

ANALYSIS TO DETERMINE WHETHER THERE IS AN EFFECT OF INTEREST IN LEARNING ON GRADE 10 STUDENTS' GRADES IPA 2

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Abstract

The purpose of this test is to see whether there is an effect of student learning interest on student grades or learning outcomes, the method used is a survey, this method is used because it is considered that the results written truly reflect student learning abilities, while the sample used is 35 students. . The instrument used was the distribution of questionnaires to see student interest and also questions to see students' abilities, where the results for regression testing for class 10 IPA 2 student interest in learning did not affect the value or student learning outcomes, it was hoped that students would be able and could increase their enthusiasm for learning especially in the eyes of physics studies.

Keywords: regression test, interest in learning, learning outcomes

Abstrak

Tujuan pengujian ini dilakukan adalah untuk melihat mengenai adakah pengaruh minat belajar siswa terhadap nilai atau hasil belajar siswa, adapun metode yang digunakan ialah survey, metode ini digunakan karena hasil yang ditulis benar-benar mencerminkan kemampuan belajar siswa, adapun sampel yang digunakan ialah 35 siswa. Instrument yang digunakan adalah penyebaran angket untuk melihat minat siswa dan juga soal untuk melihat kemampuan siswa, dimana hasil untuk pengujian regresi untuk kelas 10 IPA 2 ini minat belajar siswa tidak berpengaruh terhadap nilai atau hasil belajar siswa, diharapkan siswa mampu dan bisa meningkatkan semangat belajarnya terutama di mata pelajaran fisika.

Kata Kunci: uji regresi, minat belajar, hasil belajar

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INTRODUCTION

Learning is a complex process that occurs in everyone throughout his life. one of the indicators that a person has learned is a change in behavior in that person which may be caused by changes in the level of knowledge, skills or attitudes (Baharun, 2016).

Education in Indonesia is still relatively low and has not succeeded optimally, especially for learning physics. The main problem in education in Indonesia is the restless learning outcomes of students in schools. In the context of physics education, for example, learning outcomes are meant not only in terms of the ability to understand physics as a natural or cognitive science but also aspects of attitudes or attitudes towards physics (Supardi, et al. 2015).

Physics is in fact one of the subjects that are considered heavy and avoided by some students because it requires persistence, seriousness and lots of practice. Physics is still considered difficult for students, especially because learning takes place conventionally where students are required to memorize abstract formulas. Students' low interest in learning physics causes students to be lazy about doing assignments, less like reading books or things related to physics, and feeling happy if they don't learn physics because the teacher is not present (Astalini et al, 2018).

A simple linear regression model is a probabilistic model that states a linear relationship between two variables in which one variable is considered to affect the other variable. Variables that influence are called independent variables and variables that are affected are called dependent variables. For example, maybe a researcher is interested in investigating the effect (relationship) of the linear intelligence quotient (IQ) on student learning outcomes statistics. Here, IQ is the independent variable, while statistics learning outcomes are the dependent variable. There are still many examples that can be modeled with simple linear regression, for example the relationship between motivation and employee performance, the relationship between age and human height, the relationship between household income and expenses, and others (Suryono, 2018).

Learning interest can be measured through 4 indicators as mentioned by (Slameto, 2010), namely interest in learning, attention in learning, motivation to learn and knowledge. Interest in learning is defined when someone who is interested in a lesson will have a feeling of interest in the lesson. He will study diligently and continue to understand all the sciences related to this field, he will follow the lessons enthusiastically and without any burden in him. Mindfulness is the concentration or activity of a person's soul on observation, understanding or anything else with the exclusion of other things. So students will have attention in learning, if their souls and minds are focused on what they are learning. Motivation is a conscious effort or impetus to take learning action and create directed behavior for the achievement of the expected goals in a learning interaction situation. Knowledge means that if someone who is interested in a lesson will have extensive knowledge about the lesson and how the benefits of learning in everyday life.

Student interest in learning needs to be raised so that students can take part in learning more enthusiastically, especially for learning physics, there are several ways that can be done to increase student interest in learning, namely with attention, the motivation for each individual to learn and fun that makes interest it arises in a person.

Interest is one of the factors that can influence the business done by a person. Strong interest will lead to persistent, serious efforts and will not easily give up in the face of challenges. if a student has a desire to learn he will quickly be able to understand and remember it. in relation to concentration of attention, interest has a role in "generating attention which immediately facilitates the creation of concentration of attention and prevents distraction from outside". therefore interest has a great influence in learning because if the learning material does not match the student's interest, then the student will not learn as well as possible because there is no attraction for him (Supardi, et al. 2015)

The success of students in their studies is influenced by the way they learn. Students who have an effective way of learning make it possible to achieve higher results or performance than students who do not have an effective way of learning. To learn effectively and efficiently requires high awareness and discipline of every student. Students who have discipline in their

learning will try to organize and use strategies and learning methods that are right for them. So the first step that needs to be had in order to learn effectively and efficiently is awareness of personal responsibility and the belief that learning is for one's own interests, done alone and does not depend on others' fate (Hamalik, 2005).

Interest affects learning outcomes no doubt. If someone doesn't interested in learning something cannot be expected to do well in learn something. According to Sardiman (2001: 74) "Interest is a condition occurs when a person sees the characteristics of his own needs.

The definition of interest according to language (etymology), is the effort and willingness to studying (Learning) and looking for something. In terminology, interest is desire, liking and willingness to something. Interest is a driving force that is believed to be effective in the learning process. Therefore, teaching should provide greater opportunities for the development of a student's interest. Interests are closely related to feelings of likes and dislikes, being attracted or not. Interest in learning is the feeling of pleasure, liking and attention to the effort to get knowledge. In learning activities, students at school learn various knowledge and endeavored so that all students get good grades good which of course can be achieved by having a high interest in learning.

METHOD

The research was carried out in five stages, namely (1) determining the area and research subjects, (2) developing research instruments, in the form of multiple choice questions to measure the ability to solve problems and a questionnaire to see student interest, (3) conducting a problem solving ability test, (4)) data analysis, and (5) interpretation of test results and drawing conclusions.

The method used in this research is a survey. The survey method is considered appropriate because this research was conducted to collect factual information through the use of a questionnaire. The research sample was 35 students of class X ipa 2 Sma 1 Batanghari, Jambi. The data collection instrument was in the form of Google Forms for both learning interest and physics problems. A questionnaire to measure respondents' perceptions of interest in learning as measured by indicators of interest in learning, attention in learning, motivation to learn and knowledge.

The questionnaire to measure student scores uses the value of the answers given to the questionnaire given where in this questionnaire there are 30 physics questions. Descriptive statistics use the average score used to obtain an overview of the respondent's level of perceptions of interest in learning. Inferential statistics using regression analysis are used to test the hypothesis.

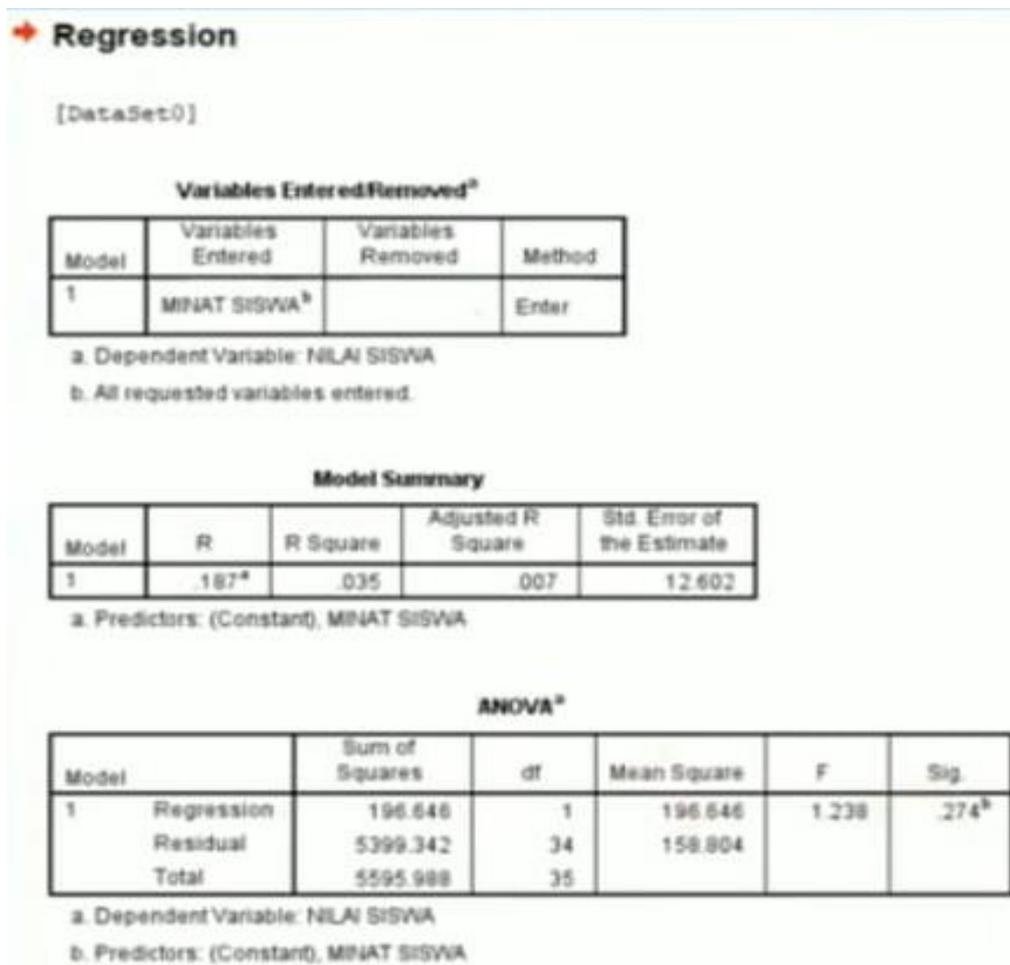
This research was conducted on 10-20 February 2021 where the link for the Google Form was submitted to the physics teacher and the teacher who gave the students this was done due to a situation where it was not possible to conduct online surveys and also comply with government regulations. Data analysis was performed using the SPSS application and the data were the results of observations

RESULTS AND DISCUSSION

Results

The ability to solve problems is an ability that students must have in order to be ready to face real problems in everyday life, From the results of the F test to see whether there is an effect of student interest in learning outcomes

The definition of interest according to language (etymology), is the effort and willingness to studying (Learning) and looking for something. In terminology, interest is desire, liking and willingness to something. Interest is a driving force that is believed to be effective in the learning process. Therefore, teaching should provide greater opportunities for the development of a student's interest. Interests are closely related to feelings of likes and dislikes, being attracted or disinterested (Astuti, 2015).



As for how to see the value of significance (Sig.)

1. If the Significance Value < 0.05 = Valid
2. If the Significance Value > 0.05 = Invalid

From these results it can be seen that the significance value is 0.274, which this value is greater than > 0.05 so that the results of the tests carried out are considered invalid or it is known that

there is no significant relationship between student learning interest and student learning outcomes.

Discussion

Based on the analysis of the answers given by students, it is known that most students are able to identify problems based on basic concepts, are able to list known quantities, and determine the quantities being asked. Likewise, in the indicators of planning strategies, most students have the ability to choose problem solving strategies appropriately.

Interest is one of the determining factors in the success of education. A learner will be successful in his lesson if it is in the learner there is a desire to learn. Interest in influencing student learning outcomes is not in doubt again. If someone is not interested in learning something it is hopeless do well in learning something. In learning activities, students at schools learn a variety of knowledge and endeavor to all students get good grades which of course can be achieved by having an interest in learning tall one

The 2013 curriculum at Senior High School (SMA) requires students to increase their knowledge and develop higher order thinking skills in each subject. One of the efforts to develop higher-order thinking skills is to develop problem-solving skills (Kemdikbud, 2013)

Students are accustomed to memorizing physics formulations so that it is difficult to interpret the physical meaning of these physics formulations. students are not used to writing the strategies that will be used to solve problems. Students often memorize mathematical formulations and memorize what they have received. Students also often have difficulty when there are problems they have never encountered before, even though in principle the problems are identical.

This shows that although students are able to plan strategies well, they are not necessarily able to implement strategies well. This is in line with the results of previous studies which state that students have difficulty pouring ideas into the right solution (Noviatika et al., 2019). Based on the analysis conducted by the researcher, there are still some students who have misconceptions and are still weak in their mathematical abilities.

Students must have an interest in learning that is in accordance with the learning objectives, so that students have enthusiasm for learning and are enthusiastic about learning itself, as it is commonly known that physics lessons seem scary and many students don't like this lesson, from these results it can be seen that student interest is not related to grades or student learning outcomes. This means that students' interest in learning in this subject is still lacking and it is a common task to solve the view that physics is a boring and scary subject.

CONCLUSION

From the results of the analysis testing that has been carried out for the research entitled Analysis to Determine the Effect of Learning Interest on the Grade 10 Ipa 2 Student Score with a total sample of 35 students, it can be concluded that there is no significant relationship between interest and student learning outcomes.

ACKNOWLEDGMENTS

Based on the conclusion, there are several suggestions that the author can convey:

1. The teacher as a science facilitator is able to provide interesting activities for students.

2. Student interest must be considered and developed, because interest has a great influence in learning because if the learning material does not match the student's interest, then the student will not learn as well as possible because there is no attraction for him
3. Collaboration between physics teachers is needed in an effort to optimize students' abilities in learning physics. This collaboration is a means of sharing teaching experiences according to the learning strategies, methods and learning media used by each teacher.
4. The teacher should be able to know the level of student interest in learning physics as early as possible, this is the first step to foster and improve student learning outcomes.

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