

Original Article

Students Learning Interest in the Class IX Biology Science Subject at SMP Negeri 1 Pamona Barat Poso District

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Abstract:

The interest in learning at West Pamona State Middle School, especially in science subjects, can be said to be in a good category by the learning demands in the curriculum, but there are still many things that teachers still don't understand in encouraging students to develop their motivation and interest. In learning, this is because it still appears that students are not fully ready to learn and are not encouraged to think creatively in the learning process. The subjects in this research were the principal, science teacher, and class IX students at West Pamona 1 Public Middle School, Poso Regency. The results of research based on data analysis show that the description of the learning process of class IX students at SMP Negeri 1 West Pamona in encouraging interest in learning in the Biology science subject is in the medium category, namely at a percentage of 63%. The efforts made by the Biology Science teacher to encourage class IX students to develop an interest in learning at SMP Negeri 1 Pamona Barat, is by directing students to be able to generate ideas, answers, or find problems from learning material, encouraging the ability to be able to try, find solutions to problems. In the learning process, as well as utilizing learning resources such as school facilities and infrastructure. Inhibiting factors that influence class IX students in developing an interest in studying Biology Science at West Pamona 1 Middle School are factors that originate from within the students, such as not being ready to start the learning process due to disruption of physical health, excessive use of cellphones, and also conditional factors. Children's environment is not good, thus triggering juvenile delinquency.



<https://jim.usk.ac.id/sejarah>

Keywords: Learning Interests, Students, Science Subjects, Biology.

Introduction

Interest is the tendency to pay great attention to something with feelings of pleasure in doing it. Students with a high interest in learning will feel happy participating in the learning process and will be able to direct themselves to follow it well. [Viviantini \(2015\)](#) stated that students' feelings of joy in participating in the learning process at school make them like every activity they do in learning. In carrying out a learning activity, [Linajari \(2022\)](#) states that interest is one of the most important aspects for students because interest plays a vital role in measuring and doing the things they want. Interest in learning is an attitude that arises indirectly because it is evidence of students' obedience in following the learning process, both regarding the desired learning process and the desire that emerges within themselves to carry out this effort seriously in the learning process. When studying at school, students are said to be able to learn independently, that is, when they can complete the exercises or tasks assigned by the teacher without depending on anyone. Students will not turn on their friends even if they experience difficulties. When experiencing difficulties, students will try to find a way out. This non-dependence of students is called independence. Learning independence will have a good impact on students' learning development. Students with learning independence will quickly understand the learning material in class ([Linajari, 2022](#)).

Education plays a vital role in preparing quality human resources. Therefore, education should be managed in terms of quality and quantity, in line with what was stated ([Rahmayanti, 2016](#)). This can be achieved if students complete their education on time, with good learning outcomes. A person's learning outcomes are determined by various factors that influence them. One factor outside the individual is the availability of teaching materials that make learning easy for individuals, resulting in better learning. Teaching and learning is an activity that has educational value. Educational values color the interactions that occur between teachers and students. Interactions have educational value because the teaching and learning activities aim to achieve specific goals formulated before teaching.

In reality, each student's interest in learning is not the same; students with a high interest in learning will feel interested and happy in directing their behavior to participate in the learning process at school. In contrast, students with low interest in learning tend to be interested in something other than the learning process. Following learning activities provided by teachers at school, [Reski \(2021\)](#) stated that students' interest in learning is one of the factors needed in the students' learning process. Because with an interest in learning from within, students will direct their behavior to achieve learning goals and be successful in the learning process. However, not all students have a high interest in learning, which can be seen or shown from the attitudes and behavior of students who tend to be less involved in the learning process. These students' interest in learning needs to be deeper ([Reski, 2021](#)).

[Auliya \(2022\)](#) states that meaningful education is defined as an activity/activity carried out by an educational institution to provide sufficient development and growth for individuals to deepen and hone knowledge, attitudes, insight, and others. [Auliya \(2022\)](#) also stated that education can give someone an understanding of what is considered good and not suitable for life. With education, students are expected to acquire various kinds of religious and spiritual beliefs, self-

control, personality, moral intelligence, and skills needed in society, nation, and state; apart from that, students can develop their abilities.

So, motivation is an absolute requirement that students must have in learning. Often, in the learning process at school, we find children who are lazy, unpleasant, like to play truant, and so on in learning and teaching activities. [Nesi \(2018\)](#) stated that this could mean that teachers needed to provide the right motivation to encourage students to be interested in learning so that they work with all their energy and minds. Bad grades in a particular subject must be kept from the teacher's role and all the school's components. So, students may be successful in the learning process, but they have to examine what factors influence this.

The interest in learning at West Pamona State Middle School, especially in science subjects, is in a suitable category for the learning demands in the curriculum. However, there are still many things that teachers need to understand to encourage students to develop their motivation and interest. This is because students are not fully ready to learn and are not encouraged to think creatively in the learning process. The duties and roles of teachers are becoming increasingly difficult day by day; along with developments and technology, teachers, as the main component in the world of education, are required to be able to keep up with or even exceed developments in science and technology that are developing in society.

The results of initial observations in the form of interviews with several Mathematics and Natural Sciences teachers who teach in the Natural Sciences study program, especially in Class IX, which were carried out before carrying out this research, the researcher found that the learning process occurred at West Pamona 1 Middle School in Poso Regency, especially in Class IX., still ignores the true meaning of learning. In the learning process, although the teacher directs students to be able to search, find, and see the main problem so that students can solve the problems they face, the results are not fully felt by the teacher in the process of achieving this, this can be seen from the identification of essential competencies and objectives. In learning that emphasizes aspects of skills or knowledge at the level of application, analysis, and synthesis, which have not been achieved during the learning process, student's interest in learning has not been fully encouraged, so teachers cannot evaluate and assess students' abilities more objectively.

This reality occurs in learning, especially at West Pamona 1 Middle School in West Pamona District. Poso means that many students still have yet to be encouraged to interpret the learning process results. One of them is that there are still many students who are not motivated to learn, so they are not interested in learning; students are not yet encouraged in their ability to come up with new ideas, are not yet able to solve problems using new approaches, and are not yet fully able to create products and develop the product. The results of interviews conducted by researchers with teachers in the field of the study stated that so far, the minimum completeness score for students in Biology Science subjects, especially class IX, is at minimum completeness or KKM, meaning that in writing, according to the teacher assessment regulations at school, students are declared complete, however, If you look at the learning process, there are still many students who do not have a great interest in learning, especially Biology Science.

Based on this description, research is needed to answer this problem. For this reason, research titled "Students' Interest in Learning in Science and Biology Subjects in Class IX at SMP Negeri 1 Pamona Barat, Poso Regency" will be carried out. This

research will likely reveal information regarding the impact of students' interest in learning biology at West Pamona 1 Middle School. If the research is successfully carried out, it is hoped to contribute to teaching biology and other sciences positively in the school.

Methods

This research is descriptive research with a qualitative method approach or qualitative descriptive. This research intends to describe the actual situation based on existing facts, events, and data. In this research, the data obtained is qualitative in the form of descriptions of the measured variables. Quantitative data was also brought in percentages in this research, so it is hoped that it can describe the results more objectively (Sugiyono, 2012).

For class IX students, this research activity was carried out at West Pamona 1 Middle School in Poso Regency, Central Sulawesi. The research sample consisted of 47 people comprised of 31 men and 16 women, 15 students from class IX A, 15 students from class IX B, 15 students from class IX C, one teacher, and one principal.

Apart from that, data was also obtained through a student interest questionnaire in Biology Science subjects. The questions given to students consist of 15 questions related to their interest in learning the science subject of biology. The data obtained is then measured using a Likert scale; this percentage is used to get accurate data about the studied object. Analysis of questionnaire data used a modified formula from Sudijono (2012).

Tabel. 1. Skala Likert

Skor	Jawaban
5.	Selalu
4.	Sering
3.	Kadang-Kadang
2.	Jarang
1.	Tidak Pernah

Riduwan (2011)

Tabel 2. Kriteria Persen Interval.

No	Kriteria Persen Interval	Kategori
1.	> 84 %	Sangat tinggi
2.	66 – 82 %	Tinggi
3.	48 – 64 %	Sedang
4.	37 – 46 %	Rendah
5.	< 36 %	Sangat Rendah

Akbar (2017).

Analysis of the results of the verbal interview will be converted into writing, and then analyzing the results of the interview. The interview was conducted by the researcher, who needed to prepare a detailed interview guide. Still, the interview guide only contained an outline of the questions to be asked, which could be added according to the conditions found. This research conducted direct interviews with biology science teachers, especially those who teach at West Pamona 1 Middle School in Poso Regency.

Results and Discussion

Research Findings

Results of descriptive analysis of respondent data and assessment variables on students' learning interest in Biology and Science subjects. The assessment was

carried out through questionnaires and interviews with teachers and school principals to determine the achievements of the learning process and how teachers' efforts to encourage students to develop an interest in learning are also presented as follows.

Teachers' and Principals' Responses to the Description of the Learning Process of Class IX Students in Encouraging Students' Interest in Learning in Biology Science Subjects.

In this research, unstructured interviews were also conducted with school principals in the curriculum area and teachers who taught in the Biology Science study program. Researchers obtained much-supporting data from these unstructured interviews and complementary research related to students' interest in learning in class IX Biology at SMP Negeri 1 Pamona Barat.

Interviews with teachers in the field of Biology Science and also with the principal of West Pamona 1 Middle School in Poso Regency regarding students' interest in learning, especially in the Biology Science subject, consisted of several questions including the application of the learning model applied by the teacher in class, implementation of lesson plans and syllabus, how to encourage students to develop an interest in learning, obstacles faced by teachers in the learning process, what is the attitude of students when accepting the learning process, involvement or role of parents in the learning process students, school facilities that support the learning process, and the efforts made by the school principal to increase students' interest in learning at the school. The exact answers were obtained from interviews conducted with teachers and school principals. The description of the learning process that the teachers have carried out is by the existing learning syntax in science learning by getting students used to being able to observe, ask questions, reason, manage information, collect information, try new things, experiment, and inform others of the results.

Asih (2021) states that the role of interest in learning is:

1. Interest in paying attention together.
2. Interest can create concentration.
3. Interest can prevent external distractions.
4. Interest can strengthen memory in the learning process.
5. Interest can provide enthusiasm and pleasure to students.

So, with an interest in learning, students can choose what they want and will achieve their goals. Apart from that, with an interest in education, students will get satisfactory learning results.

A description of the learning process carried out by teachers at SMP Negeri 1 West Pamona shows activities during the learning process. The teacher opens the lesson with a challenging question, starting with a question that can assign students to carry out an activity. The teacher plans the project collaboratively between the teacher and students, so students are expected to feel ownership of the project. Teachers also arrange activity schedules with students collaboratively in completing projects. The project completion time must be precise, and students are given direction to manage the available time.

The teacher encourages students to try to explore something new. Still, the teacher must also remind students that their activities are consistent with the core objectives of the learning process. The teacher also asks students to complete assignments independently or in groups outside school hours. The teacher supervises the learning process course, which aims to make students feel comfortable learning because of special attention from students. Monitoring is carried out by facilitating students in each process; in other words, educators act as mentors for student activities and teach students how to work in a group.

According to Suci (2017), self-concept is our views and feelings about ourselves. This self-concept in a person's self-assessment has some positive and

negative values. A positive self-concept allows a student to have a high interest in learning, resulting in good concept mastery. On the other hand, a negative self-concept will make students increasingly fail in education. In learning at school, it is hoped that a positive self-concept will be formed in students through the teaching provided.

The results of the research show that overall the biology science teachers at West Pamona State Middle School in Poso Regency have implemented every assessment indicator, but whether the teachers have maximally carried out their duties in learning, based on the results of interviews with biology science teachers at the school, as well as interviews with the principal, the learning process for students is in accordance with the essential competencies and learning indicators, and is in accordance with the implementation of the RPP and Syllabus and the teacher also answered that so far the learning process implemented has fully achieved the expected learning objectives, but in its implementation in the field many experience obstacles, one of which is that the abilities of the students in the class are very different, there are students who have the character of quickly grasping the transfer of knowledge from the teacher concerned, and there are also students who are very slow in getting the aims and objectives of the model. the learning taught by the teacher so that students' interest in learning varies. [Andriani \(2022\)](#) also stated that students' interest in learning can be seen from indicators including:

1. Feelings of enjoyment towards science subjects.
2. Students' attention.
3. Students' enthusiasm for taking science lessons.
4. Lots of learning resources.
5. Students who have a desire to learn.

The results of interviews conducted with the school principal, where there were several questions asked regarding the process of implementing learning in the school in developing the learning interest of class IX students, especially in the Biology Science learning process, the answers obtained were that the student's interest in learning at SMP Negeri 1 West Pamona looks quite good, this is done because there is good coordination or cooperation between the principal and teachers in the subject areas, apart from that, many things have been done to improve the quality and quantity in the school.

[Harefa \(2022\)](#) defines interest as a high inclination towards something; apart from that, he also says that interest is a feeling of preference and a sense of attachment to a thing or activity without anyone telling you to. [Suardi \(2021\)](#) defines interest as the ability to focus attention willingly on a situation that depends on talent and environment. In other words, interest is a characteristic of a person in the form of a particular strength contained within a person whose tendency or desire is very high or who likes something. Regarding learning, interest in education is the presence of a person's characteristics in particular strengths within a person whose tendency or desire is very high or who likes learning. He also said that interest in learning is defined as a characteristic of ability and concentration. Attention to a problem or topic being discussed.

By involving the active role of teachers in Subject Teacher Conference (MGMP) activities, whether carried out within the school or at the sub-district and district levels, there is subject supervision from the principal, deputy principal for curriculum, as well as evaluations, carried out every three months to check how prepared the teachers are in the teaching and learning process in the classroom. Apart from frequently being facilitated to participate in training or training activities across districts and provinces regarding learning models, this supports teachers in becoming more experienced in utilizing and using various learning models to develop students' interest in learning.

Efforts Made by Biology Science Teachers to Encourage Class IX Students to Develop Interest in Learning at SMP Negeri 1 Pamona Barat.

Teachers' efforts to encourage students' abilities so that interest in learning develops have been carried out. Teachers encourage students to think fluently by directing students to generate ideas and answers or find problems in the learning material. In reality, the teacher fosters students' ability to be able try to find solutions to problems with more than one varied answer; apart from that, in the learning process in class, the teacher has also directed students to be able to think flexibly in this case, the teacher encourages students to be able to see a problem from different points of view, try as much as possible to change the way students approach thinking in a more creative direction, students are expected to be able to develop their interest in learning according to their abilities.

Interest is a particular concern. Students interested in a subject will have excellent attention, and their interest is a solid motivator to be actively involved in teaching and learning activities. Andriani (2022) states that interest is a person's interest in paying attention or engaging in active learning activities. Interest is a feeling of preference and connection to a thing or activity without anyone telling you to. Interest is implemented through active participation in an activity. Based on the opinion above, if students are interested in something, they pay greater attention to something they are interested in and participate in the activities carried out with pleasure. Interest is a high inclination of the heart towards something that arises from a need, felt or not, or a desire for something. Interest can be interpreted as a tendency to be interested or encouraged to pay attention to someone's goods or activities in specific fields. Based on the opinion above, interest is a person's tendency to achieve something needed to be motivated to carry out activities to fulfill their needs.

The teacher's efforts in developing students' interest in learning are encouraging the ability to think creatively in learning, especially in Biology Science; the teacher encourages students by giving practical assignments according to the material being taught, utilizing school facilities and infrastructure even though they are limited in learning, which aims to familiarize students in learning. Hone students' interest and motivation in their ability to carry out learning tasks so that teachers can reward these students. The results of descriptive analysis of students' interest in learning in class IX biology at SMP Negeri 1 West Pamona show that all respondents or student answers from the questionnaire received a percentage of answers in the medium category, namely 63% of student responses, thus confirming that there are still many participants students who have not been encouraged to develop their interest in learning, especially in Biology science subjects.

Inhibiting Factors that Influence Class IX Students in Developing Interest in Learning Biology Science at West Pamona 1 Middle School.

The results of interviews conducted by researchers with Biology Science teachers and principals at SMP Negeri 1 West Pamona in Poso Regency explained that the state of students' interest, especially in the learning process that the teacher had carried out, was found from the results of the teacher's interviews answering that students' interest in learning biology was not all students are interested in learning. This is caused by many influencing factors, including the condition of students who are not ready during the learning process, such as the physical condition of students who are not prepared during the learning process and excessive use of electronic devices such as cell phones (HP). Students are not encouraged to be able to develop their interest in learning because they are not focused on the learning material; apart from that, they are also influenced by environmental conditions that are less supportive for these students, giving rise to various juvenile delinquencies.

[Karompot \(2020\)](#) states that internal factors, such as emotional factors, perception, motivation, talent, and mastery of knowledge, can foster a person's

interest because of self-awareness without coercion from other people. Meanwhile, external factors can boost a person's interest due to the role of other people and the surrounding environment, such as family environmental factors and the social environment. Karompot (2020) also explains the factors that influence interest in learning, namely: First, internal factors, which consist of (a) physical aspects, including the physical condition or physical health of individual students; the excellent physical condition is very supportive learning success and can influence interest in learning, (b) psychological/psychological aspects, including attention, observation, response, fantasy, memory, thinking, talent, and motivation. Second, factors from outside the student/external, which include:

The family is the first educational institution for the child; parents must always be ready when the child needs help, provide the learning equipment the child needs, and create a comfortable atmosphere to support the child in learning.

Schools include teaching methods, curriculum, learning facilities and infrastructure, learning resources, learning media, student relationships with friends, teachers, and school staff, and various curricular activities.

The community environment, including relationships with social friends, activities in the community, living environment, and academic activities, will be better if balanced with activities outside of school.

In line with this, [Simbolon \(2020\)](#) states that motivation is closely related to the goals to be achieved by the learning individual himself. If someone studying realizes that the goals they want to achieve benefit them, then motivation to learn will emerge strongly. 1) Motivate and Dream; 2) family; 3) the role of the teacher; 4) facilities and infrastructure; 5) social friends; and 6) media. The following will explain the factors that influence interest. Sarah (2021) stated that the factors that influence students' interest in learning, especially in biology science lessons in the school environment, are teachers' teaching strategies. She said that students will be interested and like the teacher's fun way of teaching; next is the condition of the school regarding Facilities and infrastructure in schools, such as the use of learning media, which are, of course, very influential in students' learning activities, complete learning media can make it easier for teachers to deliver learning materials, and learning media can attract students' interest. Community environmental factors, community environmental factors are also factors that influence students' interest in learning, especially in biology learning, such as electronic media factors, including TV, cell phones, newspapers, supporting books, and so on, all of which circulate in society.

[Muliani \(2022\)](#) states that interest in learning has a huge role in students because this interest in education is one of the keys to a student's activeness. With a high interest in learning, the student will have activeness that comes from within himself. So, an interest in learning influences learning outcomes and the process.

Discussion

Based on the research results, if someone has a high interest in learning, they will be able to follow the teaching and learning process well to produce the best results in the learning process. Increased interest in learning is obtained through active participants to get maximum results.

The results of interviews conducted with teachers also received answers that identifying students is not easy, requires a lot of time, and requires observation of each student; apart from that, there have been many efforts from teachers to encourage students to develop their interest in learning science. Biology, especially class IX students. However, teachers face many obstacles due to limited time and unsupportive conditions, especially during learning hours. The principal explained that teachers had made many efforts to encourage students to develop an interest in learning, such as the principal and the teachers at the school who communicated very

well, often discussing with their colleagues and all the subject teachers at the school. It has a forum called MGMP between subject teachers, continually examining the implementation of the learning process, how to encourage students, and evaluating so they can find out the child's condition.

Conclusion

An overview of the learning process of class IX students at SMP Negeri 1 Pamona Barat in encouraging interest in learning in Biology Science subjects, the medium category, is at a percentage of 63%. The efforts made by the Biology Science teacher to encourage class IX students to develop an interest in learning at SMP Negeri 1 Pamona Barat is by directing students to be able to generate ideas, answers, or find problems from learning material, encouraging the ability to be able to try, find solutions to problems. In the learning process and utilizing resources such as school facilities and infrastructure. Inhibiting factors that influence class IX students in developing an interest in studying Biology Science at West Pamona 1 Middle School are factors that originate from within the students, such as not being ready to start the learning process due to disruption of physical health, excessive use of cellphones, and also conditional factors. Children's environment is not good, thus triggering juvenile delinquency.

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