

The Relationship Between Interest and History Learning Outcomes of Grade X Students at SMAN 2 Palu

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ABSTRACT

The issues raised include the condition of interest in learning history, the process of achieving history learning outcomes, and the relationship between interest and learning outcomes. This study aims to determine the relationship between interest in learning and learning outcomes in History in class X students at SMA Negeri 2 Palu. This study uses a quantitative method through a correlational framework, focusing on the entire class X population of 144 students at SMA Negeri 2 Palu, with a sample of 36 people selected randomly. Data collection was carried out using observations, questionnaires, and tests, while the analysis was carried out descriptively and inferentially, with hypothesis testing carried out through t-tests and Product Moment calculations. The results of the study showed a strong correlation ($r = 0.836$) between student interest and History achievement, with a t-value of 8.894 exceeding the critical value of 1.691, thus indicating a significant relationship in class X at SMA Negeri 2 Palu.

Keywords: *Interests, Learning Outcomes, And History Subjects*

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INTRODUCTION

Learning is an effort to optimize conditions that foster student interest, thus enabling the achievement of competencies and educational goals through interactions with educators and resources in a conducive environment (Yulianingsih & Lumban Gaol, 2019).

According to (Komariah, 2018), in the implementation of education, internal factors (within the student) and external factors (outside the student) play a role, the latter emphasizing the teacher's responsibility to foster a positive learning environment in addition to the influence of parents and the wider social context.

Learning outcomes are the skills and mastery students develop through their educational experiences, reflected in their grades, which must meet established assessment standards. Cultivating students' interest in learning is crucial, as it fosters motivation and helps them connect academic content to real-world challenges (Julianingsih, 2021).

Initial observations at SMA Negeri 2 Palu showed that despite organized history lessons, many students remained disengaged, indicating a lack of interest in the subject. To increase student engagement, it is crucial to implement learning strategies that

motivate and align with their needs and interests, ultimately making the material more meaningful and improving learning outcomes.

Given the importance of the relationship between interest and learning outcomes, researchers are interested in analyzing this phenomenon in greater depth. Therefore, this study is entitled "The Relationship Between Interest and History Learning Outcomes in Grade X Students of SMA Negeri 2 Palu."

RESEARCH METHODS

This study uses a quantitative research type through an analytical survey approach, with a Cross Sectional design to test the simultaneous relationship between variables, specifically focusing on the correlation of history interests of class X students at SMA Negeri 2 Palu.

This research was conducted at SMA Negeri 2 Palu on Jalan Tanjung Dako No. 9 Lolu Selatan, Palu Regency, Central Sulawesi from June 10 to June 13, 2025, with a focus on student observation and questionnaire distribution.

The research population consisted of 144 students of grade X of SMA Negeri 2 Palu, divided into four classes (XA, XB, XC, XD), each consisting of 36 students. The researcher took a sample of 25% from each class and planned to analyze the data descriptively through frequency distribution and inferential statistics using the product-moment correlation formula.

RESEARCH RESULTS AND DISCUSSION

RESEARCH RESULT

This study aims to determine the relationship between student interest and history learning outcomes in grade X students of SMA Negeri 2 Palu. This study used observation methods, a questionnaire with 20 questions about student interest in history, and test questions.

Field observations indicate that while the conditions for engaging 10th-grade students in history lessons can be challenging, there is significant potential for improvement. While some students exhibited distractions, most demonstrated a strong interest in history and appreciated the enriching insights provided through diverse teaching methods and a supportive classroom environment.

1. Student Learning Outcomes

TABLE. STUDENT LEARNING OUTCOME

No	Nama	Kelas	KKM	Nilai	Ket
1	AHMAD HARDIKAL	A	75	80	COMPLETE
2	NUR AINI	A	75	90	COMPLETE
3	MOH. FIKAR	A	75	80	COMPLETE
4	ANISA DWI	A	75	90	COMPLETE
5	NASIRAH	A	75	80	COMPLETE
6	SHINTA RAMADHANI	A	75	90	COMPLETE
7	RAUL FIGO	A	75	75	COMPLETE
8	RIAN	A	75	90	COMPLETE
9	NAQIF AL-HAQI	A	75	65	INCOMPLETE
10	FIONA	B	75	80	COMPLETE
11	SITI AMINAH	B	75	85	COMPLETE
12	AGAM	B	75	80	COMPLETE
13	BEFTHAND	B	75	85	COMPLETE
14	AIRA NADIYA AZALEA	B	75	85	COMPLETE
15	ADARA KIRANA AMANI	B	75	80	COMPLETE
16	ERLANGGA	B	75	85	COMPLETE
17	FREDERICO	B	75	75	COMPLETE
18	AZIZAH PUTRI	B	75	80	COMPLETE
19	NUR SITA	C	75	85	COMPLETE
20	AZIZAH AZAHRA	C	75	85	COMPLETE
21	NAZAR	C	75	90	COMPLETE
22	MOH. AYIRELL	C	75	80	COMPLETE
23	MOH RAVI ADI IRAWANSYAH	C	75	95	COMPLETE
24	MOH SYAHRUL	C	75	90	COMPLETE
25	ADAM	C	75	75	COMPLETE
26	FELICIA AZURE LYRA	C	75	70	INCOMPLETE
27	DISYA AULIA TUMU	C	75	85	COMPLETE
28	INDIRA ZAHRA	D	75	90	COMPLETE
29	FELIX	D	75	75	COMPLETE
30	SANDI TRI SAPUTRA	D	75	80	COMPLETE
31	LISSADALETA	D	75	75	COMPLETE
32	JOVANKA	D	75	80	COMPLETE
33	KHAIRAN	D	75	85	COMPLETE
34	ALFIAN	D	75	95	COMPLETE
35	SAFALITA	D	75	80	COMPLETE
36	MOH. FAJRIN GANNA	D	75	90	COMPLETE

Analysis of the test results showed that of the 36 participants who took the test, 94.44% were declared to have mastered the material, while only 5.56% did not master the material. This indicates that the majority of respondents had a high level of mastery of the material. The formula used is as follows:

1. Learning Completion Percentage Formula:

$$\text{Completion Percentage} = \frac{\text{Number of completed respondents}}{\text{total number of respondents}} \times 100\%$$

$$\text{Percentage of Completion} = \frac{34}{36} \times 100\% = 94.44\%$$

2. Formula for the Percentage of Learning Incompleteness:

$$\text{Completion Percentage} = \frac{\text{The number of respondents is incomplete}}{\text{total number of respondents}} \times 100\%$$

$$\text{Percentage of Completion} = \frac{2}{36} \times 100\% = 5.56$$

2. Inferential Analysis

Researchers use inferential analysis through Product Moment correlation to evaluate hypotheses and determine the significance, direction, and strength of the relationships between the variables studied. Initially, the values of X, Y, X², Y², and XY are calculated to inform the conclusions drawn from the analysis.

The researchers collected data on the independent variable (X) through questionnaire responses, calculating an X value by combining the scores from 20 statements for each participant. Next, the dependent variable (Y), which represents learning outcomes, was determined by setting a post-learning test period, with each respondent's Y value reflecting the total test score.

After all X and Y values are compiled, further calculations for statistical evaluation are performed, where each X and Y value is squared to meet the prerequisites of the Pearson correlation coefficient formula. The culmination of this data acquisition phase involves calculating the product of X and Y for each respondent, summing all derived values—including X, Y, X², Y², and XY—to facilitate further statistical analysis, especially in determining the correlation coefficient (r) which describes the strength of the relationship between the two variables.

3. Correlation Coefficient

To analyze the correlation between students' learning interests (X) and their historical academic performance (Y), the Pearson Product Moment correlation methodology was used.

$$\begin{aligned} r_{xy} &= \frac{n \sum xy - (\sum x) (\sum y)}{\sqrt{n \sum x^2 - (\sum x)^2} \sqrt{n \sum y^2 - (\sum y)^2}} \\ &= \frac{36 \cdot (253140) - (3056) (2982)}{\sqrt{36 \cdot 260474 - (3056)^2} \sqrt{36 \cdot 248932 - (2982)^2}} \\ &= \frac{(9113040) - (9070208)}{\sqrt{(9377064 - 9339136) (8961552 - 8892324)}} = \frac{(4284)}{\sqrt{(37928) (69228)}} \end{aligned}$$

$$= \frac{(4284)}{\sqrt{(2625679584)}} = \frac{(4284)}{\sqrt{(51241)}} = 0.836$$

4. Hypothesis Testing

$$\begin{aligned} t &= \frac{r_{xy}\sqrt{n-2}}{\sqrt{1-r^2}} \\ &= \frac{0.836 \times \sqrt{36-2}}{\sqrt{1-0.836^2}} \\ &= \frac{0.836 \times \sqrt{34}}{\sqrt{1-0.698896}} \\ &= \frac{0.836 (5.8310)}{\sqrt{0.301104}} \\ &= \frac{4.874}{\sqrt{0.548}} \\ &= 8.894 \end{aligned}$$

The results of the correlation coefficient calculation and subsequent t-test showed a significant relationship of 0.836 between learning interest (X) and learning outcomes (Y) in the history subject, with a t-value of 8.894 which was correlated with a significance level of 5%, so that a critical t-table value of 1.691 was obtained for n=34. Based on these guidelines, the correlation coefficient rxy is 0.836, indicating a strong positive correlation between variables x and y, which indicates a significant relationship between students' learning interest and their historical academic achievement at SMA Negeri 2 Palu.

DISCUSSION

1. The Condition of Interest in Learning History in Class X of SMA Negeri 2 Palu

Interest is a strong internal tendency or drive to engage in and appreciate a particular activity or object, shaped by experiential, social, and environmental factors, which functions as an intrinsic motivator that encourages individuals to take voluntary action.

Observations indicate that while the history learning environment for 10th-grade students presents challenges, there is significant potential for improvement. Student engagement varies, but those with a genuine interest in history appreciate the comprehensive insights offered by educators who strive to create a supportive atmosphere with a variety of teaching strategies and constructive feedback.

Students' awareness of the relevance of history to contemporary issues significantly increases their interest in the subject. This intrinsic motivation, combined with self-efficacy, is crucial in fostering genuine enthusiasm for learning in an educational setting. External factors significantly influence educational outcomes. Engaging teaching methods and a supportive environment enhance students' self-efficacy, while a relevant curriculum fosters interest by connecting academic content to real-life applications, thus optimizing learning experiences and outcomes. Despite high levels of interest, challenges remain, as some students struggle to grasp dense

material and connect historical events, suggesting the need for a more structured pedagogical approach to foster a comprehensive chronological understanding of history. As (Nurhayanti, 2020) notes , intrinsic motivation to learn stems from students' psychological engagement and awareness, which fosters an active and fulfilling pursuit of knowledge.

2. Learning Outcomes of Process History in Class X of SMA Negeri 2 Palu

Learning outcomes represent changes in behavior and skills resulting from the educational process, encompassing various aspects, from knowledge acquisition to attitude change. This is demonstrated not only through academic achievement but also through practical application in daily life and interactions. Factors influencing these outcomes include internal factors such as motivation and health, as well as external factors such as teaching quality and family support, both of which are crucial for student success.

An analysis of the historical performance of tenth-grade students shows a predominance of basic cognitive skills, as evidenced by their high average test scores, reflecting proficiency in memorizing and understanding basic concepts. This reliance on multiple-choice assessments, coupled with a largely lecture-based pedagogical approach, creates an environment that limits critical thinking and inquiry, resulting in students becoming passive recipients of information rather than active analysts of knowledge.

High performance on multiple-choice assessments may reflect students' strong cognitive foundations and capacity to retain extensive factual knowledge, which are early strengths. However, these strengths need to be developed through pedagogical strategies that encourage advanced cognitive skills, such as collaborative discussions, research initiatives, or case studies, which are best assessed through written assignments or presentations. The results of the problem-solving test indicated that 94.44% of the 36 participants demonstrated mastery of the material, necessitating a more sophisticated teaching and evaluation approach to further improve learning outcomes.

As stated by (Annisa & Wakijo, 2019) that "Learning outcomes are very important in the educational framework, because learning outcomes are the result of the interaction between the learning process and evaluation which ultimately reflects the achievements achieved through learning."

3. The Relationship Between Interest and History Learning Outcomes for Class X at SMA Negeri 2 Palu

Interest plays a crucial role in the educational process, significantly influencing individual outcomes. Interest acts as a driving force, encouraging active engagement in the subject matter, enhancing understanding and retention. Meanwhile, a lack of interest can make learning difficult and counterproductive.

Data analysis shows a substantial positive correlation (0.836) between students' interest in learning history and their academic achievement in grade X of SMA Negeri 2 Palu, indicating that increased interest correlates with increased learning outcomes. Hypothesis testing further confirms the importance of this

relationship, as evidenced by the $t_{(count)}$ exceeding the t_{table} , thus validating the statement of the relationship between interest in learning and academic achievement of history.

CONCLUSION

Based on the results of research on the correlation between students' learning interests and historical learning achievements at SMA Negeri 2 Palu, the following conclusions can be drawn:

1. Interest is intrinsic motivation that emerges through experiential interaction, rather than innate interaction, which facilitates engagement with a particular activity or subject. Recent data shows that 10th-grade students demonstrate a strong appreciation for history, reflecting a transformative perspective that recognizes its relevance in understanding contemporary identities and global dynamics.
2. Learning outcomes reflect the behavioral and skill changes individuals experience post-learning, including conceptual mastery, practical skills, and perspective shifts. Learning success is evidenced not only by academic grades but also by the application of knowledge in real-life situations, which is influenced by internal factors such as motivation and external factors such as the quality of teaching and support. A recent assessment revealed that 94.44% of respondents demonstrated mastery of the material, indicating effective understanding and application among the majority of respondents.
3. Pearson correlation analysis yielded a strong coefficient of 0.836, indicating a significant positive relationship between learning interest and history results, supported by a t-test result of 8.894 which exceeded 1.691 at the 5% significance level, thus rejecting the null hypothesis and supporting the alternative.

Based on the implementation of the research conducted, it is recommended that students improve independent learning through reading activities, discussions, and seeking additional learning resources, while teachers should innovate methods that involve students in learning history, utilizing interactive media and contextual strategies to foster interest and participation in the learning process.

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