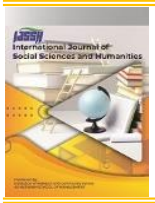

International Journal of Social Sciences and Humanities
Vol. 1 No. 3, Oktober 2023, pages: 96-104
e-ISSN: 2985-6469
https://doi.org/10.00000/ijssh.v1i3.1577

The Influence of Student Learning Interest on Student Learning Outcomes in Economics Subjects

Rizam Mustari[a]*, Yorman[b], Junaidin Achmad[c]

**Corresponding author email: rizam11@gmail.com*

Article History

Manuscript submitted:
5 Agustus 2023
Manuscript revised:
17 Oktober 2023
Accepted for publication:
21 Oktober 2023

Keywords
Teaching qualit, Interest in learning, Learning outcomes

Abstract

This study aims to explore the influence of learning interest on learning outcomes as an effort to improve the quality of education. The method used is a quantitative approach with the Associative method. Data collection using questionnaires and documentation studies, where sampling uses a simple random sampling system distributed to 32 students. Learning interest plays an important role in determining the success of student learning outcomes. Interest is a psychological condition where individuals show a sense of liking and interest in an activity without external pressure. The results of the study showed that all questionnaires had valid validity with a calculated r_{value}> from r_{table} 0.339, the results of the reliability test of the research data reached 0.905> 0.339 so that the measuring instrument was declared reliable, and the hypothesis test showed that learning interest had a positive and significant effect on learning outcomes.

Contents

[a] Departement Teaching and Education Science, University Nahdlatul Wathan, Mataram, Indonesia
[b] Departement Teaching and Education Science, University Nahdlatul Wathan, Mataram, Indonesia
[c] Departement Teaching and Education Science, University Nahdlatul Wathan, Mataram, Indonesia

Introduction

Interest is a psychological condition that arises when an individual is in a situation that suits their desires or needs (Sadirman, 2011). When someone feels connected to something, be it an activity, topic, or goal, interest will arise naturally. This happens because the individual feels that it is important or relevant to them. Interest can develop when someone sees the benefits or value of something, which encourages them to study it further. For example, a student who is interested in a subject because they see its connection to their daily life or future tends to be more enthusiastic about learning and exploring deeper knowledge.

Interest also plays a major role in improving the quality of student learning. When interest in a subject has been formed, students will feel more enjoyment in the learning activity. Conversely, if there is no interest, students may feel forced or not connected to the material being studied. Therefore, it is very important for educators to create situations and conditions that can arouse student interest. One way is to connect the subject matter to real experiences that are relevant to students, so that they can see how the lesson can be applied in their lives. In this way, student interest will grow and learning will be more effective.

Environmental factors play an important role in arousing students' interest in learning. A supportive environment, both physical and social, can create a conducive atmosphere for the learning process. A comfortable classroom atmosphere, with good lighting, comfortable seating, and a clean classroom, will make students feel at home and focused during learning activities. In addition, a supportive environment also includes psychological aspects, where students feel valued, safe, and accepted by their friends and teachers. This will affect their interest in learning because they feel comfortable and not pressured to participate.

Positive interactions between students and teachers are also very important in generating interest. Teachers who are able to communicate well, not only teach the material, but also listen and respond to questions or ideas from students, will create a closer relationship with them (Yorman, 2023). When students feel that teachers care and consider their opinions important, they tend to be more open and motivated to participate in learning. In addition, teachers who show enthusiasm and passion for the material being taught can be contagious to students, increasing their interest in learning more actively.

The creative and innovative approach of teachers also affects students' interest in learning. Teachers who use a variety of learning methods, such as group discussions, educational games, learning technology, or case studies, can make the subject matter more interesting and relevant to students. This innovative approach allows students to see learning from a different perspective, triggering their curiosity and interest in the topic. When students feel that learning is fun and not monotonous, they are more likely to actively participate.

Challenges that are appropriate to the student's ability level are also very important in increasing interest in learning. If the tasks or activities given are too easy or too difficult, students may lose motivation to engage in learning. Therefore, teachers need to adjust the challenges to the students' abilities, giving challenging but achievable tasks. When students successfully overcome the challenges given, they feel proud and motivated to continue learning. This challenge can also strengthen their self-confidence, which in turn will increase their interest in facing further learning challenges.

Overall, a supportive environment and positive interactions between students and teachers play a very important role in arousing students' interest in learning. A comfortable, safe, and enjoyable classroom atmosphere can create a sense of confidence in students, which increases their desire to be actively involved in the learning process. When students feel comfortable, they are more likely to participate in discussions, ask questions, and express their opinions without fear of negative judgment. Therefore, creating this supportive environment is a key factor in increasing students' interest in learning, because a positive environment can foster enthusiasm for the material being taught.

Positive interactions between teachers and students also play a major role in shaping interest in learning. Teachers who are able to build good relationships with students and consider them as partners in the learning process can increase students' sense of involvement. When teachers not only deliver material in a way that is easy to understand, but also listen to students' opinions and questions, students feel valued and more motivated to actively participate (Yorman et al., 2023). This not only strengthens the relationship between students and teachers but also creates an atmosphere conducive to the growth of interest in learning, which in turn encourages students to achieve academic success.

Learning outcomes are changes in a person's behavior that can be observed and measured in the form of knowledge, attitudes, and skills (Hamalik, 2008; Yorman, 2024). This change illustrates better development compared to the previous situation, where someone who initially did not know something, now knows. This process shows that learning outcomes are not just mastery of material, but also include the development of attitudes and skills that can be observed directly. Therefore, learning outcomes reflect the implementation of a learning process undertaken by students, which includes cognitive, affective, and psychomotor aspects. Effective learning must be able to produce positive changes in students, so that they not only master knowledge but also demonstrate good attitudes and skills that are useful in everyday life.

The learning process can be interpreted as a process of behavioral change that occurs through experience. The experience referred to here is all activities carried out by students during the learning process, both in and outside the classroom (Restiana et al., 2023). Through this experience, students not only receive information passively, but are also actively involved in the formation of new knowledge and skills. Therefore, learning outcomes are a product of students' interactions with their learning environment, be it the material studied, the learning methods applied, or the experiences they gain during the process. Learning is a process within an individual who interacts with the environment to achieve changes in their behavior. This interaction involves cognitive, affective, and psychomotor aspects, all of which play an important role in shaping optimal learning outcomes (Simanjuntak, 2022). Cognitive refers to students' ability to understand and remember information, affective is related to changes in students' attitudes and values towards something, while psychomotor includes physical skills or practical skills. These three aspects must be developed through active and contextual learning so that students not only master the theory, but can also apply their knowledge and skills in real life.

Overall, the learning outcomes achieved by students are real evidence of the changes that occur after they follow the learning process. This process includes not only mastery of the material, but also the development of positive attitudes and practical skills that are useful in everyday life. Therefore, successful learning must pay attention to all of these aspects, creating a comprehensive learning experience that is able to develop students' potential to the maximum. In this context, education is not only about transferring knowledge, but also about forming character, skills, and attitudes that will be useful for students in the future.

Materials and Methods

This research is a quantitative research, because the results of observations are converted into numbers so that the analysis used is statistical analysis. The approach used in this study is ex post facto, the data obtained is then analyzed using a statistical correlation procedure, because this study intends to find out whether or not there is an influence of learning interest on student learning outcomes in the economics subject of Madrasah Aliyah Nahdlatul Wathan (MA NW) Debok.

Population is all objects/subjects that are in an area and meet certain requirements related to the research problem, or all units or individuals within the scope to be studied. The population in this study were all students of MA NW Debok, totaling 110 students.

Determination of the number of samples used in this study was determined by the Slovin formula. According to Rangga (2021), the Slovin formula is a formula for calculating the minimum number of samples if the behavior of a population is not yet known with certainty. The size of the research sample with the Slovin formula is determined by the error rate value. The greater the error rate used, the smaller the number of samples taken.

$$n = \frac{\mathrm{N}}{1 + \mathrm{N}e^2}$$

$$n = \frac{90}{1 + 120\ (0.05)^2}$$

$$n = \frac{110}{1 + 100(0{,}025)}$$
$$n = \frac{110}{1 + 2.5}$$
$$n = \frac{110}{3.5}$$
$$n = 31.428$$
$$n = 32$$

Based on the calculation results using the formula above, the minimum sample size needed for this study is 32 respondents. This number of 32 respondents is considered representative because it exceeds the minimum sample size limit, which ensures that the sample is large enough to provide reliable and valid results for the study's objectives. By using this sample size, the study can be confident that the findings will reflect the population, minimizing the margin of error and increasing the precision of the conclusions drawn. Thus, with 32 respondents, the sample size is sufficient to achieve a meaningful analysis and generalization of the results to the broader population.

Results and Discussions

Results

Validation Test

Validity test is a test that functions to see whether a measuring instrument is valid or not valid. There are 2 formulas or methods of validation test, namely with behavioral correlation and correlated item-total correlation, behavioral correlation is one of the formulas that can be used to test data validity with the SPSS program (Widianto, 2010). Testing criteria if r count> r table, then the measuring instrument is said to be valid and vice versa r count < r table, then the measuring instrument is not valid. The researcher conducted a validity test of the questionnaire and the test questions were tested with a sample of 32 students at MA NW Debok with a total of 22 questionnaire items. Based on the results of the analysis, 22 valid questionnaire items were obtained. Validity Test Results using SPSS For Windows version 16 with a significance level of a = 5%. The results of the validity test can be seen on the following page:

Tabel 3.1 Validation Test Results

No	r_{value}	r_{table}	Information
1	0,564	0,339	Valid
2	0,555	0,339	Valid
3	0,594	0,339	Valid
4	0,526	0,339	Valid
5	0,595	0,339	Valid
6	0,648	0,339	Valid
7	0,652	0,339	Valid
8	0,486	0,339	Valid
9	0,662	0,339	Valid
10	0,554	0,339	Valid
11	0,439	0,339	Valid
12	0,724	0,339	Valid
13	0,558	0,339	Valid

14	0,461	0,339	Valid
15	0,668	0,339	Valid
16	0,469	0,339	Valid
17	0,706	0,339	Valid
18	0,503	0,339	Valid
19	0,612	0,339	Valid
20	0,55	0,339	Valid
21	0,717	0,339	Valid
22	0,564	0,339	Valid

Source: SPSS 16 Processed Data, 2024

Based on Table 3.1 it can be seen that all statements for the student learning interest variable have valid status, because the calculated r value> r table of 0.339. This shows that each statement used to measure the student learning interest variable has a significant relationship with the intended variable, and can be relied on for use in further analysis. A calculated r value that is greater than r table indicates that the statement is able to measure the intended aspect well, so that the instrument used in this study can be considered valid and in accordance with the objectives of the study. This validity is important to ensure that the data obtained can reflect the actual conditions and provide an accurate picture of student learning interest

Uji Reliabilitas

The reliability test of the instrument is carried out to determine the level of consistency of the instrument questions. The purpose of the reliability test is to find out whether the instrument used can be measured to show validity so that the questionnaire or question sheet can be used more than once (Erviana, 2014). At the reliability test stage, there are two tables that can be interpreted, namely case processing summary and reliability statistics. The case processing table provides information about the number of samples analyzed, namely N = 32 respondents in the total row with a percentage of 100%. The reliability test can be seen on the following page:

Table 3.2 Questionnaire Reliability Test Results

Case Processing Summary			
		N	%
Cases	Valid	32	100.0
	Excluded[a]	0	.0
	Total	32	100.0

Source: SPSS 16 Processed Data, 2024

The reliability test aims to measure the consistency of the research instrument, so that it can ensure that the measuring instrument provides stable results when used repeatedly (Yusup, 2018). The reliability test in this study used the Cronbach's Alpha index.

From the results of data processing using SPSS for Windows version 16, a Cronbach's Alpha value of 0.905 was obtained for 22 questionnaire statement items. This value exceeds the rtable threshold of 0.339 at a significance level of 5%, so the instrument is declared reliable.

Table 3.3 Questionnaire Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	N of Items
.905	22

Source: SPSS 16 Processed Data, 2024

Based on the reliability test conducted at a significance level of 5% with an r table value of 0.339, the results of the reliability test of the research data reached 0.905, which exceeded the r table value of only 0.339. This shows that the measuring instrument used in this study is reliable and consistent in measuring the variables studied. With a very high reliability value, namely 0.905, it can be concluded that the instruments used to collect data, such as questionnaires or tests, provide stable results and do not experience significant fluctuations from one measurement to another.

This high reliability is important because it shows that the data obtained from respondents is consistent and reliable for further analysis. This means that the instrument is not only able to measure variables accurately, but also shows the stability of the results that guarantee the reliability of the conclusions drawn from this study. Therefore, with reliability results reaching 0.905, the measuring instrument in this study can be declared reliable and suitable for use in further research.

Discussions

The results of this study indicate that students' learning interest has a positive and significant influence on learning outcomes. This finding indicates that the higher the students' learning interest, the more likely they are to achieve good learning outcomes. This is in line with the theory that states that interest is an important motivational factor in the learning process, which encourages students to be more active and involved in learning.

Validity test, all statements for the student learning interest variable are declared valid with a calculated r value> r table (0.339). This shows that each item in the student learning interest measurement instrument is able to measure the intended variable well and relevantly, and has a significant relationship with the learning interest itself. This validity is important to ensure that the instrument used can reflect the actual conditions and is relevant to the research objectives.

In addition, the reliability test shows that the research instrument has a high level of consistency with a Cronbach's Alpha value of 0.905. This value far exceeds the generally accepted threshold, which is 0.7, which means that this measuring instrument can be used consistently to measure students' learning interest without being influenced by unwanted external factors. Thus, it can be concluded that the instrument used in this study can be relied upon to obtain consistent and stable data in further research.

Overall, the results of the validity and reliability tests that support the quality of this measuring instrument provide confidence that the instrument used in this study is not only valid, but also reliable. Therefore, this study can be relied upon to draw appropriate conclusions regarding the relationship between students' learning interests and their learning outcomes, and provide a strong foundation for future research.

The results of the hypothesis test conducted using Pearson correlation showed a value of 0.504 with a significance of 0.003, which indicates a positive and significant relationship between students' learning interest and learning outcomes. The correlation value of 0.504 shows a fairly strong relationship, which means that the higher the students' learning interest, the better the learning outcomes they achieve. These results indicate that students' learning interest plays an important role in improving their academic achievement. Attention that involves elements of feelings that encourage someone to learn or have something. Strong interest will increase student involvement in learning, which in turn can positively affect their learning outcomes (Darmadi, 2017). When students have a high interest in a material, they tend to be more focused, active, and motivated in participating in learning, which leads to better learning outcomes. Interest is a condition that involves attention, a desire to know, and emotional drive directed at a particular object or activity, which is formed through the environment. This shows that interest is not only influenced by internal factors, but also by external factors

such as the social and educational environment. A supportive environment, both at school and at home, can strengthen students' interest in learning, which can ultimately improve their learning outcomes (Rahmat, 2018).

Overall, the results of this hypothesis test provide empirical evidence that students' interest in learning has a positive and significant effect on learning outcomes. This finding emphasizes the importance of creating an environment that can arouse students' interest in learning, such as through interesting teaching, relevance of the subject matter to students' lives, and providing positive social support. By considering these factors, education can be more effective in improving the quality of students' learning outcomes.

Observable behavioral changes, both in terms of knowledge, attitudes, and skills, are the result of the learning process that has been carried out. These changes reflect positive improvements and developments (Simanjuntak, 2022). The results of this study support this view, because high learning interest has been shown to significantly influence learning outcomes. This study is also supported by previous findings, such as those conducted by Paris (2023), which showed that learning interest has a positive and significant influence on student learning outcomes, both partially and together with learning discipline. The results of this study are similar in terms of having a significant influence, although there are differences in location, method, and year of research. Learning interest makes a strong contribution to student learning achievement. The study found that student learning interest contributed 26% to learning outcomes, indicating that this factor is very important in the learning process. The suitability of this study with previous literature shows that student learning interest is a key factor that can drive better learning outcomes. Learning interest encourages student involvement in the learning process, increases motivation, and helps students understand the subject matter. Factors such as teacher attention, learning environment, and teaching methods can also affect student learning outcomes (Farokhi, 2020).

This study strengthens the view that student learning interest is one of the significant internal factors in supporting learning success. At MA NW Debok, the results of this study provide insight for teachers and schools to improve student learning interest, especially in economics subjects. Interventions such as the use of innovative teaching methods, creating a conducive learning atmosphere, and actively involving students in learning can be solutions to improve student learning outcomes.

With the results of this study, it is hoped that educators can better understand the importance of the role of student learning interest in supporting the success of the educational process. Cultivating learning interest is not only the first step to improving the quality of learning, but also a strategic effort in creating a conducive and enjoyable learning environment. Educators can use a more creative and innovative approach to design learning methods that suit students' interests and needs. In addition, strengthening learning interest can also have a positive impact on students' academic outcomes, because students who have high interest tend to be more motivated to learn independently, actively, and consistently. Thus, this understanding is expected to encourage educators to continue to improve their competence in providing quality and meaningful learning experiences.

Conclusion

The research conducted shows a positive and significant influence between variable X (Student learning interest) on variable Y (Learning outcomes). The results of this study provide evidence that student learning interest has a significant contribution to their academic achievement. This shows that the higher the interest students have in the learning material, the better the learning outcomes they can achieve.

The results of the questionnaire validity analysis show that all questionnaires used in this study have good validity. The calculated r value is greater than the r table (0.339), which means that each statement in the questionnaire can measure the variable of student learning interest accurately and in accordance with the

objectives of the study. This validity ensures that the instruments used are truly relevant and can reflect the conditions to be measured, namely student learning interest.

In addition, the results of the reliability test show that the research data has a high level of consistency, with a Cronbach's Alpha value reaching 0.905. This value is greater than 0.339, which indicates that the research instrument used can provide consistent and reliable results. This means that this measuring instrument can be used stably to measure students' learning interests at different times without producing significantly varying results. In other words, this research instrument has proven to be reliable and can be trusted to be used in further research.

Furthermore, the results of the hypothesis test using appropriate statistical techniques revealed that students' learning interest has a positive and significant influence on their learning outcomes. In other words, there is a direct relationship between the level of learning interest that students have and the academic success they achieve. Students who have a high learning interest tend to be more active in the learning process, more motivated to complete tasks, and more committed to achieving their academic goals. These results provide a strong basis to support previous theories that state that interest plays a key role in improving student learning outcomes.

Overall, the results of this study confirm that students' learning interest is not only a factor that encourages their involvement in the learning process, but also has a direct influence on the learning outcomes they obtain. Therefore, it is important for educators to create a learning environment that can arouse students' interest, such as through relevant materials, fun approaches, and learning that invites active participation. Thus, students' high learning interest will be a determining factor in significantly improving their learning outcomes.

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