The Influence of Learning Interest on History Learning Outcomes of Senior High School Students at Al-Khairaat Kalukubula

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ABSTRACT
This study aims to determine the influence of learning interest on the history learning outcomes of students at SMAS Al-Khairaat Kalukubula. The method used is quantitative with an explanatory design. Data were collected through a learning interest questionnaire and documentation of history midterm exam scores. The results of simple linear regression analysis show that learning interest has a significant effect on history learning outcomes, with a coefficient of determination of 86.4%. The conclusion of this study confirms that learning interest is a dominant factor supporting the improvement of student learning outcomes in history subjects.
Keywords: Learning Interest, Learning Outcomes, History, SMAS Al-Khairaat Kalukubula, Influence.
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INTRODUCTION

Education is a fundamental pillar in advancing a nation's knowledge. According to (Yahya. M 2020), education is a process of changing the attitudes and behavior of an individual or group of people in an effort to mature them through teaching and training. Furthermore,(Rahman et al. 2022:2) state that education is a conscious and planned effort to create a learning environment and process so that students actively develop their potential to possess spiritual and religious strength, self-control, personality, intelligence, noble character, and the necessary skills for themselves and society.

From the two perspectives above, it can be concluded that education is not merely about transferring knowledge; rather, it is a process of shaping character, human values, and spiritual awareness. Therefore, education serves as a crucial foundation in building a knowledgeable, civilized, and quality society, which contributes significantly to advancing a nation.

Learning outcomes in the classroom play a crucial role in determining the quality of education. According to (Aprijal et al. 2020:77), quality education can be observed and measured through several indicators, one of which is students' success in learning.

Learning outcomes are considered successful if they meet the established assessment standards. Learning outcomes can be interpreted as the changes achieved by students after participating in learning activities. These outcomes can encompass abilities related to the aspects of knowledge, attitudes, or skills acquired by students after their learning experiences (Rahman, 2021:298). Based on Regulation of the Ministry of Education, Culture, Research, and Technology No. 21 of 2022, the assessment of students' learning outcomes is conducted by comparing their achievements with the criteria for achieving learning objectives.

According to (Septi et al. 2022:166), there are generally several factors that can influence learning outcomes. Broadly, these factors are grouped into two categories: external and internal factors. One internal factor that affects learning outcomes is interest in learning. Interest is a sense of attraction and preference for an activity or subject without any command or coercion. Furthermore, (Septi et al. 2022:166) explain that students with a specific interest will engage in learning willingly. This clearly has an impact on a student's learning outcomes and learning process.

The influence of students' learning interest on learning outcomes has been widely demonstrated through previous research. In a study by (Rani, 2022), it was found that there is a positive and significant relationship between interest and learning achievement, collectively with historical awareness (F calculated = 48.932 > F table = 0.000).

Subsequently, research conducted by (Latifah H, 2023) revealed a significant influence of learning interest on learning achievement using the equation (t calculated = 2.540, Sig. = 0.013). These results indicate a significant effect between learning interest and achievement in history.

Furthermore, in a study by (Janah N, 2015), using the product moment correlation formula, an r calculated of 0.797 was obtained. This result was then compared with an r table of 0.344 at a significance level of 0.05. It was concluded that r calculated is greater than r table. This means there is a relationship between students' learning interest and learning outcomes in the subject of Social Studies-History.

Based on these three relevant studies, we can see that learning interest has a strong influence on learning outcomes, with an average value above 40%. Therefore, it is highly likely that interest in learning history at SMAS Al-Khairaat Kalukubula has an influence on student learning outcomes.

The results of the above research align with the initial observations conducted at the research location, namely SMAS Al-Khairaat Kalukubula. Based on initial observations conducted with the history teacher through interviews, it was found that learning interest has a strong influence on history learning outcomes, amounting to 50%. Furthermore, based on interviews with students, it was found that learning interest has a strong influence of 40% on history learning outcomes.

Considering the influence of learning interest on history learning outcomes based on initial observations and relevant research used, it is therefore necessary to conduct further systematic and structured research with the aim of exploring the relationship between learning interest and history learning outcomes of students at SMAS Al-Khairaat

Kalukubula. Thus, the results of this study can serve as a benchmark for determining learning strategies capable of enhancing and fostering students' interest in history subjects.

In accordance with the research title, this study will focus on history lessons at SMAS Al-Khairaat Kalukubula. The selection of this school was determined based on initial observations conducted at SMAS Al-Khairaat Kalukubula, where it was found that learning interest influences students' history learning outcomes.

METHOD

This study employs a quantitative approach with an explanatory design. The research variables consist of interest in learning history as the independent variable (X) and history learning outcomes as the dependent variable (Y). The sample size is 65 students, taken from classes X A, XI B, and XII IPA. Data collection techniques include a Likert scale questionnaire to measure learning interest and documentation of midterm exam scores to measure learning outcomes. Data are analyzed using descriptive and inferential analysis through simple linear regression testing.

RESULTS AND DISCUSSION
RESEARCH RESULTS
1. Results of Quantitative Descriptive Data Analysis

Quantitative descriptive data analysis is a method that helps describe, illustrate, or summarize data in a constructive manner. This method refers to statistical descriptions that aid in understanding data details by summarizing and identifying patterns from a specific data sample. The results of this study are divided into two variables, namely students' interest in learning history as the independent variable (X) and students' history learning outcomes as the dependent variable (Y). In this analysis, both variables will be described to classify their respective achievements. The formula used is as follows:

$$P = \frac{f}{n} \ 100\%$$

Description:
P = Percentage
F = Frequency
N = Number of Samples

The following is a description of the results of processing the questionnaire data on students' interest in learning history and their learning outcomes at SMAS Al-Khairaat Kalukubula:

A. High School Students' Learning Interest at Al-Khairaat Kalukubula

The researcher used 12 statements to determine students' learning interest. The following is the table of classification of students' learning interest.

Table 1.1 Classification of Students' Learning Interest Achievement

Interest Criteria	Achievement Classification	Frequency	Percentage
Very High	52-60	14	22%
High	42-51	40	67%
Moderate	32-41	9	14%
Low	22-31	2	3%
Very Low	12-21	0	0%
Total		65	100%

Source: Findings on Student Learning Interest, SMA Al-Khairaat Kalukubula.

Based on the classification results in the table above, it can be seen that overall, the interest in learning history among students at SMAS Al-Khairaat Kalukubula falls into the high category. This is evidenced by more than half of the students, specifically 40 individuals (67%), whose scores range from 40-48, which is classified as high. Furthermore, the very high category also shows significant participation, with 14 students (22%) selecting this classification. On the other hand, a small number of students fall into the moderate category, totaling 9 individuals (14%), and the low category, with 2 individuals or 3%.

Thus, it can be concluded that the level of interest in learning history among students at SMAS Al-Khairaat Kalukubula is already classified as very good, with 89% of students in the high to very high categories.

B. History Learning Outcomes of High School Students at Al-Khairaat Kalukubula

In this study, student learning outcomes, which are the results of the mid-semester examination for the history subject in the 2025/2026 academic year, serve as the dependent variable or independent variable (Y). The results of the mid-semester examination scores for the history subject can be seen in the following table.

Table 1.2 Midterm Exam Scores for History Subject

No	Name	Class	Midterm Exam Score for History Subject
1	Adnan	X A	66
2	Moh.Alief	X A	92
3	Moh.Ikbal	X A	90
4	Moh.Faturrahman	X A	75
5	Moh. Riska Ramadhan	X A	92

No	Nama	Kelas	Nilai
6	Moh. Risky Yusuf	X A	84
7	Fahrul Sibua	X A	89
8	Putra Andika	X A	98
9	Farid	X A	86
10	Moh. Hairul Azam	X A	58
11	Fahri Gunawan	X A	92
12	Al Mughny Anugra	X A	72
13	Abd. Rahman	X A	91
14	Faizal	X A	96
15	Wafadilah	X A	63
16	Baby Aquila	X A	94
17	Safiatul Isna	X A	88
18	Neneng Oktaviana	X A	87
19	Zakia Amanda Putri	X A	83
20	Miftahul Mar'ah	X A	82
21	Hilwa Fakhira	X A	74
22	Mutiara	X A	95
23	Moh.Rehan	X A	76
24	Fikri Al-Islam	X A	75
Total			1998
25	Adnan kurniawan	XI B	95
26	Dimas prawira	XI B	85
27	Fatur rahman	XI B	93
28	Moh.affiq	XI B	95
29	Moh.fahri	XI B	87
30	Moh. Finza	XI B	94
31	Muhammad	XI B	97
32	Nadhir dwi putra	XI B	88
33	Nayla dhelfiyanty	XI B	79
34	Novita aulia	XI B	98
35	Nur winda aggrainy	XI B	78
36	Rian	XI B	86
37	Ririn	XI B	84
38	Riyan riskiyawan	XI B	94
39	Rizk nur al ikhwan	XI B	80
40	Siti nurhaliza	XI B	96
41	Syireen	XI B	98
42	Zatun nusaiba	XI B	82
43	Silviana sari	XI B	90
44	Muhammad nabil rosman	XI B	85
45	Ariandi soamole	XI B	76
Total			1860
46	Ahmad Zikran	XII Ipa	89

47	Aulia Felisya	XII Ipa	81
48	Fathir Qifary	XII Ipa	83
49	Herlin Saputri	XII Ipa	94
50	Ikhwal almsyah	XII Ipa	97
51	Istiqamah	XII Ipa	91
52	Kamal	XII Ipa	85
53	Miqdad jundulu	XII Ipa	92
54	Muthia rahma	XII Ipa	86
55	Maftuh fauzi	XII Ipa	95
56	Moh. Ridwan	XII Ipa	73
57	Nur afni	XII Ipa	92
58	Putri amanda	XII Ipa	98
59	Reza ardiansyah	XII Ipa	90
60	Ririn amanda	XII Ipa	96
61	Rezky aditya	XII Ipa	98
62	Rahmatia	XII Ipa	62
63	Ridha febriani	XII Ipa	98
64	Setiawan gafar	XII Ipa	97
65	Muhammad rafli	XII Ipa	84
	Total		1781

Source: Documentation of Midterm Exam Scores for SMA Al-Khairaat Kalukubula Students.

Based on the data in the table above, to determine the average score of the midterm history exam results at SMAS Al-Khairaat Kalukubula, it can be calculated using the following formula:

$$X = \frac{\sum Y}{N}$$

$$X = \frac{5639}{65} = 86$$

From the calculation results above, it can be concluded that the midterm history exam results at SMAS Al-Khairaat Kalukubula show a lowest score of 58, a highest score of 98, and an average score of 86. Subsequently, using score intervals, a frequency distribution table will be created, as shown in the following table:

Table 1.3 Frequency Distribution and Percentage Index of Learning Outcomes (Average Midterm History Exam Score)

No	Interval Nilai	Frekuensi	Presentase %
1	58-64	3	5%
2	65-71	1	2%

3	72-78	8	12%
4	79-85	13	20%
5	86-92	19	29%
6	93-99	21	32%
	Total	65	100%

Source: Analysis Results of Midterm Exam Scores

2. Inferential Data Analysis Results

A. Prerequisite Tests

a) Normality Test

Table 1.4 One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		65
Normal Parameters[a,b]	Mean	.0000000
	Std. Deviation	3.54159841
Most Extreme Differences	Absolute	.068
	Positive	.045
	Negative	-.068
Test Statistic		.68
Asymp. Sig. (2-tailed)[c]		.200d
Monte Carlo Sig. (2-tailed)[e]	Sig.	.637
	99% Confidence Interval Lower Bound	.624
	Upper Bound	.649

Source: Results Of Spss V-26 Analysis (2025)

Based on the normality test results above, it is found that the significance value is 0.200 > 0.05. Therefore, it can be concluded that the residuals are normally distributed.

b) Linearity Test

Table 1.5 ANOVA

		Sum of Squares	df	Mean Square
Between Groups	(Combined)	5546.170	24	231.090
	Linearity	5101.315	1	5101.315
	Deviation from Linearity	444.855	23	19.342
Within Groups		357.892	40	8.947

Total	5904.062	64

Source: Results Of Spss V-26 Analysis (2025)

Based on the table above, it is found that the significance value (Sig.) is 0.016 < 0.05, so it can be concluded that the independent and dependent variables have a linear relationship.

B. Simple Linear Regression Test Results

To determine whether there is an influence of students' interest in learning history on their history learning outcomes, a simple linear regression test will be conducted as follows.

a) Determination Test (R Square)

To determine the extent to which the independent variable, namely learning interest (X), can explain the dependent variable, namely learning outcomes (Y), the coefficient of determination (R Square) is used. The following is the R Square calculation obtained.

Table 1.6 Model Summary

Model	**R**	**R Square**	**Adjusted R Square**	**Std. Error of the Estimate**
1	.930[a]	.864	.862	3.570

Source: Results Of Spss V-26 Analysis (2025)

Based on the determination test results table above, it can be seen that the R value is 0.864 (86.4%). This indicates that using the regression model, the independent variable, namely interest in learning history (X), influences the dependent variable, namely student learning outcomes (Y), by 86.4%.

Table 1.7 Interpretation of the r value

Coefficient interval	**Level of correlation**
0.00	No correlation
>0.00-0.199	Very low
0.20-0.399	Low
0.40-0.599	Moderate
0.60-0.799	Strong
0.80-0.999	Very strong
1.00	Perfect correlation

Source: Daruhadi, G., & Sopiati, P Interpretation (2024)

Based on the data in the table above, it is proven that the influence of interest in learning history on students' learning outcomes falls within the

coefficient interval of 0.80-0.999, which in other words, is categorized as having a very strong influence.

b) Hypothesis Test

Based on the results of the simple linear regression analysis conducted using SPSS for Windows, the output of the simple linear regression equation is as follows.

Table 1.8 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	19.444	3.393		5.730	<,001
	MINAT BELAJAR	1.532	.077	.930	20.009	<,001

Source: Results Of Spss V-26 Analysis (2025)

From the output table of the simple linear regression equation, the following equation is obtained:

$$Y = 19.444 + 1.532 \ X$$

Based on the regression model equation above, Y = 19.444 + 1.532 X, where Y is history learning outcomes and X is interest in learning history, it can be interpreted that the constant of 19.444 represents history learning outcomes when interest in learning history is considered zero, theoretically representing the learning outcome score achievable without the influence of interest. Meanwhile, the regression coefficient (X) of 1.532, which is positive, indicates that for every one-unit increase in interest in learning history, student learning outcomes are predicted to increase by 1.532 units. Thus, the obtained equation shows and proves that there is a significant positive relationship where an increase in students' learning interest directly contributes to higher learning outcomes.

In addition to providing the regression equation, this output also displays a significance test using the t-test to determine whether there is a significant relationship between variable X (interest in learning history) and Y (student learning outcomes). Before making a decision, hypotheses will first be formulated as follows:

H_0: There is no significant influence of interest in learning history (X) on student learning outcomes (Y).

H_a: There is a significant influence of interest in learning history (X) on student learning outcomes (Y).

With the decision-making criteria as follows:

If t calculated > t table, then H_0 is rejected and H_a is accepted, meaning there

is a significant influence between interest in learning history and history learning outcomes.

If t calculated < t table, then H_o is accepted and H_a is rejected, meaning there is no significant influence between interest in learning history and history learning outcomes.

Based on the simple linear regression equation output table above, it is found that the t calculated for students' interest in learning history is 20.009. Subsequently, from the t table above, it is determined that the t table is 1.6694.

Thus, it can be concluded that t calculated > t table (20.009 > 1.6694). Since t calculated > t table, H_o is rejected and H_a is accepted. This means there is a significant relationship between interest in learning history and student learning outcomes.

DISCUSSION
1. Interpretation of Findings

This study found that interest in learning history has a very strong and significant influence on student learning outcomes at SMAS Al-Khairaat Kalukubula. Simple linear regression analysis yielded a coefficient of determination (R^2) of 86.4%, indicating that 86.4% of the variation in history learning outcomes can be explained by students' learning interest. The regression equation Y = 19.444 + 1.532X shows that for every one-unit increase in interest score, student learning outcomes are predicted to increase by 1.532 units. This finding suggests that interest is not merely a supporting factor but a dominant one that directly drives academic achievement in history.

Descriptively, the majority of students (89%) had a high to very high level of interest in learning history, with an average score of 43.9. This indicates that the learning environment, teaching methods, and history materials presented have successfully captured student attention and engagement. However, 11% of students still fell into the moderate to low interest categories, suggesting room for improvement to reach all students more comprehensively. Student learning outcomes were also good, with an average History Midterm Exam score of 86, and 61% of students scoring above 86, reflecting a positive correlation between high interest and strong academic performance.

The hypothesis test using the t-test showed a calculated t-value (20.009) far exceeding the critical t-value (1.66940), leading to the rejection of the null hypothesis and acceptance of the alternative hypothesis. This statistically proves a significant influence between interest in learning history and student learning outcomes. This finding aligns with the proposed conceptual framework, where learning interest—measured through indicators of attraction, enjoyment, attention, and participation—plays a vital role in determining student learning success.

2. Relationship to literature

The findings of this study are consistent with previous research highlighting

the positive relationship between learning interest and learning outcomes. For example, studies by (Rani, 2022) and (Retno Okviana, 2019) also found a significant influence of learning interest on history achievement, with strong correlation values. Similarly, the research by Ika Nur Janah (2015) showed a correlation coefficient of 0.797 between learning interest and Social Studies-History learning outcomes. This consistency reinforces the theory that learning interest is a crucial internal factor in the learning process, as noted by Slamento (in Dalimunthe, 2020) that interest is a feeling of liking and attraction without coercion, which can enhance learning effectiveness.

In theoretical terms, learning interest is explained as a natural drive within students encompassing attention, enjoyment, and awareness of the importance of learning (Nurlina et al., 2022). This study's findings support that theory, as students with high interest tend to be more focused, active, and motivated in learning. Furthermore, learning theories stating that interest can enhance students' cognitive and affective engagement (Furqon, 2024) are also evidenced in the context of history learning at SMAS Al-Khairaat Kalukubula, where high interest contributes to better material comprehension and optimal learning outcomes.

This study also strengthens the view that learning interest is influenced by both internal and external factors (Juliana et al., 2022). Although the research focused more on the influence of interest on learning outcomes, the finding that a small proportion of students had low interest suggests the need to consider external factors such as teaching methods, learning environment, and parental support. Thus, this study not only confirms prior theories but also provides an empirical context within the specific educational setting of a private high school with unique student characteristics.

3. **Limitations of the study**

This study has several limitations that must be acknowledged. First, the research was conducted at only one school, SMAS Al-Khairaat Kalukubula, with a limited sample of 65 students from three classes. This restricts the generalizability of the findings to broader populations or schools with different characteristics. Second, the measurement of learning outcomes relied solely on History Midterm Exam scores as the only indicator, without considering affective and psychomotor aspects that are also important components of learning outcomes. Third, the learning interest questionnaire used a self-report Likert scale, which may introduce subjectivity bias in respondents' answers.

Another limitation lies in the research design, which was explanatory quantitative with a cross-sectional approach, thus only able to describe the relationship at a single point in time. This study cannot reveal the dynamics of changes in interest and learning outcomes over time or explore deeper causal factors. Furthermore, although learning interest explained 86.4% of the variation in learning outcomes, 13.6% of other factors remained unaccounted for in the study, such as intrinsic motivation, family support, or teaching style, which may also play significant roles.

Finally, this study did not conduct in-depth tests of the validity and reliability

of the questionnaire instrument within the appendices, so the accuracy and consistency of the measurement tool must be considered. Similarly, the homogeneous school environment (all students are Muslim) and the rural location of the research may influence respondent characteristics, meaning the findings may not fully represent conditions in schools with more diverse socio-demographic backgrounds.

4. Implications

Practically, this study provides important implications for teachers, schools, and students. For history teachers, the findings emphasize the need to develop more engaging, interactive, and contextual teaching methods to increase student interest. Using varied learning media, narrative storytelling approaches, and participatory discussions can be strategies to foster student interest in history. For schools, these results can serve as a basis for providing supporting facilities such as a library with rich historical collections, programs for visits to historical sites, or history-based extracurricular activities.

For students, the implication is an increased awareness of the importance of learning interest in achieving optimal academic results. Students are encouraged to develop a proactive attitude toward learning history, not merely memorizing but also exploring the values and relevance of history in daily life. Furthermore, these findings can encourage collaboration among teachers, parents, and schools to create a learning environment that supports the development of students' academic interests, for example through regular communication about learning progress and the provision of learning resources at home.

Academically, this study contributes to the literature on history education by strengthening empirical evidence on the influence of learning interest on learning outcomes in a local context. These findings can serve as a reference for other researchers to develop similar studies with moderating or mediating variables, such as the role of motivation, learning discipline, or teacher instructional style. Additionally, further research can employ a qualitative approach to explore student experiences more deeply or a longitudinal design to observe changes in interest and learning outcomes over time.

CONCLUSION

Based on the data analysis conducted, this study concludes that there is a positive and significant influence of interest in learning history on student learning outcomes at SMAS Al-Khairaat Kalukubula. The simple linear regression analysis yielded the equation Y = 19.444 + 1.532X, which concretely indicates that for every one-unit increase in learning interest, student learning outcomes increase by 1.532 units. Furthermore, the magnitude of this influence is reinforced by a coefficient of determination (R Square) of 0.864, indicating that 86.4% of the variation in student learning outcomes can be directly explained by interest in learning history. This finding confirms that interest is a dominant factor in academic achievement in this subject, although 13.6% of the variation remains

influenced by other factors outside the research model.

In light of this conclusion, several practical implications are recommended. For teachers, it is suggested to diversify the methods and media used in teaching history to maintain and enhance student interest, given its strong impact on learning outcomes. Meanwhile, for the school administration, it is advised to provide supporting facilities and programs, such as enriching historical book collections in the library and developing history-based extracurricular activities, to create a more conducive learning environment and holistically support other factors that also contribute to students' academic success.

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