The Level of Persistence in Completing Tasks Based on the Student's Potential

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ARTICLE INFO	ABSTRACT
	The main objective of this study is to determine whether there is a relationship between the level of persistence in completing assignments and students' potential. The design used in this study is quantitative research. This study utilized data from the AKM 2020 SMA / SMK examination results held by Pusmenjar. This study's population is the satisfaction level of SMA / SMK students studying with teachers at school in 2020, while the sample is the degree of satisfaction of SMA / SMK students taking the 2020 AKM exam. SMA / SMK participants of AKM 2020 (514 districts/districts in 34 provinces in Indonesia). Based on the results of simple regression and part analysis, the following results were obtained. Even though the contribution is not particularly large—0.14% to be exact—statistically speaking, there is a positive relationship between the level of tenacity in finishing activities and one's self-potential (P 0.05). The health of students in understanding the material is most influenced by (1) feelings of nervousness or anxiety (-0.015), (2) getting carried away or easily angry (-0.016), (3) insomnia (-0.018), and deep feelings of sadness. Or depressed (-0.094). The contribution of the four variables (anxiety, anger, insomnia, and sadness) to students' health is relatively high, 0.605 (61%), while other variables influence the remaining 39%. The relationship between student health and subject matter is 0.286 (29%). The findings lead us to conclude that there is a statistically significant correlation (P 0.05) between the degree of students' self-potential and the amount of effort they put into finishing their tasks.

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1. INTRODUCTION

Students' perceptions of the subject matter between students are not the same, starting from perceptions that state it is easy, medium, and challenging. This difference in student perceptions depends on the level of understanding of the subject matter of each student. Perception of easy, medium, and

difficult is very closely related to the level of students' challenges. Learning challenges are a condition in which students are less able to meet the demands of the learning process, resulting in flawed processes and outcomes. Anzar & Mardhatillah (2018) stated that learning challenges could be described as a symptom that manifests themselves in pupils who demonstrate low learning results or fall below norms that have been established. The learning outcomes of students with difficulty learning are lower when compared to their classmates' learning outcomes. It is also possible to diagnose students with learning issues if they receive a grade lower than the Minimum Completeness Criteria (KKM). The level of student learning difficulties can be observed through, among others: low student academic achievement; slow in processing of things; students have difficulty interpreting what is felt, heard, and seen; students lack of attention and focus less on learning; There are too many useless activities that students do so that it is difficult to remember the subject matter.

The main focus of this study is students' perceptions of subject matter associated with feelings of sadness, anxiety, and insomnia which interfere with understanding of the subject matter. The condition of students who experience obstacles or disruptions in the learning process, the causes can come from internal and external factors of students (Utami, 2020). Waskitoningtyas (2016) stated that learning difficulties are students' lack of success in mastering concepts, principles, or problem-solving algorithms. Even though they have tried to learn them, this is added to the lack of a student to abstract, generalize, think deductively and remember concepts and principles. -principles will usually always feel that a lesson is challenging. There are eight characteristics of students who have learning difficulties, namely: (1) perception: students have difficulty recognizing or interpreting what is felt, seen, and heard; (2) attention: a characteristic of students who have difficulty paying attention or focusing on learning activities; (3) memory: relating to students' difficulties in managing information, especially managing the information read; (4) processing speed: a skill in processing information. It will be found in the class that some students are fast in processing information, and some are slow. This can be seen from the speed of mastering the material; (5) metacognition: students who experience learning difficulties are characterized by difficulties in building new understandings or making conclusions from what is learned; (6) language: students who have language difficulty; (7) academic: students who experience learning difficulties are characterized by a decrease in academic achievement. In other words, the achievement of student learning outcomes is not the same as previous learning outcomes; and (8) social: students who experience learning difficulties are characterized by decreased social skills in learning. Success in learning is supported by classmates' or students' social relationships (Pingge & Wangid, 2016).

Internal and environmental variables contribute to the occurrence of learning issues in students. Internal factors that influence it are the lack of attention (concentration), the lack of participation and student response when participating in teaching and learning activities (reactions), the slow pace of students understanding the material (understanding), and incomplete test scores (tests). The external factors that influence it are the influence of friends in the community (social community). The term 'learning problems' refers to a series of challenges manifested as difficulties in applying proficiency. And the ability to listen, converse, read, write, and reason (Hasibuan, 2018). Based on this definition, what is meant by learning difficulties is the difficulty in obtaining a score above the minimum, so that students do not complete and have not achieved their learning goals. Student learning difficulties significantly interfere with the learning process. Learning helps students to face life in a community environment. Learning is a system, and as a system, learning has interdependent components (Ifrianti, 2017)

Alifia & Rakhmawati (2018) revealed that the ability of self-efficacy supports the successful completion of tasks. For example, students with high levels of self-efficacy are anticipated to solve mathematical issues successfully. To inculcate high levels of student self-efficacy, teachers must cultivate an entertaining learning environment and dynamic, build students' self-confidence and is always highly motivating. This study's findings demonstrate the teacher's influence on students' completion of assigned activities. A healthy learning environment will make students confident to complete assignments.

Hafni and Khasanah (2019) also expressed the role of the teacher in their research that the learning process takes place more effectively when using modules prepared by the teacher. Therefore, the role of

the teacher is undoubtedly one of the decisive factors for the success of pupils who independently complete homework. According to Marlina (2019), the causes of learning difficulties include internal and external factors such as inappropriate teaching; irrelevant curriculum; less conducive classroom environment; unfavourable socio-economic conditions; a less harmonious relationship between teacher and child; lack of student attendance at school; health problems; the learning process using a second language; lack of confidence; emotional and behavioural problems; intelligence below average; sensory disturbances; and difficulty processing information.

Susanto (2018) states that the causes of learning difficulties need to be eliminated through counselling and learning errors need to be eliminated. Students need special assistance to correct alternative learning mistakes, known as remedial teaching. The causes of learning difficulties need to be eliminated through counselling, and learning errors need to be eliminated. Students need special assistance to correct alternative learning mistakes, known as remedial teaching. Consequently, attempts to avoid or reduce and also resolve learning challenges must be made through the diagnosis of learning difficulties. (Pautina, 2018).

Participation in coaching and supervision of learning at home, as well as aid from peers who comprehend the topic more quickly. Especially in this era of the covid-19 pandemic, factors that increase student learning motivation are essential to pay attention to so that independence is built-in in completing tasks given by teachers during these online meetings, especially. According to the findings of the relevant study, the role of parents, teacher inventiveness, and enthusiasm in learning each benefit students' learning motivation, with the role of parents being the most influential variable. Indonesia is experiencing the impact of the Covid-19 virus, which also affects the world of education.

Psychological factors in learning will provide an important role. Psychological factors will always provide a foundation and convenience in achieving goals optimally. Conversely, without psychological factors, it can slow down the learning process and even increase learning difficulties. There are six kinds of psychological factors, namely: motivation, concentration, reaction, organization, understanding, and tests (Sardiman, 2016). External factors can also affect student learning. Baharuddin and Wahyuni (2015) explain that external elements influencing learning can be divided into social and non-social environmental influences. a. Social Environment 1) The social environment of the school, including teachers, administration, and classmates, might influence a student's learning process. A harmonious interaction between the three can motivate pupils to improve their academic performance. Students can be motivated to learn if their behaviour is empathetic and serves as role models for teachers and administrators. 2) The social atmosphere of the community Student learning will be affected by the environmental conditions of the community in which they reside. Conditions in slums, a high unemployment rate, and the maltreatment of children can also have a negative impact on student learning, at least when it comes to finding study partners, having talks, and borrowing learning instruments. 3) The family environment's social environment significantly impacts learning activities. The harmonious relationship between family members, including parents, children, brothers, and sisters, will aid students in their educational endeavours. b. Non-social environment. 1) Natural surroundings, fresh air, a temperature that is neither too hot nor too cold, lighting that is neither too bright nor too dim and a cool and tranquil atmosphere. 2) Two types of instrumental elements, or learning instruments, are distinguished (hardware and software). School buildings, educational equipment, and learning facilities are examples of hardware. 3) The subject matter consideration (which is taught to students). The teacher's teaching method is adapted to the student's condition (Baharuddin & Wahyuni, 2015). The results of research support this by Husna and Burais (2019). Students who got a problem-solving method were expected to perform much better in terms of student level on tests measuring their ability to solve mathematical problems than students who received conventional learning. The need for success and perseverance in learning is a factor in learning success. The results of this related study indicate that the level of need for success is in the moderate category, with an average number of 46.6. The level of perseverance in learning is in the medium category, with an average number of 43.9. It shows a correlation between the need for success and study persistence of PPGT students Class of 2012 with a coefficient of

0.547. The research above is on a sample of students, but this study will take a sample of students related to persistence and success in doing assignments.

All factors influence student learning success based on the internal and external factors above. Because of the importance of each person's unique capabilities to the learning process, parents and instructors need to pay attention to, and get to know, the children in their care. The role of parents is to pay attention to their children while studying at home in harmony and in a calm atmosphere. Parents must always support their children to achieve what they expect positively. Besides parents' role at home, teachers' role is significant in learning activities at school (in class). Teachers must create Fun Learning, a situation where a teacher can create a warm and pleasant atmosphere in the learning process. A teacher is said to be professional. One of the characteristics is that if he is good at using various approaches and strategies in managing the class, it can create a good and enjoyable learning climate (Istihana, 2015).

Try to keep students from being disappointed and even motivated in their studies. If students experience disappointment and are left alone, it can make them sad.   Feelings of sadness can also cause learning difficulties for students. Feelings of sadness are emotions characterized by feelings of unfortunate, loss, and helplessness. Many words describe feelings of sadness: perplexed, disappointed, broken-hearted, blue emotion, depression, discouraged, hopeless, sad, feeling helpless, sad, and full of suffering. Sadness is an emotion characterized by feelings of unfortunate, loss, and helplessness. Many types of loss can trigger grief, such as: "rejection by a friend or lover, loss of self-respect because of failing to achieve goals at work, loss of respect or praise from someone higher, loss of health, loss of body parts or functions due to accident or illness and lost a precious target. There are many words to describe feelings of sadness: very confused, disappointed, broken-hearted, blue emotion, depression, discouraged, hopeless, sad, feeling helpless, sad, and full of suffering (Ekman, 2013). So, feeling sad is a form of contradictory emotion with joy that attacks anyone and causes discomfort in the heart and mind, and brings unhappiness in life. With it, a person will experience physical disturbances.

Aditya (2015) explained that the factors that influence feelings of sadness are always different for each person. The factors that influence it include: (1) A person is faced with a disappointing, disturbing, or hurtful situation. (2) Losing a special friend or love problems. Feelings of sadness can cause depression and gloom and have fatal consequences for health. Sad emotions are in tune with blood, which means that they have a tendency and are more likely to develop leukaemia and bleeding strokes that will even damage the nervous system. In addition, it can cause pain, sensitivity, and muscle stiffness in the lower neck and shoulders. Feelings of sadness also affect the performance of the lungs; the heart is affected, which can affect the liver and other essential organs. How to deal with sad emotions, according to Aditya (2015), is as follows: (1) Crying sadness, sadness causes someone to cry. So, crying is an expression of sad feelings because crying can make you free from sadness and, at the same time, release stifling pressure and relieve mental tension. (2) Pouring out feelings to someone who can be trusted, pouring out the heart is needed to normalize emotions, provide advice or advice and relieve the mind. (3) Expressing all grievances through writing, the method of expressing feelings, is effective enough to relieve feelings and thoughts because problems that are pile up and not finished can bring stress to a person. (4) Listening to music. (5) Looking for humour, (6) Exploring problems for a moment, (7) Entertain yourself to activities that you like, (8) Looking far ahead, (9) Eliminate negative thoughts, (10) Determine goals, dreams, and dreams of life, (11) Doing self-improvement.

Feelings of irritability can also cause learning difficulties for students. The behaviour of parents who treat them as children due to their unrealistic aspirations can also cause anger in children. The more unrealistic their aspirations are, the more disappointed they are and treated like children or when they are mistreated, which creates anger in them (Valentina dan Alma, 2012). The same thing was also conveyed by Sarwono (2012), saying: "The main sources of anger are things that interfere with activities to achieve their goals". Feelings of irritability can lead to deep feelings of anxiety for students. According to Atkinson et al. (2010), anxiety disorders are in the form of common physical complaints, including insecurity, disturbed sleep, fatigue, headaches, dizziness, and heart palpitations, and the individual is constantly worrying. All kinds of problems may occur, making it very difficult to concentrate or make

decisions. Feelings of anxiety can also cause learning difficulties for students. Anxiety can be experienced by anyone and anywhere, including students at school. Anxiety or anxiety is a form of individual emotion related to feeling threatened by something, usually with the object of the threat that is unclear. Anxiety with a reasonable intensity can be considered a positive value as motivation. Still, if the intensity is powerful and negative, it will cause harm and can interfere with the physical and psychological condition of the individual concerned. Freud (1993) says that anxiety can be divided into three types: 1. Realistic anxiety, namely fear of threats or dangers in the outside world or the environment. 2. Neurotic anxiety is the fear that instincts (Id's impulse) will get out of control and cause him to do something that can make him punished. Neurotic anxiety is not fear of the instincts themselves but the punishment that will befall them if an instinct is released. Neurotic anxiety develops based on experiences he acquired in childhood, associated with punishments and threats from parents and other people who have authority if he commits impulsivity. 3. Moral anxiety, namely fear of conscience (superego). People with good super egos tend to feel guilty or ashamed if they do or think something against morals. Like neurotic anxiety, moral anxiety also develops based on his childhood experiences, related to punishments and threats from parents and other people who have authority if he commits an act that violates the norm.

Based on the numerous explanations provided above, the question that needs to be answered by this research is whether or not there is a connection between the degree of melancholy, irritability, anxiety, and insomnia experienced by students and their assessments of the subject matter.

2. METHODS

The quantitative approach was taken in this investigation. The application of this approach is justified because it has been tailored to meet the primary aims of this research, which are to acquire factual information based on the results of this study and factual information based on the symptoms that are currently present. This study utilized data from high school students who participated in the Center for Assessment and Learning's 2020 AKM test (Pusmenjar). The population of this study is the level of feeling sad, irritable, anxious, and insomniac in 2020 schools, while the sample is the level of feeling sad, irritable, anxious, and insomniac in high school students taking the AKM test in 2020. Who is taking the 2020 AKM test currently? This study's data are in the form of a questionnaire that 269988 high school students who participated in the 2020 AKM (514 districts/districts in 24 Indonesian provinces) responded to. The question form is multiple choice (Rarely / Never, Monthly, Weekly, More than once a week) for the topics: (1) level of sadness; (2) irritability, (3) anxiety, (4) insomnia, and multiple choice forms (not at all satisfied, dissatisfied, satisfied, very satisfied) for the topics: (5) perceptions of subject matter in school.

The method of analysis utilized in this study is multiple regression analysis. This technique determines the correlation between students' tenacity in finishing a task and their potential. All data in this study were processed or analyzed using the SPSS 22.00, Winsteps, and Mplus programs to ensure that the outcomes of the analysis appropriately reflect the reliability of the instruments and individuals.

3. FINDINGS AND DISCUSSION

Based on the analysis results with Mplus, the information on the model fit instrument in this study, although the P-value of Chi-Square Test of model fit is P-value = 0.000; the value of Root Mean Square Error of Approximation (RMSEA) estimate = 0.035. This value lies between 90 Percent C.I.= 0.033-0.037. Therefore, all instruments in this study fit the model despite the minimal value. This is supported by the following standardized model results, Table 1 and Figure1.

Table 1. Standardized Model Results

Variable	Estimate	Est./S.E.	P-Value	Decision
SAD	-0.139	-57.936	0.000	Valid
ANGRY	-0.025	-9.904	0.000	Valid
WORRIED	-0.023	-9.083	0.000	Valid
SLEEP	-0.029	-13.139	0.000	Valid
MATERIAL	0.307	164.316	0.000	Valid

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| PERSON  252283 INPUT  252283 MEASURED            INFIT      OUTFIT    |
|          TOTAL      COUNT    MEASURE   REALSE   IMNSQ  ZSTD  OMNSQ  ZSTD|
| MEAN      13.6        5.8      -.21      .56     .95   -.2   1.01   -.1|
| S.D.       4.0         .9       .83      .22     .63   1.3    .82   1.2|
| REAL RMSE    .61 TRUE SD       .56  SEPARATION  .93  PERSON RELIABILITY  .46|
|-------------------------------------------------------------------|
| ITEM      6 INPUT      6 MEASURED                 INFIT      OUTFIT    |
|          TOTAL      COUNT    MEASURE   REALSE   IMNSQ  ZSTD  OMNSQ  ZSTD|
| MEAN   573808.7   243146.3     .00      .00     .97   -5.4  1.02    .0|
| S.D.   114231.8     2789.9     .55      .00     .15    7.3   .20   9.9|
| REAL RMSE    .00 TRUE SD       .55  SEPARATION 230.3  ITEM  RELIABILITY 1.00|
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Figure 1. Winsteps Analysis Results: Person and Instrument Reliability

Figure 1 indicates that the reliability value of the instrument employed in this investigation is 1.00. However, the reliability value of the individual is 0.46. This demonstrates that the instrument is more reliable than the individual. In addition, this indicates that the majority of respondents in this study responded to the questionnaire with low scores, reflecting "the actual world" at school.

The percentage of students who completed the questionnaire among the 269988 Indonesian high school students participating in the 2020 AKM (514 districts/districts in 24 provinces) is as follows.

Table 1. Results of the Summary Model Regression Analysis

Model	R	R Square	Adjusted R Square	Std. The error in the Estimate
1	,121ᵃ	,015	,015	,672

a.Predictors: (Constant), X1 = Difficulty sleeping, X2 = Feelings of deep
  sadness / depressed, X3 = Feelings of nervousness / anxiety, X4 = Feelings
  of trouble or irritability

According to Table 1, the correlation coefficient (R) is 0.121. This is a highly substantial twofold correlation between the variables X1 = difficulty sleeping, X2 = feelings of severe sadness/depression, X3 = feelings of nervousness/anxiety, X4 = feeling carried away or irritated and Y (students' perceptions of the subject matter). R Square (R2) = 0.015 indicates that 2% of the variation that occurs in the Y criterion is caused by the influence of the predictors X1 = difficulty sleeping, X2 = feelings of deep sadness/depression, X3 = feeling nervous/anxious, and X4 = feeling carried away or irritable collectively. The influence causes the remaining 0.98% of other variables that have not been researched or variables that are outside the research area categorized. Consequently, the magnitude of the coefficient of determination will determine whether or not the precision of the regression line can be

used to predict based on the variables of the research. This implies that the precision of the regression line will increase as the coefficient of determination increases.

Table 2. ANOVA Analysis Results in [a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1561,612	4	390,403	865,217	,000[b]
	Residual	105755,973	234378	,451		
	Total	107317,585	234382			

a. Dependent Variable: Students' perceptions of subject matter in school
b.Predictors: (Constant), X1 = Difficulty sleeping, X2 = Feelings of deep sadness / depressed, X3 =   Feelings of nervousness / anxiety, X4 = Feelings of trouble or irritability

Table 2 indicates that the significance level is 0.000 0.05, indicating that the regression equation is significant and can be utilized to make predictions. This indicates that the level of sorrow, anger, emotions of worry, and insomnia can be used to predict students' opinions of the subject.

Table 3. Results of Regression Coefficients Analysis [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3,008	,004		856,705	,000
	Feelings of deep sadness/distress	-,046	,001	-,079	-31,763	,000
	Get carried away or get angry easily	-,007	,001	-,013	-5,080	,000
	Feelings of nervousness/anxiety	-,018	,001	-,032	-12,637	,000
	Insomnia	-,017	,001	-,032	-14,306	,000

a. Dependent Variable: Students' perceptions of subject matter in school

According to Table 3, the regression equation is Y = 3,008 + (- 0.046) X1 + (- 0.007) X2 + (- 0.018) X3 + (- 0.008) X4 (- 0.017) X4 indicates that the average Y criteria score is projected to change by -0.046 for each unit change in X1, -007 for each unit change in X2, -0.018 for each unit change in X3, and -0.017 for each unit change in X4.

The results of this study are the main causes of student learning difficulties, both from internal and external factors, such as feelings of sadness, irritability, anxiety, and insomnia, which can interfere with students' understanding of the subject matter; Even though the contribution is minimal which is only 2%. Therefore, the condition of students, both from internal and external factors, who experience obstacles or disturbances in the learning process is one indicator of difficulty in learning. Furthermore, table 4 informs that all research variables are statistically related to each other significantly by P = 0.000. This shows that feelings of sadness, irritability, anxiety and insomnia are related and interfere with students' understanding of the subject matter.
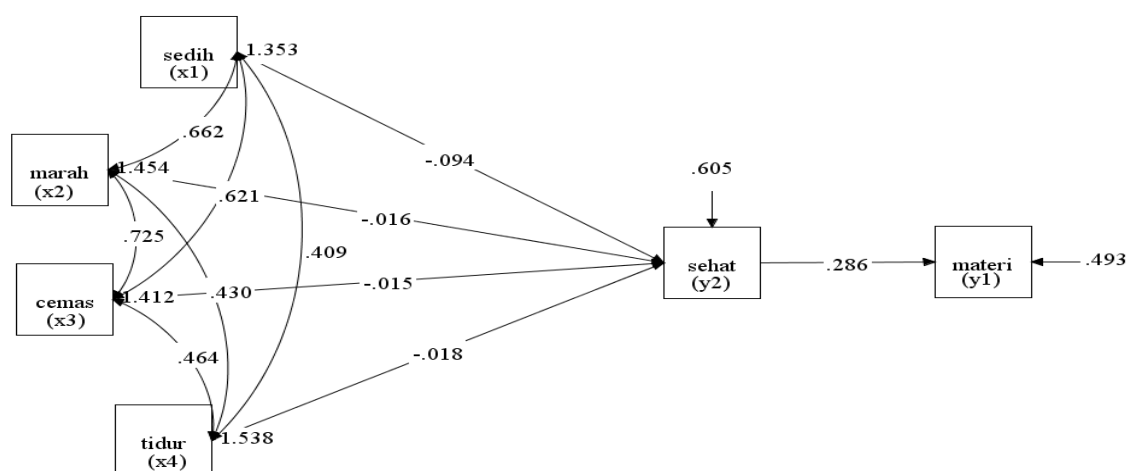
Table 4. Correlations Analysis Results

		Materi pelajaran di sekolah	Perasaan sedih yang mendalam / tertekan	Terbawa perasaan atau mudah marah	Perasaan gugup/ cemas	Susah tidur
The subject matter at school	Pearson Correlation	1	-,108**	-,076**	-,085**	-,068**
	Sig. (2-tailed)		,000	,000	,000	,000
	N	245598	238545	238929	238360	239001
Feelings of deep sadness/distress	Pearson Correlation	-,108**	1	,482**	,472**	,298**
	Sig. (2-tailed)	,000		,000	,000	,000
	N	238545	241295	238608	238277	238406
Get carried away or get angry easily	Pearson Correlation	-,076**	,482**	1	,521**	,300**
	Sig. (2-tailed)	,000	,000		,000	,000
	N	238929	238608	241634	238730	238837
Feelings of nervousness/anxiety	Pearson Correlation	-,085**	,472**	,521**	1	,320**
	Sig. (2-tailed)	,000	,000	,000		,000
	N	238360	238277	238730	240586	238892
Insomnia	Pearson Correlation	-,068**	,298**	,300**	,320**	1
	Sig. (2-tailed)	,000	,000	,000	,000	
	N	239001	238406	238837	238892	241541

**. Correlation is significant at the 0.01 level (2-tailed).

Table 4 shows a relationship between students' perceptions of understanding the subject matter and feelings of deep sadness/depression, being carried away by anger, nervousness/anxiety, and insomnia or vice versa (P = 0.000).

Based on the analysis results with Mplus, the relationship between variables looks more concrete, as shown in Figure 2.

Figure 2. Mplus Analysis Results: Relationship Between Variables

Figure 2 informs that the relationship between variables is very significant (standardized). The health of students in understanding the material is most influenced by (1) feelings of nervousness or anxiety (-0.015), (2) getting carried away or easily angry (-0.016), (3) insomnia (-0.018), and deep feelings of sadness, or depressed (-0.094). The contribution of the four variables (anxiety, anger, insomnia, and sadness) to students' health is relatively high, 0.605 (61%), while other variables influence the remaining 39%. The relationship between student health and subject matter is 0.286 (29%).

The results of this study are identical to those of the studies listed below, namely that two factors cause students to experience learning difficulties: internal and external factors. Internal factors that influence it are the lack of attention in learning (concentration), the lack of participation and student response when participating in teaching and learning activities (reactions), the slow pace of students understanding the material (understanding), and incomplete test scores (tests). The external factors that influence it are the influence of friends in the community (social community). Waskitoningtyas (2016) states that learning difficulties are the lack of success of students in mastering concepts, principles, or problem-solving algorithms, even though they have tried to learn them, and this is added to the lack of a student to abstract, generalize, think deductively and remember concepts and principles. -principles will usually always feel that a lesson is challenging. Based on the results of this study, learning difficulties are difficulties in obtaining scores above the minimum, so students do not complete and have not reached their learning goals (Hasibuan, 2018). Learning helps students face life in a community environment with interdependent components (Ifrianti, 2017). This is evidenced by the results of Safari's research (2019), even though there are changes in national exam policies that do not affect: (1) teacher motivation, (2) student motivation, (3) parental support, (4) school preparation, and (5) student anxiety about UN 2019, (Safari, 2019a). So, the worry (very anxious, anxious, ordinary, and optimistic) of students in facing the test on the subject being tested depends on the student's level of ability (very good, good, adequate, lacking). The higher the ability of students, the subjects of concern are the subjects: Indonesian, English, Science, and Mathematics. The lower the ability of students, the subjects of concern are the subjects: Mathematics, Science, English, and Indonesian (Safari, 2019b).

The results of this study are comparable to those of some studies undertaken by earlier academics. They include (1) the efforts of the teacher in overcoming student learning difficulties, namely using various methods, creating an effective and conducive learning environment, providing additional tutoring, and giving rewards or prizes for students who excel in learning. (Muntari, 2015); (2) the most significant learning difficulties of students in the value and place material are that students do not understand the concept correctly (Selvianiresa, 2017).

From the research results, the factors that influence students' learning difficulties are internal and external factors. Student learning activeness is an effort made by students in the learning process, where students participate actively in classroom learning to gain experience, knowledge, understanding, and other aspects of what has been done (Pamungkas, 2018). As for the external factors that influence it, namely: the influence of friends in society who are always playing (social environment), environmental conditions in the community where students live will affect student learning. Students will be easily exposed to the influence of the community environment because of their presence in that environment. Activities in the community, associating with friends, and the neighbourhood can influence students, so it is necessary to develop a positive environment to support student learning (Syafi'i et al., 2018). The influence of friends around their place affects students who have difficulty learning to play, so they are reluctant to learn. In addition, not being accustomed to answering essay questions can also affect the level of student learning difficulties. Safari's research (2019) results show a significant difference between students who are used to and are not accustomed to answering essay questions on the exam results.

One of the strategies for overcoming the difficulty level of student learning, according to Rifa'i and Catharina (2014), is arousing students 'curiosity about upcoming lessons. Therefore learning will increase students' intrinsic motivation to study the learning material presented by the educator. Another way to be done is to give students choices about the learning material to study and how to

study it. Based on the explanation regarding the influence of interest in learning on student learning activities, it can be concluded that interest in learning significantly influences student processes and outcomes. Therefore, it takes effort to generate student interest by understanding and serving student needs. Some of the research results that support this research include: (1) the learning process includes activities, introduction, activities, core, and closing. In addition, teachers also use audio-visual media such as laptops, LCDs, projectors, and VCD tapes; (2) female students are more interested in learning dance than male students. Therefore, it seems that gender may have little impact on motivation and the influence of situational interest in learning. However, female students may have higher quality than male students due to higher self-interest. In addition, the research results also show that situational interest can motivate all students. Still, it is also necessary to increase self-interest so that they are involved in better quality learning (Scrabis, 2003).

4.   CONCLUSION

The following conclusions and recommendations can be drawn from the explanations above of the study's findings. (1) The double correlation between the variables X1 = difficulty sleeping, X2 = feelings of deep sadness/depression, X3 = feelings of nervousness/anxiety, and X4 = feeling or irritable with criterion Y (students' perceptions of the topic) is 0.121, with a significance level of 0.000 and a sample size of 246304. The relationship between the four variables was statistically significant (P <0.05). (2) Each of the four factors contributes 0.015 percent. This indicates that the predictors X1 = difficulty sleeping, X2 = feelings of severe sadness/depression, X3 = feelings of nervousness/anxiety, and X4 = feeling carried away or impatient combined account for 2% of the variance in the Y criteria. In comparison, the rest, 0.98%, is caused by the influence of other variables that are not researched or that are outside the research area and classified as residues. Thus the size of the coefficient of determination will determine whether or not the precision of the regression line is a tool for predicting the basis of research variables. This means that the greater the coefficient of determination that occurs, the stronger the precision of the regression line will be. (3) The ANOVA analysis results inform that the level of significance is 0.000 <0.05, which means that the regression equation is significant and can be used to make a basis for predictions. This means that students' perceptions of the subject can be predicted by predictors of the level of feelings of sadness, irritability, feelings of anxiety, and insomnia. (4) The relationship between variables is very significant (standardized). The health of students in understanding the material is most influenced by (1) feelings of nervousness or anxiety (-0.015), (2) getting carried away or easily angry (-0.016), (3) insomnia (-0.018), and deep feelings of sadness. or depressed (-0.094). The contribution of the four variables (anxiety, anger, insomnia, and sadness) to students' health is relatively high, 0.605 (61%), while other variables influence the remaining 39%. The relationship between student health and subject matter is 0.286 (29%).

Based on the research results above, there are important suggestions such as the following. Several stages need to be carried out to help overcome student learning difficulties (Susanto, 2018: 140), which are as follows. (1) Eliminating factors that cause learning difficulties. This method can be done for incidental factors. Incidental factors occasionally appear, in a short time, or appear again at an indeterminate time. (2) Eliminating the causes of learning difficulties by teachers. The trick is for the teacher to change or improve the learning strategy or methodology. (3) Eliminating the causes of learning difficulties by Extension Guidance Teachers (BP Teachers). This causative factor does not include the scope of a complicated learning process that may not be able to be carried out by the classroom teacher because of insufficient time or beyond ability. (4) Eliminating the causes of learning difficulties that involve experts in their fields. For example, factors related to psychological weight need to involve a psychologist or psychiatrist. (5) Eliminating the causes of learning difficulties that are coordinative. Factors that cause learning difficulties are sometimes heavy or complicated because one factor is related to another. Factors causing severe and complicated difficulties can involve many parties, such as subject teachers, classroom teachers, BP teachers, school principals, parents of students, and non-governmental organizations.

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