



Analyze Students' Learning Interest In The Subjects They Like

Tiffany Intania Siregar^{1*}, Ufistia Anilafiza¹, Saniatul Atia¹, Hafifah Indah Lestari¹

¹Faculty of Tarbiyah and Teacher Training, UIN Sulthan Thaha Saifuddin Jambi, Jambi, Indonesia.

Article History:

Received: July 28, 2022

Revised: October 24, 2022

Accepted: January 01, 2023

Published: February 01, 2023

Keywords:

Interest; Learning; Subject;
Student's; Teacher

*Correspondence Author:

Tiffanyintania@gmail.com

Abstract: The purpose of this study was to determine the effect of the talents and interests of students based on the subjects and teachers they liked on the students of Madrasah Ibtidaiyah Nurul Yaqin Simoang Sungai Durendan as well as on the learning outcomes and achievements of students in grade 6.B. This study used qualitative methods .population with a total sampling of 22 students/i, the most preferred subject is Corner with a total of 72%.interests in learning to follow the learning of class VI students of Madrasah Ibtidaiyah Nurul Yaqin Simpang Sungai Duren are very diverse. Starting from those who are very enthusiastic in participating in learning to those who are less enthusiastic in participating in learning. The learning interest of these students is also influenced by the way of teaching and learning methods used by the teacher. In this case, the more interesting the teaching method given by a teacher, the more enthusiastic the students will be in participating in the teaching and learning process in the classroom. Students' interest in learning is also influenced by the subjects they like and dislike. The ability of students to receive learning material is different. Therefore, it is necessary to analyze students' and students' learning interest based on their preferred subjects and teachers. This is done to improve the quality of the teacher's teaching and also to better understand the ability of students to receive learning.

INTRODUCTION

According to The liang gie, 1994 interest is fully involved with an activity because it realizes the importance of this activity. According to Ahmadi, 2009 interest is the attitude of a person's soul including the three functions of his soul, namely cognition, conation, and emotion that is directed at something and in that relationship the element of feeling is so strong. According to Djaali, 2008 interest is a preference for and a sense of attachment to a situation, without anyone ordering it. According to Arno f. Witting, 1981 definition of learning is a relatively enduring change that occurs in all the behavior of an organism as a result of learning. According to W. Gulo, 2002, namely a process that takes place within the individual who can change his behavior, both his behavior, both behavior in thinking, behaving, and acting. According to Sadirman A.m, 2005, namely the appearance that is used for the results of practice as a change. According to Moh. Surya 1981 is a process of effort by individuals to get a change in behavior that is new as a whole, as a result of the individual's own experience in interaction with the environment. According to Djamarah,

2002 the index of interest in learning is a sense of liking, questions prefer, there is a sense of interest in awareness to learn without being told, participate in learning activities, pay attention.

Growing students' learning interest in participating in the learning and teaching process is a very important thing. Where if the teaching and learning process, students who have a high learning interest in the learning process can support the teaching and learning process to get better, vice versa, low learning interest will make the quality of learning decrease and affect learning outcomes.

According to Slameto, 1995 "explaining interest is a high tendency towards something". Interest is a relatively permanent trait in a person. Interest is a persistent interest or tendency to pay attention to or be involved in something because of realizing the importance or value of that thing. In fostering interest in learning students in class can be done in various ways. For example by providing fun and enjoyable learning methods and media so that students' interest in learning increases inside learning process in class. learning is the main activity in the process.

However, in discussing learning, this means that the success or failure of achieving educational goals depends on how the learning process is experienced by students according to Susanto, 2013. According to R.Gagne, learning can be defined as a process in which an organism changes its behavior as a result of experience. Learning and teaching are two concepts that cannot be separated from one another. These two concepts become integrated in one activity where there is interaction between teachers and students, as well as students during learning. For Gagne, learning is interpreted as a process to obtain motivation in knowledge, skills, habits and behavior according to Susanto, 2013. So, learning is a process of effort that is carried out by someone to obtain a process of changing behavior carried out by someone through experience and interaction between teachers and students. In connection with this problem, the researcher wants to study it in "analyzing students' interests in their preferred subjects".

METHOD

This type of research is qualitative because researchers here analyze the facts that occur in the environment under study, according to Cresswell, j, 1998 qualitative research is a type of research that can produce discoveries that cannot be achieved by using methods of measurement. bogdab & biklen, 1992 Qualitative research is a method of research that can produce descriptive data in the form of words or writing and the characteristics of the individuals to be observed. And also qualitative research involves certain characteristics. In this case, researchers use data collection techniques, namely, questionnaires/questionnaires, interviews and observations. Questionnaire / questionnaire According to Sugiono, 2017 a questionnaire or senior questionnaire is a data collection technique, which is carried out by giving several questions or written statements to students to answer. The types of questions in the questionnaire are divided into two, namely: open and closed. Open questions are questions that expect students to write down the answer in the form of a description of something. Instead questions that expect a brief answer or expect students

to choose one alternative answer for each question from those available. Each questionnaire question that expects an answer in the form of nominal, ordinal, interval, and ratio data is a closed question form Sugiyono, 2017.

Interviews are one of the most commonly used data collection techniques in social research. This technique is used when the subject of study (students) and the researcher are face to face in the process of obtaining information for primary data purposes. Interviews are used to obtain information related to facts, beliefs, feelings, desires and some of them needed to achieve research objectives. Interviews required both parties, both research and study subjects, to meet in order to achieve the objectives and the data obtained was very accurate. Interviews also aim to record opinions, feelings, emotions and other matters related to individuals who are in an organization. By conducting interviews, researchers can obtain more data so that researchers can understand culture through the language and expressions of the interviewees, and can make clarifications. on things that are not known, Observation is a data collection technique that is carried out through an observation, accompanied by recordings of the state or behavior of the target object. According to Nana Sudjana, the observation is observing and recording in a synthesis of the symptoms carefully.

According to Adler, 1987 observation can be interpreted as one of the fundamentals of a method of collecting data in qualitative research, more specifically concerning social sciences and human behavior. According to Wenner & Schoepfle, 1987 observation is a process of observing from human activity and is regulated physically where the activity can take place continuously from natural activities. Observation techniques are systematic observations and recording of the phenomena investigated. Meanwhile, according to Sutrisno Hadi, 2012 the observation method is defined as observation, systematic recording of the phenomena being investigated. Observation is a data collection technique in which the researcher or his collaborators record information as they witness it during the research. The purpose of observation is in the form of descriptions, generating theories and hypotheses (in qualitative research), or testing theories and hypotheses (in quantitative research). The more detailed observation function consists of describing, filling in, and providing data that can be generalized. Description, means that observations are used to explain, provide, and detail the phenomena that occur, such as a laboratory assistant explaining the working procedure of a hydrogen atom, or a communication expert explaining in detail the work procedures at a television station. Filling in the data, has the intention that the observations made function to complement scientific information on the social phenomena studied through research techniques. Provide data that can be generalized, meaning that every research activity results in a response or reaction from the observed subject. From the existing symptoms, researchers can draw general conclusions from these symptoms Hasanah, 2017.

Table 1. Table of students to be studied

No	Subject	Total Students
1	Art and culture	22
2	english	22
3	Fiqih	22
4	History of islam	22
5	Qur'an tahfiz	22
6	Sport education	22

RESULT AND DISCUSSION

From the research that has been done, namely "analyzing students' interests in their preferred subjects", data is obtained as shown in the following table;

Table 2. Research Results Table

No	Subject	Preferred subject
1	Art and culture	5%
2	english	5%
3	Fiqih	14%
4	History of islam	10%
5	Qur'an tahfiz	10%
6	Sport education	72%

Based on the percentage results, it can be obtained that the subject that students are most interested in is physical education with a total of 72% while other subjects are only around 5-14%. It can be concluded that physical education is most popular with students. And based on observations, the responses of children in receiving various kinds of lessons. When the teacher explained the material there were some students who paid attention and listened to the material from the teacher. This is proven or we can see when the teacher explains the material provided and the teacher asks the children it turns out that there are children who understand and answer questions from the teacher. Not a few also ask again if there is material that is not understood by students. During the assignment session, the children had their own way of doing the task. There are those who work together with their peers, there are also those who do the work themselves. Besides that, in order to get rid of boredom in learning, children entertain themselves in their own way, such as singing, playing with pens, casual discussions with friends, there are those who go in and out of class and some even daydream and there is also when the teacher explains the material, there is 1 student who views the focus is on leaving the class not on the teacher, then when we are observing the course of the teaching and learning process in class there are some students who pay attention to us the researchers, maybe because they are very curious about the researchers, then the results of our observations as researchers there are students who like to be alone, when When asked he only gave a nod in response.

At the time of our research we also interviewed 2 students from grade 6 b. One male student and one female student. Following are the results of his interview;



Figure 1. The researcher is interviewing one of the students

The preferred teacher is a teacher who is cheerful in nature, likes to joke and is definitely not boring. Teachers who are not liked are teachers who seem grumpy or emotional and who like to compare their students with other classes because it discourages learning and teachers who like to put pressure on their students. The subject that you like is PJOK (Physical Education, Sport and Health). Because the PJOK subject is a lesson that has more practice outside of class and feels very fun. And also corner lessons make me healthy and fit. The subjects he did not like were mathematics and Arabic.

The reason is because mathematics is very difficult to digest and difficult to understand, even though the teacher has explained it well but it is very difficult for me to understand it and Arabic subjects are also difficult because there is too much to memorize such as verbs, objects, daily conversations and others, and also the teacher who teaches Arabic is not as expected, because what we have learned for 1 semester, then the exam, the material given and the exam questions are not appropriate and very different from what we have learned, all students have complained about this however, the teacher hasn't followed up on the problem, that is the main reason I don't like learning Arabic lessons. Even so, there is still a willingness to learn mathematics and Arabic, because it is my duty to study them and I still have to be passionate about learning, learning is the main obligation of a learner.



Figure 2. The researcher is interviewing one of the students

The subjects she likes are jurisprudence and SKI (history of Islamic culture). really like it. And according to the sister, fiqh subjects are easy to understand, because practice and its application are carried out every day in our daily life, one of which is prayer. If we pray, of course we have to memorize from the intention to pray until the final tahyad, then about thaharah or purification, from the material for purification we can understand how to purify from uncleanness and hadast which is correct, then fasting, by studying the

material of fasting we can find out how the intention of fasting, which breaks the fast, the conditions of fasting, the guidance of fasting and others. The subject she doesn't like is Mathematics because it is very difficult to understand. The sister said that learning mathematics requires more concentration so that the material can be mastered. Sometimes the material is easy to understand, sometimes not. Even though the teacher has explained in detail, it's still difficult to understand. And there are also lots of formulas that must be mastered in order to be able to answer and find answers from math material. must be understood and also when the exam questions were not in accordance with what I studied, it made me pessimistic when taking math exams, and I really didn't like the subject. The preferred teacher is a type of teacher who is firm but still relaxed with an exciting personality. Meanwhile, teachers who are not liked are teachers who are too serious. Which gives questions that are difficult too. Even if you don't like learning, you still have to be passionate about learning. Because all forms of learning are important.



Figure 3. The researcher is interviewing one of the students

Besides interviewing students, we also had the opportunity to directly interview the homeroom teacher from grade 6 b. Aside from being the homeroom teacher for class 6b, he also teaches thematic subjects, Mathematics and the Quranic hadith. The following is the result of our interview with the homeroom teacher. Regarding the condition of the children in class, there were some children who were active but some were not. The way he outsmarted it was by forming study groups of all the students in the class divided into several groups. The goal is for all children to be active in learning. For children who seem quiet, they can be combined with friends who are active in the learning process. The goal is to establish relationships and good communication of course. For children who like to walk in class and others who are in naughty quotes, they need more attention by being given a subtle and gentle reprimand.

The learning method that is often used is practice. Children prefer practical learning methods because they are more fun and enjoyable. By using the practical method, the learning material provided can be easier to understand. And also with the practical method, it can increase the enthusiasm of students in participating in learning. This is evidenced by some of the best works of children displayed on shelves and walls. The best works of students that have been successfully made are displayed on shelves and classroom walls in

the form of drawings, calligraphy, handmade origami and others. Most children do not like to memorize. So it seems natural that children don't like the Arabic language. Because Arabic subjects memorize more Arabic vocabulary (mufradat). This is also often a problem. There are lots of exam questions that are different from the questions that are often taught. This is what makes students tend to dislike these subjects. Children who are in the category of being inactive in learning need to be given special attention, because by motivating these children it is hoped that it can increase the enthusiasm for learning in class.

Then he also said that children need guidance at home by their parents. parents should also not make too much demands on their children because this can damage children's mentality from an early age, more precisely, parents should be able to accept their children's abilities to the extent where the limits of children's ability to grasp learning materials. sometimes there are parents who push their children too much their child to win the class champion by forcing their child to like all subjects, that is very wrong, because not all subjects are liked by children, so just find out where the child's interest lies. For example, he likes learning about art, then parents must develop potential for the child to be successful in the future yes. then the things that can affect students' learning interest are the first from within, this comes from within students such as fear, level of concentration, and not being able to understand the material provided by the teacher, the second is from outside, things This comes from outside, it can be in the form of teacher or educator support, family problems and limited facilities.



Figure 4. Studnets are filling out questionnaires from researchers

Based on the results of the research questionnaire / questionnaire, it is very diverse. The first subject that students like is the PJOK subject because most of these subjects provide material using practical methods outside the classroom. With practice outside the classroom, students become enthusiastic about participating in PJOK lessons, plus the facilities and infrastructure are adequate as well for exercising to make the body healthy and fit. Then the second subject that is liked by students is Cultural Arts, the reason is because this lesson learns about the arts such as painting, coloring, singing, dancing and others. In this subject can also generate creativity in students. According to the students, this lesson also increases their attractiveness in creating a work of art. Then the third subject that students like is tahfidz or memorizing surahs of the Qur'an. For this tahfiz subject it is devoted to focusing on surah juz 30 from an-naba to an-nas first. because if

you have memorized 1 surah you can easily practice it during prayer and also memorizing surahs is very easy to learn. In addition to the subjects that students like, there are also some subjects that students do not like. Among them, the first is mathematics. Mathematics is indeed a terrible scourge for most students and female students. Because mathematics deals with numbers and formulas. That is what causes some students to find it difficult to understand the material from mathematics. Then the second subject that most students don't like is Arabic.

This Arabic subject is more focused on memorizing mufradat. It's just how the material is given that needs attention. Because it is not easy to teach students new or mufradat vocabulary that is rarely heard by students. That is why Arabic is the second subject that students don't like. And also students really like teachers who pay attention to them, are engrossed in learning in class and don't force them to understand a subject matter and understand students while studying. They really like learning while playing games and students also don't like teachers who are too rude to them, because based on the research questionnaire, the researcher found the reason for the students, namely that there was 1 unscrupulous teacher who, when in class, when learning, liked to scold them, compared with other classes because other classes were smarter and sold in the class which made them not focus on learning and comparing with other classes according to the students, this can make them more pessimistic or insecure and when he scolds one of the students, the student is immediately scared and becomes quiet. It is better according to the students that the teacher should not scold, but rebuke properly.

CONCLUSION

From the observations and data analysis that has been carried out, namely "analyzing students' interests in their preferred subjects", we found the fact that the most preferred subject was physical education (pjok). One of the factors supporting the interest of the participants is the teacher. Because the more qualified the teacher, the higher the interest in learning of students. And also the teacher needs to understand the comprehension power of each student because each participant has different comprehension abilities, some are fast, some are slow. And also a teacher needs to accompany students according to their interests and talents in what subjects, don't force students to be able to be in all subjects because every child must have achievements in different fields, for example there are those in academic or non-academic. So the teacher plays a big role in increasing the talents and interests of students to learn in the school environment. For future researchers to be even better, they can analyze "students' interest in the teacher they like".

REFERENCES

- Ahmad fadillah, *"Analysis of Learning Interest and Talent on Students' Mathematics Learning Outcomes"*, Volume 1 number 2, August 2016, Pages 113-122
- Gie, the liang, *"effective way of learning"*, Yogyakarta, 2014
- Herdiansyah, Haris, *"Qualitative research methodologies for the social sciences"*, Jakarta, 2010
- Imam Gunawan, *"Qualitative research methods"*, Bandung, PT Juvenile Rosdakarya, 2013

- Iryana and Risly Kawasati, "*Qualitative Method Data Collection Techniques*", Pages 1-17
- Kasmadi and Nia siti sunariah, "*Modern guide to qualitative research*", Bandung, 2013
- Kristanto v, "*research methodology guidelines for writing scientific papers*", Yogyakarta 2018
- Lusi Marleni, "*Factors Influencing Student Interest in Class VII SMP NEGERI 1 BANGKINANG*", Volume 1 No.1, May 2016 , Pages 149-150
- Manzilati, "*paradigm qualitative research methodology, methods, and applications*", Malang, 2017
- Margono, "*educational research methodology*", Jakarta, 2010
- Mulyanti ningsih, "*applied research methods in education*", Bandung 2013
- Nugrahani F, "*Qualitative research methods in language education research*", Solo, 2014
- Rahyubi and Heri, "*Learning theories and motor learning applications, descriptions, and critical reviews*", Bandung, 2012
- Rusmiati, "*the effect of interest in learning on learning achievement in the field of economics*", 2017
- Sadirman A, "*Interaction and motivation for teaching and learning*", Jakarta, 2010
- Salim and Syahrums, "*qualitative research methods*", Bandung, 2012
- Semiawan c.r, "*Types of qualitative research methods, characteristics and advantages*", Jakarta, 2010
- Slameto, "*Learning and the factors that influence it*", Jakarta, 2010
- Sugiyono, "*educational research methods: a qualitative approach*", Bandung, 2017
- Suryabrata dam Sumadi, "*Psychology of education*", Jakarta 2011
- Susanto and Ahmad, "*Elementary school learning and learning theory*", Jakarta, 2013
- Suwendra i.w, "*Qualitative research methodologies in social sciences, education, culture and religion*", Bandung, 2018
- Shah Muhibbin, "*Psychology of Learning*", Jakarta, 2010
- Yusuf A.M, "*Quantitative, qualitative and combined research*", Jakarta, 2014