



RESEARCH ARTICLE

ANALYSIS OF STUDENT LEARNING INTEREST, AND STUDENT LEARNING MOTIVATION IN
ENHANCEMENT STUDENT LEARNING ACHIEVEMENT AT SCHOOL

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ABSTRACT

The purpose of this study is to analyze and determine the influence of student learning interest and student learning motivation in an effort to improve student learning achievement at school, this research use descriptive analysis and inferential analysis, inferential analysis used is correlation analysis. The research was conducted at Al-Muhajirin High School, Purwakarta, Indonesia. The study was conducted on students in school this was done in the hope of getting more clear and real answers about student's interest, motivation and achievement in school, the sample of research involving 100 students. From the research found that students' interest in learning has a high influence on student achievement, this also applies to the motivation to learn students in schools that has a high influence on student achievement. Thus it can be said that student achievement in school can be improved with the effort and high attention in improving and developing interest in learning and motivation of student learning in school. The existence of interest in learning and motivation to learn students give a positive influence on student achievement in school.

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INTRODUCTION

Schools become a forum for various learning process activities, implemented by students in acquiring knowledge and skill, the learning process takes place in schools with the interaction between teachers and students. The process of teaching and learning is an activity in which the process of student learning and teaching teachers in an interactive context, and there is an educational interaction between teachers and students, so that there is a change in students both changes in the level of knowledge, understanding and skills or attitude (Hamalik, 2011). The results achieved in the learning process activities seen from the achievement of students in learning that can be the value and numbers found after carrying out the learning process activities within a certain period. Student achievement becomes one of the priorities to be achieved in educational institutions, to achieve good learning achievement, many factors that influence one of them the interest of student learning and student learning motivation in school, a student can have a good achievement in learning can be caused by high student interest and motivation. Interest is said to be a tendency that causes a person to seek or attempt activities in a particular field (Taufani, 2008). Interest greatly

plays various implementation activities, as well as in learning activities in school, interest as a force that will encourage students to learn, great interest in learning tends to produce high achievement. Otherwise less interest in learning will result in low achievement (Dalayono, 2009). It can be said that a student who has high achievement can be produced by students who have high learning interest as well, with the interest of learning then students will continue to perform various activities related to learning activities in school or outside school either in the family or place other learning. According Taufani (2008), there are three factors that underlie the incidence of interest, namely: a factor of internal encouragement, namely the encouragement of the individual itself, so that interest arises to perform certain activities or actions to fulfill them; factors of social motivation, ie factors to conduct an activity to be accepted and recognized by the environment. As well as emotional factors, namely the intimacy of close relationship with are emotion because of emotional factors always accompany someone in contact with the object of interest. To increase students' interest in the learning process in schools requires the efforts of a teacher to increase student interest in school, according to Hamalik (2011) teachers need to recognize the interest of their students in choosing lesson materials, planning learning experiences, leading to knowledge and to encourage motivation learners learners.

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In addition to student learning interest in learning motivation in students becomes one of the factors that need to get attention for teachers in the implementation of the learning process, high motivation in students can improve students' efforts to carry out the learning process activities maximally, learning motivation is very important to be improved in as revealed by Tabrani (1994) that learning should be motivated in various ways so that interest in learning is built on the interests that already exist in the child. Student learning motivation is a non-intellectual psychic factor, its distinctive role is passion or enthusiasm for learning, so that a strongly motivated student, he will have plenty of energy to undertake learning activities of Winkel (1983). With the motivation in learning the students have a desire so as to activate, move, channel and direct the attitude and behavior of students to focus and strive in implemented a learning process activities at school, this can play a role in improving student achievement in school. The existence of student learning motivation is expected to give a positive effect on student achievement. Thus the high student learning achievement shows the learning process along with human resources in school have good quality, student's learning achievement can be enhanced by the quality of learning process that begins with the increase of student learning interest and student learning motivation so that the learning process in schools are more active and have high visibility and creativity. So in this study the goal to be achieved is to analyze and know the high or low influence of student learning interest and student learning motivation to improve student achievement in school.

Methods Used in the Research

This research uses quantitative method, with descriptive analysis and inferential analysis. Quantitative research methods can be interpreted as a research method based on positivism philosophy, used to examine the population or a particular sample (Sugiyono, 2013). The most appropriate quantitative method is used to see the relationship between variables (Kerlinger, 2010). The study was conducted at Al-Muhajirin High School, Purwakarta, the sample used as much as 25% of the population of 400 students. The gained samples followed the Sekaran (2003) the sample size between 30 to 500 respondents is insufficient for assessment reviews. Large subjects can be taken between 10-15% or 20-25% (Arikunto, 2008; Gay and Airasian, 2000). The sample set in this research is 25% that is 100 people. Indicators of student learning interest follow the Safari indicator in Herlina, (2010), to find out how much student interest in learning, can be measured through: favorite, fascinated, attention, involvement. Student motivation indicator is seen from the motivation function in learning to follow Djamarah (2000) which consists of motivation as a driving of action, motivation as a actors of action, motivation as a director of action. Indicator of student achievement followed by Bloom's opinion, quoted by Sagala (2012), that learning outcomes are classified into three domains: 1) cognitive domain; 2) affective domain; and 3) psychomotor domains. In collecting instrument data to be used is a questionnaire (questionnaire) in the form of Likert scale. According Sugiyono (2013) questionnaire is a data collection technique done by giving a set of questions or written statement to the respondent to be answered. The data collected in this study was analyzed by used inferential statistical techniques namely descriptive analysis and Pearson correlation analysis. Descriptive method is a method used to describe or analyze a research result but not used to make a broader

conclusion (Sugiyono, 2013). Correlation research aims to detect the extent of variations in a factor related to variations on one or more other factors based on the correlation coefficient (Suryabrata, 1992). Interpretation of descriptive analysis as expressed by Nunally (1978) namely: score Mean 1.01-2.00 (low); 2.01- 3.00 (simple low); 3.01-4.00 (simple height); 4.01-5.00 (high). Interpretation of correlation coefficient is 0.00- 0.199 (very low), 0.20-0.399 (low), 0.40-0.599 (medium), 0.60-0.799 (strong), 0.80-1.000 (very strong) (Sugiyono, 2013).

RESULTS

Descriptive Analysis

Descriptive analysis used in the study to determine the stages of student interest factors, student learning motivation and student achievement, the stages of the three variables can be shown in table 1.

Table 1. Descriptive analysis of research factors

Factor	N	Mean	Std. Deviation	Interpretation
Student learning interest	100	3.72	3.367	Medium
Favorite,		3.65	3.378	
Fascinated,		3.63	3.434	
Attention.		3.81	4.664	
Involvement		3.80	4.682	
Student Learning	100	3.84	4.071	Medium
Motivation				
Motivation as a driving of action		3.82	4.632	
Motivation as a actors of action		3.81	4.527	
Motivation as a director of action		3.89	4.386	
Student Learning	100	3.77	4.143	Medium
Achievement				
Cognitive domain		3.78	4.718	
Affective domain		3.78	4.438	
Psychomotor domain		3.75	5.068	

From Table 1 it can be seen that the factor of student's interest in learning, as a whole has medium stages, as well as student learning motivation and student achievement that has medium stages, student interest factor is in the stage between the mean values of 3.63 - 3.81, for the student's motivation factor is in the stages between the mean values of 3.81 - 3.89, for the student achievement factor is at the stage between the mean values of 3.75 - 3.78. From this data shows that students have a good interest in learning, and have learning motivation and learning achievement is quite good as well. Thus it can be seen that students in school, have a good learning achievement coupled with the interest of student learning and student motivation, this can be seen from the seriousness of students in following the learning process in school, active students, enterprising and enthusiastic in following the lesson in class.

Correlation Analysis

Student's learning interest and student's learning achievement

Correlation analysis is used to see and know the relation between student's learning interest and student's learning achievement, research result correlation analysis of student's learning interest to student's achievement can be seen in table 2.

Table 2. Correlation Analysis student's learning interest to student's achievement

Student's learning interest		Student achievement	Cognitive domain	Affective domain	Psychomotor domain	Student achievement
Favorite	Pearson Correlation		.580**	.565**	.582**	.659**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100
Fascinated	Pearson Correlation		.563**	.448**	.546**	.597**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100
Attention	Pearson Correlation		.521**	.703**	.666**	.721**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100
Involvement	Pearson Correlation		.634**	.604**	.616**	.708**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100
Student's learning interest	Pearson Correlation		.690**	.709**	.730**	.813**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100

Table 3. Correlation analysis student's learning motivation to student's achievement

Student's learning motivation		Student achievement	Cognitive domain	Affective domain	Psychomotor domain	Student achievement
Motivation as a driving of action	Pearson Correlation		.644**	.551**	.612**	.691**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100
Actors of action	Pearson Correlation		.642**	.627**	.654**	.734**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100
Motivation as a director of action	Pearson Correlation		.635**	.642**	.645**	.733**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100
Student's motivation to study	Pearson Correlation		.710**	.672**	.706**	.797**
	Sig. (2-tailed)		.000	.000	.000	.000
	N		100	100	100	100

From Table 2 it can be seen that the overall interest in student learning has a high correlation value to student achievement, not different when viewed from the dimensions of student learning interest that has a high correlation value to the dimensions of student achievement. Student interest has a high correlation value to student achievement ($r = 0.813$), if related to dimension, student's learning interest have high correlation value in whole dimension of student achievement, only in fascinated dimension has medium correlation value in affective domain. Thus it can be said that the interest of learning siswa have a high correlation to student achievement, students who have high learning achievement is certainly have a high learning interest as well. The results of this study indicate that student achievement in school can also be enhanced by the high attention on improving and increasing interest in student learning. The interest in learning in the student will always try to do something, digging and developing the basic potential in the self, so that students will be more confident in carrying out the learning process in school, students will always be active during the learning process. It allows students to receive every lesson given at school. Without self-interest it will be difficult to achieve optimum success (Hamalik, 2001). A student who has an inherent interest in him or her has a passion for something or activity that encourages him to do something.

Student's learning motivation and student's achievement.

Correlation analysis used to see big correlation between student's learning motivation and student's learning achievement, research result of correlation analysis of student's learning motivation to student's achievement can be seen in Table 3. From Table 3 it can be seen that the overall learning motivation of students has a high correlation value to student achievement, the same thing when viewed from the

dimensions of student learning motivation that has a high correlation value to the learning achievement dimensions of students. Student motivation has a high correlation value to student achievement that is equal to ($r = 0.797$). Thus it can be said that the students' learning motivation has a high correlation to student achievement in school, it can be said that students in school will have high achievement if students have high learning motivation as well. The existence of learning motivation in students gives a big boost to do learning activities at school. Motivation can serve as a driver of business and achievement (Sardiman, 2012). The results of this study indicate that a student who has a high motivation in learning will always try to do learning activities optimally, the higher the motivation the more intensity of effort and effort will be done. Nashar (2004) said the motivation of learning that is owned by students in every learning activity is instrumental to improve student learning outcomes in certain subjects. Motivation is not only important because it is a cause of learning, but also facilitated learning and learning outcomes (Catharina Tri Ani, 2006). Can be said to improve student achievement in school done various efforts one of them is by improving motivation learn student, student will succeed in learning if in itself have willingness to learn and desire or impulse to learn.

DISCUSSION

From the research can be seen that student achievement is closely related to the interest of learning and student learning motivation, a student who has interest in learning and have the motivation to learn, will result in high learning achievement. The results of the measurement of the learner that includes cognitive, affective and psychomotor factors after following the learning process measured by using test instruments or

relevant instruments. According to research Wasty (2003) the introduction of a person to the results or the progress of learning is important, because by knowing the results that have been achieved then the students will be more trying to improve learning outcomes. Students at school follow the learning process to gain knowledge and skills, as seen from the three domains of the cognitive domain; affective domain and psychomotor domain, generated within a certain period, and assessed as a form of measurement of the success of the learning process. to produce high student achievement, hence required existence of various effort done one of them by increasing interest and motivation learn student at school, process of learning which have been arranged well without any interest and motivation learn student hence process of learning will be hampered, will result in a low learning achievement as well. Indicators of students with a high learning interest can be identified through the learning process in the classroom or at home (Safari, 2003). Students who have an interest in a particular subject tend to give greater attention to an object (Slameto, 2010). Added also by Djamarah and Zain (2010) mentions interest in learning tends to produce high achievement, otherwise less interest in learning will result in low learning achievement. Similarly motivation, motivation is seen as a mental impulse that moves and directs human behavior, including learning behavior (Dimiyati and Mudjiono, 2010). So that with the motivation in students will affect the attitude of a student about what should be done in the implementation of the learning process, students who have the motivation to select which activities should be done and which activities that do not need to be done, it gives a big influence in the implementation process learning so that the learning process can run more effectively and efficiently. In other words, the motivation to learn the students will give a positive impact in an effort to improve student achievement in school. Student learning motivation is very important to be given more attention by teacher's, it is as revealed by Hamzah (2012) which says motivation can basically help in understanding and explaining individual behavior, including the behavior of individuals who are studying. With motivation, learners can develop activities and initiatives, can direct and maintain perseverance in conducting learning activities (Sardiman, 2012). In an earlier study conducted by Fyans and Maerh (1987) that among the three factors, ie family background, school conditions or context and motivation, the latter factor is the best predictor of learning achievement. Motivation is an important factor for a student (Djamarah and Aswan Zain, 2010). If learning motivation arises every time learning, the likelihood of learning outcomes increases (Nashar, 2004). Similarly, Walberg *et al.* (1983), concluded that motivation contributes between 11 and 20 percent of learning achievement.

Conclusion

To achieve student achievement as expected, it is necessary to consider several factors that influence learning achievement, among others, student learning interest and student learning motivation, interest and high student learning motivation will support the ongoing teaching and learning process in school. Students' interest in the learning process at school is a force that will encourage students to learn, the interest in students to learn will be seen from the attitude of students in the face of the learning process in school. The students will seem encouraged to be diligent in learning. In order for students to have an interest in learning, teachers should strive to generate

student interest in order that effective teaching and learning processes are created in the classroom and students achieve a goal as a result of their learning. Teachers should generate student motivation because without learning motivation, learning achievement will be very low. Improvement and improvement of students' learning achievement requires various roles, especially the role of an educator, this is because the teacher as an educator to be a leader in the learning process activities in the classroom, an educator, teachers need the ability to identify interests and able to motivate students to learn, in choose lesson materials, plan learning experiences, guide students toward knowledge, and to encourage student learning motivation so a teacher must understand and understand the desire and interest of students in learning. A teacher has the ability to manage the learning process, so to succeed the activity then the teacher needs ability to overcome various obstacles that will disrupt activity of learning process, one of them is interest and motivation learn student, with special attention to student learning interest and student learning motivation in schools, is expected to facilitate the learning process activities with the aim of producing a quality learning process that is visible from student achievement in school.

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