

The Influence Of Students' Learning Interest On The Economics Learning Achievement Of 11th Grade Social Science Students At Semparuk Senior High School

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Abstract.

Education has several factors that can affect it, namely family, school, environmental, physiological, psychological, educator, students, material content, and methods used by educators in the teaching and learning process in the classroom. The purpose of this study is to describe: 1) The learning interest of 11th grade social science students at Semparuk SHS; 2) The learning outcomes of 11th grade social science students at Semparuk SHS; 3) The influence of students' learning interests on the economic learning outcomes of 11th grade social science students at Semparuk SHS. The research method uses a quantitative approach. The location of the study was at Semparuk 1 SHS, with a research population of 96 respondents (students). The conclusions in this study are that 1) The learning interest of 11th grade social science students at Semparuk 1 SHS shows a very high category, 2) Learning outcomes are spread normally in general at the level of learning completeness and a small part of those who have not met the learning completeness, 3) The learning interest of 11th grade social science students at Semparuk 1 SHS has an effect on student learning achievement, where learning interest (X) increases by 1%, then learning outcomes (Y) will increase by 1.2% and the magnitude of the influence of learning interest on learning outcomes is 93.9% and the rest is influenced by other factors.

Keywords: *Influence; Learning interest and Learning achievement.*

I. INTRODUCTION

The importance of increasing interest in learning for students can arouse a sense of happiness, a sense of joy for students and renew their enthusiasm as well as help students to deepen and strengthen knowledge (economy) in the minds of students and enliven the lessons. According to Nurdin & Andrianoni (2022), learning interests have the following functions: 1) Clarifying the presentation of messages so that they are not too verbal, making it easier for students to understand the message; 2) Overcoming the limitations of space, time and sensory power; 3) Attracting students' attention in the teaching and learning process; 4) Arouse the passion for learning in students; 4) Allowing for more direct interaction between students and the environment and reality; 5) Allowing students to learn individually according to their abilities and interests. Interest is essentially a fixed tendency to notice and recall some activity. According to Djaali (2020), interest is a sense of preference and interest in something or activity, without anyone telling you. It is sharpened again based on the etymology of interest which means liking, attention (tendency towards something), desire. Interest will cause a person to have an interest in something and be accompanied by a desire to know and learn about it. In line with Dillono's opinion, a great interest in learning tends to result in high learning achievement, on the other hand, a lack of interest in learning will result in low learning achievement.

Furthermore, according to Lefrancois, interest is very close to an intrinsic motive, which is a drive that occurs not because of an impulse that comes from outside but something from within that encourages to do the activity even though external factors can support a person to achieve his or her deeper interest (Firdawati, 2021). According to Amand J (2020), interest is the drive to do something that arises from within ourselves without any encouragement from others. High interest can lead to high learning achievement, but vice versa. Interest can simply be understood as a high inclination and passion or a great desire for

something. The term interest is a terminology of personality aspects that describes the willingness, the impulse that arises from within the individual to choose other similar objects. The object of interest can be in the form of living things, activities, inanimate objects, work and others. According to Nurmalina et al. (2020), interest can arise due to attraction from outside and from the heart of sanubari. There must be interest in how to get the desired results in learning, if the interest in learning is high, learning activities tend to increase in the sense that students will be active and really learning to achieve the goals they need. Interest is an impulse that causes an individual's attention to be tied to certain objects such as work, studies, things and people.

II. METHODS

This research uses a type of quantitative research with a descriptive method and in a concise manner, namely a type of research that explains phenomena by collecting numerical data, which is analyzed using mathematics-based methods, especially statistics. In general, research methods are defined as scientific ways to obtain data with specific purposes and uses. This study describes the attempt to reveal a problem or situation based on the causal relationship between the variables studied. The type of research is quantitative descriptive research. Sugiyono (2019) stated that research that takes samples from a population and uses questionnaires as the main data collection tool, as well as hypothesis testing as a temporary answer to the formulation of a problem that will be proven to be empirically true based on data from the field".

The form of research used is explanation, which is research that explains the causal between research variables. The population in this study is all 11th grade social science students at Semparuk 1 SHS as many as three classes totaling 96 students. Population is a generalized area consisting of: objects/subjects that have certain quantities and characteristics that are determined by the researcher to be studied and then drawn conclusions by Sugiyono (2019). Sugiyono added that in quantitative research, samples are part of the number and characteristics possessed by the population. In this study, it did not use a sample but used the entire population.

III. RESULTS AND DISCUSSION

In this study, what will be observed further is the variable of student learning interest (X) with the bound variable, namely student learning preasta (Y). Measurement will be carried out by mapping the perception of all respondents. To collect data on varariabel. The entire questionnaire statement is compiled based on a grid of research indicators. Quantitative measurement of questionnaire answers is carried out with a score system according to the likert scale with 5 (five) choices, namely the answers are grouped and each is weighted like the likert scale table with 5 (five) choices, namely the answers are grouped and each is given a weight as shown in Table 1 below:

Table 1. Variable Scale and Weight

Scale	Weight
Strongly agree (SS)	5
Agree (S)	4
Neutral (KK)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Sugiyono (2019)

Based on the results of the questionnaire given, it is known that for all variable items for the strongly agree score (5) obtained the highest percentage of 72.4%, for the score of agree (4) of 21.6%, for the disagreement score of the respondent's answer of 6%, based on the results of the respondent's response score criteria on average 4.66 so that it can be concluded that the respondents' responses to students' learning interest (X) are in the very high category. The analysis used is a hypothesis test through simple regression analysis which will be empirically tested to find the functional relationship of free variables to bound variables with

$$Y = a + b_1 X.$$

Table 2. Linear Regression Coefficients**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	14.681	1.605		9.146	.000
MINAT BELAJAR	1.200	.032	.969	38.068	.000

a. Dependent Variable: HASIL BELAJAR

Based on table 2 above, it can be seen that $Y = 14.681 + 1,200 (X)$, meaning that if the learning interest (X) value increases by 1%, then the learning outcome (Y) will increase by 1.2% with a cost of 14.681.

Tabel 3. Model Summary Korelasi X1 terhadap Y**Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969 ^a	.939	.938	2.805

a. Predictors: (Constant), MINAT BELAJAR

Based on table 3 above, it is known that the correlation coefficient (R) of 0.969 based on the interpretation of the value guideline is in a very strong correlation range. And it is known that the R Square value shows a determination coefficient of 0.939, meaning that the percentage of the influence of learning interest variables on learning outcomes is 93.9% and the rest is influenced by other factors.

Table 4. T test**Coefficients^a**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	14.681	1.605		9.146	.000		
MINAT BELAJAR	1.200	.032	.969	38.068	.000	1.000	1.000

a. Dependent Variable: HASIL BELAJAR

Based on table 4, it is known that T calculation = 38.068 and T table = 1.661 where T calculates > T table means that learning interest (X) affects learning outcomes (Y) It is known that the Sig value for the influence of X (Learning Interest) on Y (learning outcomes) is $0.000 < 0.05$ so it can be concluded that the hypothesis is accepted which means that there is an influence of learning interest on the learning outcomes of 11th grade social science students at Semparuk 1 SHS. The results of the correlation analysis and the results of the t-test showed that the interest in learning (X) has a positive and significant effect on learning outcomes (Y) So that it can be concluded that the hypothesis is accepted.

IV. CONCLUSION

Based on the results of the analysis of the results and discussion, the following conclusions can be drawn 1) The learning interest of 11th grade social science students at Semparuk 1 SHS shows a very high category, teachers improve the learning process to students intensively and meaningfully before the learning process is carried out by means of continuous education; 2) Learning Achievement of 11th grade social studies students of Semparuk 1 SHS is seen to be economically spread out normally in general at the level of learning completeness and a small number have not met the learning completeness. has a significant positive influence on learning outcomes, meaning that improving learning outcomes can be tried by improving and improving the learning process regarding economic material materials, by providing summaries and

contextual learning; 3) The learning interest of grade 11 social studies students of Semparuk 1 SHS affects the learning achievement of students, meaning where the interest in learning. X) increases by 1%, then the learning outcome (Y) will increase by 1.2% and the magnitude of the influence of learning interest on learning outcomes is 93.9% and the rest is influenced by other factors.

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