



The Effect of Learning Interest on Student Learning Outcomes in Short Distance Running Class V at SD Negeri 112 Seluma

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Abstract. This study aims to determine the effect of interest in learning on student learning outcomes in class v short distance running at SD Negeri 112 Seluma. This research design uses a survey method with sampling techniques using total sampling with a sample size of 22 respondents, data analysis in this study using quantitative descriptive techniques with hypothesis testing using simple linear regression analysis. The variable value coefficient X of 0.841 states that every 1% increase in the value of learning interest will increase by 0.841. Based on the value of the correlation coefficient, the r value is 0.832, which means that variable X has a strong positive correlation with variable Y , the r square value is 69.3%. This means that interest in learning affects learning outcomes by 69.3% and 30.7% is influenced by other variables. Based on the value of t_{hitung} greater than the value of $t_{tabel} = 2.07387$ so that H_0 is rejected and H_a is accepted which means that there is an effect of learning interest on student learning outcomes in learning short distance running class V at SD Negeri 112 Seluma.

Keywords: *Student Learning Outcomes, Effect of Learning Interest*

INTRODUCTION

This interest of students is often referred to as interest. The definition of interest is defined as a condition that occurs when a person sees the characteristics or meaning of a temporary situation that is associated with his own desires or needs. Therefore, what a person sees will certainly arouse his interest to the extent that what he sees has a relationship with his own interests. This shows that interest is a tendency of one's soul to someone usually accompanied by a feeling of pleasure (Sappaile et al., 2021: 29).

Students in the classroom often show low interest in learning, a very important problem is the number of students who often talk to themselves during the learning process. This is very disruptive to the learning process because it can interfere with other students who want to pay attention and prevent students who talk to themselves from absorbing the material better. Students who have a high interest in learning during the learning process can improve the learning process, but students who have a low interest in learning will reduce the quality of learning and have an impact on learning outcomes.

Education must be in accordance with the objectives of national education written in Law Number 20 of 2013 (Article 1) concerning the National Education System where it is explained that education is a planned conscious effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state. Therefore, the progress achieved by students in the education process can be seen and measured by the learning outcomes achieved by students (Ayuni, 2023: 11-14).

Student success in learning is one of the indicators that can be used to determine the quality of education. However, achieving these indicators is not always easy because many factors affect learning success. It is very important that learning interest affects student learning outcomes because if the subject matter studied is not in accordance with their interests, students will not learn well because it is not interesting to them, they will be lazy to learn, and they will not get satisfaction from the lesson.

Subject matter that interests students is easier to learn, so that their learning outcomes can be improved (Syarifudin, 2020: 77). Likewise, learning to run short distances, running or running is one of the sports branches that is favoured by many people. In running what is needed is strength and speed. running includes sports from athletics. So in this case, interest in learning is very necessary to grow so that students are more enthusiastic in carrying out the learning process so that they can achieve the desired learning goals or results.

LITERATURE REVIEW

Student Learning Outcomes

Student learning outcomes are the measurable achievements or skills that students gain after completing a learning process or educational program. These outcomes reflect not only the knowledge acquired but also the students' ability to apply, analyze, and evaluate information. In educational contexts, student learning outcomes are often used to gauge the effectiveness of instructional methods and curriculum.

Learning outcomes can vary based on factors such as teaching quality, learning environment, and students' individual differences. They encompass cognitive skills, emotional development, and practical competencies, which are essential indicators for assessing educational success. Understanding the determinants of student learning outcomes enables educators to optimize teaching strategies and resources, promoting academic growth and personal development.

Effect of Learning Interest

Learning interest refers to the intrinsic motivation and curiosity that drive students to engage with learning materials. This interest can profoundly impact academic performance and engagement. When students possess a strong interest in learning, they are more likely to participate actively, complete assignments, and seek further knowledge beyond the standard curriculum.

Studies indicate that a high level of learning interest contributes to deeper understanding, better retention of information, and improved academic achievements. Conversely, a lack of interest can lead to disengagement, poor performance, and a reduced ability to retain knowledge. Educators can foster learning interest by creating interactive, relevant, and engaging learning experiences, which, in turn, can enhance students' enthusiasm and contribute to positive learning outcomes.

METHODS

This research is Quantitative Descriptive, quantitative research methods according to (Ayuni, 2023: 12). Research methods based on the philosophy of positivism are used to examine certain populations or samples, data collection using quantitative / statistical data analysis research instruments with the aim of testing predetermined hypotheses. Data collection techniques using questionnaires and documentation, with data analysis techniques using simple linear regression.

RESULTS

Hypothesis Test

Simple linear regression with model equation

$$\hat{y} = 1,639 + 0,841X$$

The constant of 1.639 means that the consistent value of the learning outcome variable. The variable value coefficient X of 0.841 states that every 1% increase in the value of learning interest will increase by 0.841.

Table 1 Colleration Coefficient Value and Coefficient of Determination

R	R-Square
0,832	0,693

Based on the table above, it can be concluded that the r square value is 69.3%. This means that interest in learning affects learning outcomes by 69.3% and 30.7% is influenced by other variables.

Table 2 T test

Uji T	
Statistik Uji	6,712
P-Value	0,000

Based on Table 2, it can be seen that the *thitung* value is greater than the *ttabel* value = 2.07387 so that H_0 is rejected, which means that interest in learning has a significant effect on student learning.

DISCUSSION

Hypothesis testing, in this test using simple linear regression with the help of the spss application. So that the model equation $y = 1.639 + 0.841X$ is obtained. The constant of 1.639 means that the consistent value of the learning outcome variable. The variable value coefficient X of 0.841 states that every 1% increase in the value of learning interest will increase by 0.841. Based on the table above, an r value of 0.832 can be obtained, which means that variable X has a strong positive correlation with variable Y , the r square value is 69.3%. This means that interest in learning affects learning outcomes by 69.3% and 30.7% is influenced by other variables. Based on Table 4.5, it can be seen that the *thitung* value is greater than the *ttabel* value = 2.07387 so that H_0 is rejected and H_a is accepted, which means that in this study there is an effect of learning interest on student learning outcomes in learning short distance running class V at SD Negeri 112 Seluma.

CONCLUSION AND LIMITATION

From the results of research and discussion conducted on the effect of interest in learning on student learning outcomes in class V short distance running at SD Negeri 112 Seluma, it can be concluded as follows:

1. There is an effect of interest in learning on student learning outcomes in class V short distance running at SD Negeri 112 Seluma.
2. Learning interest affects student learning outcomes in grade V short distance running learning at SD Negeri 112 Seluma by 69.3% and 30.7% is influenced by other variables.

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