



The Influence of Learning Interest and Independence on Student' Learning Achievement in Social Sciences Subject at SDN 33 Boddie

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Abstrak

Pengaruh Minat dan Kemandirian Belajar Terhadap Prestasi Belajar Peserta Didik Pada Mata Pelajaran IPS di SDN 33 Boddie. Tesis. Jurusan Pendidikan Dasar Pascasarjana Universitas Muhammadiyah Makassar. Dibimbing oleh Hj. Hidayah Quraisy dan Sulfasyah. Penelitian ini bertujuan untuk mengetahui pengaruh minat dan kemandirian belajar terhadap prestasi belajar peserta didik pada mata pelajaran IPS pada kelas V SDN 33 Boddie pada tahun ajar 2020/2021. Penelitian ini merupakan penelitian kuantitatif. Penelitian ini melibatkan sampel yaitu kelas V yang berjumlah 25 orang. Teknik analisis data ini menggunakan kuesioner atau angket yaitu angket tertutup, yang dibuat oleh peneliti kepada responden. Selanjutnya, data tersebut dianalisis menggunakan SPSS v.22 dengan mencari hasil deskripsi, uji persyaratan analisis regresi, uji linearitas, uji multikolineariti dan uji hipotesis. Hasil penelitian berdasarkan uji hipotesis dimana nilai Sig. $0,015 < 0,05$ dan Thitung $2,467 > 2,064$. Dan terdapat pengaruh kemandirian belajar terhadap prestasi belajar yang dapat dilihat pada uji hipotesis $0,015 < 0,05$ dan nilai Thitung $3,568 > 2,064$. Penelitian ini ditemukan hasil bahwa sangatlah berpengaruh minat belajar peserta didik terhadap prestasi belajar, karena dengan adanya minat yang dimiliki peserta didik maka prestasi belajarnya pula akan lebih meningkat. Peserta didik yang tingkat kemandiriannya tinggi memiliki peluang lebih baik untuk mencapai prestasi belajar yang lebih baik, sebaliknya peserta didik yang tingkat kemandiriannya rendah juga peluang untuk mencapai prestasi belajar lebih kecil. Semakin tinggi kemandirian peserta didik akan semakin tinggi pula prestasi belajarnya.

Kata Kunci: Minat, Kemandirian belajar, Prestasi belajar

Abstract

This study aimed to determine the influence of interest and independence in learning on students' learning achievement in social studies topic of class V SDN 33 Boddie. This research was quantitative. This study involved a sample of 25 students in class V. This data analysis technique deployed a questionnaire or a closed questionnaire, which the researcher made to the respondents. Furthermore, the data was analyzed using SPSS v.22 by looking for the description results, regression analysis requirements test, linearity test, multicollinearity test, and hypothesis test. The study results were based on hypothesis testing where the value of Sig was $0.015 < 0.05$ and the T-count was $2.467 > 2.064$. And there was an effect of learning independence on learning achievement, which can be seen in the hypothesis test $0.015 < 0.05$, and the T-count value was $3.568 > 2.064$. This study found the results were very influential on students' learning interests on learning achievement because, with the student's interests, their learning achievement increased as well. Students with a high level of independence had a better chance of achieving better learning. On the other hand, students with a low level of independence got a smaller chance of achieving learning achievement. The higher the independence of students, the higher their learning achievement.

Keywords: Interests, Learning Independence, Learning Achievement

Introduction

Education is defined as a means for the importance of intelligence and human ability, which can develop personal abilities, thinking

power, and good behavior in addressing a problem through education.

The low learning independence of fifth-grade students of SDN 33 Boddie on Social Science subjects is due to the dominance of

memorization skills rather than the ability to process their understanding of the material. The independence of students' learning towards Social Science subjects is still very low. This can be seen in students' attitudes during the learning process that is not focused and busy alone and the limited number of guidebooks for students. Conventional methods such as abstractly explaining material, memorizing material, taking notes, and lectures with one-way communication are still actively dominated by teachers. Students only focus on their sight and hearing. Learning conditions like this make students less effective. Teachers are required to be good at creating an atmosphere of teaching methods that are more pleasant for students so that students are interested in participating in learning.

The independence of learning in social studies subjects achieved by students cannot be separated from the factors that influence it. To achieve high achievement, learning independence is needed even more; as stated by Martinis Yamin (2008: 128), the independence of learning applied by students and students brings positive changes to the intellect. If students have realized the goal to be achieved, namely increasing the independence of social science learning as well as possible.

The characteristics of social studies subjects are integrated. Social Studies examines events, facts, concepts, and generalizations related to social issues. However, social studies learning continues to use integrated thematics; namely, the basic competencies of social studies subjects are integrated into various themes. So social studies subjects are difficult to understand by students because, in the learning process, students are less interested, and in the end, students are less independent in learning. This requires students to be more active or increase their independence of students in learning.

With interest or desire in learning, students can increase independence in learning and make this a habit of habituation that is instilled from an early age. Learning independence is very important because it can make students confident in doing tasks and being responsible for their work, not just habituation that only relies on other people's work.

Based on the description above, the researchers are interested in studying more deeply "**The Influence of Learning Interest and**

Independence on Students' Learning Achievement in Social Science Subject at SDN 33 Boddie."

Methods

This study uses quantitative research methods. The design of this study is a correlation design that finds out whether there is a relationship between two or several variables.

In this study, the techniques used by researchers in collecting data were as follows:

Questionnaire In this study, the type of questionnaire is a closed questionnaire (questionnaire) made by researchers to respondents, as for those who were given a questionnaire, namely students in class V, which consisted of 25 people.

Documentation complements the use of the observation method, and the distribution of questionnaires (questionnaires) will be more reliable or have high credibility if supported by photographs. The documentation used in this study includes school profiles, school vision and mission, student activities in the social studies learning process, letters of recommendation from the task force for handling COVID-19 integrated post, research recommendation letters from the national and political unitary agency, letters of recommendation from One-Stop Stop Integrated Service and Investment Services (DPMPSTP) and documentation in the form of photos.

1. Instruments of Interest Variable (X₁)

a. Conceptual Definition

Interest in learning social science is a psychological condition that can arouse students' enthusiasm and cause them to use time, energy, attention, encouragement, and creativity to achieve goals related to the basic concepts of Social Sciences. Students who have an interest in learning Social Sciences will tend to try to be active. Indicators of measuring student perceptions are influenced by teachers, students, facilities, and curriculum.

b. Grid of interest in learning research instruments

To determine the item material of the student's learning interest instrument, the research refers to the indicators of the student's interest in learning. The indicators in question are

obtained through existing theories, and then further synthesis is carried out.

2. Instrument of Independent Learning Variable (X₂)

a. Conceptual Definition

Learning independence is the ability to monitor one's behavior and is the hard work of the personality of students.

b. Operational Definition

Operationally, learning independence in this study is (1) learning initiative, (2) responsibility, (3) discipline, (4) independence from others, (5) self-confidence, and (6) self-control.

c. Grid of Instruments from Independent Learning Research

Data about the learning independence of students are sourced from school documents, and the results of the distribution of learning independence questionnaires carried out by students.

3. Instruments of Learning Achievement (Y)

a. Conceptual Definition

Social science learning achievement is the achievement of students' abilities in social science subjects, including students' ability to

understand concepts related to people's lives and their environment. Ability to think logically and critically in solving problems of social life.

b. Operational Definition

The learning achievement instrument is in the form of a distributed questionnaire. Which includes cognitive, affective and psychomorphic aspects.

be seen in table 4.2 below this. The data described for each variable are as follows:

Table 4.2 Statistical Description of Interest Variables, Learning Independence, Learning Achievement

	Interest	Learning Independence	Learning Achievement
Valid	25	25	25
Missing	0	0	0
Mean	60.28	68.04	52.24
Std. Error of Mean	.863	.626	.290
Median	61.00	68.00	52.00
Mode	64	68	54
Std. Deviation	4.316	3.129	1.451
Skewness	-.860	-.448	-.189
Std. Error of Skewness	.464	.464	.464
Kurtosis	.945	.629	-1.260
Std. Error of Kurtosis	.902	.902	.902
Range	18	13	4
Sum	1507	1701	1306

	Sum of Squares	df	Mean Square	F	Sig.
Prestasi Belajar	17.560	8	2.195	1.064	.433
Between Groups	.194	1	.194	.094	.763
Deviation from Linearity	17.366	7	2.481	1.203	.356
Within Groups	33.000	16	2.063		
Total	50.560	24			

Results and Discussion (70%)

1. Instruments of Interest Variables (X₁)

a. Research Results Data About The Influence of Learning Interest and Independence on Students' Learning Achievement in Social Science Subject

This research was conducted on 25 respondents who were used to measure three variables, namely interest in learning (X₁), learning independence (X₂) as the dependent variable, and learning achievement (Y) as an independent variable, with data compilation, can

Based on table 4.2 above, the average score of the interest variable is 60.28, the independent variable is 68.04, and the learning achievement variable is 52.24 out of 25 students. The median is 61.00 on interest, 68.00 on independence, and 52.00 on learning achievement. The modes or data often appear interested in 64, independence of 68, and learning achievement of 54. The sum value of interest is 1507, independence is 1701, and learning achievement is 1306. From these results, it can be obtained that interest, independence, and learning achievement have a relationship.

b. Test of Requirements Regression Analysis

The test of the regression analysis requirements used were the normality test and analyzed using the SPSS v.22 application program. The output of the normality test is as follows:

The basis for decision making are:

If the value of Sig. > 0.05 then the data was normally distributed;

If the value of Sig. < 0.05 then the data was not normally distributed.

Based on the output of the normality test above, the value of Sig. 0.200 > 0.05 so it can be concluded that the data was normally distributed

c. Linearity Test

After the normality test is carried out, a linearity test will be carried out. This linearity test is used to determine whether or not two variables have a significant linear relationship. The data output after being analyzed using the SPSS v.22 application is as follows:

Table 4.4 Output of Interest Linearity Test on Learning Achievement

Table 4.5 Output of Independent Linearity Test on Learning Achievement

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Prestasi Belajar Minat	Between Groups	(Combined)	31.643	12	2.637	1.673	.193
		Linearity	4.006	1	4.006	2.541	.137
		Deviation from Linearity	27.637	11	2.512	1.594	.218
	Within Groups		18.917	12	1.576		
	Total		50.560	24			

The basis for decision making were:

If the value of Deviation from Linearity > 0.05 then there was a significant linear relationship.

If the value of Deviation from Linearity < 0.05 then there was no significant linear relationship.

Based on the output above, namely 0.218 and 0.356 > 0.05, it can be concluded that there was a significant linear relationship between the variables of interest (X₁) and independence (X₂) and the variable of learning achievement (Y).

d. Multicollinearity Test

The multicollinearity test is used to determine whether in a regression model there is intercorrelation or collinearity between independent variables.

The basis for making decisions on the multicollinearity test by looking at the Tolerance and VIF values:

If the tolerance value was > 0.10, it means that there was no multicollinearity in the regression model.

If the tolerance value was < 0.10, it means that there was multicollinearity in the regression model

If the value of VIF < 10.00, it means that there was no multicollinearity in the regression model.

If the VIF value wa > 10.00, it means that there was multicollinearity in the regression model.

Based on the output above, the tolerance value was 0.967 > 0.10 and the VIF value was 1.035 < 10.00, so it can be concluded that there was no multicollinearity in the regression model. So that you can proceed to the next stage.

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.304 ^a	.093	.010	1.444

a. Predictors: (Constant), Kemandirian, Minat

b. Dependent Variable: Prestasi Belajar

3. Hypothesis Test

The hypothesis is a temporary answer from research that will be tested for truth through processing research results. The output of this hypothesis test is

Based on the table above, the coefficient of Simultaneous Determination is known that the R-value is 0.304, which is the correlation coefficient between the dependent variable (learning achievement) and the independent variable (interest and independence). The results of multiple linear regression can be seen in the following table.

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	42.391	8.374		5.062	.000
Interest	.102	.069	.303	2.467	.015
Independence	.054	.096	.117	3.568	.005

- a. Dependent Variable: Learning Achievement
From the regression equation it can be seen that:
- The constant value in the equation is 42,391, indicating that the values of X₁ and X₂ were equal to 0, so the value was 42,391;
 - The regression coefficient of X₁ was 0.102, which states that there was a positive effect of the X₁ variable on Y. Where each addition of one unit to the other independent variable remains, it will increase the Y variable by 0.102
 - The regression coefficient of X₂ was 0.054, which states that there was a positive influence on the X₂ variable and the other independent variables remain, and it will increase the Y variable by 0.054.

The basis for decision making were:

If the value of Sig < 0.05 then there was a significant effect

If the Sig value > 0.05 then there was no significant effect

If the value of Tcount>Ttable then there was a significant effect

If the value of Tcount<Ttable, then there was no significant effect.

Based on the output above, it can be seen that the value of Sig. 0.000, 0.015, 0.05 < 0.005 and the Tcount was 2.467, 3.568 > 2.064. So it can be concluded that there was an influence of interest and independence in learning on students' learning achievement in social studies learning at SDN 33 Boddie, Mandalle Regency, Pangkajene Regency, and the Archipelago.

Furthermore, the F test which in principle aims to determine the effect of two or more independent variables simultaneously (together) on the dependent variable. The results of the F test can be seen in the following table:

From the table above, F_{count} was 4.122, and the significance was 0.034. Thus, it can be concluded that F_{count} > F_{table} (4.122 > 3.44) and

significance < 0.05 (0.034 < 0.05). This means that learning interest and learning independence simultaneously have a significant effect on the learning achievement of fifth-grade

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4.680	2	2.340	4.122	.034 ^b
Residual	45.880	22	2.085		
Total	50.560	24			

- a. Dependent Variable: Prestasi Belajar
a. Predictors: (Constant), Kemandirian, Minat

students at SDN 33 Boddie, Mandalle Regency, Pangkajene Regency, and the Archipelago.

B. Discussion

Based on the results of research at SDN 33 Boddie, Mandalle Regency, Pangkajene Regency and Islands, it can describe the findings obtained through the collected data, and described in the form of discussion.

1. There was an influence of interest on students' learning achievement in social sciences subjects at SDN 33 Boddie, Mandalle Refency, Pangkajene Regency and Islands.

The researcher validated the instrument before conducting the research. If it was declared valid, the researcher continued to take care of the correspondence and conduct research at the destination school. At the time of the study, a questionnaire was given and then analyzed with descriptive statistical tests, linearity tests, multicollinearity tests, and hypothesis testing.

This research was conducted at SD Negeri 33 Boddie involving 25 classes V. This study is entitled The Effect of Interest and Learning Independence on Student Achievement in Social Science Subjects at SDN 33 Boddie, Mandalle Regency, Pangkajene and Islands Regency.

Based on the results of data analysis, the data obtained that there was an influence of interest on the learning achievement of SDN 33 Boddie students which can be proven in the

results of multiple regression output, namely through the T test, the magnitude was $0.000 < 0.05$ and the $t_{\text{count}} > t_{\text{table}} 2,467 > 2,064$ which means that there was an influence of interest on learning achievement in social science subjects at SDN 33 Boddie.

In learning activities, interest is a very important aspect, and this is because interest gives enthusiasm to a student in learning activities. Djaali (2008) suggests that interest is a sense of preference and a sense of interest in a thing or activity without anyone asking.

2. There is an influence of learning independence on student achievement in social science subjects at SDN 33 Boddie, Mandalle Regency, Pangkajene Regency and Islands

Independent learning of students is a condition of independent learning activities. Don't depend on other people. The higher students' learning independence level, the greater their learning achievement.

The researcher's activity in researching is distributing questionnaires to students with statements made by researchers to obtain data.

In the learning process, students are required to have an independent attitude, meaning that students need to have awareness, willingness, and motivation to learn to achieve learning achievement.

The higher and lower the learning independence of students will affect their learning achievement of students achieved. With the independence of students' learning in themselves, it will encourage students to be more active in carrying out learning activities with sincerity so that students will be easy to achieve learning achievement.

The results of subsequent data analysis are that there is an influence of learning independence on learning achievement in social science subjects at SDN 33 Boddie which can be proven in the results of multiple regression output, namely $0.015 < 0.05$ and the value of $T_{\text{count}} > T_{\text{table}}$ which was $3.568 > 2.064$ which means that there was an influence of learning independence. students on learning achievement in social science subjects at SDN 33 Boddie.

The calculations reinforced by Listyani's theory (2008) explain that there are

six indicators of independent learning attitudes, namely (1) disciplined behavior, (2) dependence on others, (3) self-confidence, (4) self-initiative, (5) responsibility, and (6). Self-control. These attitudes need to be possessed by students because these are important things to have an attitude of independence.

3. There was an influence of interest and learning independence on learning achievement in social science subjects at SDN 33 Boddie, Mandalle Regency, Pangkajene Regency and Islands.

In the learning process, the most important thing is the teacher teaching or delivering lessons that aim to attract students' attention. In this case, the method in accordance with the material to be delivered and the teaching aids used will make it easier for students to understand the material. In addition, the method that will be used can give the impression that students prefer certain lessons so that student learning success will be achieved. Another factor that supports student learning is student interest in learning and trying. Students who have a high interest will always try to find, explore and develop their basic potential so that they can grow their independent learning of these students.

This can be strengthened by the theory of Slemeto's (2010: 54) theory that the factors that affect learning achievement are classified into two, namely internal and external factors. One of the internal factors is interest and independence in learning. The higher the influence of interest and independence, the greater the students' learning achievement. However, if the influence of interest and learning independence is low, then student learning achievement is low.

Based on the results of the study, there is an influence of interest and learning independence on students' learning achievement, which is obtained by $F_{\text{count}} 4.122$ and sig of 0.034 . Thus it can be seen that $F_{\text{count}} > F_{\text{table}} (4.122 > 3.44)$ and sig $< 0.05 (0.034 < 0.05)$. It means that interest and independence in learning simultaneously have a significant effect on the learning achievement of fifth grade students at SDN 33 Boddie

Conclusions

Based on the data analysis that has been described previously, it can be concluded that:

1. There is an influence of interest on students' learning achievement in social science subjects as evidenced in the results of multiple regression output, namely through the t test, the magnitude of which is $0.000 < 0.05$ and the value of $t_{count} > t_{table} 2.467 > 2.064$ which means that there was an influence between interest in learning achievement in subjects social science.
2. There was an influence of learning independence on learning achievement in social science subjects as evidenced in the results of the multiple regression output that was $0.015 < 0.05$ and the value of $T_{count} > T_{table}$ was $3,568 > 2,064$, which means that there was an influence of students' learning independence on learning achievement in social science subjects.
3. There was an influence of interest and learning independence on students' learning achievement, namely $F_{count} 4.122$ and sig of 0.034 . Thus it can be seen that $F_{count} > F_{table}$ ($4.122 > 3.44$) and sig < 0.05 ($0.034 < 0.05$). It means that interest and independence in learning simultaneously have a significant effect on the learning achievement of fifth grade students at SDN 33 Boddie.

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Profil Penulis

HILDA SAKTI ANWAR dilahirkan pada tanggal 02 Oktober 1995 di Kabupaten Sidenreng Rappang. Ia adalah putri pertama dari kedua bersaudara pasangan Anwar Masse (ayahanda) dan Hj. I Rasti (Ibunda).

Ia tamat pendidikan di Sekolah Dasar Negeri 45 Mandalle, Kabupaten Pangkajene dan Kepulauan pada tahun 2007, dan SMP Negeri 1 Mandalle pada tahun 2010. Pendidikan formal berikutnya ia jalani di SMAN 1 Segeri dan tamat pada tahun 2013.

Cita-cita dan harapan orang tua untuk menjadi pendidik mengantar ia melanjutkan pendidikannya ke Universitas Muhammadiyah Makassar, pada Fakultas Keguruan dan Ilmu Pendidikan, Jurusan Pendidikan Guru Sekolah Dasar, dan tamat pada tahun 2017.

Tahun 2018 ia melanjutkan studi pada Program Pascasarjana Magister Pendidikan Dasar Universitas Muhammadiyah Makassar, sebagai salah satu syarat meraih gelar Magister Pendidikan Dasar, pada tahun 2022 ia menulis tesis dengan judul "Pengaruh Minat dan Kemandirian Belajar Terhadap Prestasi belajar Peserta Didik Pada Mata Pelajaran IPS di SDN 33 Boddie Kecamatan Mandalle Kabupaten Pangkajene dan Kepulauan.