THE INFLUENCE OF LEARNING INTEREST AND CURIOSITY ON THE ACADEMIC ACHIEVEMENT IN ECONOMICS OF MA TAHDZIBUN NUFUS

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ABSTRACT

This study aims to: 1) Determine whether there is a significant influence of learning interest on academic achievement in Economics for students at MA Tahdzibun Nufus; 2) Determine whether there is a significant influence of curiosity on academic achievement in Economics for students at MA Tahdzibun Nufus; and 3) Determine whether there is a simultaneous influence of learning interest and curiosity on academic achievement in Economics for students at MA Tahdzibun Nufus. This research employs a quantitative approach with an associative methodology. The population in this study consists of 35 students from grades X and XI of the social science program at MA Tahdzibun Nufus. The sample for this study includes 35 students, selected using a non-probability sampling technique, specifically saturated sampling or census. The data collection techniques used are observation, interviews, documentation, and questionnaires. The data analysis techniques include simple linear regression and multiple regression analysis. The results of this study indicate that: 1) There is a significant influence of learning interest on academic achievement in Economics for students at MA Tahdzibun Nufus, contributing 56.1% to academic achievement, with the remaining 43.9% influenced by other factors; 2) There is a significant influence of curiosity on academic achievement in Economics for students at MA Tahdzibun Nufus, contributing 57.6% to academic achievement, with the remaining 42.4% influenced by other factors; and 3) There is a simultaneous influence of learning interest and curiosity on academic achievement in Economics for students at MA Tahdzibun Nufus, contributing 70.6% to academic achievement, with the remaining 29.4% influenced by other factors.

Keywords : Learning Interest, Curiosity, Academic Achievement.

INTRODUCTION

Education is a deliberate process aimed at eliminating negative behaviors and values from individuals or societies to bring about improvement. Education is a tool for developing the skills and knowledge of society. Its goal is to teach students to become valuable members of society. According to Maskar & Anderha (2019), the Fourth Industrial Revolution brings

challenges and risks to the existence of culture. Law Number 20 of 2003 establishes the national education goals rooted in the diverse cultural heritage of the Indonesian nation. In accordance with legal provisions, the national education goals are to foster individuals who have faith and respect for God Almighty, possess noble character, are healthy, informed, skilled, innovative, and independent, all to develop democratic and accountable citizens. Based on these objectives, education is crucial in improving the quality of life in Indonesia and encouraging the growth of its society. Non-formal education aims to align with the institutions that carry it out and the goals, programs, and teaching methods of national education.

Interest is a natural drive within a person that encourages them to be interested in something without being influenced by external factors. Effective learning is based on a person's natural interest, which motivates them to learn and grow. This interest is an important component that drives students to succeed in the learning process. Interest greatly influences student learning. Students who are interested in learning will feel curious and enjoy the learning process, motivating them to continue learning. If a student is less interested in the subject matter presented by the educator or in the way it is delivered, it will be difficult for them to learn well. Curiosity and enjoyment in learning stem from the material taught and how the teacher delivers it.

Based on findings from an unstructured interview with the Economics teacher at MA Tahdzibun Nufus, it is known that students' academic achievement in Economics has not been optimal. This is suspected to be due to the students' lack of interest and curiosity during lessons. For example, some students are seen chatting with their friends, dozing off, and not paying attention to the teacher while explaining. Only a few students appear enthusiastic about attending Economics lessons, while others are not. This highlights the importance of conducting research to understand how students' learning interest and curiosity affect learning outcomes and academic achievement in Economics at MA Tahdzibun Nufus. The researcher found that all students at MA Tahdzibun Nufus scored below 75 on their Economics exams. This can be seen from the average score of students on the Mid-Semester Assessment, as shown in the table below.

Table 1. Mid-Semester Economics Assessment Scores

Mark	Class		Number of students	Presentation	Information
	> 75	< 75			

10th grade of the Social Sciences	0	17	17	49%	Not Completed
11th grade of the Social Sciences	0	18	18	51%	Not Completed
	0	35	35	100%	

Source: Documentation of the Values of MA Economics teacher Tahdzibun Nufus Jakarta (2024)

It can be concluded that the results of learning for all students at MA Tahdzibun Nufus are below 75, which is the Minimum Mastery Criteria (KKM), with 35 students, or approximately 100%, from the 10th and 11th grades. Furthermore, no students, or 0%, reached the Classical Mastery Criteria (>75). The researcher decided to study the students of MA Tahdzibun Nufus to understand their interest and curiosity in the Economics subject and their academic performance.

This study is further supported by foundational works, such as the one conducted by Charli, Ariani, and Asmara (2019), titled "The Relationship Between Learning Interest and Physics Achievement of 11th Grade Students at SMA Negeri Karang Jaya for the 2017/2018 Academic Year." The study found a significant relationship between the academic performance of 11th-grade physics students at SMA Negeri Karang Jaya during the 2016/2017 academic year and their interest in learning. The statistical analysis revealed that the Fhitung value was 7.05, while the F-distribution table, with a 5% confidence level, indicated a significant result.

Another study conducted by Hardhika Wisnu Aji (2018), titled "The Influence of Learning Discipline and Curiosity on Academic Achievement," found that the discipline aspect contributed 4.2% to academic achievement, with a significance level of 0.034. Meanwhile, curiosity played a role in learning success by contributing 2.5%, with a significance level of 0.080. Additionally, the combined effect of learning discipline and curiosity on academic achievement was 3.5%, with a significance level of 0.088.

The last study, by Daulatina (2019), titled "The Influence of Learning Interest on Mathematics Achievement at SMKN 1 Cihampelas," showed that a strong interest in learning significantly improved mathematics learning outcomes. External factors, other than learning interest, contributed 50% of the effect of learning interest on mathematics achievement..

Based on the background of the problem presented, the research question in this

study aims to determine whether there is a significant influence of learning interest on the Economics learning achievement of MA Tahdzibun Nufus students. Additionally, it seeks to identify whether curiosity significantly impacts the Economics learning achievement of these students. Lastly, the study explores whether there is a simultaneous influence of learning interest and curiosity on the Economics learning achievement of MA Tahdzibun Nufus students.

METHODS

Research Approach

This research employs a quantitative method. Information was collected from a group of students at MA Tahdzibun Nufus in West Jakarta, with results analyzed using SPSS statistical software. According to Suharsimi (2013:27), quantitative research utilizes numerical data for collection, interpretation, and result presentation. As stated by Sugiyono (2016:08), this method is rooted in positivist philosophy, involving population or sample studies, data collection via research instruments, and quantitative/statistical analysis to test hypotheses. The scientific method adheres to principles such as systematic, empirical, objective, measurable, and rational inquiry. Experts suggest that quantitative research enables knowledge acquisition by analyzing statistical data from diverse populations and sample studies.

Research Methodology

Sugiyono (2015:11) defines associative research as studies focusing on the relationship between two or more variables. This research adopts an associative approach to explore how students' interest in learning and curiosity influence their academic achievements. The methodology involves examining causal relationships numerically. Sangadji & Gujarati (2014:30) describe associative research as investigating interrelations between variables to understand mutual influence.

Population and Sample

The population refers to the group of units studied to identify their characteristics. When a population is too large to study entirely, researchers analyze a smaller group, or sample, instead. This research focuses on 35 students from the 10th and 11th grades at MA Tahdzibun Nufus in Jakarta. The study uses the entire population as the sample, a method

advocated by Sugiyono (2016:118), who defines a sample as a subset of the population representative of its size and characteristics. Sampling is crucial when resource constraints, such as time or funding, limit the ability to study the entire population.

Data collection technique

Data collection methods in this research include questionnaires, documents, and observations. Questionnaires or surveys gathered data on learning interest (X_1) and curiosity (X_2), instructions obtained data on students' academic performance (Y), and observations were used to monitor and count students at MA Tahdzibun Nufus. Data collection methods comprise approaches or techniques for gathering necessary insights on the issues being investigated. Sources of data are categorized into primary and secondary sources.

RESULTS AND DISCUSSION

Hypothesis Test Research Results

1. Simple Linear Regression

    a. Learning Interest in Learning Achievement

Table 2. Simple Linear Regression Test X_1 Against Y

Summary Model

Model	R	R Square	Adjusted R Square	Std. Errorof the Estimate
1	.749[a]	.561	.548	1.577

Source: Data processed by researchers (2024)

Based on output model shows an R value of 0.749, indicating a high level of relationship. The R Squared value is at 0.561, stating that Learning Interest accounts for 56.1% of the impact on Learning Achievement, while the other 43.9% is attributed to different influences.

ANOVA[a]

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	105.015	1	105.015	42.210	.000[b]
	Residual	82.102	33	2.488		

Total		187.117	34			

Source: Data processed by researchers (2024)

Based on the ANOVA output, the significance value (ppp-value) obtained is 0.000, which is less than the threshold of 0.05 (5%). This result means that the alternative hypothesis H_1 is accepted, and the null hypothesis H_0 is rejected. In practical terms, this indicates that there is a statistically significant effect of learning interest on academic achievement.

b. Curiosity about Learning Achievement

Table 4. Simple Linear Regression Test X_2 against Y

Model Summary

Model	R	R Square	Adjusted R Square	Std Error of the Estimate
1	.759[a]	.576	.563	1.096

Source: Data processed by researchers (2024)

Based on the output from the Model Summary, the value of R = 0.759 indicates a high level of correlation between the variables. The R Square value of 0.576 suggests that curiosity contributes 57.6% to academic achievement, while the remaining 42.4% is influenced by other factors.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	53.792	1	53.792	44.810	.000[b]
	Residual	39.615	33	1.200		
	Total	93.406	34			

Source: Data processed by researchers (2024)

Based on the ANOVA model output, the following information is obtained: the significance value (sig) is 0.000, which is less than 0.05 (5%). This indicates that H_1 is accepted and H_0 is rejected. Therefore, it can be concluded that curiosity has a significant effect on academic achievement.

2. Multiple Linear Regression

Table 6. Multiple Linear Regression

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840[a]	.706	.687	3.688

Source: Data processed by researchers (2024)

The summary model results indicate that the correlation coefficient (r) between the variables of learning interest and curiosity with academic achievement is 0.840, which reflects a very strong relationship. Furthermore, the coefficient of determination (r^2) is 0.706, meaning that 70.6% of the variation in academic achievement can be explained by the levels of learning interest and curiosity. Meanwhile, the remaining 29.4% is influenced by other factors not included in this model.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1044.447	2	522.223	38.385	.000[b]
	Residual	435.360	32	13.605		
	Total	1479.807	34			

Source: Data processed by researchers (2024)

Based on the analysis of the ANOVA model, the significance value is 0.000, which is less than 0.05 (5%). This result means that the null hypothesis H_0 is rejected, and the alternative hypothesis H_1 is accepted. In conclusion, there is a significant influence of learning interest and curiosity on academic achievement.

Discussion

The Effect of Learning Interest on the Economics Academic Achievement of MA Tahdzibun Nufus Students

The study found that the learning interest of students at MA Tahdzibun Nufus significantly influenced their academic performance in Economics. This conclusion was

derived using simple and multiple linear regression analyses. The ANOVA results showed that the "Learning Interest" variable had a significance value (sig) of 0.000, which is less than 0.05 (5%), indicating a substantial impact on academic achievement. The learning interest variable (X_1) contributed 56.1% to academic performance (Y), while the remaining 43.9% was influenced by other factors. The simple linear regression equation was expressed as $Y = 21.543 + 0.194 X_1$, which means that for every unit increase in learning interest, the average academic performance adjusts by 0.194.

The findings supported the hypothesis H_1, rejecting H_0, signifying a strong correlation between students' learning interest and their academic performance in Economics. The results align with Rusmiati's theory (2017), which emphasizes that interest in teaching and learning has a significant effect on academic achievement. Students with high enthusiasm for learning tend to excel in their studies. This study is similar to the research conducted by Irna Islamia (2019), titled "The Influence of Learning Interest on Academic Achievement at SMK 1 Cihampelas." In her research, it was found that the significance level was 0.020, indicating a statistically significant effect of learning interest on academic achievement.

The Influence of Curiosity on Economics Learning Achievement of MA Tahdzibun Nufus Students

The research shows that curiosity plays a significant role in the academic success of MA Tahdzibun Nufus students in Economics. This conclusion is supported by the results of both simple and multiple linear regression analyses. Based on the ANOVA analysis conducted during the simple linear regression test for the Learning Interest variable, a significance value (sig) of 0.000 < 0.05 (5%) was achieved. This indicates a significant relationship between curiosity and academic achievement in Economics among the students at MA Tahdzibun Nufus.

The impact of curiosity on academic performance is evident in the regression model output summary, which shows that the curiosity variable (X_2) contributed 57.6% to academic achievement (Y), while the remaining 42.4% is influenced by other factors. The regression equation for this simple linear model is as follows: $Y = 24.897 + 0.171 X_2$, meaning that for every unit change in curiosity, the average academic performance score increases by 0.171. The findings support the acceptance of hypothesis H_1 and rejection of H_0, indicating a

substantial impact of curiosity (X_2) on academic performance (Y) in Economics among MA Tahdzibun Nufus students.

This result aligns with Indra Prapto Nugroho's (2019) theory, which states that curiosity involves cognitive processes and engagement driven by novelty, complexity, uncertainty, and conflict. The study also reflects a similar study conducted by Hardhika Wisnu Aji (2018), titled "The Influence of Learning Discipline and Curiosity on Science Learning Achievement in 5th Grade Students," which found a significance level of 0.088.

The Influence of Interest in Learning and Curiosity on the Learning Achievement of MA Tahdzibun Nufus Students

According to the findings of this study, both learning interest and curiosity have a significant correlation with academic performance in Economics among the students of MA Tahdzibun Nufus. This is validated by the results from both simple linear regression and multiple linear regression analysis conducted by the researcher. Initially, the researcher formulated the research hypothesis as follows: Based on the ANOVA model output from the multiple linear regression test, the significance value (sig) of $0.00 < 0.05$ (5%) was obtained. This indicates the significant impact of Learning Interest and Curiosity on the academic performance of MA Tahdzibun Nufus students in the Economics subject. The magnitude of the influence can be observed in the model summary output from the multiple linear regression test, which shows that the contribution of learning interest and curiosity to academic performance is 70.6%, while 29.4% is influenced by other factors.

The simple linear regression formula is as follows: $Y = -47.024 + 0.655 X_1 + 0.952 X_2$, meaning the contributions of X_1 and X_2 to Y are constant at -47.024, and each one-unit increase in X_1 and X_2 will result in an increase of 0.655 and 0.952 in Y, respectively. Therefore, hypothesis H_1 is accepted, and H_0 is rejected, indicating a substantial impact of Learning Interest (X_1) and Curiosity (X_2) on Academic Performance (Y) in Economics among MA Tahdzibun Nufus students.

Supporting data for this study includes a previous study by Ardiansyah (2022), titled "The Effect of Learning Interest on Student Learning Satisfaction with Online Learning Media as a Moderating Variable." The findings indicated a significant and beneficial effect of learning interest on student satisfaction, as evidenced by a t-count score exceeding the t-table ($3.368 > 1.987$) and a p-value ($0.001 < 0.05$). Additionally, Kurnia Saraswati's (2019) study, which focused on enhancing students' interest in science through guided discovery, reported

that students' curiosity score in the first cycle was 74.38%, rising to 85.19% in the second cycle. Thus, it can be concluded that using a guided discovery model has the potential to enhance students' curiosity.

CONCLUSION

1. **The Effect of Learning Interest on the Economics Learning Achievement of MA Tahdzibun Nufus Students is Positive and Significant**

   The two variables significantly influence the academic success of students in economics subjects. Learning interest contributes 56.1%, while various other factors account for the remaining 43.9%. The simple linear regression formula is $Y = 21.543 + 0.194 X_1$. This means that each increase in the average score criterion of 0.194 will result in a corresponding increase in Y.

2. **The Effect of Curiosity on the Economics Learning Achievement of MA Tahdzibun Nufus Students is Positive and Significant**

   The students' curiosity level affects the improvement of their learning achievement in economics. This is supported by the strong relationship between curiosity and students' learning achievement in the economics subject. Curiosity contributes 57.6% to students' learning achievement, while the remaining 42.4% is influenced by other factors. The simple linear regression formula is $Y = 24.897 + 0.171 X_2$. This indicates that for every additional unit added to X, there will be a corresponding increase of 0.171 in Y.

3. **Learning Interest and Curiosity Have a Positive and Significant Impact on the Economics Learning Achievement of MA Tahdzibun Nufus Students**

   The relationship among the three variables is very strong, with a total impact contribution of 70.6%, while the remaining 29.4% is determined by additional factors. The multiple linear regression equation is represented as follows: $Y = 47.024 + 0.655 X_1 + 0.952 X_2$. This means that if both X_1 (learning interest) and X_2 (curiosity) increase simultaneously by one unit, Y will increase by 0.655 and 0.952, respectively.

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