

## The Influence of Interest in Learning and Intrinsic Motivation on Students' Learning Outcomes in Social Sciences Subjects at Class IX SMP Negeri 2 Bukit Sundi

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**Abstract:** This research is motivated by the low students' learning outcomes in social studies subjects at SMP Negeri 2 Bukit Sundi. This is allegedly due to the low interest in learning and students' intrinsic motivation in the learning process. This study aims to examine: 1) the influence of learning interest on students' learning outcomes in social studies subjects, 2) the effect of intrinsic motivation on learning outcomes in social studies subjects, and 3) the influence of interest in learning and intrinsic motivation on students' learning outcomes in social studies subjects class IX SMP Negeri 2 Bukit Sundi. The population in this study is grade IX students at SMP Negeri 2 Bukit Sundi. The total number of the population is 82 students. The results of this study indicate that: 1) there is a positive and significant influence between learning interest towards students' learning outcomes, which is obtained  $t - count > t - table = 2,470 > 1,9905$ , 2) there is a positive and significant influence between Intrinsic motivation towards students' learning outcomes, which is obtained  $t - count > t - table (2.134 > 1.9905$ , 3). There is a positive and significant influence between learning interest and intrinsic motivation towards students' learning outcomes, where  $F - count$  of 4,551 while  $F - table$  of 3.11 means  $F - count > F - table$ . So there is a positive and significant effect simultaneously between intrinsic interest and motivation on students' learning outcomes in social studies subjects at SMP Negeri 2 Bukit Sundi, with a significant level is 5%.

**Keywords:** Interest in Learning; Intrinsic Motivation; and Learning Outcomes

### Introduction

Based on observations made by the writer from January 13, 2019, until January 18, 2019, that, the author chose SMP Negeri 2 Bukit Sundi as a place of observation and research because it is located on the Sundi Kinari highway, the superiority of the school was once a champion 1 at the time of the highest UN results of 6 junior high schools in Bukit Sundi District in the 2014/2015 school year but in recent years student learning outcomes began to decline, When observation and observation researchers found students in SMP Negeri 2 Bukit Sundi, students' interest in learning less and less in the learning process, especially in class VIII. Class VIII who should have a high interest in learning and motivation in learning will later move up to class IX, and at class IX they will face the so-called National Examination later. But what seems to be a lot of students who lack focus and pay attention to the teacher during the learning process, students' minds are still outside the learning material, because students only want to play outside. The feeling of displeasure with social studies lessons, this is seen in students who do not like social studies learning because social studies learning is

identical to understanding and summarizing/taking notes. It can be seen when the work is done is not optimal, there are even tasks that are not done at all. Lack of willingness and tendency from within students to be actively involved in learning to get the best results, seen from the reality in the learning process students only accept material delivered by the teacher, without wanting to find other more up-to-date information about social studies subject matter. Some students only rely on friends who are active during group discussions, lack of enthusiasm in learning as many students are less focused in learning, some students are busy doing other activities in learning, talking to friends while learning.

The purpose of this research are: a). Knowing and analyzing the influence of learning interest on student learning outcomes in social studies subjects in class IX at SMP Negeri 2 Bukit Sundi. b). Knowing and analyzing the effect of intrinsic motivation on student learning outcomes in social studies subjects in class IX at SMP Negeri 2 Bukit Sundi. c). Knowing and analyzing the influence of interest in learning and the influence of intrinsic motivation on student learning outcomes in social studies subjects class IX at SMP Negeri 2 Bukit Sundi.

## **Methodology**

### **1. Type of Research**

Under the problems and hypotheses raised, this type of research is descriptive research with a quantitative approach. According to Sukmadinata (2010: 71), descriptive research is the most basic research. Intended to describe or describe the phenomena that exist, both natural phenomena and human engineering

### **2. Data Collection and Analysis Techniques**

#### **Data collection technique**

The data of this study were collected using observation techniques, questionnaires, and documentation.

#### **Data analysis technique**

To analyze the percentage of respondents' answers to research variables the formula used by Sudijono (2014: 43) is used, namely:

$$P = F / N \times 100\%$$

Information:

P = percentage of influence of the independent variable

F = frequency of student answers

N = number of cases (total frequency)

## Research Results and Discussion

### 1. Data Analysis

#### a. Test Prerequisite Analysis

##### 1) Normality Test

The purpose of doing a normality test on a series of data is to find out whether the population data is normally distributed or not. A series of summaries of normality test results can be seen in the table below:

**Table 1. Summary of Normality Test Results**

No	Variable	D <sub>hitung</sub>	D <sub>tabel</sub>	Kesimpulan
1	learning outcomes (Y)	0,098	0,099	H <sub>0</sub> accepted

Source: Processed Primary Data 2019

From the table above, the value of D-count = 0.098 is obtained, while from the Kolmogorov-Smirnov table, the value of D-table = 0.099 is obtained. It turns out that the value of D-count = 0.098 < D-table = 0.099 so that H (0) is accepted and H (a) is rejected, so the decision is normally distributed, meaning that the ability of students of class IX SMP Negeri 2 Bukit Sundi has the same average.

##### 2) Linearity Test

The purpose of the linearity test is to determine whether the dependent variable (Y) and the independent variable (X) have a linear relationship (Siregar 2014: 178). This test is commonly used as a condition in applying linear regression methods. A summary of the linear test results can be seen from the table below:

**Table 2: Summary of Linear Test Results**

No	Variable		F <sub>-count</sub>	F <sub>-table</sub>	Conclusion
	free	Bound			
1	X <sub>1</sub> , X <sub>2</sub>	Y	4,551	3,11	H <sub>0</sub> be accepted

Source: Processed Primary Data 2019

Based on the table above it can be seen that the regression model used to predict social studies learning outcomes that are influenced by learning interest and intrinsic motivation can

be used, because from the table above obtained  $F\text{-count} = 4.551$  while  $F\text{-table} = 3.11$ . Meaning is  $F\text{-count} = 4.551 > F\text{-table} = 3, 11$  then  $H(0)$  is rejected and  $H(a)$  is accepted. This means that multiple linear regression models can be used in predicting the influence of learning interest and intrinsic motivation on social studies learning outcomes.

#### b. Multiple linear regressions

This study consists of one dependent variable and two independent variables then a statistical test used is multiple linear regression method. The results of the multiple linear regressions test can be seen in the table below:

**Table 3: Description of the Effects of Internet Utilization and Time Management on Economic Learning Outcomes**

No	Variable		R	R <sup>2</sup>	Sig
	Free	bound			
1	Interest learning ( $X_1$ ) Intrinsic motivation ( $X_2$ )	Learning outcomes (Y)	0,162	0,262	.000

Source: Processed Primary Data 2019

Based on the table above, it can be seen the influence of interest in learning and intrinsic motivation on student outcomes in social studies subjects is 39.633%. This means that interest in learning and intrinsic motivation of 26% towards social studies learning outcomes of class IX at SMP Negeri 2 Bukit Sundi, and 74% are influenced by other independent variables. After calculations with multiple linear regressions, the following equation is obtained:

$$Y = 39,633 + 0.304X(1) + 0.621 X(2)$$

Y is the result of studying social studies, while (X1) is an interest in learning, and (X2) is the intrinsic motivation of student learning. From the equation above, it can be analyzed that social studies learning outcomes if, without intrinsic interest and motivation in the learning process, social learning outcomes obtained by students amounted to 39,633.

The linear equation above can be interpreted as follows:

The value of the constant or the regression line of 39.633 indicates that the value of the variable learning interest and intrinsic motivation towards learning outcomes is valued at

39,633 meaning that if the interest in learning and intrinsic motivation towards learning outcomes is 39,633%.

The multiple linear regressions coefficients of student interest in learning by 0.304 which is positive means that the positive influence of student interest in learning increased by 30.4% with the assumption that other variables did not change.

Intrinsic motivation regression coefficient value 0.621 which is positive means that there is an influence of intrinsic motivation on learning outcomes. Students' intrinsic motivation motivates learning outcomes to increase by 62.1% in each unit. Assuming the other variables do not change.

The value of  $R^2$  is equal to 0.262 which means the amount of contribution or contribution of learning interest and intrinsic motivation to learning outcomes is 26.2% and the rest is influenced by other variables not included in this study.

### c. Hypothesis testing

Knowing whether there is influence and whether or not the hypothesis is proposed, it is proven by the regression coefficient between the variables of interest in learning (1) and intrinsic motivation (X2) with the results of students' social studies (Y), after it is done the research obtained a summary of the results of the calculation of the regression coefficient, as follows:

**Table 4: Summary of Results of Regression Coefficient Calculation**

No	Variable	Koefisien Regresi	t <sub>count</sub>	t <sub>table</sub>	Sig
1	Student Interest (X <sub>1</sub> ) Learning	0,304	2,470	1,9905	0,000
2	Intrinsic Motivation (X <sub>2</sub> )	0,621	2,134	1,9905	0,000

Source: Processed Primary Data 2019

Based on the table above, it can be seen that interest in learning has an effect of 30.4% on social studies learning outcomes for class IX at SMP Sundanese 2 Bukit Sundi. This value shows a very positive relationship, the meaning is very positive here is the higher the interest in learning (X (1)) students possessed by students, the higher the learning outcomes of social studies they achieve.

While intrinsic motivation in the learning process affects 62.1% of social studies learning outcomes. This value shows a very positive relationship, the meaning is very positive is the higher the intrinsic motivation of students in learning, the higher the social learning outcomes achieved.

To see whether the hypothesis is accepted or not, it can be seen from the following t-test and F-test analysis:

#### 1. Effect of Learning Interest on Social Learning Outcomes.

Based on the previous table 18, the value of  $t_{\text{count}} = 2.470$  is obtained, while the value of  $t_{\text{table}} = 1.9905$ . It turns out that  $t_{\text{count}} > t_{\text{table}}$  then  $H_0$  is rejected. Then the decision on the proposed hypothesis is accepted, so it can be concluded that there is a partially significant effect between students' interest in learning towards social studies learning outcomes.

#### 1. Effect of Intrinsic Motivation on Learning Outcomes

Based on the previous table, the value of  $t_{\text{count}} = 2.134$  is obtained, while the value of  $t_{\text{table}}$  can be found using the t-table, then the value of  $t_{\text{table}} = 1.9905$ . It turns out that  $t_{\text{count}} > t_{\text{table}}$ , then  $H_0$  is rejected. Then the hypothesis decision submitted is accepted, so it can be concluded that there is a partially positive effect between intrinsic motivations on social studies learning outcomes.

#### 2. Effects of Interest in Learning and Intrinsic Motivation on Social Studies Learning Outcomes.

To see whether there is a positive and significant simultaneous influence between learning interest and intrinsic motivation in the learning process on social studies learning outcomes can be seen in table 19 below:

**Table 5: Summary of Test Results F**

No	Variable		$F_{\text{count}}$	$F_{\text{table}}$	Sig
	free	Bound			
1	X	Y	4,551	3,11	0,000

Source: Processed Primary Data 2019

From the above table, shows the value of  $F_{\text{count}} = 4.551$  while the value of  $F_{\text{table}}$  can be searched using table F with a significant level of 0.05, then the value of  $F_{\text{table}} = 3.11$  turns out to be  $F_{\text{count}} 4.551 > F_{\text{table}} = 3.11$  so  $H_0$  is rejected, and  $H_a$  is accepted. Then the decision is that there is a significant simultaneous effect between students' interest in learning and intrinsic motivation in the learning process of social studies learning outcomes.

## Discussion

### 1. Effect of Interest in Learning Interest (X (1)) Partially on Social Studies Learning Outcomes (Y) of Class IX Students in SMP Sundanese 2 Bukit Sundi

Based on the results of the analysis of statistical data using the t-test, it is known that the interest in learning is obtained by  $t \text{ count} = 2,470$  while  $t \text{-table} = 1.9905$ . This means that  $t \text{-count} > t \text{-table}$  then  $H (0)$  is rejected  $H (a)$  is accepted. Then the decision of the proposed hypothesis is accepted, so it can be concluded that there is a positive and partially significant effect between learning interest towards student learning outcomes in social studies subjects at SMP Negeri 2 Bukit Sundi with a significant level = 5% while the influence of learning interest on social learning outcomes is 30%.

According to Islamuddin (2012: 188) "interest in learning as understood and used by people so far can affect the quality of student achievement under certain fields of study". According to Dalyono in Titin (2017: 19) "great interest in learning tends to result in high learning achievement, conversely less interest in learning will result in low achievement".

### 2. The Effect of Intrinsic Motivation (X (2)) Partially on Social Studies Learning Outcomes (Y) of Class IX Students in Bukit Sundi Middle School 2

Based on the results of statistical data analysis using the t-test, it is known that intrinsic motivation in the learning process is obtained  $t \text{-count} = 2.134$  while the value of  $t \text{-table} = 1.9905$ . This means that  $t \text{-count} > t \text{-table}$ , then  $H (0)$  is rejected and  $H (a)$  is accepted, so it can be concluded that there is a positive and partially significant effect between intrinsic motivation in the learning process on student learning outcomes in social studies subjects at SMP Negeri 2 Bukit Sundi, with a significant level of 5%, while the effect of intrinsic motivation in the learning process on Social Studies learning outcomes is 62%.

From the results of this study in line with the opinion of Iskandar (2009: 88) "intrinsic motivation (internal) is an absolute driving force associated with learning activities. The point is that internal motivation arises from within individuals (students) in learning activities that are appropriate or in line with their needs. According to Sardiman in Wigati (2016: 5), intrinsic learning motivation can also be said as a form of motivation in which learning activities begin and continue based on an impulse from within and are related to learning activities. If someone has a high intrinsic motivation to learn, then he will learn without any coercion from anyone.

### **3. Effect of Interest in Learning ( $X_1$ ) and Intrinsic Motivation ( $X_2$ ) Simultaneously on Social Studies Learning Outcomes (Y) of Class IX Students in SMP Negeri 2 Bukit Sundi**

Based on the results of statistical data analysis using the F test, it is known that interest in learning is obtained value  $F_{\text{calculate}} = 4.551$ , while the value of  $F_{\text{table}} = 3.11$ , this means  $F_{\text{count}} > F_{\text{table}}$  so that  $H_0$  is rejected  $H_a$  is accepted. So it can be concluded that there is a positive and significant effect simultaneously between learning interest towards student learning outcomes in social studies subjects at SMP Negeri 2 Bukit Sundi with a significant level of 5%. While the influence of students' interest in learning and intrinsic motivation on social studies learning outcomes is 26%. This means that interest in learning and intrinsic motivation in the learning process contributed 26% to student learning outcomes in social studies subjects at SMP Negeri 2 Bukit Sundi and 74% were influenced by other independent variables.

The results of this study indicate that the higher the intrinsic interest and motivation, the better the learning outcomes to be achieved by students. This is according to Titin (2017: 17) that interest in learning and intrinsic motivation affect learning outcomes achieved by students. If a student has high interest and has a drive-in his to learn it will also be high student learning outcomes. Because with the interest and motivation can develop activities and initiatives and can direct and maintain perseverance in learning activities.

### **Conclusion**

Based on the results of the research that have been obtained, conclusions can be made related to this research, namely:

- a. Based on the results of statistical data analysis using the t-test, it is known that  $t_{\text{count}} = 2,470$  while the value of  $t_{\text{table}} = 1.9905$ . This means that  $t_{\text{count}} > t_{\text{table}}$   $H_0$  is rejected and  $H_a$  is accepted. So there is a positive and partially significant effect between students' interest in learning towards student learning outcomes in student subjects in social studies subjects class IX SMP Negeri 2 Bukit Sundi with a percentage of interest of 30% with a significant level of 5%.
- b. Based on the results of statistical data analysis using the t-test it is known that  $t_{\text{calculate}} = 2.134$  while  $t_{\text{table}} = 1.9905$ . This means that  $t_{\text{count}} > t_{\text{table}}$ , then  $H_0$  is rejected and  $H_a$  is accepted, so it can be concluded that there is a



positive and partially significant effect between intrinsic motivation on student learning outcomes in social studies subjects in IX grade SMP Negeri 2 Bukit Sundi with a percentage of 62% with a significant level of 5%.

- c. Based on the results of statistical data analysis using the F test, it is known that F-count = 4.551 while the value of F-table = 3.11. This means that F-count > F-table so that H (0) is rejected and H (a) is accepted. So it can be concluded that there is a positive and significant effect simultaneously between students' interest in learning and intrinsic motivation on learning outcomes of social studies subjects in IX grade SMP Negeri 2 Bukit Sundi with a significant level of 5%.

Based on the results of research that has been obtained, the authors propose several suggestions, namely:

- a. To increase students' interest in learning and intrinsic motivation for learning, the things that teachers need to do to increase students' interest in learning and motivation to do are by the teacher is not monotonous in delivering material, using or utilizing learning facilities as much as possible, creating a conducive learning atmosphere and not tense even in difficult material, sometimes accompanied by jokes to dilute the atmosphere, always generate motivation to grow interests and interests in social studies subjects, involve students actively in learning, let them indulge and provide examples and applications in daily life days if necessary give rewards or small prizes to stimulate students' interest and motivation in learning.
- b. To increase students' interest and intrinsic motivation in learning students need to do the following, namely students are happier in social studies subject matter such as being diligent in learning, understanding all material related to social studies and more enthusiastic in learning., More attention in learning Social studies such as setting aside all problems related to the outside world, so the soul and mind of students focus on what they are learning, and active participation such as looking for more up-to-date information about the lessons being learned in lessons in social studies learning.
- c. To increase interest in learning and intrinsic motivation for student learning, the thing that needs to be done by the school is the school must provide the facilities and infrastructure needed by students while studying, teachers must show affection for students and be able to control student attitudes, the student needs in

learning, teachers should be able and patiently serve every desire of students towards students' material so that students are encouraged to study harder, teachers must be able to create a pleasant and comfortable learning atmosphere by providing a sense of security, psychologically free, providing opportunities for participation in the study.

- d. This study motivates that interest in learning and intrinsic motivation, together provide an influence on learning outcomes. For the need for further research on other factors that can affect learning outcomes.

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