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RESEARCH ARTICLE

Analysis of Students Science Learning Interest in Science Subject Class VIII UPT SPF SMPN 54 Makassar

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Abstract: The purpose of this study was to identify students' learning interest in science subjects at UPT SPF SMPN 54 Makassar. The type of research used in this research is descriptive research with a quantitative approach. The population of this research is class VIII students at SMPN 54 Makassar. The research instrument used was a questionnaire of students' learning interest in science subjects. The sampling technique in this study was purposive sampling where the data processed was quantitative data. Furthermore, the data were analyzed using quantitative analysis techniques using descriptive statistics. The results of this study indicate that students' learning interest in science subjects' class VIII at SMPN 54 Makassar is in the good category (60%), very good category (35%), and not good category (5%). Students' interest in learning for each indicator is 82.75%, for the happy feeling indicator, the student interest indicator is 75.5%, the student attention indicator is 72.9% and the student involvement indicator is 81.56%.

Keywords: Learning Interest, Science Subject

1. Introduction

Natural Sciences is a part of learning that has an important role in improving the quality of education to produce students who think critically and are responsive in responding to issues in society caused by the impact of technological developments and are expected to be able to overcome problems in their environment (Saputri, Istiningsih, & Sapri, 2022). Science learning is material that studies various kinds of events that occur in living creatures with various processes that are related to each other, this causes science lessons to have different thinking processes (Firdaus & Subekti, 2021).

Educational institutions in the form of Junior High Schools (SMP) are institutions at the first level of education that prioritize preparing students to continue higher education with specialization. At the junior high school level, science subjects are mandatory subjects for junior high school students. Many factors influence the level of learning achievement obtained by a student, both from themselves (internal) and from outside themselves (external), including internal factors in the form of student interest in learning. Interest in learning is proven to have a big influence on student learning achievement, because if the learning material studied is not in accordance with students' interests, students will not learn as well as possible, which results in students being reluctant to learn and not getting satisfaction from the lesson (Rondoni, Zailani, Rohmin, & Walid, 2022).



Interest in learning is an activity carried out by someone in the learning process on a regular basis with feelings of enjoyment without any coercion by other people (Rojabiyah & Setiawan, 2019). Students' learning interests greatly influence student learning outcomes. Students' interest in learning can be interpreted as a situation that can foster a sense of liking and can arouse self-enthusiasm in carrying out an activity which can be measured through feelings of liking, interest, attention and involvement in participating in the learning process (Hidayat & Widjajanti, 2018).

Students' interest in learning is the most important factor in successfully achieving learning goals. Because interest will foster enthusiasm for learning and enjoyment of what is being learned. On the other hand, without a strong interest, the desire for curiosity will also disappear and will result in failure. Therefore, interest in learning is an important issue for teachers to arouse. Apart from enabling concentration or disconnection of thoughts, interest can also stimulate students' curiosity and enthusiasm (Handayani & Rahma, 2021).

There is a lack of interest in studying natural sciences because science lessons are considered to be subjects that are difficult to understand and are difficult to understand and do not attract attention, and lessons use numbers that involve calculating and arithmetic. The level of student learning success depends on how much interest the student has. Students' interest in subjects can be used as a determinant to determine the level of competency achievement of student learning outcomes. Students who have an interest in being active in learning are expected to achieve optimal learning achievement (Andira, Utami, Astriana, & Walid, 2022).

Based on the description above, this research aims to identify students' learning interest in science subjects in class VIII at SMPN 54 Makassar.

2. Research Method and Materials

This research was conducted using descriptive research with a quantitative approach. The sampling technique in this research is purposive sampling. The research was conducted at UPT SPF SMPN 54 Makassar. The total number of samples used was 20 class VIII students. The research was carried out by collecting data using a test assessment instrument in the form of a questionnaire about students' learning interests. The instrument used in the research adopted a questionnaire from Tarigan (2018) which consisted of 20 statement items which had been analyzed so that the item factors were valid, reliable and included in the good or high category. The scale used in the student interest questionnaire is a four-point Likert scale consisting of SS = Very Agree, S = Agree, TS = Disagree, and STS = Very Disagree.

3. Results and Discussion

This research was conducted at UPT SPF SMPN 54 Makassar with a sample size of 20 class VIII students. Data from descriptive analysis can be seen in Table 1.

Table 1. Descriptive Statistics of Students Learning Interest

No.	Statistics	Scores
1	Amount	20
2	Mean	62,2
3	Median	62,5
4	Mds	59
5	Standard Deviation	7,25
6	Maximum	77
7	Minimum	45

Table 1 shows that the average score for students' learning interest is 62.2 with a standard deviation of 7.25. The highest score obtained was 77 and the lowest score was 45 from the ideal score of 80.

Table 2. Classification Results of Student Learning Interest

Intervals	Frequency	Percentage (%)	Category
20.0 - 35.0	0	0	Very Not Good
35.1 - 50.0	1	5	Not Good
50.1 - 65.0	12	60	Good
65.1 - 80.0	7	35	Very Good

Source: (Aldila, Matondang, & Wicaksono, 2020)

Table 2 shows the results that students' interest in learning in the very poor category shows a percentage of 0%, for the not good category the percentage is 5% (1 out of 20 students), in the good category the percentage is 60% (12 out of 20 students), and in the very good category the results were 35% (7 out of 20 students). From these results, it shows that class VIII students at SMPN 54 Makassar are in the good category in the area of students' learning interests. Class VIII students at SMPN 54 Makassar are classified as having a high interest in learning science. More than half of the sample had a level of interest in learning that was categorized as good.

Table 3. Classification of Student Learning Interest Indicators

Indicators	Ideal Score	Average	Percentase
Student happy feelings	80	66,2	82,75 %
Student interest	80	60,4	75,5 %
Student attention	80	58,3	72,9 %
Student engagement	80	65,2	81,56 %

Based on Table 3 which contains indicators of students' interest in learning, the results show that the 4 indicators of interest in learning have high percentage values, namely, the indicator of students' feelings of happiness is 82.75%, the indicator of students' interest is 75.5%, the indicator of students' attention is 72%.9% and the student engagement indicator was 81.56%. These four indicators have high percentage values, which means that students' interest in learning is high in science subjects.

This research was conducted at UPT SPF SMPN 54 Makassar with a sample size of 20 class VIII students. The aim of this research is to determine students' interest in learning at SMPN 54 Makassar to evaluate students' attitudes towards learning science. Based on data from research using 20 samples, it was found that 1 student had an interest in learning science which was categorized as not good, 12 students had an interest in learning science which was categorized as good, and 7 students had an interest in learning science which was categorized as very good. In percentage form, it is stated that 5% of students who have an interest in learning are in the not good category, 60% of students who have an interest in learning are in the good category, and 35% of students who have an interest in learning are in the very good category.

Based on the research results obtained, it shows that class VIII students at SMPN 54 Makassar are in the good category in the area of students' learning interests. Students are classified as having high enthusiasm or interest in learning science. More than half of the sample had a level of enjoyment that was categorized as good. Enjoyment of science lessons is an expression of students' feelings towards science subjects so that it has added value for students (Astalini, Darmaji Kurniawan, & Destianti, 2019). One form of expression of students' feelings is the open attitude that students have and the enthusiasm to receive knowledge about science subjects inside or outside the classroom (Kurniawan, Astalini, & Anggraini, 2018).

Students' interest in learning science is seen from 4 indicators, namely attention, feelings of enjoyment, interest, participation. Students' interest in learning is collected through an interest questionnaire. The students' learning interest scores obtained through the questionnaire were categorized into four, namely very good, good, not good and very bad. Interest in Learning for Class VIII Students at SMP Negeri 54 Makassar is 82.75%, the indicator of feeling happy, the indicator of student interest is 75.5%, the indicator of student attention is 72.9% and the indicator of student involvement is 81.56%. This is in line with research Dalimunthe, Harahap, & Harahap (2021) that a person's interest will arise if there is an activity that they like. In science subjects, students really like natural activity material and what is around them, for example knowledge about plants, herbs, animals, human organs and so on with pictures and explanations that attract students' curiosity. So that their interest is high in learning.

Interest in studying science will have a significant influence on the growth of students' positive attitudes. This positive attitude of students is shown by students' interest in studying and understanding science material in class. Based on identification, students with longer study time will have a good attitude. This good attitude can be implemented in enthusiasm when studying and is influenced by the positive attitude that students have. However, not all students have an interest in physics subjects. Students with low interest in studying physics can develop negative attitudes (Aldila, Matondang, & Wicaksono, 2020).

Motivation is one of the internal factors that influences students' interest in learning. In this research, it was found that class VIII students had high motivation, both motivation in learning and motivation to obtain good learning results. Students have high motivation in studying science because they want to continue their education to the next level related to science so that these students are diligent and serious in studying science material, apart from that, students who have a high interest in learning science are also motivated to have science learning outcomes. good and satisfying. The psychological aspect has the greatest influence on biology students' interest in learning, namely 47.06%. The psychological aspects in question are students' motivation, attention and interest in studying biology (science) (Rondoni, Zailani, Rohmin, & Walid, 2022).

The purpose of identifying students' learning interests is to find out how students develop in following the learning process in difficult subjects such as physics. The average level of student interest in physics subjects is in the good category with a good percentage too. This has the effect that learning physics itself has a positive influence on students' interest in learning based on a previously distributed questionnaire (Wahyuni, Nuryamin, & Dani, 2018).

Interest in learning is caused by internal and external factors for each individual. As explained by Harefa (2020) internal factors of interest in learning consist of a person's initial abilities, perceptions and emotional intelligence. Meanwhile, external factors for interest in learning are learning materials, teachers, friends and even family (Hemayanti et al., 2020). Thus, it is urgent to improve the internal and external factors of each individual in the learning process.

4. Conclusion

Interest in Learning for Class VIII Students at SMP Negeri 54 Makassar found that 5% of students had an interest in learning in the not good category, 60% of students had an interest in learning in the good category, and 35% of students had an interest in learning in the very good category. Students' interest in learning for each indicator is 82.75%, for the happy feeling indicator, the student interest indicator is 75.5%, the student attention indicator is 72.9% and the student involvement indicator is 81.56%.

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