

# Relationship between Students' Learning Interests with their Language Learning Achievement

## (A study on the students in the Indonesian Language Education academic year 2015 of STKIP Kie Raha Ternate)

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Received: April 1<sup>st</sup>, 2020

Accepted: April 1<sup>st</sup>, 2020

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### Abstract

This research was conducted because of problems regarding learning interest and Indonesian learning achievement. This study aims to determine the relationship between learning interest and student learning achievement in the 2015 Indonesian Language and Literature education study program STKIP Kie Raha Ternate. This research was conducted at the Indonesian Language Study Program STKIP Kie Raha Ternate. The implementation time is 3 months. The population of this study were all 2015 Indonesian language and literature students and the sample used in this study was 35 students. The instrument used to obtain data in this study was a questionnaire and documentation in the form of a student achievement index (IP). The data obtained were analyzed using correlation test. After analyzing using the correlation test it turns out that there is a significant relationship between learning interest with the learning achievement of students of the Indonesian Language and Literature education study program year of 2015 STKIP Kie Raha Ternate and the magnitude of the relationship of learning interest with the learning achievement of students of the Indonesian Language and Literature education study program year 2015 STKIP Kie Raha Ternate is (0.021) 2 or 4.41%.

Keywords: *learning interest, language learning, language learning achievement*

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### 1. Background

Education is a process of interaction between humans and their environments, including the natural environment and the human environment. In human interaction, it is not only the result of interaction with nature and with fellow humans, but is an active actor in the interaction. Therefore, the educational process should be directed to the improvement of the existing potential learners can be developed optimally in accordance with nature, so that learners are able to donate its ability for self-development, development mas y tion and for the country, as well as the life of mankind in general.

The education process for students certainly requires a variety of prerequisites and infrastructure in it. First of all, the student's living environment must provide opportunities for the development of his potential. The environment should provide opportunities for the development of students so as not to be confined or limited by a goal that is engineered. Give the opportunity for students to develop in accordance with the potential available to them.

Thus, instead of just the environment that is resource of Education which should be enriched, but also the management and the executive process of Education must be in accordance with the demands of the freedom and rights that exist on students. Such an education system is an education system directed at empowering human children. The empowerment should be a part of the culture mas y tion of that environment to condition the formation of productive attitudes of students.

The success or failure of improving the quality of education can be marked by achievements achieved by someone, both academically in the form of test scores, mastery of lecture material, participation in scientific writing competitions and others as well as non-academic in the form of communication skills, organizational skills, personality development and others. The learning achievements that will be discussed in this study are Indonesian learning achievements. Indonesian learning achievement is the result achieved by students in Indonesian learning activities that are indicated by grades or Achievement Index (GPA) and Cumulative Achievement Index (GPA).

Learning achievement is influenced by two factors, namely internal factors and external factors. Internal factors are factors that originate from within the individual such as physical factors, psychology. While external factors are all factors that originate from outside such as family, school and community environment (Slameto, 2010: 54).

Based on that, the researchers did a study in STKIP with Title Relationship between Students' Learning Interests with their Language Learning Achievement (A study on the students in the Indonesian Language Education academic year 2015 of STKIP Kie Raha Ternate).

## **2. Method**

### ***2.1. Research Design***

The design used in this study is a positivistic approach or also called a quantitative approach. Sugiyono (2010:8) explained that quantitative research methods can be interpreted as research methods based on the philosophy of positivism, used to examine populations or specific samples, sampling techniques are generally carried out randomly, data collection using research instruments, quantitative data analysis / statistics with the aim to test the hypothesis that has been set. This research is a correlational type of research. In this correlation study, information was collected from respondents using a questionnaire and documentation in the form of an Achievement Index (IP) and a Cumulative Achievement Index (GPA). The questionnaire is used to retrieve data about interests, while the IP and IPK documentation for data on learning achievement. This type of research used in this study is descriptive correlational research. Descriptive research is research intended to investigate conditions, conditions by gathering facts, identifying and predicting relationships within and between variables (Arikunto, 2010:3). While used correlational means that all data obtained is used to see the relationship between two variables (Nawawi, 2001:108). There are two variables in this study, namely the variable interest in learning and learning achievement.

## 2.2. Participants

This research was conducted at the Indonesian Language and Literature Education Study Program STKIP Kie Raha Ternate. The time needed in this study is approximately three months. The population of this study were all students of the Indonesian Language and Literature Education Study Program STKIP Kie Raha Ternate as many as 117 students. The research sample of the number of students of the Indonesian Language and Literature Education Study Program STKIP Kie Raha Ternate in the class of 2015 was 35 students.

## 2.3. Techniques of Data Collection and Data Analysis

The research variable is the symptom which is the focus of the researcher to be observed (Sugiyono, 2005: 2). The variables used in this study are the *independent variable* and the *dependent variable*.

### a. Free or Independent Variable

The independent variable is a variable that influences or causes other variables. Independent variables are often symbolized by the symbol "X". The independent variable in this study is interest in learning.

### b. Bound or Dependent Variable

Dependent variables are variables that are affected or caused by other variables. The dependent variable is often symbolized by the symbol "Y". The dependent variable in this study was learning achievement.

Data collection techniques in this study used a questionnaire and documentation. This research uses the instruments used, arranged and analyzed based on the study of supporting theories. The instruments that have been arranged to find out the validity or reliability, then the validity and reliability tests are carried out on the instruments arranged. Before the questionnaire is used, the Reliability test is done first. Reliability test is a test to show the extent to which a measuring instrument can be trusted or can be relied upon as a data collection tool. This research uses alpha formula. The formula according to Suharsimi Arikunto (2006:180) is as follows:

$$r_{11} = \left[ \frac{k}{k-1} \right] \left[ 1 - \frac{\sum \sigma b^2}{\sum \sigma t^2} \right]$$

The data were analyzed uses descriptive analysis through normality test and linearity test and calculations done by hand. This technique is used to describe each variable. Before analyzing the data to test the hypothesis, the analysis requirements test is first performed, namely the data normality test and the linearity test.

### Normality Test

The basic idea is the normality tests were performed to mengetahui whether a normal distribution or not (Abdurahman, et al, 2011: 260). Data normality testing is done using the Chi Square Test (Chi Square)

### *Linearity Test*

The basic idea of linearity assumptions is for the sake of estimation accuracy. Each estimate is usually expected at a certainty or clarity so that the conclusions produced have a high degree of accuracy (Abdurahman, et al, 2011: 267).). The data linearity equation is as follows:

$$F_{count} = \frac{RJK_{TC}}{RJK_E}$$

If  $F_{count} \leq F_{table}$  then  $H_0$  is accepted as linear.

Having tested the prerequisite analysis, the data is then processed and analyzed to answer the problem and research hypothesis that found a correlation between the variables X and Y, measuring the contribution of variable X to variable Y by using test of *Pearson Product Moment* denoted by (r) with the provisions ni lai r is more than the value ( $-1 \leq r \leq +1$ ). If  $r = -1$  means perfect negative correlation,  $r = 0$  means no correlation, and  $r = 1$  means perfect correlation is positive.

### **3. Finding and Discussion**

After obtaining data through a questionnaire test and non-test, then the data is processed using descriptive statistics that are maximum, minimum, range, average, standard deviation and variance. Summary of statistical calculation results as follows:

The description of the data presented is the independent variable and the dependent variable. The independent variable in this study is interest in learning, while the dependent variable is learning achievement. Data descriptions are presented in a row as follows:

#### **3.1. Learning Interest**

After obtaining data on student interest in learning through a questionnaire, the results of the study showed a score between 50 to 64 with a range of values of 14. The calculation results obtained an average student interest in studying the Indonesian Language Study Program 2015 STKIP Kie Raha Ternate by 60.68, standard deviation 1.84 and variance 3.3856.

#### **3.2. Learning Achievement**

Based on research data on student learning outcomes of the Indonesian Language and Literature Education Study Program seen from the Achievement Index (IP) the lowest achievement index is 2.16 and the highest achievement index is 3.91. From the results of the data analysis, an average achievement index of 3.24, standard deviation of 0.6079 and variance of 0.36 were obtained.

##### **3.2.1. Normality Test**

Normality test for data X or student interest in learning was obtained  $X^2_{count} = 214,375$  while for  $X^2_{Table} = 14,06$  with *df* at  $\alpha = 0,05$ . For Y data or student learning achievement obtained results  $X^2_{count} = 6,15$  while for  $X^2_{Table} = 40,11$  with *df* at  $\alpha = 0,05$ .

In accordance with the data collection techniques that have been raised by using a questionnaire instrument and Card Study Results (KHS) students of the obtained data, the s elanjutnya the data is analyzed by the following steps:

#### *Correlation Coefficient*

$$r_{xy} = \frac{n(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\}\{n(\sum Y^2) - (\sum Y)^2\}}}$$

After analyzing the data by following the formulation, it is found  $r = 0.0021$ .

#### *Determinant Coefficient*

$$KP = r^2 \times 100\% = (0,021)^2 = 4,41\%$$

#### *Significance of Correlation*

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}} = \frac{0,021\sqrt{35-2}}{\sqrt{1-0,021r^2}} = \frac{0,021,574}{\sqrt{0,041}} = \frac{0,12054}{0,20248} \quad t = 1,5318056$$

Based on the analysis of the data that has been done shows that for the correlation coefficient between learning interest with student achievement obtained the influence of  $r = (0.021)^2$  multiplied by 100%, obtained results of 4.41%. This shows that there is a positive influence between learning interest and student achievement in the Indonesian Language and Literature Education Program STKIP Kie Raha.

The results of data analysis show that the level of correlation is quite strong , this shows that student interest in learning is quite influential on learning achievement. From the results of the analysis it can be said that the greater one's learning interest, the higher the learning achievement.

There are several factors that affect student interest and learning achievement, namely:

#### *a. Internal Factors*

Internal factors are factors that originate from within the student himself both physically and spiritually, physically and psychologically. Physical examples here such as the health of the student, if the health is not good then the student has no interest in the learning process, other than health the student might come from a *broken home* family so as to make himself unwilling to learn and psychic , for example mental disorders that exist in these students, mental health in children can also affect the learning process, when a child has difficulty and he can not adjust to fish themselves or solve them , will experience anxiety, fear, and can not get along with others.

This is the case if the spiritual health (soul) is not good, for example experiencing feelings of disappointment because disturbed by friends or other causes, can interfere or reduce the enthusiasm for learning. Therefore , health care is very important for every student , both physically and mentally, so that the body remains strong, thinking is always fresh and enthusiastic in carrying out learning activities.

### *b. External Factors*

External factors are factors that originate from outside such as family, community and lecture environment. Families such as economic conditions, in learning activities a student sometimes needs infrastructure or learning facilities such as books, stationery and so on. This facility can only be fulfilled if the family has enough money. If the facility cannot be reached by the family, then it becomes an inhibiting factor in learning.

In addition to the facilities or infrastructure, there is also a necessity - other purposes that required parental notice as the daily food requirements, term money, money for rent or boarding houses and so forth, so that students are not burdened with such things. Community environment such as associate friends, the influence of friends associate students more quickly enter the minds of students. If a friendship its good, it will affect both the self-student. Likewise, if a friend p ergaul late it is bad, it affects the properties of poor self-student. Supposedly, parents pay attention to the association of children so they do not make friends with children who have bad behavior. The student environment is also an issue that must be considered.

Discipline is a mental attitude that is reflected in the behavior of individuals, groups or communities in the form of obedience or obedience. Discipline is an attitude that must be possessed by everyone, especially lecturers. The lecturer is the student's guide, educator and model. Student success is determined by the lecturer, so that lecturers should give a good example to the students, especially about discipline must be in implemented in the lecture daily on campus. Entering class on time, doing and collecting assignments on time is one of the disciplinary attitudes that must be accustomed.

The problem that occurs is that the discipline applied by the lecturer is not optimal. Lecturers who lack discipline or come to class late. Usual delays in 1 to 2 hours of lecturers like this will be followed by students, for students of a tau faculty students love coming too late, too late. In contrast to highly disciplined lecturers, students will be embarrassed to come late to class.

Interest that is owned by someone will greatly affect learning achievement in the educational environment. As Syaiful Bahri Djamarah's statement (2002:132), that someone who has an interest in an activity, will pay attention to that activity consistently with pleasure. Consistency in carrying out learning activities undertaken by students and accompanied by high attention will help students increase knowledge and understanding of the material learned. Syaiful Bahri Djamarah (2002:132) adds that interest is basically the acceptance of a relationship between oneself and something outside of itself. The stronger and closer the relationship, the greater the interest.

This becomes a good basis for lecturers, parents, and the environment to be able to support the growth of interest in students to learn. To that end, interest in learning must be increased in students with the aim to improve learning achievement. The relationship of learning habits (X) to learning achievement (Y) is the most convincing foundation for the success of a teaching and learning process, because the growing learning interest in students greatly affects the process and way of learning.

#### 4. Conclusion

Based on the results of data analysis and discussion, it can be concluded that (1) There is a relationship between learning interest and student achievement in the Indonesian Language and Literature Education Study Program, STKIP Kie Raha Ternate. Thus there is a correlation between the variables X with Y of  $(0.021)^2$  multiplied by 100% then the results obtained for (4.41%), which is accepted  $H_a$  and rejected  $H_0$ . And included in the category of relationship is quite strong. (2) There is a significant relationship between learning interest and learning achievement of Indonesian students, that is  $t_{count} > t_{table}$ , then significance = 1.697.

In accordance with the results of this study it can be suggested to (1) All parties involved in the process of implementing education, should pay full attention, give advice, and educate students to form a better character. (2) To students of the Indonesian Language and Literature Education Study Program STKIP Kie Raha Ternate, in order to further enhance interest in learning to encourage serious learning.

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