
THE INFLUENCE OF LEARNING INTEREST ON STUDENTS LEARNING OUTCOMES IN SUBJECT

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Abstrak

Tujuan penelitian ini adalah untuk mengetahui Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa di Man 2 Semarang. Siswa Man 2 Semarang menjadi objek penelitian ini. Penelitian ini juga berfungsi untuk melihat betapa pentingnya minat belajar siswa terhadap hasil belajar siswa pada mata pelajaran bahasa Inggris di tingkat sekolah menengah atas. Sampel dilakukan pada 33 siswa Man 2 Semarang. Teknik pengambilan sampel menggunakan purposive sampling yang mana respondennya adalah sebagian siswa MAN 2 Semarang. Pengumpulan data dilakukan dengan menyebarkan kuesioner dengan menggunakan skala Likert 4 poin untuk mengukur 8 item pernyataan. Teknik analisis yang digunakan adalah analisis regresi linier. Hasil penelitian menunjukkan bahwa pertama, minat belajar siswa secara simultan berpengaruh signifikan terhadap hasil belajar siswa. Kedua, minat belajar siswa mempunyai pengaruh secara parsial dan signifikan terhadap hasil belajar siswa.

Kata Kunci: Pengaruh, Minat, Bahasa Inggris

Abstract

The purpose of this study was to determine the Influence of Learning Interests on Student Learning Outcomes in Man 2 Semarang. Students of Man 2 Semarang were the object of this study. This study also serves to see how important student interest in learning to student learning outcomes in English subjects at the senior high school level. The sample was conducted on 33 students of Man 2 Semarang. The sampling technique used purposive sampling in which the respondents were some of the students of MAN 2 Semarang. The data collected by distributing questionnaires using a 4-point Likert scale to measure 8 statement items. The analysis technique used was linear regression analysis. The results showed that first, students' interest in learning simultaneously had a significant effect on student learning outcomes. Second, student learning interest had a partial and significant impact on student learning outcomes.

Keywords: Influence, Interest, English

INTRODUCTION

One of the foundations in life that must be built as well as possible is education. Education is a quality system which is the expectations and demands of all stakeholders in education which is built from several interconnected components (Ernawati* et al., 2022). Besides that, education is an effort to form a complete human being physically and mentally intelligent, healthy, and virtuous and an important aspect in the era of globalization, without education, a group of people can live and develop like aspirations (aspirations) to progress (Ernawati* et al., 2022)

Education has a great influence in a people life. People can live well in society because the quality of human resources improves. A good education system is very important in the implementation of education in Indonesia. Education has an important impact on human existence, and with the improvement of the quality of human resources, people can live a fulfilling life in society. The goal of every teaching strategy is to increase learning. Teaching is learning and teaching involving two subjects: teacher as teacher and students as learners. The components of the learning are important for the learning. Directing the student's learning activity is called teaching. Learning is important to a better quality of life for personal growth.

In all learning, students are expected to achieve good learning outcomes. In reality, however, student learning outcomes are not always as expected. As we rated that a good learning outcome is passing the KKM (standard minimum score) which has been determined as a benchmark for the success of the learning process. It should be a concern and evaluation material in the learning process.

The results of the preliminary studies show that the students' learning results are not optimal. This can be seen in the academic results of students who did not reach the KKM standard. From these problems arises the question, why the academic results of the students are not optimal? From the perspective of learning theory, many factors influence students' learning outcomes, both internally and externally. Internal factors include interest in learning, which probably strongly influences student learning outcomes.

Another aspect that determines learning other than readiness for change is the interest in learning. Without an interest in learning, students have difficulties following each learning process. Students' interest in learning supports student learning outcomes (Prasetyo et al., 2021). Interest is an activity carried out by students on a regular basis in the learning process (Berutu, M, H. & Tambunan, M, I., 2018). Interest is very influential in learning because if the subject matter studied is not appropriate, students will not be interested in doing learning well (Hidayaty et al., 2022). Interest in learning is a very important thing that must exist in students so that they are able to learn, because with interest can also determine the learning achievement of students themselves (Hidayaty et al., 2022). A student's interest in learning is an internal factor that affects learning and learning outcomes.

Optimal student learning readiness is strongly influenced by good reading interest. (Siahaan & Meilani, 2019) explains that readiness is "preparedness to respond or react" which means that it is a ready attitude to react. That way, readiness is one of the things that needs to be considered during learning activities because if students already have learning readiness, the reactions or responses that arise are the results of student learning activities that will improve.

Learning outcomes and overall student achievement are indicators of competence and the degree of behavioral change in question. Learning outcomes are a description of the abilities possessed by students after participating in the learning process which includes cognitive, affective and psychomotor abilities (Ernawati* et al., 2022). Learning outcomes can be used as a reference to determine the strengths and weaknesses or success of students in various fields of study or subjects they take (Ernawati* et al., 2022). The quality of education can be known and measured from student learning outcomes that are manifested in the values obtained by students (Kristiyanto et al., 2020). The learning outcomes highlighted by students are the result of efforts in the learning process. Thus, teachers should strive to improve student learning outcomes through various learning activities that allow students to develop their abilities (Yuliati & Lestari, 2019).

This research also serves to see how important students' interest in learning is to student learning outcomes in English subjects at the senior high school level. By seeing how important students' interest in learning is to student learning outcomes in English subjects which are concluded from questionnaires and interviews, the objectives to determine the comparison of student interest in learning and student learning outcomes in English subjects and to determine the effect of student interest and readiness in learning and results. student learning in English subjects at the senior high school level. The purpose of this study is to determine the influence of student interest and readiness in learning with student learning outcomes in English subjects at MAN 2 Semarang.

RESEARCH METHODS

This study is quantitative research, that is according to (Creswell & Creswell, 2018) is research that focuses on the study of objective phenomena to be studied quantitatively. Quantitative research

is a process that uses data in the form of numbers as a tool to analyze information about what you want to know. This study uses a lot of numbers, ranging from data collection, interpretation of data, and displaying research results. The data used in this study are primary, namely questionnaire data obtained from interviews with teachers and students. This study consists of one independent variable, namely learning interest (X), while the dependent variable is learning outcomes (Y).

The data was conducted quantitatively. This research method used partial and simultaneous regression methods. It is used for analysis or hypothesis testing if the researcher intends to know the effect or relationship of the independent variable with the dependent, where one of the independent variables is controlled.

The population in this study were all of the student in grade X-L MAN 2 Semarang in which consisted of 33 students. This sample was taken by the researcher using a saturated sampling technique, namely a sampling technique that took the entire number of populations (Abnur Karneleo & Lianah, n.d.)

In this study, data collected through questionnaires, interviews, observations, exams or tests, documentation, and so on. Furthermore (Dash, 2017) states that data collection techniques can be done by interviewing, questionnaires, observations, and a combination of the three. In this study, the data collection techniques used by the researcher were a questionnaire that the respondent had to answer according to the situation he had experienced, observation, and documentation.

Data collected using a Likert scale model. The data analysis technique used simple regression analysis using SPSS For Windows version 26.00 data and displaying research results. The data used in this study are primary, namely questionnaire data obtained from interviews with teachers and students. This study consists of one independent variable, namely learning interest (X) while the dependent variable is learning outcomes (Y).

The grid of student learning interest questionnaires in this study can be seen in Table 1. The description of the questionnaire instrument for student learning interest in English subjects is as follows:

Table 1. Grid of Student Interest Questionnaire Instruments in English subjects

Variable	Indicator	No. Statement Items
Student Interest	Attention in learning	1,2
	Learning materials and teacher attitudes	3,4,5
	Benefits of subject	6,7,8

Due to the questionnaire on student learning interest and student learning outcomes using a Likert scale consisting of 4 categories, can be seen in Table 2. The descriptions of the categories of student interest in learning and student learning outcomes in English subjects are as Table 2.

Table 2. Categories of student learning interests and student learning outcomes in English subject

Interval Indicator				
Student Interest				
Category	Not Good	Enough	Good	Very Good
Attention in learning	1	2	3	4
Learning materials and teacher attitudes	1	2	3	4
Benefits of the subject	1	2	3	4

Then regression test serves to determine the effect of student interest in learning variables on student learning outcomes. These tests were then tested using SPSS 26 to obtain accurate

results.

In collecting data, the first thing to do is to select students based on the categories given by the researcher, then provide questionnaires and conduct interviews about student interest in learning and giving post test about student learning outcomes. Questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer (Dash, 2017). This questionnaire was addressed to students in grade X-L MAN 2 Semarang consist of 33 students who became subjects in this study, which aims to determine the effect of student interest and readiness in learning on student learning outcomes. Then the questionnaire data was processed using the SPSS application. The use of the SPSS application functions to view descriptive statistics in the form of mean, min, max, percentage, and category of students as well as to see the results of several tests such as testing assumptions and testing hypotheses (Umami et al., 2021). The data needed in research can be collected or obtained from various data sources. The data collection procedure in this study is in accordance with the following Figure 1.

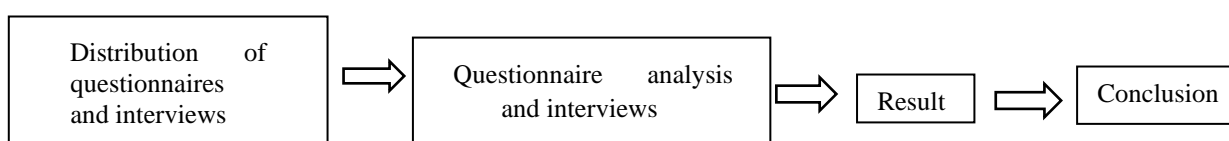


Figure 1. Research Procedure

FINDINGS AND DISCUSSION

Descriptive Analysis of Student Interest (X)

Descriptive analysis data of student interest obtained from a questionnaire of student respondents consisted of 8 statements with four answer choices using a Likert scale. Based on data processing, the results of the descriptive analysis of the learning interest questionnaire were obtained as follows the results of the frequency distribution of students' learning interest, it is known that there are 6 students categorized as very good with a percentage of 12%, there are 14 students in the good category with a percentage of 47% and there are 10 students who in the enough category with a percentage 35% and there are 3 students who in not good category with a percentage of 6 %.

Descriptive Analysis of English Learning Outcomes (Y)

Student learning outcomes in the realm of knowledge on English studies content. Data obtained from the documentation of students' PPL 1 on cycle 2. The value of learning outcomes is grouped according to Permendikbud No. 53 of 2015. Based on data processing, the following results were obtained.

Based on data processing, the results of the descriptive analysis of English learning outcomes, it is known that there are 17 students categorized as very good with a percentage of 52%, there are 16 students in the good category with a percentage of 48% and there are no students who are in the enough and not good category with a percentage of 0 %.

The influence of learning interest on students learning outcomes

The model of the relationship between learning interest and learning outcomes is expressed in the form of the regression equation $Y = 25.540 + 2.621 X$. The significance test of the regression equation can be presented in the following table.

Table 3 : Description of the regression test of student interest in learning and student learning outcomes at MAN 2 Semarang

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	25.540	3.881		6.580	.000
	MINAT	2.621	.180	.934	14.551	.000

a. Dependent Variable: HASIL

Based on the significance test of the learning interest variable on the results in MAN 2 Semarang, the t value (14.551) > the t table (2.040), where the t value is greater than the t table, and the significance value of 0.00 is less than 0.05, so H_0 is accepted so that there is a significant influence between learning interest on student learning outcomes at MAN 2 Semarang.

Based on the results of interviews with students, it can be seen that students' interest in learning in participating in the student learning process is reduced because the model or learning method used is not interesting. During the learning process using ordinary learning, students are not actively involved so that students easily feel bored so that when doing tests students cannot focus. Besides that, excessive use of gadgets makes students not interested in learning, thus affecting their learning outcomes.

In addition to the environment, the desire and enthusiasm for learning is influenced by the condition of the students themselves at the time of learning, if the conditions faced are not supportive, usually students will tend to be less interested in learning or lack concentration in following each lesson given (Mauliya et al., 2020). Strong interest will lead to persistent, serious effort and not easily discouraged in the face of challenges, on the other hand if someone's interest is low then his effort is also low and even seems to ignore (Berutu, M, H. & Tambunan, M, I., 2018).

This research is in line with previous research conducted by (Ramadani & Simamora, 2022) it was found that interest in learning had a direct positive effect on students' science learning outcomes, meaning that the interest in learning that existed in students would lead to good learning outcomes. Students who have a high interest in learning get better learning outcomes than students who have a low interest in learning. The generalization and updating of this research is to determine the differences and the effect of student interest in learning and student learning outcomes. With this research, it can be known in more detail and accurately based on the tests that have been carried out by this research.

The limitation of this study is that it only compares the variables between students' interest in learning and student learning outcomes. Researchers suggest to conduct further research to compare the variables of student interest in learning and student learning outcomes with other variables.

CONCLUSION

Based on the results of data analysis that the effect of interest in learning to students learning outcomes can be explained as follows ; a)Based on the previous test results, it can be seen that the learning interest variable has a greater t-count than the t table. This shows that students' interest in learning has a partial and significant effect on student learning outcomes. This means that the initial hypothesis is rejected and the second hypothesis is accepted. Based on the regression test of student interest in learning and student learning outcomes, it was found that there was an influence between student interest in learning and student learning outcomes in English subjects at MAN 2 Semarang.

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