finding is in line with the motivation theory proposed by Paul Eggen and Don Kauchak (2007) that motivation is *a force that energizes, sustains, and directs behavior toward a goal*. So the higher the motivation of a student to achieve the learning outcomes, the higher the learning results obtained.

Solution which is mostly performed by the students in overcoming internal learning difficulties is self-motivation. As to motivation to overcome the learning difficulties, an interview with 12 seventh-semester students of PGSD FKIP Unpak was conducted. It was found that such motivation played a significant role. The students motivated themselves through several ways, among others are building self-esteem to have great achievement, following the footsteps of the high-achievers, recalling the success of the past, recalling expectations and bearing their parents' good deed in mind as well as focusing on goals to achieve. These methods according to the 12 students PGSD FKIP Unpak were very effective to get the students motivated.

This study found that external causes of learning difficulties from families and society in the first rank basis are peers and friendships (31 percent), state of residence (27 percent), parents' attention and family economic situation (14 percent), as well as the condition of the society (13 percent). The finding is in line with that of Siti Maryam (2006) entitled the Peer Group Learning Activity and Its Effect on Adolescents' Learning Achievement: A case study in Bina Bangsa Sejahtera Plus High School, Bogor, which found that there was a positive correlation between peer group activity and the result of the learning. It follows that the more frequent the peer learning activity, the higher the learning outcomes in the group. This finding is in line with the opinion of Anita Woolfolk (2007) that *peer and friendship are central to students' life. Peer relationships play significant positive and negative role in healthy personal and social development*.

When students are experiencing learning difficulties resulting from the family and community environment, most of them overcome it by avoiding unfavorable environment. Ways to avoid unfavorable environment according to the results of the interview, among others, are by being selective in choosing a friend to hang out, withdrawing themselves from social interaction, establishing self esteem to be independent, and being focused on achieving goals. These methods are very effective according to the respondents to overcome student learning difficulties.

This study shows that the external factor of the college life causing learning difficulties in the first rank basis are the availability and condition of the room (45 percent), the low quality of the faculty (17 percent), the availability of books (16 percent), student activities (14 percent), and the intensity of the teaching practice (11 percent). The finding also in line with that of Afif Eko Saputra, Subagsono and Ngatou Rohman entitled Factors Causing Learning Difficulties Experienced by Students of Mechanical Engineering Teaching FKIP UNS (2012) which found that the parts of college life such as *lecturers, practice tools,*

books supporting the practice, the conditions of space workshops, hanging out friends, activities in the community, and neighborhood brought influence to the learning difficulties.

Students of PGSD FKIP Unpak, when facing learning difficulties in college life, render efforts in the form of doing self study (44.2 percent) and resisting the condition of the college life (6.5 percent). The small percentage to resist the college life to overcome the problem showed that students of PGSD FKIP Unpak avoided conflict. From the perspective of consumer satisfaction, should a student find the cause of learning difficulties due to circumstances that are not conducive at campus, they have to express their disagreement to the program or the faculty.

From the interview with 12 respondents, as to their reluctance of expressing such disagreement, it was found that their decision was due to the authority of the lecturers that they will likely put some academic sanctions following the action. Therefore, the students preferred some safer ways, i.e. expressing self-learning, searching for their own reference books, and even collecting money to buy the projector.

Conclusion

This study found that the causes of the learning difficulties experienced by students of PGSD FKIP Unpak arising from the internal aspect in the first rank basis are lack of motivation (29 percent), lack of interest in becoming a teacher (24 percent), intellectual ability (22 percent), having no talent for teaching perception (15 percent) and lack of encouragement for achievement (8 percent). Most students overcome the learning difficulties by building self-motivation to have great achievement, following the track of the high-achievers, recalling the success of the past, recalling expectations and bearing their parents' good deed in mind as well as focusing on goals to achieve.

This study found that external causes of learning difficulties from families and society in the first rank basis are peers and friendships (31 percent), state of residence (27 percent), parents' attention and family economic situation (14 percent), as well as the condition of the society (13 percent). Most students overcome the learning difficulties by being selective in choosing peers, retracting themselves from the society, and showing to the family and the society that they are able to live independently.

This study shows that the external factor of the campus causing learning difficulties in the first rank basis are the availability and condition of the room (45 percent), the low quality of the faculty (17 percent), the availability of books (16 percent), student activities (14 percent), and the intensity of the teaching practice (11 percent). The solutions performed by the students to resolve it among others are by being independent learners, searching for their own reference books, and collecting some fund to buy projector.

Implication

Base on this research, the factors causing difficulties in student learning and studying can use as teaching material in the calssroom. In learning proses, students asked to tell about factors causing difficulties in their learning and also what their way to overcome the problems. From students story, lecturer and students will get a lot of lesson to learn because different factors causing difficulties in learning is different solution.

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