

## THE INFLUENCE OF INTEREST IN LEARNING ON THE LEARNING ACHIEVEMENT OF SOCIAL SCIENCE SUBJECTS

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### ABSTRACT

This research aims to reveal whether there is an influence of interest in learning on students' learning achievement in social studies subjects. The research method used is associative quantitative methods. The sampling technique used random sampling with a sample size of 84 students at AL-Ikhlas Middle School Bekasi. Research data was obtained using valid and reliable instruments. The data analysis used is regression analysis of Y and This means  $H_0$  is rejected. Thus, the correlation coefficient X and Y is meaningful or significant. Meanwhile, the coefficient of determination R Square = 0.242, which means that 24.2% of the variation in the Social Sciences Learning Achievement variable can be influenced by Learning Interest. The conclusion of the research results reveals that there is an influence of student learning achievement on interest in learning, this can be seen from the regression equation  $Y = 48.769 + 0.445X$ , meaning that the Y score can be predicted using the linear equation mentioned above. From the analysis results  $t_{hit} = 5,250$  and  $p\text{-value} = 0.000/2 = 0 < 0.05$  or  $H_0$  is rejected. Thus, interest in learning has a positive effect on learning achievement in social science subjects.

**Keywords:** Interest in Learning, Social Studies Learning Achievement

### INTRODUCTION

Learning achievement is the learning result achieved after going through the process of teaching and learning activities. Learning achievement can be shown through the grades given by a teacher from the number of subject areas that students have studied. Of course, every learning activity always hopes to produce maximum learning. In the process of achieving learning achievement is greatly influenced by several factors, such as external factors and internal factors. External factors include family, school and community background, while internal factors include physiological and psychological factors. Physiological factors are the general physical condition of students and psychological factors are internal factors that influence students in the learning process, including intelligence, attitudes, talents, interests and motivation. In this research, the author will only discuss students' internal-psychological factors, namely interest. Interest has a huge influence on a student's learning activities. Students who have a high interest in learning will show good learning achievements. By having an interest in learning in students, it will create curiosity and pleasure in students to continue learning. Curiosity and enjoyment of learning can be obtained from the material taught and the way the teacher conveys the lesson material. If the learning materials and the way the teacher delivers the lessons do not suit the students' interests, then the students concerned will not learn well, because there is no attraction for them. Vice versa, if the teacher's learning materials and methods can be attractive to students, then they will be easily understood and stored in students' cognitive memory.

### **Theoretical review**

According to Sumadi Suryabrata in Abdul Jani (2017: 5), learning achievement is the result of an educational evaluation achieved by students after undergoing a formal education process within a certain period of time and the learning results are in the form of numbers. According to Sugihartono in Abdul Jani (2017: 5), learning achievement is the result of measurements in the form of numbers or statements that reflect students' mastery of subject matter. According to Dimiyati and Mudjiono in Abdul Jani (2017:6) stated that learning achievement is the result of an interaction between acts of learning and acts of teaching. From the teacher's perspective, teaching ends with a process of evaluating learning outcomes. From the students' perspective, it is the end of the term and the peak of the learning process. In education, we recognize two types of factors that influence students and play a major role in student achievement in learning, namely: According to Slameto in Annastalia Budi Listiyarin (2016:2), the factors that influence learning achievement are as follows:

#### **1) Internal Factors**

- a. Physical factors (physiology), both congenital and acquired, include health and disability.
- b. Psychological factors, both innate and acquired, consist of: intelligence, attention, interest, talent, motive, maturity, readiness, and so on
- c. Fatigue factors, both physical and spiritual. Physical fatigue is seen by weakness in the body and a tendency to lie down. Meanwhile, spiritual fatigue can be seen in the presence of lethargy and boredom to make something go away.

#### **2) External Factors**

- a. Family factors include: the way parents educate, relationships between family members, home atmosphere, family economic situation, parental understanding, cultural background.
- b. School factors include: teaching methods, curriculum, teacher-student relationships, student-student relationships, school discipline, learning tools, school time. Lesson standards above size, condition of building, learning methods, homework.
- c. Community factors, consisting of: student activities in society, mass media, social friends, forms of community life.

However, we are more inclined to assume that the dominant learning interest factor influences student learning achievement internally. We tend to assume that students who have a high interest in learning achieve better than students who have a low interest in learning, and vice versa. According to Slameto in Danik Ratri Wulandari (2015:22) states that "Interest is a feeling of preference and interest in a thing or activity, without anyone telling you to." According to Makmun Khairani in Danik Ratri Wulandari (2015:20) stated that "interest as an aspect of obligation is not an innate aspect, but rather a condition that is formed after being influenced by the environment. Therefore, interests change and really depend on the individual. According to Djamarah in Abdul Jani (2017: 7) states that "Intelligence, interest, talent, motivation are the main psychological factors that influence students' learning processes and outcomes." Interest is not inborn, but acquired later. Interest in something studied influences further learning and influences the acceptance of new interests. So interest in something is the result of learning and supports further

learning. Interest plays an important role for students in learning. Students who have a high interest in learning will study the subjects they like well.

### **RESEARCH METHODS**

This research aims to reveal the influence of interest in learning on student learning achievement in the Class VII social studies subject at Al-Ikhlâs Middle School, Bekasi. This research was conducted on class VII students in social studies at Al-Ikhlâs Middle School, Bekasi City. The time for this research was carried out in the even semester of the 2021-2022 academic year, starting from January to May 2022. The research method used in this research was quantitative survey research method. This quantitative survey research method is research where the main source of data and information is obtained from respondents as research samples using questionnaires or questionnaires as data collection instruments with the aim of testing predetermined hypotheses. In this research, the author uses two variables, namely X and Y.

According to Moh. Nazir in Supriyadi (2018:119) Population is a collection of measurements about something that we want to make inferences about. According to Kadir in Supriyadi (2018:119) Population can be defined as a collection of all things related to individuals, variables, or data with characteristics determined or chosen by the researcher so that it can be stated precisely whether the individual is a member of the population or not. In this study, the population was all class VII students at SMP AL-IKHLAS Bekasi, totaling 109 students. The sampling technique in this research uses the Proportional Random Sampling technique in a random manner. In random sampling, each class in the population has the opportunity to be sampled. Proportional is used to determine the number of samples in each class. Kadir in Supriyadi (2018) Collecting data means recording events, characteristics, elements, values of a variable. The results of this recording produce raw data whose usefulness is still limited. So that the data we obtain has high validity, it is necessary to develop data collection instruments that are also valid. So that the data obtained can describe the actual situation or reality. An instrument is a tool for measuring something that is being measured. There are two instruments that will be used in this research, namely: 1) Learning achievement instrument; 2) Learning interest instrument

### **RESEARCH RESULTS AND DISCUSSION**

The learning achievement scores obtained from the research site were analyzed using SPSS 20, the following analysis results were obtained: Based on the social studies learning achievement scores of 84 respondents from class VII students at Al-Ikhlâs Middle School, the lowest empirical score was 70 and the highest empirical score was 100. Score range 30. The average score (mean) is 88.1310, standard deviation 7.84454, mode 85, median 88.5000. Based on the social studies interest scores of 84 respondents from class VII students at Al-Ikhlâs Middle School, the lowest empirical score was 74 and the highest empirical score was 110, the score range was 36. The average score (mean) was 88.4762, standard deviation 8.84332, mode 100, median 87.0000. variance 78.204 and total score 7432.

To find out whether the data that the author collected and researched included normally distributed data or not, the author carried out tests using software tools, namely SPSS version 20, with the results: Kolmogorov-Smirnov Z was obtained at 1,203, this figure is the same as the results manually and the Asymp value. Sig. (2-

tailed) is 0.110 or can be written as a probability value (p-value) =  $0.110 > 0.05$  or  $H_0$  is accepted. Thus, the social studies learning achievement data has a normal distribution; Kolmogorov-Smirnov Z was obtained at 1,262, this figure is the same as the manual results and the Asymp value. Sig. (2-tailed) is 0.083 or can be written as a probability value (p-value) =  $0.083 > 0.05$  or  $H_0$  is accepted. Thus, the Social Sciences Learning Interest data has a Normal distribution. The homogeneity test is carried out with the aim of finding out whether the distribution of data for each variable does not deviate from the characteristics of homogeneous data. Homogeneity testing is carried out on dependent regression variants or independent variables using statistics. From the results of the analysis in the Test of Homogeneity of Variances table, Levene Statistics is obtained. = 1,343;  $df_1 = 1$ ;  $df_2 = 166$ , and p-value =  $.248 > 0.05$  or  $H_0$  is accepted. Thus, both groups of data come from homogeneous groups.

The results of hypothesis testing using SPSS 20 are as follows: The regression equation is obtained:  $Y = 48.769 + 0.445X$  Therefore, "Interest in learning has a positive effect on Social Studies Learning Achievement."

Statistical hypothesis:

$H_0 : Y = a + Bx$  (linear regression)

$H_0 : Y = a + Bx$  (non-linear regression)

The linearity test for the regression line equation is obtained from the Deviation from Linearity line, namely  $F_{hit}(TC) = 1.592$ , with p-value =  $0.089 > 0.05$ . This means that  $H_0$  is accepted or the regression equation of Y on X is linear or in the form of a linear line.

Statistical hypothesis:

$H_0 : b = 0$  (meaningless regression)

$H_1 : b \neq 0$  (mean regression)

The significance test for the regression line equation is obtained from the 5th column regression row, namely  $F_{hit}(b/a) = 27.558$ , and p-value =  $0.000 < 0.05$  or  $H_0$  is rejected. Thus, the regression of Y or The correlation coefficient significance test is obtained from the Model Summary table. It can be seen in the first row that the correlation coefficient ( $r_{xy}$ ) = 0.242 and  $F_{hit}(F \text{ change}) = 27.558$ , with p-value =  $0.000 < 0.05$ . This means  $H_0$  is rejected. Thus, the correlation coefficient X and Y is meaningful or significant. Meanwhile, the coefficient of determination from the table above can be seen in the 2nd row, namely  $R \text{ Square} = 0.242$ , which means that 24.2% of the variation in the social studies learning achievement variable can be influenced by interest in learning social studies.

To be able to understand the meaning of the research results as a whole, the results of the analysis of the research data above can be interpreted as follows: Students' learning achievement in social sciences (IPS) is influenced by students' interest in learning. This can be seen from a simple ANOVA calculation to obtain the p-value. smaller than 0.05, thus  $H_0$  is rejected, the regression of Y or

## Discussion of Research Results

The results of this research are in line with Slameto in Supriyadi (2018:25), stating that learning is a process of effort carried out by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment. According to Slameto in Danik Ratri Wulandari (2015:22) states that "Interest is a feeling of preference and interest in a thing or activity, without anyone

telling you to." Thus, if a teacher wants to be successful in carrying out learning activities, he must be able to provide stimulation to students so that they are interested in participating in the learning activity process. If students feel interested in following the lesson, then they will catch and understand easily what is conveyed by the teacher, and vice versa, if students feel they are not interested in carrying out the learning process, they will feel tormented, bored and bored in following the lesson, developing Interest in something basically helps students see the relationship between the material they are expected to study and themselves as individuals. This process means showing students how certain knowledge or skills influence them, serve their goals, satisfy their needs. If students realize that learning is a tool to achieve several goals that they consider important, and if students see that the results of their learning experience will bring progress to them, they will most likely be interested (and motivated) to learn.

### CONCLUSION

After the research data was obtained using measuring instruments prepared by the researcher, quantitative data analysis was carried out, this was done to answer the problem through testing the research hypothesis. From the results of hypothesis testing, the following conclusions can be drawn: Students' learning achievement in social sciences (IPS) is influenced by students' interest in learning. This can be seen from a simple ANOVA calculation, the p-value is smaller than 0.05, thus  $H_0$  rejected, the regression of Y or

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