The Influence of Students' Learning Interests on Learning Outcomes in Software Application and Building Interior Planning Subjects

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Abstract: The purpose of this study was to find out whether there is an influence between students' interest in learning on learning outcomes for the subjects of Software Applications and Building Interior Planning at Vocational High School named SMKN 5 Pinrang. This type of research is quantitative research with a correlational approach. The sample of this study was 38 students of class XI. Data collection techniques were carried out by observation, interviews, and questionnaires. Data analysis used descriptive statistical analysis. Meanwhile, to determine the influence between variables used in hypothesis testing. The results of this study indicate that students who have a very high interest in learning as much as 2.6%, as many as 92.1% of moderate interest. Meanwhile, students who have sufficient interest and lack of interest do not exist. The average value of learning outcomes in the sufficient category with a value of 85.03. Based on the test, it is known that there is an influence of learning interest on the learning outcomes of Class XI students in the subject of application software and building interior planning.

Index Terms: Learning Interest, Learning Outcome, Influence, Quantitative, Vocational High School
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I. INTRODUCTION

In every school context, having students with a high interest in learning is certainly the hope of the teachers. In addition to making it easier for teachers to guide students to study at school, achieving maximum learning outcomes will certainly be easier because students have the initiative and encouragement from within for the maximum achievement. However, such idealized contexts are generally rare. In fact, it is often found in various school contexts for students with low interest, as happened in a Vocational High School.

Students who have a high interest in learning are usually characterized by good academic scores. In addition, they have structured study habits, good understanding, high self-efficacy, and high learning performance. Students who have low interest in learning sometimes have a tendency to withdraw, do not attend school, drop out of school, have relatively high anxiety, and have low academic results [1]. Interest in learning is a tendency to always pay attention and remember continuously to something (people, objects, or activities) accompanied by a desire to know and learn about it and prove it in changes in behavior or attitudes that are relatively permanent. [2]

The new experiences that students get with ICT-based learners using the GeoGebra application make students have more curiosity, and it creates a feeling of pleasure for students [3]. The use of multimedia has a significant effect on interest studying chemistry students in the interesting category are 80%, very interested 13.33%, and quite interested 6.67% [4].

According to these previous studies, it is necessary to examine whether this also applies to subjects of Software Applications and Building Interior Planning. Does interest in learning also affect learning outcomes in these subjects?

This research was conducted at the Department of Modeling and Building Information Design (DPIB) at SMK Negeri 5 Pinrang. The author chose this place as the object of research because the author saw/found that at SMKN 5 Pinrang, there were problems that matched the title that the author adopted, where the problem was how the learning interest of students in class XI DPIB SMKN 5 Pinrang was also supported by data information low student learning outcomes, some students have learning outcomes below the Minimum Completeness Criteria (MCC).

The research objectives in this study are first to find out the students' learning interest in the subjects of Software Applications and Building Interior Planning at SMKN 5 Pinrang. Secondly, to find out the learning outcomes of students in the subjects of Software Applications and Building Interior Planning at SMKN 5 Pinrang. Thirdly, to determine the effect of interest in learning on student learning outcomes in Software Applications and Building Interior Planning at SMKN 5 Pinrang.

The results are expected to be a reference for further research and can be used as a basis for reference in conducting similar research. The results are expected to add insight and direct experience for researchers so that when they become a teacher, they can foster student interest in learning software applications and building interior planning. The results are expected to be used as material to evaluate learning and improve the quality of education in terms of student interest in learning software applications and building interior planning.

II. RESEARCH METHOD

Wherever Times is specified, Times Roman or Times New Roman may be used. If neither is available on your word processor, please use the font closest in appearance to Times. Avoid using bit-mapped fonts. True Type 1 or Open Type fonts are required. Please embed all fonts, in particular symbol fonts, as well, for math, etc. The type of research used is quantitative research with a correlational

approach to see whether there is a relationship between the variable (X) and the variable (Y). variable (X) in this study is the students' interest in learning. Meanwhile, the variable (Y) in this study is in the form of student learning outcomes.

[5] argued that quantitative research methods could be interpreted as methods based on the philosophy of positiveism used to examine certain populations or samples.

In this study, researchers used quantitative research, namely the results of research in the form of numbers from statistical calculations. This study uses a descriptive quantitative approach. A descriptive quantitative approach is a research whose task is to analyze data in the form of numbers that are used to identify and describe existing phenomena to find the relationship or influence between two variables to reach conclusions from the results of the research conducted. The method used in this study is a simple linear regression analysis method.

The population is students of class XI Modeling and Building Information Design (DPIB) SMKN 5 Pinrang, totaling 38 students in 2 classes. The population of this study is less than 100, so the authors make the entire population as a sample, namely 38 participants students. [6]

This data collection technique was used because this research is a quantitative study. Among the various research methods in the field of education, below are some of the methods used by observation, interviews, and questionnaires.

The instrument used in this research was a student interest questionnaire in the subjects of software application and building interior planning.

Analysis of interest in learning and learning outcomes using descriptive statistical analysis. Meanwhile, the analysis of the influence of interest in learning on learning outcomes is done by testing the hypothesis with the F test.

III. RESULT AND DISCUSSION

Students' learning interest in terms of all influencing indicators

Based on the theory, interest is essential in supporting students' learning activities. The indicators influencing student learning interest include feelings of pleasure, attention, interest, and involvement.

In this study, the number of question items used was 20, 5 statement items for the feeling of pleasure indicator, 5 for the attention indicator, 5 for the interest indicator, and 5 for the engagement indicator. Based on the research that has been done, the results of the calculation of student interest in learning data in learning software applications and building interior planning are obtained.

Table 1 describes the overall distribution of interest in learning. The highest number, namely 16 participants (42.1%), had a score of 68-70. At the same time, the smallest number is the score of 59-61 and 65-67, that is, 1 participant (2.6%). The results of the descriptive statistical analysis with SPSS obtained an average score of 66.18.

Table 1 Learning Interest Frequency Distribution

Interval	Frequency	Percentage %	Average of Learning Interest
56-58	1	2,6	66,18
59-61	1	2,6	
62-64	14	36,9	
65-67	1	2,6	
68-70	16	42,1	
71-73	5	13,2	

Table 2 shows the distribution of interest categories in all influencing indicators. Students in the category of very interested (x > 73) amounted to only one person (2.6%). While students in the interested category (61 < x 73) amounted to 35 people (92.1%). The number of students in the moderately interesting category was two people (5.3%). Furthermore, no participants fall into the category of less interested or not interested. Based on the learning interest category, it shows that most students are interested in learning about software application learning and building interior planning at SMK Negeri 5 Pinrang. The learning interest category shows that most students are interested in learning about software application learning and building interior planning at SMK Negeri 5 Pinrang.

Table 2: The Distribution Of Interest Categories In All Influencing Indicators

Interval	Category	Frequency (f)	F relative %
x > 73	Very interested	1	2,6
61 < x ≤ 73	interested	35	92,1
49 < x ≤ 61	Moderate interested	2	5,3
37 < x ≤ 49	Less interested	0	0
x ≤ 25	Not interested	0	0
	Total	38	100

Student learning outcomes

Table 3 shows the distribution of the frequency distribution of learning outcomes. The highest number of participants was in the 80-82 score interval, which was 12 people (31.6%). The number of participants for the intervals 83-84 and 86-88 were 10 people each. The remaining 6 (15.8%) participants were divided into intervals from 89 to 97. If calculated the average value of learning outcomes obtained is 85.03 and is in the high category.

Table 3: The Distribution of Interest Categories in All Influencing Indicators

Interval	Frequency	Percentage %	Learning Outcome Average
80-82	12	31,6	85,03
83-85	10	26,3	
86-88	10	26,3	
89-91	3	7,9	
92-94	2	5,3	
95-97	1	2,6	

The Effect of Interest in Learning on Student Learning Outcomes

Based on Table 4, the value of Ftable is 48.723, with a significance level (probability number) of 0.000. The value of Fcount is 1.208 <Ftable 48.723, and the significance level is 0.000 <0.05. This condition means that the variable of interest in learning affects students' learning outcomes.

Table 4: Simultaneous Significance Test Results (Statistical F Test)

Anovaᵃ					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	359.413	1	359.413	48.723	.000ᵇ
Residual	265.561	36	7.377		
total	624.974	37			
a. Dependent Variable: Hasil Belajar					
b. Predictor: (Constant), Minat Belajar					

IV. CONCLUSION

1. Based on descriptive statistical analysis, it was found that students who had a very high interest in learning were one person (2.6%). Furthermore, 35 students (92.1%) who had a moderate interest in learning. Meanwhile, students who have sufficient interest and lack interest do not exist.

2. Based on descriptive statistical analysis, the average learning outcomes obtained were 85.03. This value indicates that the learning outcomes are categorized as good

3. Based on the results of hypothesis testing, it is found that there is an Influence of Learning Interest on the Learning Outcomes of Class XI DPIB Students on Software Applications and Building Interior Planning Subjects.

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