

THE EFFECT OF LEARNING INTEREST AND FACILITIES ON STUDENTS' LEARNING OUTCOMES IN ECONOMICS AT SMA NEGERI 2 SUKOHARJO

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ABSTRACT

The success of educational goals is frequently determined by the quality of the learning outcomes. The students' learning outcomes are influenced by a number of factors. The objectives of this study are to: 1) investigate the effect of learning interest on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo; 2) investigate the effect of learning facilities on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo; and 3) investigate the effect of learning interest and learning facilities on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo. This quantitative study used a total sample size of 106 students of grade XI Social Science at SMA Negeri 2 Sukoharjo. This study was carried out by distributing questionnaires to the students to collect the data. Data analysis technique used multiple regression analysis. The results of this study indicate that 1) learning interest has a significant effect on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo; 2) learning facilities have no significant effect on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo; and 3) learning interest and learning facilities simultaneously have a significant effect on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo.

Keywords: *Learning interest, learning facilities, learning outcomes*

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INTRODUCTION

In the current era, a person must have various competencies to survive in global competition. After someone graduates, they must be ready and able to compete with the real world (Dardi et al., 2022). Regarding to this, everyone is expected to act critically in seeing the opportunities that exist (Harung & Astuti, 2021). They must be able to be adaptive in any unexpected directions (Napitupulu & Munthe, 2019).

As an education institution, school must be able to form and help students to master various competencies. Thus, everyone must have their own abilities to face all existing competition and always pay attention to the surrounding environment to catch an opportunity.

Attitudes towards quality of graduates are reflected in the achievement of learning outcomes (Lestari, 2013). According to Nahampun et al. (2017), learning outcomes are skills that have been achieved by someone after studying stated in the results of the final exam. Educational goals are considered successful if learning outcomes have increased (Nahampun et al., 2017). According to Zivana (2017), learning outcomes are influenced by internal and external factors. Internal factors come from within, such as interest in learning, and external factors come from outside, including learning facilities (Slameto, 2013).

In the learning process, interest plays an important role for students (Nurafdaliah et al., 2021). That is because if students do not have an interest in what they are learning, they will have difficulties in learning and in achieving good learning outcomes. According to Simbolon (2013), an interest is a strong tendency or desire for something. Meanwhile, according to Najiwa et al. (2017), an interest is a feeling of liking and being attracted to something or an activity without being forced or dictated to do it. For example, students on their own want to study Economics without anyone telling them to study. According to Slameto (2013), indicators of interest in learning are pleasure in learning, increased attention, and learning participation.

In addition, learning facilities must also support students' interests, so that the learning process becomes more enjoyable and produces satisfying outcomes. According to Nurcahyanto (2017), learning facilities are anything that functions to facilitate the learning process. Learning facilities also require attention, because they support the learning process and generate high interest and attention in learning, which facilitates the transfer of learning between students. The more diverse learning facilities in schools, the easier it is for students to complete learning activities (Zivana, 2017). According to Slameto (2013), indicators of learning facilities are school buildings, school rooms, learning equipment, libraries, and teaching-learning media.

Various studies on the effect of learning interest and facilities on learning outcomes have actually been carried out. A study by Olyvia et al. (2015) showed that learning interest has a significant effect on learning outcomes of students at SMA Negeri 12 Pekanbaru, but learning facilities did not have a significant effect on learning outcomes. Furthermore, they found that learning interest and learning facilities have a significant effect on learning outcomes. Another study conducted by Dardi et al. (2022) revealed that learning interest has a significant effect on students' learning outcomes at SMP Negeri 7 Satap Majene and learning facilities have a significant effect on learning outcomes. Also, they mentioned that learning interest and facilities have a significant effect on learning outcomes. Muhroji (2012) and

Ardiyanti & Novitasari (2019) revealed that education facilities affect learning outcomes of student.

Based on a preliminary study at SMA Negeri 2 Sukoharjo, it has been found that students have not been fully paid attention and focused on learning, as well as lack of participation in teaching and learning process. Likewise, regarding learning facilities, some facilities in this school have not been fulfilled adequately. These problems might affect students' learning outcomes, such as Economics. Therefore, the purposes of this research are to: 1) investigate the effect of learning interest on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo; 2) investigate the effect of learning facilities on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo; and 3) investigate the effect of learning interest and learning facilities on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo.

RESEARCH METHOD

This research is a quantitative study with a survey design. This study was conducted from January to February 2023 at SMA Negeri 2 Sukoharjo. The independent variables in this study are learning interests and learning facilities, while the dependent variable is students' learning outcomes. The population in this study involved 144 students of class XI Social Science at SMA Negeri 2 Sukoharjo, Central Java, Indonesia. There are four classes of XI Social Science in this school with the ability of students in each class having the same level. Hence, sampling technique used was simple random sampling. The sample was determined by using the Slovin's formula (as cited in Padua & Santos, 1998), where the total number of samples was 106 students.

The data collection technique used in this study was questionnaires which asked a series of statements for interest in learning and learning facilities. The students' learning outcomes in Economics of class XI Social Science SMA Negeri 2 Sukoharjo were taken from the results of final exam in the end of Odd Semester in December 2022. The questionnaires used were adapted from previous research, namely from Prihatin (2017). Questionnaires were distributed to students online using *Google form*. However, while filling out online, the students were monitored by the researchers in the classroom, so that if students did not understand, they could directly ask the researchers. The measurement scale used in this research is the Likert scale which consists of five items arranged in the form of a checklist, ranging from Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree. There are 12 questions for learning interests and 18 questions for learning facilities.

Based on validity test, it was confirmed that all questions were valid. Related to reliability, according to Ghozali (2016), data is reliable if the Cronbach Alpha value is greater than 0.70. The reliability test showed that the learning interest has value of 0.839 and learning facilities have value of 0.856, so the data were reliable. Aside from validity and reliability, preliminary analyses were conducted to ensure no violation of the assumptions of normality, linearity, multicollinearity and

homoscedasticity. Multiple regression analysis was used to investigate the effect of independent variables on dependent variable. There are three hypotheses in this study: (1) There is an effect of interest in learning on students' learning outcomes in Economics at SMA Negeri 2 Sukoharjo. (2) There is an effect of learning facilities on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo. (3) There is an effect of interest in learning and learning facilities on students' learning outcomes in Economics of class XI Social Science at SMA Negeri 2 Sukoharjo.

RESULTS AND DISCUSSION

Description of Data

Respondents in this study were 106 students of class XI Social Science at SMA Negeri 2 Sukoharjo. Table 1 showed the information about demographics of respondents based on gender. Based on Table 1, it can be seen that the male respondents in this study were as many as 42.5% (45 students) and female respondents were 57.5% or 61 students.

Table 1.
Characteristics of respondents based on gender

Gender	Frequency	Percentage %
Male	45	42,5
Female	61	57,5
Total	106	100

Preliminary Analyses

Before carrying out the multiple linear regression analysis, the following are the results of the preliminary analyses performed, namely the normality, linearity, multicollinearity, and heteroscedasticity tests.

Normality Test

The normality test is used to determine whether the data used is normally distributed or not. This research uses *Kolmogorov-Smirnov* test. Data is stated to be normally distributed if the significant value is greater than alpha 5% ($\text{sig} > 0.05$) (Syah, n.d.). Based on Table 2, the value of *Kolmogorov-Smirnov Z* is 0.852 with a significance value of 0.463, which is greater ($>$) than alpha (0.05). Thus, it can be determined that the data is normally distributed.

Table 2.
Normality Test Results

Kolmogorov-Smirnov Z	Asymp. Sig. (2-tailed)	Description
0.852	0.463	Normal

Source: Output of the SPSS

Linearity Test

The linearity test is used to determine whether the independent variable and the dependent variable have a linear relationship or not. This research uses Analysis of Variance (ANOVA). Data is stated to have a linear relationship if the significance value is greater than alpha 5% ($\text{sig} > 0.05$) (Syah, n.d.).

Table 3.

Linearity Test Results

Variable	Sig. deviation from linearity	Description
Interest in Learning	0.977	linear
Learning Facilities	0.699	linear

Source: Output of the SPSS

According to Table 3, the significance value for the deviation from linearity variable of learning interest is 0.977 and the learning facility variable is 0.699, which are greater ($>$) than alpha (0.05). Therefore, it can be concluded that the relationship model is linear and this model can be used for regression testing.

Multicollinearity Test

A good regression model is indicated by the absence of a correlation between the independent variables. According to Ghazali & Ratmono (2017), the presence and absence of intercorrelation can be determined using the Tolerance value and Variance Inflation Factor (VIF). If the Tolerance value is greater than ($>$) 0.10 and value of VIF smaller than ($<$) 10, it can be concluded that there is no multicollinearity between the independent variables.

Table 4 presents the Tolerance value of interest in learning and learning facilities of 0.704, which is greater than ($>$) 0.10 meaning that there is no significant correlation between the variables of interest in learning and learning facilities. Next, VIF value of interest in learning and learning facilities of 1.419 is less than ($<$) 10 meaning that there is no multicollinearity in the regression model or there is no significant correlation between the variables of interest in learning and learning facilities.

Table 4.

Multicollinearity Test Results

Variable	Tolerance	VIF	Description
Learning Interest	0,704	1.419	Multicollinearity does not occur
Learning Facilities	0,704	1.419	Multicollinearity does not occur

Source: Output of the SPSS

Heteroscedasticity Test

The heteroscedasticity test is used to find out that the variable variance is not the same for all observation variables. A good regression equation is an equation that does not have heteroscedasticity. In testing heteroscedasticity, this study uses the Glejser test as a basis for decision making. If the sig value is greater than ($>$) 0.05,

there is no heteroscedasticity (Ghozali & Ratmono, 2017). Table 5 revealed that the significance value of interest in learning is 0.423 and learning facilities is 0.515, both of which are above (>) 0.05. Thus, it can be concluded that the tested model does not show heteroscedasticity and can be used for regression tests.

Table 5.

Heteroscedasticity Test Results

Variable	Sig.	Description
Learning Interest	0.423	Heteroscedasticity does not occur
Learning Facilities	0.515	Heteroscedasticity does not occur

Source: Output of the SPSS

t test

The t test is used to determine how much each independent variable affects the dependent variable. According to Ghozali & Ratmono (2017), the t test is done by comparing the t-value (standardized coefficient beta) which is greater than (>) t table and the significance value must be less than (<) 0.05. Table 6 showed that variable of interest in learning has a t-value of 3.530 > t-table of 1.65964 and a value (sig.) of 0.001 < 0.05. The t-table value is determined from $df = n - 2$ or $106 - 2 = 104$ in the t table showing the number of 1.65964. Therefore, it can be concluded that interest in learning has a significant effect on learning outcomes in Economics. Meanwhile, the learning facilities variable has a t-value of -1.569 < t-table of 1.65964 and a value (sig.) of 0.120 > 0.05. In conclusion, learning facilities have no significant effect on learning outcomes in Economics.

Table 6.
t Test Results

Model	Coefficients ^a				t	Sig.
	Unstandardized Coefficients		Standardized Coefficients			
	B	Std. Error	Beta			
(Constant)	77.899	2.012		38.711	.000	
1 Learning Interest	.171	.048	.391	3.530	.001	
Learning Facilities	-.058	.037	-.174	-1.569	.120	

a. Dependent Variable: Learning Outcomes

The results of this research are supported by research from Dardi et al. (2022) and Nugroho & Wahyudi (2022), which revealed that interest in learning significantly influences learning outcomes. Interest in learning can be interpreted as a strong tendency or desire for something (Simbolon, 2013). When a student has a high interest in studying economics, the students want to study the material thoroughly until they understands-it so that the learning outcomes achieved will be better (Olyvia et al., 2015). Therefore, the greater the interest in learning is, the greater the positive influence on students' learning outcomes. If the learning

material does not match students' interests and there is nothing that attracts students' attention, then students will not learn well (Pangestu et al., 2015). Furthermore, according to Lestari (2013), students' interest in learning can improve students' learning outcomes when students are happy with Economics lessons and students are motivated to study well to achieve good learning outcomes. In short, it can be said that high student interest ultimately leads to good learning outcomes.

Analysis of the learning facilities variable shows that there is no significant influence on student learning outcomes in Economics. This might be because the majority of students do not optimally utilize the existing learning facilities. This research is in line with research by Nurmalia (2010) where the results of her research show that learning facilities do not have a significant effect on learning outcomes. Likewise, research from Nahampun et al. (2017) stated that learning facilities did not have a significant effect on learning outcomes. Learning facilities should have a very important influence on learning outcomes. As stated in research from Wibowo & Fuadi (2022), students' learning outcomes will be good if they have good and complete learning facilities, so learning facilities are able to encourage student learning outcomes to be better. However, when learning facilities are incomplete, they tend to be uncomfortable, and students are not enthusiastic about participating in the learning process, which will affect students' learning outcomes.

F test

The F test aims to test whether all the independent variables simultaneously have a significant effect on the dependent variable. According to Ghozali & Ratmono (2017), in the F test the data is said to be significant if the significance value (sig.) is smaller than (<) 0.05 and the calculated F value is greater than (>) the F table. Table 7 presents a value (sig.) of 0.003 < 0.05 and a calculated F value of 6.317 > F table of 3.08. In conclusion, the variables of interest in learning and learning facilities simultaneously have a significant effect on the variable of students learning outcomes in Economics. This means that the higher the student's interest in learning and the better the learning facilities, the better the learning outcomes obtained.

Table 7.
F test results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	116.111	2	58.056	6.317	.003 ^b
	Residual	946.540	103	9.190		
	Total	1062.651	105			

a. Dependent Variable: Learning_Results

b. Predictors: (Constant), Learning_Facilities, Laearning_Interest

Furthermore, the coefficient of determination is useful for measuring how much the contribution of all independent variables is to explaining the dependent variable

(Ghozali & Ratmono, 2017). Table 8 revealed that the R Square value of 0.109. This implies that the effect of learning interest and learning facilities variables significantly on the learning outcomes in Economics variable is 10.9%.

Table 13.
Coefficient determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.331 ^a	.109	.092	3.031

a. Predictors: (Constant), Learning_Facilities, Interest_Learning

Interest in learning Economics and learning facilities available at school affect learning outcomes in Economics. The completeness of the facilities at the school and the comfort felt by students from the available facilities have a very good impact on students' learning outcomes (Harung & Astuti, 2021). Because without the completeness and comfort in these learning facilities, learning activities cannot run well. When the facilities are complete and students feel comfortable with the learning facilities provided by the school, students' awareness of learning will increase. With this awareness, it can be assumed that students will be more diligent in studying, so that students' learning outcomes can improve. This research is in line with research by Dardi et al. (2022), where the research results show that interest in learning and learning facilities have a positive and significant effect simultaneously on learning outcomes.

CONCLUSION

The research results show that: 1) there is a significant influence of interest in learning on learning outcomes of students in Economics as indicated by the calculated t value of $3.530 > t$ table of 1.65964 and a value (sig.) of $0.120 > 0.05$; 2) there is no significant effect of learning facilities on learning outcomes of students in Economics as indicated by the calculated t value of $-1.569 < t$ table of 1.65964 and a value (sig.) of $0.120 > 0.05$; and 3) there is a significant effect of learning interest and learning facilities on learning outcomes of students in Economics, which is shown by a value (sig.) of $0.003 < 0.05$ and a calculated F value of $6.317 > F$ table of 3.08. The limitations of this study are: 1) This study only focuses on the learning outcomes in cognitive aspect and 2) The data used is based on respondents' self-report on their perception about learning interest and learning facilities. The findings of this study are expected to contribute as input for teachers and schools to prioritize methods for enhancing students' interest. Schools should also concentrate on providing the necessary facilities for an increasingly enjoyable learning experience and encourage students to utilize them, thereby yielding highly satisfactory learning outcomes.

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