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The Relationship of Interest to Learning Outcomes in the History Subject in Senior High School

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ABSTRACT

Purpose of the study: This research aims to determine the relationship between interest and learning outcomes in class X history subjects at senior high school 1 Sindue.

Methodology: This type of research is quantitative research. The population in this study was class X students of senior high school 1 Sindue, totaling 140 people, while the sample was 35 people. Data collection techniques use observation techniques, questionnaires and test questions. The data analysis techniques used are descriptive analysis and inferential analysis.

Main Findings: Product moment calculation results obtained a correlation coefficient (r) of 0.781 or 7.177%. To find out whether the value obtained through the correlation coefficient has meaning or not, hypothesis testing is carried out. Based on the t test, it is known that t_{count} is greater than t $_{table}$ or t $_{count}$ 7.177 > t_{table} 1.692, so the correlation that occurs has meaning (H_0 rejected andH_α accepted). So in this research, there is a relationship between interest and learning outcomes in class X history subjects at senior high school 1 Sindue.

Novelty/Originality of this study: This research creates new knowledge by revealing the relationship between interest and learning outcomes in history subjects at senior high school 1 Sindue, contributing to the understanding of the factors that influence student academic achievement. This can provide readers with insight into the extent to which students' interests can influence their learning outcomes in history subjects.

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1. INTRODUCTION

Learning is the process of student interaction with educators and learning resources in a learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and knowledge can occur, forming attitudes and beliefs in students [1]-[6]. In other words, learning is a process to help students learn well. Quality learning really depends on student motivation and teacher creativity. Learners who have high motivation are supported by teachers who are able to facilitate this motivation, which will lead to successful achievement of learning targets.

Learning is a change experienced by a person, such as changes in behavior and learning outcomes obtained from experience or practice in the learning process. All aspects of achieving good learning outcomes are of course inseparable from the support of the role of a teacher who has academic qualifications and competencies in accordance with national education standards. The process of realizing good quality learning outcomes will of course be visible when the learning objectives themselves are achieved. The success of learning

objectives can be achieved if students have high enthusiasm for learning [7]-[11]. In this way, teachers are expected to be able to maintain existing interests in learning and generate new interests in individual students.

Students can express interest in learning through statements of preferring one thing to another, active participation in a learning activity, and paying greater attention to something they are interested in without paying attention to others (focus)[12]-[15]. interest is a constant tendency to pay attention to and remember several activities. Activities that a student is interested in will be paid attention to continuously and accompanied by feelings of pleasure. Lessons will run smoothly if there is interest, children. lazy, doesn't study, fails because there is no interest. In learning activities, interest has an important role. If a student does not have interest and attention in learning, it is difficult to hope that the student will persevere and obtain good results from his learning. On the other hand, if the student learns with great interest and attention to the object being studied, the results obtained will be better. Learning with interest is better than learning without interest [16]-[19].

Interest in learning in students 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. A child's lack of interest in a lesson will result in learning difficulties, learning that is not accompanied by interest may not be in accordance with his/her talents, needs and skills, thus causing problems for him/her which can lead to difficulties in learning. Thus, interest is very large. its influence on learning at school because interest will act as a force that will encourage students to learn. Basically, interest in learning is inherent in students, but the teacher's role is very large in maintaining and arousing interest in learning, providing stimulus so that interest in learning is high. Interest that supports learning is interest in the material/subject and the teacher who taught him [20]-[23]. Interest in learning is influenced by 2 factors, namely, internal factors (within the student) and external factors (outside the student). Looking at these factors, these external factors are of particular concern for the role of a teacher in providing a positive influence in maintaining and triggering students' interest in learning apart from their parents and the surrounding social environment.

Based on the above, it can be said that there will be differences between students who have an interest and students who do not have an interest in learning. Students who have interest will continue to be diligent in studying while students who do not have interest in learning are not diligent in studying. Likewise in the teaching and learning process in History subjects. The level of student interest in learning in History subjects will certainly have an influence on student learning outcomes. Learning outcomes are something that students achieve and obtain after going through the learning process thanks to their efforts or thoughts, which are expressed in the form of mastery, basic skills and knowledge skills obtained from the teaching and learning process. The quality of student learning outcomes can be expressed in the form of an assessment of the attitudes, knowledge and basic skills achieved. These students' learning outcomes will be of high quality if their learning outcomes with final results in the form of grades meet the assessment standards set by the school [24]-[29]. Learning outcomes can be interpreted as the level of success of students in studying subject matter at school which is expressed in the form of scores obtained from test results regarding a number of certain subject matter. Seeing this, the teacher needs to strive for interest in learning in the learning process by providing reinforcement to the learning material and relating it to the conditions of actual problems that students will later face. Students are more enthusiastic and motivated to take part in lessons because students have realistic expectations about the material being studied, which is useful in facing real problems in the field.

Based on initial observations by researchers at senior high school 1 Sindue, it is known that the learning process is good but there is still a lack of student interest in the subject of History, this can be seen from the way they study in class, doing homework, exam results, and so on. Apart from that, the author also sees that in teaching and learning activities, every teacher in the field of history and school subjects is only concerned with the grades or results obtained by students without looking at whether the knowledge taught is absorbed or not. This is what causes history learning to be less than optimal so that learning outcomes become Therefore, to develop students' interest in school, a teacher must try to present motivated learning. Motivated learning is essentially learning that is in accordance with the students' needs, drives, motives and interests. In this way, it is hoped that the material presented in the learning process will be interesting and meaningful for students so that quality learning outcomes can be achieved.

2. RESEARCH METHOD

Type study Which used is study quantitative. Objective used study This For look for influence between variable free And variable bound. Approach quantitative Which possible done recording as well as analysis And calculation [30]. This research was carried out at senior high school 1 Sindue, which is located at Toaya Village Sindue District, Donggala Regency. As for research time This done after rise decree and permission study.

Study This nature correlation, based on variable study so connection variables X and variables Y is as following:

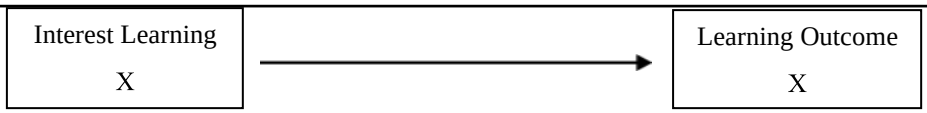

Figure 1. Design Study

Information : X = Interest Study
Y = Learning outcomes History

Population is a generalization area consists of objects/subjects which has certain qualities and characteristics set by researcher For studied And Then withdrawn conclusion. Population Also is whole subject study [31], [32]. From opinion in on can concluded that population is the entire subject of research that will produce a generalization. As for The subjects studied in this research were class X students at SMA Negeri 1 Sindue, the researchers found out the total number of class X IPS students in state high schools 1 Sindue Which can be seen on following table:

Table 1. Data on Number of Students

Class X	Amount Student
IIS 1	35
IIS 2	35
IIS 3	35
IIS 4	35
Total	140

Data quantitative that is study use instruments formal, standard and measuring in nature. Data quantitative emphasize summary statistics in results study And data is converted into scores numeric. Data qualitative is procedure research Which produce data descriptive in the form of written or spoken words of people and behavior Which observed. qualitative collected with observation Which carefully, covers description in context Which details accompanied notes results interview Which deep, as well as results analysis document And notes- notes.

To answer research problems, researchers collect study data with a number of method. Observation, Technique observation in study This done with stage observations of the students' learning activities studied to obtain data Which required.

Questionnaire is technique collection data Which This is done by giving a set of questions or written statements to the respondent to answer. Researchers use Likert scale. The Likert scale is used to measure attitudes, opinions and perceptions somebody or a group of people about interest to learn. Answer every items instruments Which use scale likert has a gradation from very positive to very negative with words between other:

a. Strongly agree
b. Agree
c. Disagree
d. Don't agree
e. Strongly Disagree

For needs analysis quantitative, so answer That given score. research instrument using a Likert scale can be made in the form checklist or multiple choice. Researchers use a Likert scale in the form choice double. There are two instruments used in this research, namely questionnaires and test questions. Questionnaires are used to obtain data about students' learning interests, "The Likert scale is used to measure a person's attitude towards something like very agree, agree, not enough agree, No agree and very don't agree.

Data is processed using a Likert scale with scale answers Likert with answers to statements on a 5-1 scale. As for the answer from The value items in question are the score on the respondent's answer, where is the value

Analysis descriptive useful For descriptive data study includes: percentage frequency distribution which aims to read data Which obtained from field, form interest Study student. For count percentage (%) formula is used :

$$P = \frac{f}{n} x\ 100\%$$

P = Percentage
f = number of answers for each alternative answer n = number of samples

For obtain results end from study, writer do processing using product correlation inferential statistical techniques moment with formula.

$$r = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x^2)(N\sum y - \sum y)^2)}}$$

r = Correlation Coefficient
$\sum x$= Interest in learning
$\sum y$= Learning outcomes
$\sum xy$= Total learning interest score is calculated with learning outcomes

For give interpretation to coefficient correlation Which found, Good big nor small, so researcher guided on table interpretation mark r as following :

Table 2. Interpretation of r values

Coeficient Interval	Relationship Level
0.000 – 0.199	Very low
0.200 – 0.399	Low
0.400 – 0.599	Strong enough
0.600 – 0.799	Strong
0.800 – 01.000	Very strong

Before held criteria testing hypothesis, so moreover formerly Hypothesis statements in chapter two must be made in hypothesis form statistics, that is:

H_a : There is a relationship between interest and student learning outcomes in social studies subjects Class X Senior high school 1 Sindue.

H_o: No There is Connection Interest to Results Study Student on eye lesson Social Sciences Class X Senior high school 1 Sindue.

Criteria testing is H_o If price absolute t from formula on more big than price t which obtained with a which chosen or with say other. If mark t_{count} > mark t_{table} on level significance 95% (α = 0 .05) and 99% (α =0.01) so correlation which happen have meaning (H_o rejected, H_a accepted). If the value of t_{Hitung} < value of t_{Table} at the 95% significance level (α= 0.05) and 99% (α= 0.01) then correlation what happens has no meaning (H_o accepted, H_a rejected).

3. RESULTS AND DICUSSION

Based on study Which has done by writer, find facts about the relationship between interest and students' history learning outcomes in History subject for class X IIS at senior high school 1 Sindue. Here are the results study yeah has been carried out by the author. In this research, a questionnaire instrument was distributed to 35 respondents. Where in the questionnaire there are 20 questions in respond by student about Interest Study on eye lesson history.

Table 3. Student learning outcomes

Class	KKM	Mark	Note
X IIS 1	75	85	COMPLETE
X IIS 1	75	80	COMPLETE
X IIS 1	75	90	COMPLETE
X IIS 1	75	90	COMPLETE
X IIS 1	75	95	COMPLETE
X IIS 1	75	75	COMPLETE
X IIS 2	75	95	COMPLETE
X IIS 2	75	65	COMPLETE
X IIS 2	75	85	COMPLETE
X IIS 2	75	80	COMPLETE
X IIS 2	75	90	COMPLETE
X IIS 3	75	85	COMPLETE
X IIS 3	75	85	COMPLETE
X IIS 3	75	85	COMPLETE
X IIS 4	75	80	COMPLETE
X IIS 4	75	85	COMPLETE
X IIS 4	75	75	COMPLETE
X IIS 3	75	80	COMPLETE
X IIS 3	75	85	COMPLETE
X IIS 2	75	85	COMPLETE

X IIS 3	75	90	COMPLETE
X IIS 3	75	80	COMPLETE
X IIS 3	75	90	COMPLETE
X IIS 3	75	90	COMPLETE
X IIS 4	75	95	COMPLETE
X IIS 4	75	85	COMPLETE
X IIS 4	75	65	COMPLETE
X IIS 4	75	85	COMPLETE
X IIS 4	75	85	COMPLETE
X IIS 1	75	80	COMPLETE
X IIS 1	75	85	COMPLETE
X IIS 1	75	85	COMPLETE
X IIS 2	75	80	COMPLETE
X IIS 2	75	85	COMPLETE
X IIS 2	75	95	COMPLETE

Table 3 shows that of the 35 respondents, 4 people are known who got a score of 95, 6 people who got a score of 90, 14 people who got it a score of 85, 7 people who got a score of 80, 2 people who got a score of 75 and 2 people who got a score of 65. So, it can be concluded that out of 35 students 33 person Which get complete marks and 2 person incomplete.

In analyze data researcher use analysis inferential correlation product moments, matter This intended For test hypothesis.With This examiner can then determine whether there is a relationship between interest in learning to results Study students. However moreover formerly searching for mark $\sum X$, $\sum Y$, $\sum X^2$, $\sum Y^2$, And $\sum XY$. With use table following This:

Table 4. Analysis Correlation product Moments

Interest Study (X)	Results Study (Y)	X 2	Y 2	XY
80	85	6400	7225	6800
90	80	8100	6400	7200
88	90	7744	8100	7920
89	90	7921	8100	8010
85	95	7225	9025	8075
85	75	7225	5625	6375
91	95	8281	9025	8645
81	65	6561	4225	5265
88	85	7744	7225	7480
87	80	7569	6400	6960
85	90	7225	8100	7650
86	85	7396	7225	7310
89	85	7921	7225	7565
89	85	7921	7225	7565
75	80	5625	6400	6000
86	85	7396	7225	7310
94	75	8836	5625	7050
88	80	7744	6400	7040
90	85	8100	7225	7650
79	85	6241	7225	6715
88	90	7744	8100	7920
89	80	7921	6400	7120
89	90	7921	8100	8010
87	90	7569	8100	7830
89	95	7921	9025	8455
94	85	8836	7225	7990
83	65	6889	4225	5395
91	85	8281	7225	7735
90	85	8100	7225	7650
85	80	7225	6400	6800
90	85	8100	7225	7650

Interest Study (X)	Results Study (Y)	X 2	Y 2	XY
87	85	7569	7225	7395
95	80	9025	6400	7600
85	85	7225	7225	7225
90	95	8100	9025	8550
∑X 3057	∑Y 2950	∑X ^{2} 267601	∑Y ^{2} 250350	∑XY 257910

Based on calculations from the table results, it can be included in product moment formula using the formula, to find relationships Between interest in learning and student learning outcomes, the results obtained are: following .

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{n\sum x^2 - (\sum x^2)(N\sum y - \sum y)^2)}}$$
$$= \frac{35.(257910) - (3057)(2950)}{\sqrt{(35.267601 - (3057)^2)(35.250350 - 2950)^2)}}$$
$$= \frac{(9026850) - (9018150)}{\sqrt{(9366035 - 9345249)(8762250 - 8702500)}}$$
$$= \frac{8700}{\sqrt{(20786)(59750)}}$$
$$= \frac{8700}{\sqrt{124088800}}$$
$$= \frac{8700}{\sqrt{111395}}$$
$$= 0.781$$

Table 5. Guidelines for interpreting r values

Intervals Correlation	Level Connection	Mark
0.00-0.199	Very Low	
0.20-0.399	Low	
0.40-0.599	Enough Strong	
0.60-0.799	Strong	0.781
0.80-1,000	Very Strong	

Based on results calculation *coefficient correlation product moment* (r) with amount sample as much 35 participants educate, so obtained mark correlation coefficient of 0.781. This value shows the level of relationship falls into the *strong criteria*, meaning interest has a strong influence on learning outcomes student.

Hypothesis test (t test)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$
$$= \frac{0{,}781\sqrt{35-2}}{\sqrt{1-0{,}781^2}}$$
$$= \frac{0{,}781\sqrt{33}}{\sqrt{1-0{,}609}}$$
$$= \frac{0{,}781\ (5{,}744)}{\sqrt{0{,}391}}$$
$$= \frac{4{,}486}{0{,}625}$$
$$= 7.177$$

Based on the results of the correlation coefficient calculation, the t test can be concluded that the relationship between X (interest in learning) and variable Y (student learning outcomes) amounting to 0.781. Based on hypothesis testing, the value of t_{hitung} is obtained more big from mark t_{tabel} or t_{hitung} as big as 7,177 > t_{tabel} as big as 1,692.Because t_{hitung} greater than t_{tabel} then H_a (there is a relationship) is accepted and H_o (No there is a relationship) is rejected. So in this research there is a relationship between interest Study And results Study student class Social Sciences X senior high school Country 1 Sindue.

Based on analysis inferential with use formula coefficient correlation (r) so obtained mark r as big as 0.781.If refers on correlation interpretation, then the results of the correlation coefficient are in the 0.60- 799 (strong). This shows that there is a large relationship between interest and results Study history to students in class X Social Sciences senior high school Country 1 Sindue is .781.

For know is results Which obtained from coefficient correlation own meaning or No so done test hypothesis.After do test hypothesis is known t_{hitung} more big from t_{tabel} or t_{hitung} 7,177 > t_{tabel} 1,692. In

accordance with the hypothesis testing criteria in chapter 3, H_a accepted (there is a relationship) and H_o rejected (no relationship). So in this research There is a relationship between interest in learning and learning outcomes for students in class X IPS senior high school 1 Sindue. So, the higher a student's interest in learning, the higher it will be results learn that obtained.

Based on the discussion above, it can be stated that with interest Study Which Good shiva No will feel bored And fed up in follow learning And notice learning Which currently taking place. In fact, they will be actively involved in learning, apart from that the teacher plays a role important, not just encouraging or directing students to be able to do it learn better [33]-[37]. However, teachers also use internal methods or techniques teaching methods, thereby arousing children's interest in learning so that they can gain Learning outcomes are as expected. Because interest holds very important role in learning. The relationship between interest and learning outcomes students in history subjects in class X IPS senior high school 1 Sindue have connection Which significant.

4. CONCLUSION

Based on the discussion above, it can be concluded that it is in accordance with Inferential analysis obtained a correlation coefficient (r) of 0.781. When referring in correlation interpretation, the results of the correlation coefficient are in categories 0.60-799 (strong). This shows that there is a relationship between interest and learning outcomes amounted to 0.781.To find out whether the results obtained from The correlation coefficient has meaning or not, then a hypothesis test is carried out. After do test hypothesis is known t_{hitung} more big from t_{tabel} or t_{hitung} 7,177 > t_{tabel} 1,692. In accordance with criteria testing hypothesis on chapter 3 then, H_a accepted (there is a relationship) and H_o rejected (no relationship). So In this research there is a relationship between learning interest and student learning outcomes IPS class X senior high school 1 Sindue. So, the higher the student's interest in learning, the the more high too results learn that obtained.

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