

The Relationship Between Interest In Learning And Student Learning Outcomes On Cooperation On Various Front Field Of Life

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Abstract

In this research, class VII students were the sample. This research was conducted to obtain empirical data about the relationship between interest in learning and student learning outcomes on collaboration material in various fields of life at SMP Negeri 54 Jakarta. This research uses a quantitative approach through correlational techniques. The population of this study were all class VII students at SMP Negeri 54 Jakarta with a sample of 32 students obtained through simple random sampling. From the results of the calculation, the overall score obtained from variabel.

Keywords: cooperation on various front fields of life, interest to learn, learning outcomes.

1 INTRODUCTION

Education has a very useful contribution to the development of a nation (Utami & Vioreza, 2020). Through the education process, we can shape a generation that is not only academically educated but also possesses broad perspectives, competent skills, and a strong character. Such a generation is expected to be the nation's successors, bringing positive changes for a better future. Education is not merely the transfer of knowledge but a conscious learning journey undertaken by each individual. This process is not only focused on physical development but also on the spiritual aspect of an individual (Marimba, 2006). Therefore, education encompasses the understanding and formation of character, serving as the foundation for individuals to contribute positively to society. Furthermore, the importance of civic education as an integral part of the education system emerges (Samsuri, 2011). This education aims to prepare the younger generation, the students, to become citizens who not only possess knowledge and skills but also strong moral values. It is hoped that this will encourage them to actively participate in building and maintaining harmony in society. Thus, education plays a highly strategic role in creating a strong foundation for the nation's development. By shaping an educated generation with a sense of citizenship, we can move towards a society that is fair, cultured, and competitive.

Susanto believes that interest is not merely a tendency, but it also includes high enthusiasm and a strong desire for something (Hansen, 2013). In his perspective, interest is not just a tendency inherent in someone but also a strong drive that triggers enthusiasm and deep desire for a particular object or activity. According to Hansen (2013), interest can be interpreted as an inner drive that leads someone to pursue a goal or object with high spirit. In other words, interest becomes a motivator that drives an individual to take concrete actions to achieve what they desire. This viewpoint aligns with Muhibbin Syah's concept (2013), which describes interest as a form of desire and enthusiasm deeply rooted within an individual. Interest not only reflects a tendency but also involves aspects of big dreams that motivate individuals to develop themselves, pursue achievements, or even

achieve their life goals. Therefore, Susanto views interest as an internal force that not only indicates someone's preferences but also as a driving force that motivates individuals to pursue their goals and dreams with full spirit and enthusiasm.

Learning outcomes encompass various aspects that reflect the achievements and development of students in the educational process (Suprijono, 2012). This involves various attitudes, the quantity of knowledge, understanding of the material, concrete actions, insights, and the quality of skills acquired through teaching and learning activities. Suprijono (2012) explains that learning outcomes not only cover cognitive aspects but also involve affective and psychomotor dimensions. This means that, in addition to mastering knowledge, students also develop attitudes, values, and physical skills relevant to specific subjects or learning contexts. Furthermore, Kunandar (2013) states that learning outcomes are a reflection of the specific competencies students possess after engaging in the teaching and learning process. This includes cognitive abilities such as understanding concepts, affective abilities such as developing values and positive attitudes, and psychomotor abilities that encompass physical skills and the application of knowledge in real actions. Thus, learning outcomes not only measure the extent to which students understand the subject matter but also the extent to which they can apply, internalize, and reflect on that learning in various aspects of their lives.

2 RESEARCH METHODS

In the development of research methods, correlational research becomes the primary choice for exploring and analyzing the interrelationships between two or even more variables. This approach is specifically designed to investigate whether there is a significant relationship among the observed elements. As stated by Arikunto (2010), correlational research not only focuses on causal relationships but also examines the extent to which changes in one variable are related to changes in another variable.

In the essence of this research, correlational research will be used as the methodological foundation to describe and analyze the interconnections between the selected variables. Its main objective is to identify possible patterns of relationships, measure the strength of these correlations, and evaluate their significance. This approach not only provides an understanding of how two variables may influence each other but also opens up space for in-depth interpretation regarding the dynamics and patterns that may emerge from these correlations. By adopting the correlational research approach, it is expected that the research results will make a meaningful contribution to the understanding of interactions between variables. A careful and meticulous analysis of these correlations is anticipated to provide deeper insights into the observed phenomena, paving the way for relevant and broadly applicable findings within the context of this research..

3 RESULT AND DISCUSSION

This research aims to explore and analyze the potential relationship between learning interest and academic performance in the subject of Pancasila and Citizenship Education (PPKn) at the seventh-grade level in SMP Negeri 54 Jakarta. The research emphasis is centered on collaborative learning across various life domains, where the influence of learning interest on PPKn achievement will be explored in-depth.

The research process will involve data collection from seventh-grade students at SMP Negeri 54 Jakarta, particularly focusing on their level of learning interest and academic performance in the PPKn subject. The research methodology will emphasize collaborative analysis in various aspects of life, including how PPKn learning can synergize with students' real-life experiences in their daily contexts.

It is expected that the findings from this research will provide deeper insights into how students' learning interest may impact their achievements in the PPKn subject, especially

when the learning is integrated with various aspects of their lives. The outcomes of this research are anticipated to contribute positively to the development of teaching methods and improvement of learning approaches in the seventh-grade class at SMP Negeri 54 Jakarta, specifically in the context of PPKn.

3.1 Results

The results of this research stem from the analysis of questionnaire scores filled out by seventh-grade students at SMP Negeri 54 Jakarta. To gather information about their learning interests, students were provided with a scale of questions offering five answer choices, encompassing various aspects of learning. The questionnaire was distributed to the entire class, consisting of 32 students.

The learning interest scale was designed to provide a comprehensive overview of the students' level of interest in the learning material presented. By considering the variations in responses from each student, this research aimed to identify patterns of learning interest that may emerge among the seventh-grade students at SMP Negeri 54 Jakarta.

Furthermore, the research results also include an analysis of written responses in the form of 30 multiple-choice questions. These questions were crafted to measure students' understanding and application of the learning material. Through this process, the research sought to provide deeper insights into the relationship between students' learning interests and their academic achievements in the context of the tested subject. Thus, the conclusions drawn from this research are expected to offer a more nuanced understanding of the dynamics of learning in the seventh-grade class at SMP Negeri 54 Jakarta.

3.1.1 Interest to Learn

This data was successfully collected through the completion of a questionnaire instrument in the form of statements by 32 students. After conducting a series of calculations, it was found that the highest score achieved was 91, while the lowest score was 68. From this entire set of scores, the mean was calculated to be 81.25, indicating the central value of the data distribution. The median, which is the middle value when the data is sorted, reached 82.92, while the mode, or the most frequently occurring value, was identified as 85.

It is important to note that the standard deviation, reflecting how far the data is spread from the mean, was calculated to be 6.87. Additionally, the variance, which also provides an indication of data dispersion, measured 0.44. The results of these calculations provide a comprehensive overview of the variation and central characteristics of the data, assisting researchers in better understanding the distribution and trends that may arise from students' responses to the questionnaire..

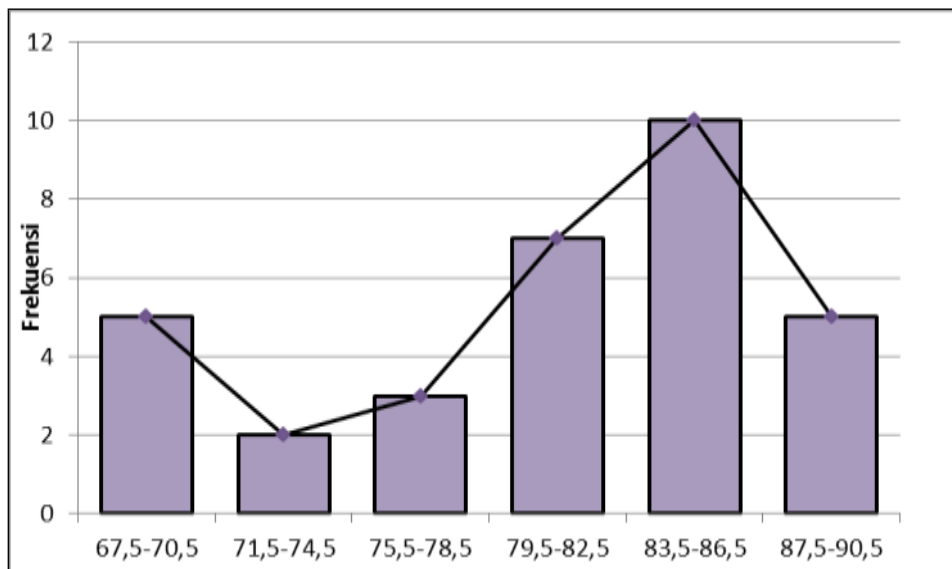


Figure 1. Histogram and Polygon Graphs Interest to Learn

3.1.2 Learning Outcomes

This data was successfully collected through written results in the form of 30 multiple-choice questions, where the highest score obtained was 25 and the lowest score reached 10. From this entire dataset, the mean was calculated to be 18.65, reflecting the central value of the score distribution. The median, which is the middle value when the data is sorted, reached 20.68, while the mode, or the most frequently occurring value, was identified as 20.12.

It is important to note that the standard deviation, reflecting how far the data is spread from the mean, was calculated to be 4.15. Additionally, the variance, which provides an indication of data dispersion, measured 17.03. The results of these calculations provide a deeper understanding of the variation and central characteristics of the data, allowing researchers to explore the distribution and trends that may emerge from the multiple-choice results.

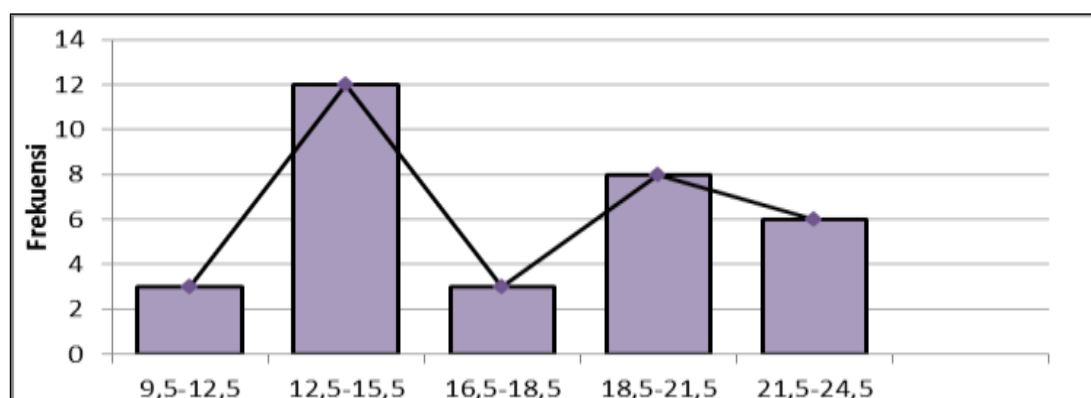


Figure 1. Histogram and Polygon Graphs Learning Outcomes

4 CONCLUSION

The results of the conducted research reveal a correlation between students' learning interest and academic performance in the context of cooperative learning across various life domains in class VII at SMP Negeri 54 Jakarta. The recorded correlation coefficient is

0.954, surpassing the expected threshold, while the corresponding table value (r table) is 0.631. This indicates a strong correlation between learning interest and academic performance.

Furthermore, the research findings suggest that the learning interest of class VII students at SMP Negeri 54 Jakarta falls within the standard range. However, it is important to note that higher learning interest does not always guarantee better academic performance, and vice versa. Other factors such as teaching methods, environmental support, and students' intrinsic motivation can also influence academic outcomes.

Separately, an analysis of academic performance in cooperative learning across various life domains in class VII at SMP Negeri 54 Jakarta indicates that the average scores are at a low level. This highlights the need to delve into factors that may affect students' academic outcomes in the context of cooperative learning, allowing for the identification of potential improvements or enhancements in teaching methods and learning support. With this understanding, schools and educators can develop more effective strategies to enhance students' academic achievements in cooperative learning across various life domains.

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