

Students' Learning Interests Factors

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Abstrak

Tujuan dari penelitian adalah untuk mengetahui faktor pembentuk minat belajar mahasiswa. Responden yang menjadi sampel adalah seluruh mahasiswa aktif pada Program Studi Bahasa Inggris Fakultas Ekonomi dan Bisnis Universitas Widya Dharma Pontianak dengan menggunakan metode penelitian deskriptif. Hasil dari penelitian mengungkapkan faktor pembentuk minat belajar mahasiswa yang paling besar adalah keterlibatan dan perhatian.

Kata kunci: minat belajar, mahasiswa

Abstract

The purpose of the study is to determine the factors forming student interest in learning. The sample respondents were all active students in the English Study Program, Faculty of Economics and Business, Widya Dharma University, Pontianak, using descriptive research methods. The results of the study showed that the biggest factors forming student interest in learning are involvement and attention.

Keywords: *learning interest, student*

A. Introduction

Receiving a good quality education is the most important matter for students of Indonesia. Starting from elementary school, junior high school, and senior high school. A student, especially a college student, usually with having a reason to achieve a better future, continuing his education until a diploma, undergraduate or postgraduate level.

Good quality education does not only come from the school, but it also must be supported by the students themselves, one of which is an interest in learning. Slameto (2010: 180) said interest is a sense of preference and interest in something or activity without being commanded.

An interest in learning can foster a sense of interest in lessons. Djaali (2014: 122) stated that an interest is a high tendency of the heart towards something. Each student's learning interests are different. Students who have a high interest in learning will be feeling comfortable and they can manage their behavior to follow the lecture process very well. While the ones with low interest in learning something and it is being forced, will not

generate a good result, which means that students who have low interest in learning tend to be uncomfortable during the lecture process.

Learning interest according to Slameto (2010: 57), is related to the feelings of like or dislike, happy or unhappy, interested or disinterested. In line with this opinion, Yunitasari and Hanifah (2020) stated that interest in learning is related to the feeling of interest and also a pleasure to learn, active participation, the tendency to pay attention and great concentration, positive feelings and an increasing willingness to learn, feeling good while learning, and having the capacity to make decisions related to the learning process they are working on.

Learning interest does not grow by itself from birth. It can grow from oneself and get supported by the surrounding environment. To foster one's interest in learning, a teacher can encourage the students by raising their awareness that learning actually will bring progress to themselves (Friantini & Winata, 2019). As stated by Lestari dan Mokhammad (2017: 93-94) the indicators of learning interest are feelings of pleasure, showing interest in learning, paying attention while learning, and involvement in learning.

The results of research conducted by Adodo & Gbore (2012) revealed that interest is one of the important aspects in encouraging learning success because it may yield one's good memory. When someone loses interest in learning, the learning material is easily forgotten. Especially if there is an opportunity where students are going to school while working. This can be one of the factors that reduce interest in learning due to busy work time schedule.

Given the importance of learning interest in the learning process, teachers also participate in raising student learning interests by paying attention and developing them. Based on the background expressed, the formulation of the problem in this study can be presented, namely the factors forming student interest in learning. The goal to be achieved in this study is to determine the factors forming student learning interests.

B. Method

The research method used in this writing was the descriptive method. Data were collected using observations, questionnaire tools, and literature studies that were relevant and support research, among others through literature studies (books, journals, internet, and literature relevant to the problem under study). The population in this study was all active students in the English Study Program, Faculty of Economics and Business, Widya Dharma University, Pontianak, with total of 65 people. While the sampling technique used the accidental sampling method. After the distribution of the questionnaire, only 46 respondents had filled out. Therefore, the data processing was using the answers from all existing respondents.

The data analysis techniques used in this study were qualitative and quantitative analysis using the Likert scale and the SPSS 26.00 programme. The analysis tools that was used were validity and reliability tests.

Table 1. Questionnaire Item

No.	Statement
Feelings of pleasure	
1	I am disciplined to follow the lecture process in class
2	I repeat the described material at home
3	I was serious about following the lecture process in class
Feelings of Attraction	
4	I tried to answer questions from lecturers
5	I am looking for materials other than those provided by lecturers
6	I am not ashamed to ask lecturers when I have difficulty understanding the material
Attention	
7	I recorded the material given by the lecturer during the lecture process
8	I was excited when I followed the lecture process in class
9	I focus on paying attention to the material explained by the lecturer
Involvement	
10	I completed the assignment given by the lecturer
11	I like to discuss the material with friends
12	I am active when there is a group discussion task

C. Results and Discussions
Validity and Reliability Test

Table 2. Validity Test Results

Statement	r_{count}	r_{table}	Explanation
I am disciplined to follow the lecture process in class	0,653	0,297	Valid
I repeat the described material at home	0,494	0,297	Valid
I was serious about following the lecture process in class	0,768	0,297	Valid
I tried to answer questions from lecturers	0,691	0,297	Valid
I am looking for materials other than those provided by lecturers	0,373	0,297	Valid
I am not ashamed to ask lecturers when I have difficulty understanding the material	0,685	0,297	Valid
I recorded the material given by the lecturer during the lecture process	0,663	0,297	Valid
I was excited when I followed the lecture process in class	0,741	0,297	Valid
I focus on paying attention to the material explained by the lecturer	0,707	0,297	Valid
I completed the assignment given by the lecturer	0,625	0,297	Valid
I like to discuss the material with friends	0,637	0,297	Valid
I am active when there is a group discussion task	0,663	0,297	Valid

Based on the test results, it can be seen that the use of all statements, had r_{count} greater than r_{table} , which means that they were valid for use as a variable measuring tool. Meanwhile, based on the results of reliability tests in Table 2, Cronbach's alpha value was 0.865 and greater than 0.700. Thus, it can be stated that the use of measuring instrument, was trustworthy and reliable.

Table 3. Reliability Test Results

Cronbach's Alpha	N of Items
0.865	12

Description of Respondents

Table 4. Respondent's Semester Level

Semester	Respondent	Percentage (%)
2 nd	13	28
4 th	23	50
6 th	10	22
Total	46	100

As we can see on Table 3, there were 13 respondents or 28 percent who were still studying in 2nd semester, 23 respondents or 50 percent in 4th semester, and 10 respondents or 22 percent in 6th semester.

Table 5. Respondent's Gender

Gender	Respondent	Percentage (%)
Male	14	30
Female	32	70
Total	46	100

Based on Table 4, respondents who were male and female, 14 people (30 percent) and 32 people (70 percent) respectively.

Description of Respondent Response Results

We can see the result of the respondents' responses, there were 2 statements which earned high average score and they 'strongly agreed', that they followed the learning process in the class with discipline and completed assignments given by lecturers. While there were 9 statements that earned medium average score and the respondents agreed to earnestly follow the learning process in the class, tried to answer questions from lecturers, looked for material other than those given by lecturers, were not ashamed to ask lecturers when facing difficulty in understanding the material, recorded material given by lecturers during the learning process, felt enthusiastic when following the learning process in the class, focused on paying attention to the material explained by lecturers, felt comfortable to discuss the material topic with friends, and were active when there was a group discussion

task. At last, there is 1 statement that earned a fairly low average score and they quite agreed to relearn the given material at home.

Table 6. Recap of Respondents' Responses

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I am disciplined to follow the lecture process in class	0	0	1	2	5	15	21	84	19	95	4.26	Strongly Agree
I repeat the described material at home	0	0	7	14	26	78	8	32	5	25	3.24	Quite Agree
I was serious about following the lecture process in class	0	0	2	4	10	30	20	80	14	70	4.00	Agree
I tried to answer questions from lecturers	1	1	2	4	14	42	20	80	9	45	3.74	Agree
I am looking for materials other than those provided by lecturers	2	2	2	4	15	45	18	72	9	45	3.65	Agree
I am not ashamed to ask lecturers when I have difficulty understanding the material	3	3	7	14	14	42	12	48	10	50	3.41	Agree
I recorded the material given by the lecturer during the lecture process	0	0	6	12	11	33	13	52	16	80	3.85	Agree
I was excited when I followed the lecture process in class	0	0	1	2	19	57	16	64	10	50	3.76	Agree
I focus on paying attention to the material	0	0	1	2	11	33	20	80	14	70	4.02	Agree

Statement	Response (Total & Total Value)										Average		
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree				
explained by the lecturer													
I completed the assignment given by the lecturer	0	0	1	2	6	18	13	52	26	130	4.39	Strongly Agree	
I like to discuss the material with friends	1	1	2	4	10	30	15	60	18	90	4.02	Agree	
I am active when there is a group discussion task	1	1	2	4	13	39	18	72	12	60	3.83	Agree	
Average											3.85	Agree	

Based on the responses of respondents who were in 2nd semester, most of the statements earned a high average point and the answers were 'agree'. While some other statements were 'strongly agree' by respondents. This may conclude that respondents who were in 2nd semester had a high interest in learning.

Table 7. Recap of Respondents' Responses Based on 2nd Semester

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I am disciplined to follow the lecture process in class	0	0	0	0	2	6	5	20	6	30	4.31	Strongly Agree
I repeat the described material at home	0	0	1	2	4	12	4	16	4	20	3.85	Agree
I was serious about following the lecture process in class	0	0	0	0	2	6	6	24	5	25	4.23	Strongly Agree
I tried to answer questions from lecturers	1	1	0	0	3	9	4	16	5	25	3.92	Agree
I am looking for materials other than those provided by lecturers	0	0	0	0	4	12	7	28	2	10	3.85	Agree
I am not ashamed to ask lecturers	2	2	1	2	2	6	3	12	5	25	3.61	Agree

Statement	Response (Total & Total Value)										Average		
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree				
when I have difficulty understanding the material													
I recorded the material given by the lecturer during the lecture process	0	0	1	2	3	9	2	8	7	35	4.15	Agree	
I was excited when I followed the lecture process in class	0	0	0	0	4	12	5	20	4	20	4.00	Agree	
I focus on paying attention to the material explained by the lecturer	0	0	0	0	2	6	6	24	5	25	4.23	Strongly Agree	
I completed the assignment given by the lecturer	0	0	1	2	2	6	1	4	9	45	4.38	Strongly Agree	
I like to discuss the material with friends	0	0	1	2	2	6	3	12	7	35	4.23	Strongly Agree	
I am active when there is a group discussion task	1	1	0	0	5	15	2	8	5	25	3.77	Agree	
Average											4.04	Agree	

From Table 8, statements from respondents who were in 4th semester had a fairly high average score and almost all of their answer were “agree”. Except the statement regarding relearning the material that had been given at home, had an average score of 3.00 and was answered “quite agree”.

In Table 9, we can see that respondents who were in 6th semester, on average provided a fairly low answer choice for statements about relearning the material that had been given at home, looked for material other than that given by the lecturer, and were not ashamed to ask the lecturer when facing difficulty in understanding the material. While other statements had a fairly high average score.

Table 8. Recap of 4th semester Respondents' Responses

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I am disciplined to follow the lecture process in class	0	0	1	2	2	6	10	40	10	50	4.26	Strongly Agree
I repeat the described material at home	0	0	4	8	16	48	2	8	1	5	3.00	Quite Agree
I was serious about following the lecture process in class	0	0	1	2	6	18	8	32	8	40	4.00	Agree
I tried to answer questions from lecturers	0	0	1	2	9	27	9	36	4	20	3.69	Agree
I am looking for materials other than those provided by lecturers	1	1	1	2	8	24	7	28	6	30	3.69	Agree
I am not ashamed to ask lecturers when I have difficulty understanding the material	1	1	4	8	6	18	7	28	5	25	3.48	Agree
I recorded the material given by the lecturer during the lecture process	0	0	2	4	7	21	7	28	7	35	3.83	Agree
I was excited when I followed the lecture process in class	0	0	1	2	9	27	9	36	4	20	3.69	Agree
I focus on paying attention to the material explained by the lecturer	0	0	1	2	6	188	8	32	8	40	4.00	Agree

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I completed the assignment given by the lecturer	0	0	0	0	3	9	6	24	14	70	4.48	Strongly Agree
I like to discuss the material with friends	1	1	1	2	6	18	6	24	9	45	3.91	Agree
I am active when there is a group discussion task	0	0	1	2	6	18	9	36	7	35	3.96	Agree
Average										3.83	Agree	

Table 9. Recap of 6th semester Respondents' Responses

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I am disciplined to follow the lecture process in class	0	0	0	0	1	3	6	24	3	15	4.20	Strongly Agree
I repeat the described material at home	0	0	2	4	6	18	2	8	0	0	3.00	Quite Agree
I was serious about following the lecture process in class	0	0	1	2	2	6	6	24	1	5	3.70	Agree
I tried to answer questions from lecturers	0	0	1	2	2	6	7	28	0	0	3.60	Agree
I am looking for materials other than those provided by lecturers	1	1	1	2	3	9	4	16	1	5	3.30	Quite Agree
I am not ashamed to ask lecturers when I have difficulty understanding the material	0	0	2	4	6	18	2	8	0	0	3.00	Quite Agree

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I recorded the material given by the lecturer during the lecture process	0	0	3	6	1	3	4	16	2	10	3.50	Agree
I was excited when I followed the lecture process in class	0	0	0	0	6	18	2	8	2	10	3.60	Agree
I focus on paying attention to the material explained by the lecturer	0	0	0	0	3	9	6	24	1	5	3.80	Agree
I completed the assignment given by the lecturer	0	0	0	0	1	3	6	24	3	15	4.20	Strongly Agree
I like to discuss the material with friends	0	0	0	0	2	6	6	24	2	10	4.00	Agree
I am active when there is a group discussion task	0	0	1	2	2	6	7	28	0	0	3.60	Agree
Average											3.62	Agree

Table 10. Recap of Male Respondents' Responses

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I am disciplined to follow the lecture process in class	0	0	0	0	2	6	9	36	3	15	4.07	Agree
I repeat the described material at home	0	0	2	4	8	24	4	16	0	0	3.14	Quite Agree
I was serious about following the lecture process in class	0	0	0	0	5	15	7	28	2	10	3.78	Agree
I tried to answer questions from lecturers	0	0	0	0	7	21	5	20	2	10	3.64	Agree

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I am looking for materials other than those provided by lecturers	0	0	1	2	6	18	5	20	2	10	3.57	Agree
I am not ashamed to ask lecturers when I have difficulty understanding the material	1	1	3	6	2	6	5	20	3	15	3.43	Agree
I recorded the material given by the lecturer during the lecture process	0	0	3	6	5	15	4	16	2	10	3.36	Quite Agree
I was excited when I followed the lecture process in class	0	0	0	0	6	18	4	16	4	20	3.86	Agree
I focus on paying attention to the material explained by the lecturer	0	0	0	0	3	9	7	28	4	20	4.07	Agree
I completed the assignment given by the lecturer	0	0	1	2	2	6	5	20	6	30	4.14	Agree
I like to discuss the material with friends	0	0	0	0	5	15	4	16	5	25	4.00	Agree
I am active when there is a group discussion task	0	0	1	2	4	12	6	24	3	15	3.78	Agree
Average											3.74	Agree

Table 11. Recap of Female Respondents' Responses

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I am disciplined to follow the lecture process in class	0	0	1	2	3	9	12	48	16	80	4.34	Strongly Agree
I repeat the described material at home	0	0	5	10	18	54	4	16	5	25	3.28	Quite Agree

Statement	Response (Total & Total Value)										Average	
	Totally Disagree		Don't Agree		Quite Agree		Agree		Strongly Agree			
I was serious about following the lecture process in class	0	0	2	4	5	15	13	52	12	60	4.09	Agree
I tried to answer questions from lecturers	1	1	2	4	7	21	15	60	7	35	3.78	Agree
I am looking for materials other than those provided by lecturers	2	2	1	2	9	27	13	52	7	35	3.69	Agree
I am not ashamed to ask lecturers when I have difficulty understanding the material	2	2	4	8	12	36	7	28	7	35	3.41	Agree
I recorded the material given by the lecturer during the lecture process	0	0	3	6	6	18	9	36	14	70	4.06	Agree
I was excited when I followed the lecture process in class	0	0	1	2	13	39	12	48	6	30	3.72	Agree
I focus on paying attention to the material explained by the lecturer	0	0	1	2	8	24	13	52	10	50	4.00	Agree
I completed the assignment given by the lecturer	0	0	0	0	4	12	8	32	20	100	4.50	Strongly Agree
I like to discuss the material with friends	1	1	2	4	5	15	11	44	13	65	4.03	Agree
I am active when there is a group discussion task	1	1	1	2	9	27	12	48	9	45	3.84	Agree
Average											3.89	Agree

Based on the responses of respondents on Tables 10 and 11, it can be stated that female respondents had a slightly higher level of learning interest than male respondents. This result was in line with the research conducted by Friantini & Winata (2019) and in reverse to the research conducted by Rojabiyah & Wahyu (2018).

D. Conclusion and Acknowledgement

Based on the research conducted, it can be concluded that responding respondents had a fairly high interest in learning. Based on the level, 2nd semester students had a higher interest in learning than 4th and 6th semester students. Meanwhile, based on gender, male and female respondents had almost the same level of learning interest. The biggest factor forming student's learning interest came from involvement and attention. While other forming factors that were quite high, coming from feelings of pleasure and feelings of attraction. Therefore, making an effort is a must when it comes to maintain and increase learning interest by paying attention to the involvement, attention, feelings of pleasure, and feelings of interest from students. The advice given is that teachers can pay attention to student's learning interest by applying varied teaching and learning methods, such as learning using games or role-playing.

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