



CONTRIBUTION OF LEARNING INTEREST AND THE LEARNING ENVIRONMENT TO STUDENT LEARNING OUTCOMES IN ECONOMIC LESSONS AT SMA EKASAKTI PADANG

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ABSTRACT

This research is motivated by the not yet optimal learning outcomes in the Economics subject of class XI Social Sciences SMA Ekasakti Padang, where some students get learning outcomes below the minimum completeness criteria, namely 78 with a range of 0 - 100. The purpose of this research is to reveal the contribution of interest in learning and the learning environment on student learning outcomes in economic subjects at SMA Ekasakti Padang. This type of descriptive correlational research. The results showed: (1) Interest in learning contributed 21% to learning outcomes; (2) the learning environment contributes 47.6% to learning outcomes; and (3) the percentage contribution of interest variables (X1) and learning environment (X2) together to student learning outcomes (Y) is 50.3%. This shows that the better the interest and learning environment, the better student learning outcomes will be.

Keywords: Interest in learning, Learning Environment, Learning Outcomes

INTRODUCTION

Education is an absolute necessity for all human beings, with human education having the knowledge, values and attitudes in acting to support the growth and development needed by themselves, society, nation and state. In accordance with the National Education System Law No. 20 of 2003 which states that:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and the skills they need. , society, nation and state".

Ekasakti Padang High School is a private school under the management of Ekasakti Padang University, which is located on Jalan Veteran in No. 26B Field. SMA Ekasakti Padang has made various efforts to improve the quality of education to produce graduates who really

have intelligent and honest personalities. Based on initial observations made in class X and XI in Economics at SMA Ekasakti Padang, it is known that the average class of students has reached the Minimum Completeness Criteria (KKM) standard, which is 78. According to the letter of the Director General of Education and Culture No. 1321/c4/MN/2004 concerning Standards Minimum Completeness Learning (SKMB) or Minimum Completeness Criteria (KKM) for the 2004 curriculum and in accordance with the instructions from the National Education Standards Agency (BSNP), each school may determine the standards of their respective schools.

Determination of Mastery Criteria Minimum learning is the initial stage of implementing the assessment of the learning process and assessment of learning outcomes. Student learning outcomes are considered complete if they have reached the Minimum Completeness Criteria (KKM). However, there are still some students who have not reached the KKM standard that has been set. The following are the learning outcomes of students in class X and XI at SMA Ekasakti in table 1 below:

Table 1. Average test scores for odd semesters for class X and XI IPS
SMA Ekasakti Padang in the academic year 2016/2017

| Kelas | Kriteria Ketuntasan Minimum (KKM) | Nilai Rata-rata | Jumlah Siswa |
|-------|-----------------------------------|-----------------|--------------|
| X1 | 78 | 76 | 22 |
| X2 | 78 | 77 | 22 |
| X3 | 78 | 77 | 23 |
| IPS1 | 78 | 78 | 18 |
| IPS2 | 78 | 76 | 19 |
| | Total | | 104 |

Based on table 1, it can be seen that Economics learning outcomes have not reached the target, learning outcomes are said to be successful if they reach the Minimum Completeness Criteria (KKM) which is 78. Looking at the results of the comparison of the class average with the KKM where the class average value is exceeds the KKM standard, it can be concluded that the problem is allegedly identified from several factors that affect the learning outcomes, namely internal and external factors. So that the target of economic value can be achieved with what is expected, it is necessary to increase interest in learning and the learning environment in the daily learning process of students. Both in meeting the facilities needed by students in learning, as well as the way students learn.

From the results of observations made, namely interviews with teachers of economics subjects, interest in learning contributes to getting good learning outcomes, because it can be seen that there are still students who have not achieved the KKM score. And this is due to the presence of some students who do not do assignments at home, are late for class, thus showing a lack of interest in student learning in these subjects. According to Slameto (2010: 180) "Interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling".

Efforts to increase students' high interest in learning and a good learning environment cannot be separated from the active role of teachers, school institutions that are supported by

school rules and the role of parents and families at home to always instill and foster a high interest in learning so that students get results. study better.

Interest grows in a person due to more attention to an activity or object that is around him. This is also supported by the opinion of Ngalim (2010: 56) which states "Interest directs actions to a goal and is the impetus for that action". With the urge to involve oneself in an object, it means that the object can give a feeling of pleasure to someone and it is likely that his interest will be strong so that he can direct his actions or behavior well. If a student has more attention to a lesson, then it shows the student has a high interest in the lesson.

Slameto (2010: 77) states "The state of the learning environment should be calm, not disturbed by influences from around that affect learning outcomes, because learning requires concentration of mind". The learning environment is everything that is around students and affects learning outcomes, namely the family environment, school environment, and community environment. The environment is something that exists in the natural environment that has a certain meaning and influence on the individual. Learning is essentially an interaction between the individual and the environment.

Learning outcomes are used to determine the level of success of students in mastering the subject matter. In addition, learning outcomes are also defined as cognitive, affective and psychomotor abilities possessed by students after participating in the teaching and learning process. According to Sudjana (2009: 22) "Learning outcomes are abilities that students have after they receive their learning experiences". Meanwhile, according to Oemar (2008: 30) "Evidence that someone who has learned is a change in behavior in that person, for example from not knowing to knowing and from not understanding to understanding". Changes occur because of practice and experience, these changes are continuous, functional, positive and active.

For the variable interest in learning (X_1) contributes to learning outcomes (Y), the learning environment variable (X_2) contributes to learning outcomes (Y), interest in learning (X_1) and the learning environment (X_2) together have an effect on learning outcomes (Y).

METHOD

This type of research is descriptive correlational research. According to Arikunto (2010: 215) "Correlational descriptive is a study designed to determine the level of relationship between different variables in a population which aims to determine how much the contribution of the variable (X) to the variable (Y) and the form of the relationship that occurs".

This study aims to describe the contribution of interest in learning and learning environment as independent variables (X_1 and X_2) to student learning outcomes (Y) in Economics at SMA Ekasakti Padang.

The instrument used in this study was a questionnaire where the validity and reliability of this questionnaire were tested. The description of the data is done to determine the position of the data in a group. The description aims to reveal the mean, mode, median, variance and standard deviation in order to describe the distribution of the data and the level of achievement. To describe the data used descriptive statistical analysis techniques.

To find out the level of achievement of respondents in each variable, the formula is used:

$$\text{Tingkat Pencapaian} = \frac{\text{Skor Rata-rata}}{\text{Skor Ideal Maksimum}} \times 100\%$$

Meanwhile, for the categorization of the achievement value of respondents, the following classification is used:

Table 2. Likert Scale Values

| No | Rentang Jawaban | Skor | Skor |
|----|---------------------------|--------------------|--------------------|
| | | Pernyataan Positif | Pernyataan Negatif |
| 1 | Sangat Setuju (SS) | 5 | 1 |
| 2 | Setuju (S) | 4 | 2 |
| 3 | Ragu-ragu (RG) | 3 | 3 |
| 4 | Tidak Setuju (TS) | 2 | 4 |
| 5 | Sangat Tidak Setuju (TSS) | 1 | 5 |

Sumber: Riduwan (2008: 87)

For the requirements of hypothesis testing, several tests are carried out: (1) Normality test using Liliefors Kolmogrof Smirnov test, (2) Linearity test (3) The multicollinearity test by looking at the Variance Inflation Factor was carried out using SPSS version 23.

Hypothesis 1 and 2 tests are used to prove the truth of hypotheses 1 and 2 that have been formulated, the results of which will be used as conclusions for research that has been carried out. The technique used to test hypotheses 1 and 2 is a simple correlation technique or Product Moment Correlation. The formula used in this test is the Product Moment Correlation formula by Riduwan (2008: 138) as follows :

$$r_{x,y} = \frac{n(\sum XY) - (\sum X) \cdot (\sum Y)}{\sqrt{\{n \cdot \sum X^2 - (\sum X)^2\} \cdot \{n \cdot \sum Y^2 - (\sum Y)^2\}}}$$

- r_{xy} = correlation coefficient
- n = Number of respondents
- X = Number of item scores
- Y = Total
- XY = by score x with a score of y

Provided that the value of r is not more than the price ($-1 \leq r \leq +1$). If the value of $r = -1$ means that the correlation is perfectly negative; $r = 0$ means there is no correlation; and $r = 1$ means the correlation is very strong.

Hypothesis 3 test is used to prove the truth of hypothesis 3 that has been formulated and the results will be used as the conclusion of the research that has been done. The technique used to test hypothesis 3 is the multiple correlation technique and the F test. The formula used in this test is the Multiple Correlation formula quoted from Riduwan (2008: 141) as follows:

$$R_{X_1.X_2.Y} = \sqrt{\frac{(r_{X_1.Y})^2 + (r_{X_2.Y})^2 - 2(r_{X_1.Y})(r_{X_2.Y})(r_{X_1.X_2})}{1 - (r_{X_1.X_2})^2}}$$

Where:

$R_{X_1, X_2, Y}$ = Correlation variable X_1 and X_2 together with the variables Y .

$r_{X_1, Y}$ = Simple correlation between X_1 and Y .

$r_{X_2, Y}$ = Simple correlation between X_2 and Y .

r_{X_1, X_2} = Simple correlation between X_1 and X_2 .

Syofian (2013: 410) to test the third hypothesis, it is carried out using a partial multiple regression analysis technique (t test). The t test is used to test the effect of each independent variable (*independent*) on its own on the dependent variable (*dependent*). Steps to answer Partial Multiple Regression:

1. Determine H_a and H_o in sentence form.
2. Create a hypothesis in the statistical model.
3. Determining the significance level using $\alpha = 5\%$
4. Testing Rule

H_o is accepted if $-t_{table} < t_{count} < t_{table}$

H_o is rejected if $-t_{count} < -t_{table}$ Or $t_{count} > t_{table}$

RESULTS AND DISCUSSION

Data on student learning interest variables were collected through distribution a questionnaire consisting of 60 statement items that have been tested for validity and reliability to 83 respondents. The following is the statistical data for each variable of

1. Interest in Learning

- a. The results of the statistical calculation of interest in learning.

Based on the research data, the lowest score was 76 and the highest was 143, the average (mean) was 120.00, the mean score (median) was 123.00, the score that appeared the most (mode) was 133, and the standard deviation (standard deviation) is 16,585 and the total score is 9960.

- b. The level of achievement of respondents' interest in learning based on indicators:

- 1) Interest in learning based on indicators of liking and curiosity is included in the high category, where the average score is 4.04 and TCR 80, 90%.

- 2) Interest in learning based on indicators of participation and active in class activities is in the moderate category, where the average score is 3.89 and the TCR is 77.87%.

2. Learning Environment

- a. The results of the statistical calculation of the learning environment.

Based on the research data in table 11, the lowest score is 112 and the highest is 145, the average (mean) is 129.16, the median score is 129.00, the most frequent score (mode) is 122, and the standard deviation (standard deviation) is 7,731 and the total score is total. 10,720

- b. The learning environment respondents' level of achievement based on indicators:

- 1) The learning environment based on the learning environment indicators related to the family environment is included in the high category, where the average score is 4.16 and the TCR is 83.15%.
 - 2) learning environment based on indicators of the learning environment related to the school environment is included in the high category, where the average score is 4.35 and the TCR is 86.94%.
 - 3) learning environment based on indicators of the learning environment related to the community environment is included in the high category, where the average score is 4.39 and the TCR is 87.71%.
3. Learning Outcomes
- a. Table Results of statistical calculation of Learning Outcomes

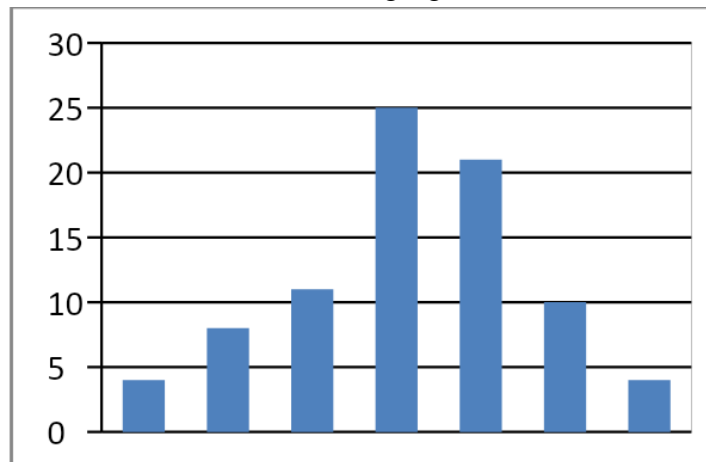
| | | |
|--------------------|---------|--------|
| N | Valid | 83 |
| | Missing | 0 |
| Mean | | 76.25 |
| Std. Error of Mean | | 0.821 |
| Median | | 76 |
| Mode | | 75 |
| Std. Deviation | | 7.48 |
| Variance | | 55.947 |
| Range | | 31 |
| Minimum | | 60 |
| Maximum | | 91 |
| Sum | | 6329 |

Based on research data in table, the lowest score was 60 and the highest was 91, the average (mean) was 76.25, the median score was 76.00, the most frequent score (mode) was 75, and the standard deviation (standard deviation) 7.480 and the total score is 63292.

- b. The distribution of the frequency of learning outcomes scores.

| Nomor | Kelas Interval | Frekuensi |
|--------|----------------|-----------|
| 1 | 60-64 | 4 |
| 2 | 65-69 | 8 |
| 3 | 70-74 | 11 |
| 4 | 75-79 | 25 |
| 5 | 80-84 | 21 |
| 6 | 85-89 | 10 |
| 7 | 90-94 | 4 |
| jumlah | | 83 |

Based on the distribution of the frequency of the learning environment scores, a histogram is depicted as shown in the following figure:



Data and hypothesis testing showed that interest contributed to learning outcomes by 21.8%, the learning environment contributed to learning outcomes by 47.6%. Interest and learning environment together contribute significantly to learning outcomes by 50.3%.

According to Slameto (2010: 180) "Interest is a sense of preference and a sense of attachment to a thing or activity, without anyone telling". Without the student's interest in what will be studied, he will be hesitant to learn so that it does not produce optimal learning outcomes or as expected. In this case learning on basic vocational material, if a student has an interest in these basic vocational subjects, the student will feel happy learning it, then will pay attention to the subject matter and be serious about doing the task to get good results or good grades.

Semiawan (2009: 80), argues that "Every living organism is a biological organization which in its structural form occurs genetically, but its development and way of functioning are determined by interactions with its learning environment". So it can be concluded that the learning environment includes all materials and stimuli inside and outside the individual both in the physical, social, and psychological context in which children learn and acquire new behaviors in that context.

The problem that occurs at SMA Ekasakti Padang is that there are still student learning outcomes that are under the KKM. Based on the background of the problem (CHAPTER I) it was identified that what caused the not optimal learning outcomes were the interests and learning environment of students who had not contributed to learning outcomes. After doing research, it can be concluded that interest and learning environment contribute to student learning outcomes by 50.3%. While the remaining 49.7% is influenced or explained by other variables that are not included in this research model. Therefore, interest and learning environment need to be improved again to improve student learning outcomes.

CONCLUSIONS

Based on the results of the research that has been done, the following conclusions can be drawn:

1. Interest in learning contributes 21.8% to student learning outcomes in Economics at SMA Ekasakti Padang. This shows that the higher the interest in learning, the better the learning outcomes.
2. The learning environment contributes 47.6% to student learning outcomes in economics subjects at SMA Ekasakti Padang. This shows that the better the learning environment, the better the learning outcomes achieved.
3. Interest in learning and the learning environment together contribute 50.3% to student learning outcomes and the remaining 49.7% is influenced by several other factors. This shows that the higher the interest in learning and the learning environment, the better student learning outcomes will be

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