



## Student Interest in Physics Subject at the Senior High School Level in Gunungsitoli City

**Envilwan Berkat Harefa**

Nias University

[envilwanharefa@gmail.com](mailto:envilwanharefa@gmail.com)

**Receive: 01/08/2023**

**Accepted: 11/09/2023**

**Published: 01/10/2023**

### ABSTRACT

This research aims to determine how interested high school students in Gunungsitoli City are in physics subjects. Interest in learning has an impact on learning outcomes. Someone who has no interest in certain subjects will have difficulty achieving optimal learning outcomes. The research method used is quantitative descriptive in the form of a physics learning interest questionnaire by distributing questionnaires to respondents directly via online (google form). Data collection was carried out by a sample of students majoring in science at Gunungsitoli City High School class X and class XI. In accordance with the analysis technique used, the data that has been collected is recapitulated according to the appropriate indicators. The population in this study were Gunungsitoli High School students. The research results show that high school students in Gunungsitoli City have a good interest in studying physics with an overall percentage of 79.77%. The highest percentage of statements of interest from high school students in Gunungsitoli City was in the aspect of the statement "Physics teachers who teach are very enjoyable" at 92.17%. The lowest percentage of expressions of interest for high school students in Gunungsitoli City was in the aspect of the statement "Physics cannot help you achieve great success" at 44.35%. The results of the research show that students at Gunungsitoli City High School are more likely to have a good response to physics learning seen from the percentage of filling out the interest questionnaire.

**Keywords: Interest, Physics Lessons. Student.**

### INTRODUCTION

Physics as a part of science is included in the curriculum in Indonesia from elementary to secondary levels. The aim of learning physics is to form reasoning abilities in students which are reflected through the ability to think logically, systematicacclly and have an objective, honest, disciplined nature in solving a problem (Neizhela, 2015)

The success of learning Physics at school is influenced by several factors in the students themselves, one of which is interest. This is in line with research by

Wahyuningsih (2021) which states that one of the factors that influences student learning outcomes is interest in learning. Students' individual interest in learning physics has a positive influence on physics learning. Interest can be interpreted as an aspect of personality that is related to learning outcomes, this is because interest is a tendency to pay attention to and get to know something. Beauty's research (2021) also states that interest in learning influences learning activities, interest in learning influences readiness to learn, motivation to learn influences learning

activities and motivation to learn influences readiness to learn

Interest in learning is the desire to do something because of interest and enjoyment in the work, including learning (Nursyam, 2019). Slameto (2013) also states that interest is a constant tendency to pay attention to and remember several activities. When someone has an interest in something, they will show a high level of interest by paying attention continuously and accompanied by feelings of joy.

Interest in learning has a very big influence on learning outcomes, because if the learning material studied is not in accordance with interests, students will not be students who are less interested in learning. In learning, you need to focus your attention so that what you learn can be understood. In increasing students' interest in learning, the learning process can be carried out by creating something else, education as a link between two sides, on the one hand the individual who is growing and on the other hand the social, intellectual and moral values which ultimately become the responsibility of the educator to encourage the individual (Charli, 2019). Students' interest in learning is influenced by several factors. This is stated in research (Friantini, 2019) that indicators of interest in learning are 1) a feeling of enjoyment towards learning, 2) a concentration of attention and thought towards learning, 3) a willingness to learn, 4) a willingness from within oneself to be active in learning, 5) efforts are made to realize the desire to learn.

Internal factors that influence students' interest in learning about chemistry subjects are curiosity, ideals, motivation, and intelligence, while external factors that influence students' interest in learning about chemistry subjects are family environment, teachers, peers, and learning materials (Hemayanti, 2020).

## RESEARCH METHODS

This research uses a quantitative descriptive research model through the

distribution of research instruments in the form of a physics learning interest questionnaire. In this study, researchers used a questionnaire to obtain information about a respondent's condition. The system discussed in this research is students' interest in Physics. This research was conducted using a questionnaire as a tool for collecting basic data.

Data was obtained by researchers using a survey method where researchers distributed questionnaires to respondents directly and through online questionnaires (google form). In accordance with the analysis technique used, the data that has been collected is recapitulated according to the appropriate indicators. This research was conducted on students in classes X and XI majoring in Natural Science (PA) in Gunungsitoli City.

Classify the interest categories classified as in the following table:

**Table 1. Categories of student interests**

Student Scores	Intervals (%)	Interest Categories
103 - 120	≥ 85	Very good
85 - 102	70 - 84	Good
67 - 84	55 - 69	Enough
49 - 66	40 - 54	Not enough
30 - 48	≤ 39	Very less

## RESULTS AND DISCUSSION

Based on the overall results, it can be seen the interest percentage ranking based on student statements in several high schools in Gunungsitoli City as in table 2.

**Table 2. Interest percentage ranking based on statements**

No	Statement	Percentage
1	The physics teacher who is currently teaching me is very pleasant	92.17%
2	Physics is only useful for experts	91.30%
3	Physics lessons have many theories and formulas	90.43%
4	Many things in real life are discussed in physics lessons	88.99%
5	I'm sure the things I learn in physics will provide many benefits for me	87.83%
6	I will note important things when the Physics Teacher explains even though the teacher doesn't ask for it.	87.54%
7	After taking this lesson, I know the relationship between the knowledge I learn and things in everyday life	87.25%
8	I seriously paid attention to the lesson when the teacher explained.	86.09%
9	I don't try to find out information if the teacher gives physics assignments	85.80%
10	Physics lessons really help us to learn other sciences	85.51%
11	Physics lessons not only provide me with a lot of knowledge, but also other valuable	84.64%

	experiences.	
12	I still study physics no matter who the teacher teaches physics.	84.06%
13	I feel disturbed if my friends talk to me when the teacher explains the lesson	83.77%
14	I often daydream in class during physics lessons.	82.61%
15	When there is material or a problem that I don't understand, I will try to study it carefully until I can	82.61%
16	I choose to remain silent when I don't understand what the teacher is teaching rather than having to ask.	82.03%
17	When I can't do a physics problem, I don't do it anymore.	81.74%
18	I enjoy studying physics	80.87%
19	I'm not sure I can succeed in physics	80.29%
20	By studying physics we get closer to nature.	78.84%
21	Physics tends to make people indifferent and unfriendly.	78.55%
22	My curiosity is often stimulated by the questions raised and the problems the teacher gives in physics lesson material	78.55%

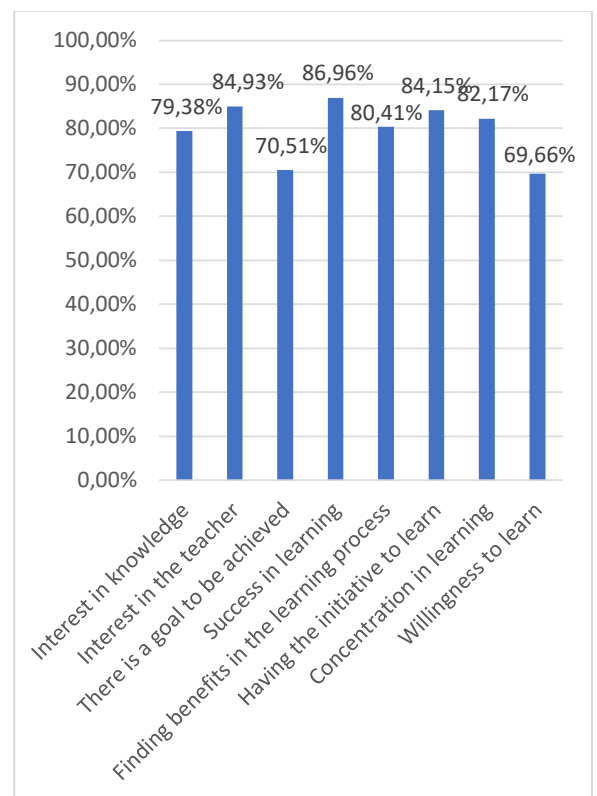
23	I will re-study the physics lessons I have learned at school when I get home.	74.49%
24	Physics lessons are lessons that easily cause boredom and the atmosphere becomes tense	72.75%
25	If there is a physics lesson tomorrow, I will study the night before to prepare	72.17%
26	I feel satisfied with my achievements in physics lessons	69.57%
27	Physics is a field of study that is difficult for most people to learn	62.90%
28	I want to continue studying in the field of physics/science	61.74%
29	I want to work in a field of work related to physics	61.74%
30	Physics cannot help me to achieve great success.	44.35%

From the table above, the highest percentage of high school students' statements of interest in Gunungsitoli City is in the statement aspect "The physics teacher who teaches is very enjoyable" amounted to 92.17%. The lowest percentage of high school students' statements of interest in Gunungsitoli City was in the statement aspect "Physics cannot help lead to great success" amounting to 44.35%.

Based on the student interest indicator, the percentage of each indicator item is shown in table 3.

**Table 3. Students' interest in physics lessons at Gunungsitoli City High School**

No	Interest Indicator	Percentage
1	Interest in science	79.38%
2	Interest in teachers	84.93%
3	There are goals to be achieved	70.51%
4	Success in learning	86.96%
5	Finding benefits in the learning process	80.41%
6	Have the initiative to learn	84.15%
7	Concentrate on studying	82.17%
8	Willingness to learn	69.66%
Average Percentage		79.77%



**Chart 1. Students' interest in physics lessons at Gunungsitoli City High School**

Based on table 3 and graph 1, the data obtained shows that the overall interest of high school students in Gunungsitoli City is classified as Good with an average of 79.77%. From the percentage obtained, it can be stated that high school students in Gunungsitoli City have a good interest in

physics lessons. The difference in the percentage results for each statement illustrates that students' interest in physics lessons for each indicator is different.

## CONCLUSION

1. High school students in Gunungsitoli City have a good interest in studying physics with an overall percentage of 79.77%.
2. The highest percentage of statements of interest from high school students in Gunungsitoli City was in the aspect of the statement "The physics teacher who teaches is very enjoyable" at 92.17%. The lowest percentage of expressions of interest for high school students in Gunungsitoli City was in the aspect of the statement "Physics cannot help you achieve great success" at 44.35%.

## SUGGESTION

Based on the conclusions above, the researcher provides suggestions for further research analyzing how to increase high school students' interest in physics lessons so that they can have a significant impact on student learning outcomes.

## BIBLIOGRAPHY

- [1] Nursyam Aisyah, (2019), Increasing Student Interest in Learning Through Information Technology-Based Learning Media, *Journal of Law and Education Research* 18(1), 811-819
- [2] Slameto. (2013). *Learning and Factors That Influence It*. Jakarta, PT Bina Aksara
- [3] Komariyah, Siti et al, (2018), Analysis of Concept Understanding in Solving Mathematical Problems in View of Students' Learning Interests. *Sociohumanities*. Vol. 4, no. 1.
- [4] Charli Leo, (2019), The Relationship between Learning Interest and

Physics Learning Achievement, *Science and Physics Education Journal*, Vol 2, No 2, 52-60

- [5] Friantini Rizki Nurhana, (2019), Analysis of Learning Interest in Mathematics Learning, *Indonesian Journal of Mathematics Education*, Vol 4, No 1, 6-11.
- [6] Hemayanti KL, et al, (2020), Analysis of Class XI MIA Students' Learning Interest in Chemistry Subjects, *Indonesian Journal of Chemical Education*. Vol 4, No 1, 20-25
- [7] Beauty Chindy, (2021), The Influence of Interest and Motivation on Physics Learning Activities and Readiness of Students at SMAN 1 Sukomoro: *Journal of Study Results, Innovation and Applications in Physics Education*, Vol 7, No 1, 136-146
- [8] Wahyuningsih Endah Tri, (2021), The Relationship between Learning Interest and Physics Learning Outcomes Through the Project Based Learning Model in Class XI MIPA SMAN 6 Bengkulu City: *Journal of Physics Kumparan*, Vol. 4 No. 2, 77-84