

Vol. 4 • No. 1 • Desember 2023

Page (Hal.) : 1386 – 1392

ISSN (online) : 2746 - 4482

ISSN (print) : 2746 - 2250

© LPPM Universitas Pamulang

JL.Surya Kencana No.1 Pamulang, Tangerang

Selatan – Banten

Telp. (021) 7412566, Fax (021) 7412491

Email : humanisproceedings@gmail.com



Special Issue:

ICOMS2023
The 4th International Conference on Management and Science

Website. :

<http://www.openjournal.unpam.ac.id/index.php/SNH>

Literature Study: The Influence Of Learning Interest On Student Achievement

Jumasih

The Aerospace Air Chief Marshal Suryadarma Aerospace University, Jakarta
231173035@students.unsurya.ac.id

Abstract: The purpose of this study is to investigate how a student's interest in learning affects their academic performance. Interest in learning is an internal factor that plays a crucial role in a student's ability to achieve success in their studies. It serves as a motivational force that encourages students to study harder and consequently, produces better academic results. This research was conducted using a qualitative method, specifically, a literature review. The literature review involved collecting data from various sources, reading and taking notes, and organizing the research materials. The findings of the study indicate that a student's interest in learning has a positive and significant influence on their academic performance. Therefore, the better a student's interest in learning, the greater their academic achievements.

Keywords: Interest in Learning, Academic Performance, Learning Outcomes

INTRODUCTION:

Of course, students always expect maximum results in every lesson, but in reality, the learning results obtained by students are not always good and according to expectations. Achieving unsatisfactory learning outcomes cannot be used as an achievement for a student, student achievement is greatly influenced by several factors, such as external factors and internal factors. External factors include family, community, and school background, while internal factors include physiological and psychological factors. Physiological factors are generally the student's body, and psychological factors are internal factors that influence students in the learning process, including intelligence, attitudes, talents, motivation, and interests.

In general, in several phenomena or events in the community and students related to desires or activities, the community and students generally agree that interest is the most important thing in increasing a person's desire to carry out a certain activity. Many academic and non-academic activities that students participate in on-campus are generally based on the student's interests.

Interest is one of the factors that can influence a person's efforts to achieve something, in this case, achievement. Interest is an important basis for someone to carry out activities well, namely encouraging someone to do something (Purwanto, 2010). Interest is a feeling of preference and a feeling of attachment to a thing or activity, without anyone telling you to.

Interest in learning is two important parts in improving student achievement, the desire to learn is one of the interests that works as an individual driver to carry out these activities.

(Slameto, 2010) Interest has a huge influence on a student's learning activities. Students who have a high interest in learning will show good learning achievements. Having an interest in learning in students, will create curiosity and pleasure in students to continue learning.

Interest is an internal factor in each individual that can support student learning. Alisuf Sabri said, "Interest that supports learning is interest in the material/subject and in the teacher who teaches it.", "Interest is the tendency to always pay attention and remember something continuously. This interest is closely related to feelings, especially feelings of happiness, therefore it can be said that interest occurs because of an attitude of being happy about something. People who are interested in something mean that they are happy about that something.

According to M. Dalyono in the book Educational Psychology, it is stated that if a child does not have an interest in a lesson, learning difficulties will arise. Learning that is not accompanied by interest may not be by talent, not by needs, not by skills, and not by the special types of children that cause problems for them. Because of this, in the lesson, there is never any processing in the brain, and as a result, difficulties arise.

Thus, interest plays a very big role in learning, because interest will act as a motivating force, namely as a force that will encourage students to learn. Interested students (have a happy attitude) toward the subject, and the learning process, and the teacher who teaches it, will appear to be motivated to continue studying diligently. In contrast to students whose attitude is only to accept the lesson, they are only motivated to want to learn but find it difficult to continue to persevere because there is no motivation.

If students have an interest in learning the learning process, positive symptoms will be seen which are manifested in students' attitudes and behavior towards the learning process. So that in the end student achievement becomes better.

Based on the background description previously explained, the important role of interest in learning is to improve student achievement. The title of the research can be determined, namely, "The Influence of Interest in Learning on Student Achievement".

LITERATURE REVIEW

Interest to learn:

Interest is one of the psychological factors that helps and encourages individuals to provide stimulus for activities carried out to achieve the goals they want to achieve. Viewed from a linguistic perspective, interest is a high inclination towards something; excitement; or desire. According to H. Djaali in the book Educational Psychology explains that: Interest is a feeling of preference and interest in one thing or activity, without anyone telling you to.

According to Abdul Hadis and Nurhayati, students who are interested in learning have the following characteristics; show high enthusiasm in carrying out learning activities; Persevere in carrying out learning activities even for a long time; happy and engrossed in learning; Never get bored in learning; Active in doing learning tasks.

Interest in learning is related to affective functions and knowledge which will give rise to strong emotions such as positive feelings towards something, feelings of attachment, fascination, and increasing cognitive processes (Kpolovie 2014). According to Slameto (2010), interest in learning is an interest that students have which can be expressed as a statement that shows that students prefer one thing to another, manifested through participation in an activity. Students who have an interest in certain subjects tend to pay greater attention to certain subjects

Learning according to language is "trying to know something; trying to gain knowledge (intelligence, skills). Syaiful Bahri Djamarah and Aswan Zain explain that: "Learning is a process of changing behavior thanks to experience and practice. This means that the aim of the activity is behavior change, both regarding knowledge, skills, and attitudes; even covering all aspects of an organism or person.

Learning outcomes:

Matlin believes that learning is a relatively permanent change in behavior as a result of experience. Furthermore, in the school context, learning is a process of effort carried out by students to obtain a change in overall behavior, as a result of students' own experiences in interaction with their environment (Akbar & Hawadi, 2004). Learning is the process of changing a person's behavior thanks to the experience and training obtained from the individual's interaction with their environment

In general, it can be defined that learning outcomes are students' self-assessment (Young, Klemz, & Murphy, 2003), and changes that can be observed, proven, and measurable in abilities or achievements experienced by students as a result of learning experiences (Nemeth & Long, 2012).

Student Achievements:

The word achievement comes from the Dutch language, namely "prostate", then in Indonesian it becomes achievement which means "result of effort". In the General Indonesian Dictionary, it is stated that the word "achievement" means results that have been achieved. Achievement is the result of an activity that has been carried out or created

According to Dahar, quoted by Djamarah (Rosyid, 2019), "Achievement is what can be created, the result of work, a pleasing result obtained with the tenacity of work." Meanwhile, according to Purwodarminto (Rosyid.2019), "achievement is the result of something that has been achieved". Achievements based on the expert opinion above can be concluded to be an activity that produces results

In the Indonesian Dictionary (KBI), students are defined as people studying at universities (Online Indonesian Dictionary, kbbi.web.id). Students in the Republic of Indonesia government regulation no. 30 of 1990 are students who are registered and studying at certain universities.

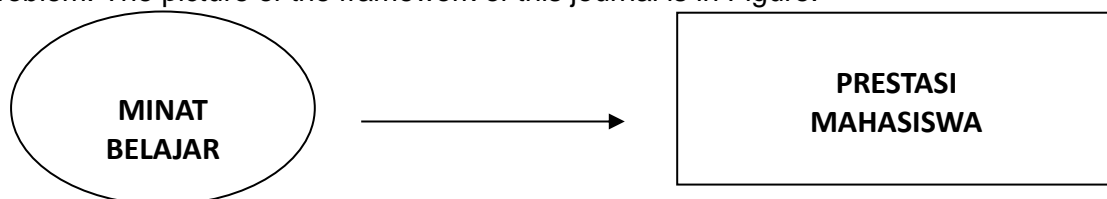
RESEARCH METHODOLOGY

The type of research used is a literature study. The literature study method is a series of activities relating to methods of collecting library data, reading and taking notes, and managing research materials (Zed, 2008:3).

Literature study is a required activity in research, especially academic research whose main aim is to develop theoretical aspects as well as aspects of practical benefit. Literature studies are carried out by each researcher with the main aim of finding a basis for obtaining and building a theoretical basis, and framework of thinking, and determining temporary assumptions also known as research hypotheses. So that researchers can group, allocate, organize, and use a variety of libraries in their field. By conducting literature studies, researchers have a broader and deeper understanding of the problem to be researched. The data used comes from textbooks, journals, scientific articles, and literature reviews which contain the concepts studied.

CONCEPTUAL FRAMEWORK

The research concept framework is a structured explanation of the research concept to be carried out. The conceptual framework consists of several variables that have been selected to be the focus of the research. This chart will later be used by researchers as a reference in assessing each research variable. Proven by testing the hypotheses that will be formulated based on the relationship between these concepts. In this case, the hypothesis is a temporary answer to the research problem. The picture of the framework of this journal is in Figure.



Gambar 1. Kerangka Conceptual

RESULTS

Achievement can be interpreted as the results that have been achieved or the results that are achieved. (Bukhari M, 1983). "Achievement is a result achieved by someone in carrying out learning activities" Siti Pratini (2005). Learning achievement according to W.S. Winkel (1996) "proof of success that has been achieved by someone. An achievement cannot be achieved if we do not carry out the activity seriously.

Abdul Rahim (2011) The more students have a high interest in learning, the better the student's achievements will be. Siti Nurhasanah, A. Sobandi (2016) Interest in learning has a positive and significant effect on learning outcomes. Based on the research results of Rizky Meuthia Karina, Alfiati Syafrina, Sy. Habibah (2017) proved that there is a positive relationship between interest in learning and student learning outcomes. The results of research and discussions conducted by Dewi Hastaty Lanusi (2018) concluded that in cycle I students' interest in learning was 50% and learning outcomes had not yet reached the standard of completeness because the KKM for science lessons was 75%, the average value of learning outcomes reached 72%; In cycle 2 there was a significant increase, student interest in learning increased by 28.5% to 78.5% while learning outcomes increased from an average score of 72 to 88.

Interest is related to learning outcomes, meaning that interest plays an important role in determining student learning outcomes. The results of the analysis above are in line with the theory expressed by Dalyono (2009), "That great interest in learning tends to produce high learning achievement, and conversely if there is less interest in learning it will result in low achievement."

Alisuf Sabri explained that interest in learning functions as a force that will encourage students to learn. Students who are interested in learning will appear to be motivated to continue studying diligently. Encouraging students to act to achieve goals. Determining the direction of students' actions, namely towards the goals they want to achieve. Selecting actions so that the actions of motivated students are always selective and remain directed towards the goals they want to achieve.

Student interests can be identified through the symptoms displayed by the individual himself. A student whose interest in studying will be known by the lecturer who teaches him through interest indicators including; feelings of joy, attention, feelings of interest, active learning, doing assignments, and knowing the purpose of learning. With interest, the learning process will be better than learning without interest. Interest arises when an individual is interested in something he or she will learn that feels meaningful to him, From several functions of interest in learning, it is found that the process of achieving success in learning or what can be equated with achievement is very dependent on interest, with interest students will continue to be encouraged to optimize and be persistent in learning. Students' lack of interest in lessons will become an obstacle to the learning process.

Thus, an increase in interest in learning will be followed by an increase in learning outcomes. This means that the better a student's interest in learning, the better the impact on student learning outcomes. Komang Suardi Wiradarma, Ni Ketut Suarni, Ndara Tanggu Renda (2021) Based on research results, student interest in learning has a positive and significant relationship with student learning outcomes. The higher the student's interest in learning, the higher the student's learning outcomes will be.

CONCLUSION

Interest in learning has a positive and significant effect on student achievement. With an increase in interest in learning, it will be followed by an increase in learning outcomes. This means that the better a student's interest in learning, the better the impact on student learning outcomes. Lecturers are expected to make various efforts to improve learning outcomes which will also increase student achievement. This can be done by increasing interest in learning, such as making students like the material being taught, and have attention and interest. Apart from that, lecturers must also improve the way they give assignments to students. Lecturers must create a good perception among students, namely by giving good assignments. If students have a good perception of assignments, they will be happy with the ongoing learning and this will influence learning achievement.

Students are expected to choose a major according to the major they are interested in so that there will be satisfaction when carrying it out. Someone will feel comfortable when doing something without pressure and according to their interests and talents. Students are also expected to increase their interest in learning so that learning outcomes can be maximized. This can be done by feeling interested in the material being taught, getting used to studying regularly, and looking for information about the subject matter in online or print media. If this habit is carried out, it will foster a good interest in learning in students, so that learning outcomes can be achieved optimally and improve student achievement.

REFERENCE

- Fitri Ainurrohmah & Rini Handayani (2018). The Influence Of Motivation, Learning Discipline, Teacher Competence, And Parental Support On Academic Achievement Of Students (Study On Gama English Course Sukoharjo). *International Journal of Economics, Business and Accounting Research (IJEBAAR)*
- Rizky Meuthia Karina, Alfiati Syafrina & Sy. Habibah (2017). Hubungan Antara Minat Belajar Dengan Hasil Belajar Siswa Dalam Mata Pelajaran Ipa Pada Kelas V Sd Negeri Garot Geuceu Aceh Besar
- Siti Nurhasanah & A. Sobandi (2016). MINAT BELAJAR SEBAGAI DETERMINAN HASIL BELAJAR SISWA. *Jurnal Pendidikan Manajemen Perkantoran*. h 128-135
- Sekar Anggayuh Laras & Achmad Rifai (2019). Pengaruh Minat Dan Motivasi Belajar Terhadap Hasil Belajar Peserta Didik Di Bbplk Semarang. h 121 – 130
- Stevani & Dessyta Gumanti (2018). Analisis Faktor Fisiologis Dan Motivasi Belajar Mempengaruhi Prestasi Belajar Ekonomi Siswa Sma Negeri Kota Padang. *Journal of Economic and Economic Education*. Vol.6 No.2 (106-111)
- Abdul Rohim (2011). Pengaruh Minat Belajar Terhadap Prestasi Belajar Siswa Pada Bidang Studi Pai
- Fitriyana Mawarni & Yessi Fitriani (2019). Peningkatan Prestasi Belajar Bahasa Indonesia Materi Pokok Teks Eksposisi di Kelas X IPA 2 SMA Negeri 1

Sembawa Kabupaten Banyuwasin. *Jurnal Pembelajaran Bahasa Dan Sastra Indonesia*.

- Dewi Hastaty Lanusi. (2018). Penerapan Kelas Digital Edmodo Untuk Meningkatkan Minat Belajar Dan Hasil Belajar Siswa
- Muhibbin Syah. (2013). Psikologi Belajar. Jakarta: PT. Rajagrafindo Persada.
- Alisuf Sabri, (2007) Psikologi Pendidikan, (Jakarta: Pedoman Ilmu Jaya), h. 84.
- M. Dalyono, (2007) *Psikologi Pendidikan*, (Jakarta: Rineka Cipta), h. 235.
- H. Djaali, (2008). *Psikologi Pendidikan*, (Jakarta: PT. Bumi Askara), h 121.
- Syaiful Bahri Djamarah & Aswan Zain (2002). *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta,), h. 11.
- Nemeth, J., & Long, J. G. (2012). Assessing Learning Outcomes in U.S. Planning Studio Courses. *Journal of Planning Education and Research*, 32 (4), 476-490.
- Slameto. (2010). Belajar dan Faktor-Faktor yang Mempengaruhinya. Jakarta: PT. Rineka Cipta.
- Winkel, Ws. (1996). Psikologi Pengajaran, Jakarta : Grasindo
- Eka Diah Kartiningrum. (2015). Panduan Penyusunan Studi Literatur. *Lembaga Penelitian Dan Pengabdian Masyarakat Politeknik Kesehatan Majapahit Mojokerto*