The Effect of Learning Interest and Learning Environment on Student Learning Outcomes in History Class X IPS

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Article Info

ABSTRACT

Purpose of the study: To determine the effect of interest and the learning environment on student learning outcomes in sijarah subject class X IPS SMA N 1 Sungai Penuh.

Methodology: This research includes quantitative research with descriptive methods. sampling using saturated sample technique. Data on interest in learning and the learning environment were collected through questionnaires, while data on student learning outcomes was obtained through documentation, namely odd semester exam scores. Data analysis techniques in this study used descriptive analysis techniques and regression analysis.

Main Findings: There is a joint effect of interest in learning and the learning environment on student learning outcomes in class X IPS at SMA Negeri 1 Sungai Full with the coefficient of regression field equation variable interest in learning 0.671 and learning environment variable 0.420.

Novelty/Originality of this study: This study discusses 2 variables in determining learning outcomes, namely using interest and learning environment variables.

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1. INTRODUCTION

Education is very important in all aspects of life. In line with the rapid development of science and technology, the world of education is increasingly required to improve its quality so that educational problems are complex problems [1], [2]. In building an intelligent nation depends on success in the implementation of quality and equitable national education. Education has an important role in the development of a nation. Quality education will produce qualified human resources as well.

Learning activities are educational processes in schools. This means that the success or failure of achieving educational goals depends a lot on how the achievement of the educational taxonomy experienced by students includes cognitive, affective and psychomotor aspects. In an educational institution the success of the teaching and learning process can also be seen from the learning outcomes achieved by students [3]. Education will work well if the learning outcomes obtained by students are in accordance with the objectives of the learning it self [4].

The success of the learning process, can be demonstrated by student learning outcomes. The learning outcomes are part of student learning achievement which can be measured from student grades after working on the questions given by the teacher at the time the evaluation was carried out. Student success in learning can be influenced by factors from within the individual and from outside the individual. Interest in learning is one of the

factors within students that influence learning outcomes. This is based on the opinion that interest has many positive effects on learning processes and outcomes, a high level of interest will lead to a high level of attention and readiness level of students involved in learning objects, giving rise to the possibility of success in learning [5].

Actually every student has an interest in learning, it's just that they have to put more effort into arousing the interest that exists within themselves. Interest in learning has a major influence on learning outcomes because if the learning material being studied is not in accordance with students' interests, students will not learn as well as possible [6].

Another factor that influences learning outcomes which comes from outside the student's self is the learning environment [7]. The learning environment is a place where students carry out learning activities and socialize with other people in the environment [8]. The environment is divided into three parts, namely: physiologically the environment includes all conditions and physical materials in the body. Psychologically, the environment includes all the stimulation received by individuals starting from the concession, birth to death. Socioculturally, the environment includes all stimulation, interactions and conditions in relation to the treatment or work of other people.

Different student learning interests and learning environments will have different student learning outcomes. Therefore this study aims to determine the effect between interest and student learning environment on student learning outcomes.

2.   RESEARCH METHOD

This research is a descriptive and correlational research. Descriptive research is intended to describe a situation or phenomena as they are. In descriptive research, a quantitative approach can be used, collecting and measuring data in the form of numbers, or a qualitative approach, describing the situation in a qualitative narrative [6]. In addition to being a descriptive research, it is also a correlational research, because it tries to find a relationship between two or more variables, namely connecting the independent and dependent variables.

According to [6] a research variable is an attribute or value trait of a person, object or activity that has certain variations that are applied by researchers to study and then draw conclusions. The variables examined in this study were the independent variables, namely interest and learning environment, and the dependent variable, namely learning outcomes.

The population is a generalization area consisting of: objects/subjects that have certain qualities and characteristics that are applied by research to be studied and then the conclusions [9]. The population in this study were all class X IPS SMA N 1 Sungai Penuh. Full for the 2018 academic year. Sample is part of the number and characteristics possessed by this population [10]. A good sample is a sample that reflects the state of the population. Sampling in this study was carried out by means of saturated sampling, namely a simple sampling technique because all members of the population are used as samples. This is often done if the population is relatively small or few and is done when members of the population are considered homogeneous [7]. Research instrument is a tool used to measure observed natural and social phenomena. In this study, the instrument used was a questionnaire. For quantitative approach research, this data analysis technique concerns calculations to answer the problem formulation and test the proposed hypotheses.

3.   RESULTS AND DISCUSSION

This research was carried out at SMA N 1 Sungai Penuh Regency in class X students with a sample of 148 respondents. The instrument used in this research is a questionnaire. The data that will be described in this study are research data on interest in learning, independent learning, and creativity in learning history.

Based on the results of the analysis of the respondents' answers, for the learning interest variable (X1) the minimum and maximum scores achieved from this variable were obtained. The minimum score is 70 while the maximum score is 97. The results of calculating the distribution of these scores produce an average score of 83.12 and a standard deviation of 8.043. This can be seen in table 1 below.

Table 1. Descriptive Statistics Variable Learning Interest

	N	Minimun	Maksimun	Mean	Std. Deviation
Interest to learn Valid N	148	70	97	83,12	8,043
(listwise)	148				

Next is a statistical description of the student learning environment data. for the learning independence variable, the minimum and maximum scores obtained from this variable are obtained. The minimum score is 67 while the maximum score is 97. The results of calculating the distribution of these scores produce an average score of 80.72 and a standard deviation of 9,060. This can be seen in table 2 below:

Table 2. Descriptive Statistics of Learning Environment Variables

	N	Minimun	Maksimun	Mean	Std. Deviation
Interest to learn Valid N (listwise)	148 148	67	97	80,72	9,060

Furthermore, statistical descriptions of student learning outcomes data. The minimum score is 60 while the maximum score is 80. The results of calculating the distribution of these scores produce an average score of 70.09 and a standard deviation of 6.007. This can be seen in table 3 below:

Table 3. Descriptive Statistics of Learning Outcomes Variables

	N	Minimun	Maksimun	Mean	Std. Deviation
Interest to learn Valid N (listwise)	148 148	60	80	70.09	6,007

The normality test is used to see if the data examined is normal or not. The data that has been collected is data about the effect of interest in learning and independent learning on the creativity of learning history. To test this normality it is analyzed using the Kolomogorov Smirnov formula with the help of SPSS release 22.0. The results of the analysis can be seen in the following table:

Tabel 4. Test of Normality

		Unstandardized Residual
N		148
Normal Parameters[a,b]	Mean	.0000000
	Std.Deviation	3.37642032
Most Extreme Differences	Absolute	.036
	Positive	.033
	Negative	-.036
Test Statistic		.438
Asymp. Sig. (2-tailed)		.991

Based on the data contained in table 4 above, a significance value of 0.991 is obtained which is greater than 0.05. Because the significance value is greater than 0.05, it can be concluded that the data is normally distributed.

The next step is to do a homogeneity test. The homogeneity test was carried out in two stages, the first was to test the homogeneity of students' learning interests on student learning outcomes and the second to test the homogeneity of learning environment variables on learning outcomes. After processing the data to test whether the distributed data is homogeneous or not, the results of the data homogeneity test are obtained. The results of the homogeneity test of the variable interest in learning on student learning outcomes can be seen in table 5 below:

Table 5. Learning Interest (X1) on Learning Outcomes (Y)Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.896	16	131	.575

Based on the above that the significant value is $0.575 \geq 0.05$, it can be concluded that the data distributed is homogeneous.

The results of the homogeneity test of the variable interest in learning on student learning outcomes can be seen in table 6 below:

Table 6. Learning Environment (X2) on Learning Outcomes (Y)
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
1.096	18	129	.364

Based on the output data above, the significant value is $0.364 \geq 0.05$, it can be concluded that the data distributed is homogeneous. Next, test the effect of interest in learning on student history learning outcomes.

Tabel 7. Hipotesis pengaruh minat terhadap hasil belajar peserta didik

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.761	3.613	.714	7.130	.000
Interest to learn	.533	.043		12.325	.000

In table 7 it can be seen that the constant value obtained is 25.761, the positive constant value indicates the positive influence of the learning interest variable. while the regression coefficient value of the variable interest in learning on the variable learning outcomes is 0.714 with a significant value of 0.000. Significant value of 0.000 <0.05, it can be concluded that H0 is rejected and Ha is accepted. This means that there is an influence of interest in learning on the learning outcomes of class X IPS students at SMA Negeri 1 Sungai Penuh. The effect of independent learning on students' history learning creativity.

Table 8. Hypothesis of the influence of the learning environment on student learning outcomes

Mode	UnstandardizedCoefficients		StandardizedCoefficients		
	B	Std. Error	Beta	t	Sig.
1 (Constant)	43.927	3.888		11.299	.000
Independent Learning	.324	.048	.489	6.771	.000

From table 8 it can be seen that the constant value obtained is 43.927, the positive constant value indicates a positive influence from the learning environment variable, while the regression coefficient value of the learning environment variable on the learning outcome variable is 0.489 with a significant value of 0.000. Significant value of 0.000 <0.05, it can be concluded that H0 is rejected and Ha is accepted. This means that there is an influence of the learning environment on the learning outcomes of class X IPS students at SMA Negeri 1 Sungai Penuh.

The existence of an interest in students is a driving force for students to improve learning outcomes. From the results of observations in the field it is known that what makes the low results of students' history learning is the lack of interest in learning students in learning. Judging from the lack of preparation of students in following the lessons. Where during history lessons many students were still confused about the subjects being studied, whether history was mandatory or history of specialization and some even brought mandatory history books when studying history of specialization, and vice versa. This shows students are less interested in participating in learning. As a result the learning process is not running effectively so that student learning outcomes are not satisfactory.

The low interest in student learning is caused by learning history which is less interesting according to them, and students' perceptions that history lessons are not so important make students lazy to study history. Students consider history lessons less applicable in everyday life. This is in accordance with the opinion which states that one of the psychological factors that can influence learning outcomes is student attitudes [9]. If students feel the benefits of a particular field of study, students will feel the need for it, and from that feeling of need it is hoped that a positive attitude will emerge towards that field of study as well as towards the teacher who teaches it. This statement reinforces the opinion that one way to foster student interest in learning is to relate the subject matter to be taught to the needs of students. Interest is very closely related to needs [10]. This means that if interest arises and is in accordance with the needs or fun for him, then it can be a motivating factor in taking action. Conversely, if the interests do not match the needs or pleasure, then something will be abandoned.

History subject is one of the subjects that requires concentration when studying it, such as mathematics, physics, and other subjects that require full concentration. The history subject schedule should be put in the morning hours so that students concentrate more on receiving what is being taught and also the teacher should use learning media so that students can better understand the material being taught.

In addition, the location of class X IPS is far behind, close to the canteen and far from the teacher's supervision. Especially during the even semester, teachers are more focused on class XII students who will take the National Examination. When in one of the classes there is no teacher to teach the students it will be noisy and many will even hang out in the canteen. This certainly disturbs the concentration of other students who are participating in learning activities. As a result, the subject matter delivered by the teacher is completely unacceptable to students and ultimately has an impact on low student learning outcomes. A conducive learning environment greatly influences student learning processes and outcomes. Experiments carried out explain that loud noises and other distractions cause the efficiency of student learning to decrease, and waste a lot of time and energy without effective results. In accordance with the results of research opinion from which states that a conducive learning environment will encourage students to always be enthusiastic in learning. But on the contrary, a learning environment that is not conducive will cause students to be lazy in learning.

4.   CONCLUSION

There is a significant influence between learning interest and the learning environment on learning outcomes in history class X Social Sciences SMA Negeri 1 Sungai Penuh. That is, the higher the interest in learning and the better the student learning environment, the higher the student learning outcomes.

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