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The Relationship Between Interest in Learning and Learning Outcomes in Class IV Natural and Social Sciences Subjects at Elementary School Blimbing Kidul Kudus District

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Abstract: This study aims to determine the relationship between interest in learning and student learning outcomes in the fourth-grade science subject at Elementary School No. 3 Blimbing Kidul. Design/methodology/approach: The approach used in this study is quantitative with a correlational type. The population was taken from all fourth-grade students with a sample of 29 students. The instrument used is a closed questionnaire of interest in learning using a Likert scale and for learning outcomes from the documentation of daily test scores for the science subject in chapter 8 (Eight), even for the semesters 2022/2023. Data analysis techniques in this study were validity test, normality test, linearity test and hypothesis testing using SPSS 15.0. The results of this study indicate that student learning interest has a positive and significant effect on science learning outcomes with a significance value of 0.000 <0.05 and a correlation coefficient value of 0.808, which is in the very high category, and from the indicators of interest in learning the results show that all hands have a relationship or correlated with learning outcomes so that it can be concluded that there is a significant relationship between learning interest and student learning outcomes in the science subject class IV Elementary School No. 3 Blimbing Kidul.

Keywords: Relationship, learning interest, learning outcomes, IPAS, elementary school

1. Introduction

According to Nisa et al. (2021), Education is a process of learning skills, providing knowledge, attitudes, character, and thoughts that use each procedure to achieve the goals so they can be carried out properly. Meanwhile, according to Subiyanti (2020), Education is a tool for national awakening and a weapon for realizing will and prosperity. Good quality education is Education that can educate the nation's generation to become a smart generation and have good character.

One of Minister of Education programs on December 10, 2019, changed and established the Merdeka curriculum as an improvement from the 2013 curriculum, namely implementing a prototype curriculum, one of which is combining science and social studies into Natural and Social Sciences (IPAS). IPAS lessons focusing on natural and social relationships are a tool for students' self-development in various competencies, including personality, science, technology, creativity, and life skills. IPAS subjects require students to participate actively in learning and are allowed to experience and discover for themselves the meaning of the material being taught. Planting basic concepts in IPAS learning in elementary schools aims to make students aware of the surrounding environment and solve problems that exist around them. Students' interest in participating in the learning process requires guidance in learning so that students have an interest in learning (Shofwan et al., 2021).

According to Handayani (2016), interest in learning is an individual's tendency to have a sense of pleasure, an urge to do activities towards learning activities carried out through practice or one's experience. Interest is a special attention. For students who are interested in the subject, their attention will be great, and the interest in students serves as a strong motivator or intention to be actively seen in teaching and learning activities. IPAS learning interest can be measured using learning interest indicators by Ricardo & Melani (2017). Namely, several indicators measure student learning interest, including a sense of pleasure, student interest, attention, and involvement.

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In every learning process, students are expected to obtain good learning outcomes. As a standard of whether or not learning outcomes are good, the Minimum Completeness Criteria (KKM) has been set as a benchmark for the success of the learning process. Student learning outcomes show the ability and quality of students as an impact of the learning process they go through. In line with the opinion of Nurhasanah & Sobandi (2016), student learning outcomes can be improved by increasing student interest in learning, meaning that better student interest in Education will impact better learning outcomes.

Based on the results of observations made by researchers by conducting several interviews with students, it was found that several students were less interested in IPAS subjects. This is because they feel that IPAS lessons could be easier to learn and clearer. In addition, some students often play when the learning process takes place; this is the cause of low student interest in learning. Based on interviews with the fourth-grade teacher, it is explained that students still need to be more active in classroom learning activities because, according to students, IPAS subjects are difficult subjects, so children are less interested. Students still need clarification because IPAS is a new subject in the Merdeka curriculum.

Based on the description above, interest in learning may be related to IPAS learning outcomes because interest is an awareness of student learning. Learning with full attention will give different results when compared to learning carelessly. So, the higher the interest in learning, the higher the learning outcomes students achieve. To prove this, researchers are interested in researching the relationship between interest in learning and IPAS learning outcomes in grade IV students. This study aims to determine the relationship between learning interest and IPAS learning outcomes of Elementary School No. 3 Blimbing Kidul fourth-grade students.

2. Literature Review

The skills that students acquire after experiencing learning are known as learning outcomes (Hakim et al., 2022). Penuel & Shepard (2016) states that there are three categories of learning and teaching outcomes: 1) habits and abilities; 2) information and comprehension; and 3) attitudes and goals. Learning outcomes are essential to the learning process because they tell teachers about how well students are doing in reaching their learning objectives (Harefa, 2020a). Learning outcomes are greatly impacted by students' interest in the content they are studying. If the material is uninteresting to them, they will not learn as much as they could. Students won't be motivated to learn and won't find the class to be satisfying. One of the things that significantly affects learning achievement is interest in the teaching and learning process. Students with a strong desire to study will accomplish well in the classroom.

According to Harefa (2018), learning outcomes show how well students comprehend the content that has been provided by the teacher. The results of pupils' learning are expressed as grades, either numerical or letter, that they receive via teacher-administered tests or exams (Harefa, 2019). Teachers can learn more about how effectively students comprehend the subject they have learned by looking at these learning outcomes (Harefa, 2020b).

Interest is a source of motivation that drives people to do what they want when they are free to choose. When people perceive something as advantageous, their curiosity piques, which results in contentment (Harefa, 2021). But interest also declines as contentment does. An individual who participates in a variety of activities does so because of their interests. Interest is defined as a continuous tendency to pay attention to and remember certain activities. An individual will consistently engage in and appreciate activities that pique their interest (Harefa, 2020dc. In the end, this delight results in satisfaction.

Harefa (2022a) state that interest is related to a person's movement style that drives them to confront or deal with people, objects, activities, and experiences that are stimulated by the activity itself. This implies that an activity and participation in it can both stem from an individual's interest. An individual's level of interest in an activity influences their strong desire to participate in it. People are driven to perform without being told to do so by this interest (Adirasa Hadi Prastyo, 2021).

Interest plays a significant role in learning because if the subject matter studied does not align with the students' interests, they will not learn it to the best of their abilities, as there is no attraction for them (Harefa et al., 2023). Students won't be motivated to learn and won't feel satisfied with the material. Students learn more easily when they are interested in the material, which enhances learning outcomes (Sarumaha & Harefa, 2022).

3. Methodology

This research was conducted in class IV of Elementary School No. 3 Blimbing Kidul in May 2023. The population in this study were all fourth-grade students. In contrast, sampling in this study used saturated sampling techniques because the sampling technique used all members of the population as samples (Apuke, 2017). The model in this study consisted of grade IV students of Elementary School No. 3 Blimbing Kidul, totalling 29 students, 16 male students and 13 female students.

This research used a quantitative approach with a correlational design to determine the relationship between two variables. This study uses two variables: learning interest (X) and learning outcomes (Y). The technique used in the data collection process about learning interest (X) uses a questionnaire, and learning outcomes (Y) uses documentation of even semester IPAS subject learning outcomes in 2022/2023. Data collection in this study used observations, questionnaires and documentation. The questionnaire is used to find out how students are interested in learning IPAS,

which contains 30 statement questions consisting of 15 positive statements and 15 negative statements. Then, documentation is used to measure IPAS learning outcomes during learning activities. The value of learning outcomes taken is the value of IPAS daily tests in Chapter 8 Sub A material related to norms in customs in my area.

The data analysis technique in this study uses quantitative analysis techniques to determine the relationship between learning interest and IPAS learning outcomes by the problem formulation in this study. The analysis technique in this study uses the normality test analysis technique with the Kolmogorov-Smirnov Test method, linearity test with linearity, and hypothesis testing using the correlation test.

4. Results

The sample used in this study is that all the population in class IV Elementary School No. 3 Blimbing Kidul was sampled, totalling 29 students. The following is the data obtained from the distribution of questionnaire instruments and learning outcomes. Based on the results of a questionnaire of 29 statements distributed to fourth-grade students of Elementary School No. 3 Blimbing Kidul, all questionnaires are declared valid. The frequency distribution of students' interest in learning obtained an average of 68.62 with a moderate category as shown in Table 1.

Table 1 - Student learning interest data.

Interval	Categori	Frequency	Precentage%
99 - 120	Very high	5	3.45
76 - 98	High	10	34.48
53 - 75	Medium	13	44.83
30 - 52	Low	1	17.24
Total		29	100

The frequency distribution of the results of the IPAS subject grades obtained a low category of 6 students, a medium category of 13 students, a high variety of 8 students and a very high category of 2 students.

Table 2 - Natural and social sciences subject data.

Interval	Category	Frequency	Precentage %
88 - 98	Very high	6	20.69
77 - 87	High	13	44.83
66 - 76	Medium	8	27.58
55 - 65	Low	2	6.90
Total		29	100

In this study, to determine whether the research data carried out was normally distributed or not, a normality test was used with the One Sample Kolmogrov-Smirnov test using the SPSS version 15.0 application where the decision-making criteria were if the Asymp Sig (2-tailed) value> 0.05 then the data was normally distributed and the results were obtained as below.

Table 3 - Normality data.

Kolmogrov-Smirnov	df	Sig.
IPAS learning interest	29	0.825

Based on the SPSS output table above on the Kolmogrov-Smirnov test, the results obtained a significance value of 0.825, where this significance value is greater than 0.05 (0.825> 0.05), so it can be concluded that the data on the relationship between learning interest and learning outcomes of class IV are normally distributed.

After the normality test is carried out, the linearity test is carried out. The linearity test determines whether there is a linear relationship between the dependent variable and each independent variable to be tested.

Table 4 - Linearity test.

Variabel	Sig.
Learning interest and learning outcomes	0.261

Based on Table 4, it can be seen that the significance value of learning interest and learning outcomes is obtained at 0.261, where this significance value is greater than the significance level of 0.05 (sigi value (0.261> 0.05), it can be concluded that between the variables of learning interest and student IPAS learning outcomes, there is a significant linear relationship. Then, if the data has met the prerequisite test, the next hypothesis test is carried out.

Table 5 - Hypothesis test.

Variable	Corelation	Sig.	Results
Learning interest and IPAS learning outcomes	0.808	0.000 Sig < 0.05	Hypothesis accepted

Hypothesis testing is used to statistically test the truth of a statement and draw conclusions on whether to accept or reject the statement. The decision-making in this hypothesis test is Sig (2- tailed) <0.05. Based on the table above, it can be seen that the Sig value is 0.000 <0.05, so it can be concluded that the data is valid. There is a relationship between learning interest and IPAS learning outcomes fourth-grade students of Elementary School No. 3 Blimbing Kidul.

The research results show that interest has a positive and significant relationship with learning outcomes. Therefore, it would be better if a teacher could make IPAS a favourite subject so that students are interested in learning. The results of this study are supported by Sidiq et al. (2020), which shows that there is a significant relationship between the variables of interest in learning science (X) and IPAS learning outcomes (Y). The higher the interest in learning, the higher the learning outcomes obtained; on the contrary, the lower the student's interest in Education, the lower the learning outcomes obtained by students. Science learning interest with science learning outcomes of Public Elementary School No. 2 Pelemkerep students. Furthermore, research by Khairina & Syafrina (2017) shows a positive relationship between interest in learning and learning outcomes in science subjects of grade V students of Public Elementary School Garot Geuceu Aceh Besar. This research is also reinforced by Budiwibowo (2016), which states that there is a significant relationship between student interest in learning in social studies subjects and student learning outcomes.

In this study, two variables are correlated: the independent and dependent variables. The independent variable is learning interest (X), and the dependent variable is learning outcomes (Y). The research sample was 29 students. After that, data collection was carried out on students' interest in learning with four indicators. From the results, researchers get that the data is normally distributed and linear. In testing the hypothesis, researchers used correlation analysis.

The study's results found that the correlation test of the relationship between learning interest and student learning outcomes in class IV IPAS subjects Elementary School No. 3 Blimbing Kidul obtained the results of the relationship between the two variables of learning interest and student learning outcomes. According to Al-Shammari (2011), there are four indicators of student interest in learning, among others: 1) The existence of a feeling of pleasure in learning, 2) There is a sense of student interest in the lesson, 3) There is concentration of attention, 4) There is involvement from students in learning activities. More details can be seen in Table 6.

Table 6 - Correlation data.

Indicators	$\mathbf{r_{count}}$	$\mathbf{r_{table}}$	**Description**
Feelings of pleasure	0.682	0.367	Correlated
Student interest	0.667	0.367	Correlated
Student attention	0.628	0.367	Correlated
Student involvement	0.494	0.367	Correlated

In Table 6, the results of the correlation of students' interest in learning with learning outcomes from four indicators can be seen. The existence of a correlation in each indicator can be seen from the explanation is: a) indicator of feeling happy in learning. The existence of a feeling of pleasure in learning has a relationship with student learning outcomes because r_count 0.682 is greater than r_table 0.367, b) indicator of the feeling of interest in the lesson**.** The indicator of a sense of interest in the lesson has a relationship with student learning outcomes because r_count 0.667 is greater than r_table 0.367, which means that this indicator has a relationship with student learning outcomes. According to Ho & Devi (2020), interest in learning is the driving energy that exists in each student, indicators of student attention concentration. The existence of concentration of attention has a relationship with learning outcomes because r_count 0.628 is greater when compared to r_table 0.367. This means that this indicator has a relationship with student learning outcomes, d) indicators of student involvement in learning**.** This indicator is also related to student learning outcomes, namely r_count 0.494, greater than r_table 0.367. Based on the results of data analysis, testing of research results and discussion, it can be concluded that there is a significant relationship between student interest in learning (X) and IPAS learning outcomes (Y).

The results of calculating the overall correlation between variable X and variable Y obtained a correlation value of 0.808 with a very high level of relationship. In contrast, the r_table value with a significance level of 0.05 at n = 29 obtained a r_table value of 0.367. Thus, the hypothesis proposed by the researcher is accepted. Based on the analysis results, this study answers the hypothesis, namely, "there is a positive relationship between learning interest and IPAS learning outcomes of fourth-grade students of Elementary School No. 3 Blimbing Kidul." in other words, the hypothesis in this study is accepted or proven.

5. Discussion

Interest is a tendency to accept a relationship between oneself and an activity outside oneself. The stronger or closer the relationship, the greater the interest, where this interest can be shown through a person's participation in his activities

(Sulistioning et al., 2020). Interest has a very important role in obtaining maximum learning results in the learning process activities. When students have a high interest in the subject, they will always focus on the lesson so that the results obtained from these students will be maximized (Renninger et al., 2015).

In the world of education at school, interest plays an important role in learning. It greatly influences learning outcomes because with interest in learning, students will feel more interested in learning, shown by their activeness, participation, and enthusiasm in the learning process (Dierks et al., 2014). If someone has a low interest, they will not be able to follow the learning process well, so they will not be able to produce good learning results, and vice versa; someone who has a high interest in learning will be able to follow the learning process well so that they will be able to get the best learning results, especially in IPAS lessons.

One of the ways to help students achieve good learning outcomes is by fostering student interest in learning (Zagoto, 2022). This is necessary because learning interest can help students become interested in an activity or subject content to achieve better learning outcomes in the learning process (Mahajan & Singh, 2017; Aziz et al., 2012; Watson, 2002). Thus, student interest in learning is an important factor that plays an important role in helping and supporting the effectiveness of the teaching and learning process carried out, thus helping students achieve better learning outcomes in order to obtain better learning outcomes.

6. Conclusions

Based on the research's findings, which show a positive and significant relationship between students' interest in learning and mathematics learning outcomes, educators are advised to always put students at ease by giving them enough attention and in the right way. They should also impart knowledge of the advantages of learning and learning objectives to pique students' interest in learning. This will guarantee that the learning process proceeds without hiccups, improving student learning outcomes—particularly in the natural and social sciences subjects.

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Conflict of Interest

The author declare no conflict of interest.

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