

INTEREST AND LEARNING MOTIVATION WITH STUDENT PARTICIPATION

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Abstract

Many factors affect student participation in the learning process. According to the researcher, two (2) most dominant factors are interest and learning motivation. For that, researchers are interested in proving it empirically. This research aimed to determine the correlation between interest and motivation to learn with student participation. The analysis technique to test the hypothesis by using multiple regression. The data analysis results proved a significant positive relationship between interest and motivation to learn with student participation ($r=0.521$: ($p<0.01$). There was a significant positive relationship between interest and student participation ($r=0.516$; (<0.01), and there is a significant positive relationship between learning motivation and student participation ($r=0.520$; ($p<0.01$). Furthermore, the variable of learning motivation is a variable that has a more significant influence on student participation which can be seen from the B value of 0.679 while the interest variable is 0.178.

Keywords: *Student Participation, Interest and Learning Motivation*

Introduction

Nowadays, people are starting to realize the importance of education because with education, everyone will gain knowledge. According to Zuhdi et al., (2021) In modernization, education and human are an inseparable unity. Additionally, Al-shuaibi (2014) explains that having a good education will help the students to develop human personality, thoughts and buying with others and organize people for life experiences. This research is motivated by previous preliminary studies, from the conclusions of the researchers based on the variables, place, time of implementation, and research subjects, the researchers believe that there has been no similar research that has directly examined the three variables in the same place so that researchers believe this research is original and

different with previous research. The success or failure in the educational process cannot be separated from the preaching and learning process. In contrast, there is a reciprocal interaction between pupils and educators in the teaching and learning process itself. It can be said to be successful in the pedagogy and learning process if pupils and teachers are active. A teacher is not said to be successful in teaching just because the teacher can dominate the class during class hours, nor is he said to be successful in teaching just because the target material to be conveyed is achieved.

In addition, the teacher's success in teaching can be seen in the extent to which pupils can realize the material's content. So that students can well receive the content of the material presented, the best thing to do is to involve students in the teaching and learning process. For this reason, student participation during class lessons needs to be developed. Salim & Salim (1991) suggest that participation means participating in an activity or participation. Meanwhile, Sastroputro (1993) describes that participation is a person's mental and emotional involvement in group situations that promote him to redound to the group to realize goals and responsibility for the business interested. Sumargi (2001) states that there are several characteristics of student participation in classes, including thinking critically on the subject, asking questions to the teacher, answering questions voluntarily, providing input and being active in the class discussion, consulting teachers or other students, and work in a sitting position. In contrast, Sumargi (2001) results found that students' passive behaviour was found in school and among students in higher education.

Researchers make observations that show the low participation of students. Problems that occur in students can be seen and illustrated by the behaviour of students when they are at school to take lessons. The teachers complained that the students seemed slow in capturing the subject matter, rarely asked the teacher questions, could not answer when asked questions, did not want to answer the teacher's questions if not ordered, never recorded the material given by the teacher, never did the LKS unless ordered by the teacher, acted passively during group discussions, only provided input for class discussions when the teacher was paying attention, did not want to consult with the teacher if he encountered difficulties in learning. (Observation 5-7 January 2022).

The problem of student participation is inseparable from the factors that influence it. Sumargi (2001) suggests that two factors lead to student participation: outside, namely the teacher, including teacher expectations and behaviour, while those originating from within the individual or the students themselves include interest, motivation, and student intelligence. Winkel (1996) stated that interest is a persistent subject's tendency to feel interested in a particular field of study and happy to learn the material. According to Suryabrata (1998), interest is also seen as a tendency in individuals to be interested in an object or to like an object. Slameto (1991) states that there are several characteristics of interest, namely: feeling happy in doing an activity, being active in doing an activity, liking an activity, doing activities seriously, feeling interested and happy to be involved in something, being interested in something or something. Activities without being told have a motive to actively relate to something that interests them.

Djiwandono (2002) states that one logical way to motivate students in learning is to connect the learning experience with student interests. Hurlock (1998) said that interest is a source of motivation that encourages people to do what they want when they are free to choose. Hurlock (1998) also states that the function of interest in learning is more outstanding as a force that gives rise to encouragement or motivation for students to continue learning (motivating force). Also, interest emerged as a significant predictor of intrinsic motivation to learn (Bye, 2007). In addition to having an interest, students must also have learning motivation to reach success in the learning process. Learners who have high motivation will be more motivated and focused in carrying out learning activities. Purwanto (1990) suggests that motivation is a conscious effort to budge, direct, and defend a person's behaviour so that he is compelled to commit to do something to attain specific goals. (Daskalovska et al., 2012) described that motivation is one of the crucial elements in the success of learning outcomes.

Research conducted by Warner (1990) on several high schools shows that stimulating student interest and curiosity to provide opportunities for students to become aware of things they previously did not know is important in increasing motivation. Meanwhile, Snyder (1998), in his research on several high school students, stated that teachers could encourage student learning motivation by starting lessons that can arouse

student interest and curiosity. Then the experiences of these students' curiosity can be matched with students' cognitive abilities. Based on the introduction and previous background, the importance of student participation in learning, with participation automatically and naturally arises interest and motivation in the students themselves. From the side, the research objective can be proposed to prove empirically whether there is a connection between interest and learning motivation with pupil participation.

Definition of Student Participation

Huneryager & Heckman (1992) defines participation as an individual's emotional and mental involvement in certain situations that encourage him to contribute toward a goal. Terry (Winardi, 2002) explains that participation is the participation of a person both mentally and emotionally to assist to the decision-making process, particularly about problems where the personal entanglement of the person concerned carries out his responsibility to do so.

Requirements for Participation

Meanwhile, Knowles (Mulyasa, 2004) states that the indicators of student participation in class are as follows:

- a. There is emotional and mental involvement of students. If students feel comfortable in the learning process, it will encourage students to be active in learning activities and vice versa.
- b. There is a willingness of students to contribute to achieving goals. Students will try to do various ways to achieve these goals with a goal.
- c. In learning activities, some things are very beneficial. With the advantages, students will not perceive that learning is unprofitable.

Definition of Interest

According to Witherington (1992), interest is a person's awareness that an object, person, issue or situation has something to do with him. Nugroho (1998) states that interest is a sense of selection and a sense of connection to a thing or vigor without anybody reporting.

Aspects of Interest

Pintrich & Schunk (1996) mentions that there are six aspects of interest, namely:

- a. activity (general attitude toward the activity), namely the feeling of likes or dislikes felt by each individual towards a particular activity.
- b. Feeling happy with the activity (enjoyment of the activity), namely the individual's feeling of pleasure for everything related to the activity.
- c. These activities have an important meaning (personnel importance of the activity to the individual). That is, individuals feel that what they do is very meaningful.
- d. There is an intrinsic interest in the content of the hustle (intrinsic interest in the content of activity). That is, in the activity, there is a pleasant feeling.
- e. Participate in the activity (reported choice of or participation in the activity). That is, the individual participates in the activity because he likes it.

Definition of Learning Motivation

Purwanto (1990) states that motivation is a mindful venture to stir, lineal, and maintain a person's behaviour so that he is compelled to serve to do something so as to obtain particular objectives. Then Hoy & Miskel (Purwanto, 1990) added that motivation could be defined as a complex force, drives, needs, tension states, or other mechanisms that initiate and maintain desired activities towards achieving personal goals.

Characteristics of Learning Motivation

Sardiman (2001) states that the motivation that exists in each individual has the following characteristics:

- a. Persevering in the face of the task
Students who have high learning motivation usually always carry out learning activities well and diligently, even though they face difficult tasks. The student will continue to try until what is the goal can be achieved.
- b. Tenacious when faced with difficulties
Students continue to carry out learning activities diligently and never give up. Even though they get obstacles and difficulties, students will still try to achieve good achievements in school.

- c. Do not need external encouragement to achieve
This means that a student will be moved to carry out learning activities because of the awareness and encouragement within him to achieve his goals. Not because there is a compelling urge from outsiders such as parents, teachers, etc.
- d. Shows interest in various issues
The existence of learning motivation in students will foster interest in various things that make them enthusiastic about working. Whatever makes him feel it is a challenge, students will feel interested in doing it.
- e. I prefer to work alone
A student who has high motivation when working on an assignment will prefer to do it himself without asking for help from others because the student considers it a challenge that must be completed.
- f. Get bored quickly on routine (monotonous) tasks
High motivation makes students bored in routine activities, so it can trigger students to keep trying to try and find new things because trying new things can increase knowledge.
- g. Can defend his opinion
- h. Students will try to defend the arguments they express by clearly explaining all things related to their arguments. Usually, students will defend their arguments if they have facts supported by experts. According to him, what is expressed is systematic and can be accepted by others.
- i. Enjoy finding and solving problems
- j. Students who have superior motivation will usually be interested in difficult, challenging, and required thinking, such as solving problems or problems.

Methods

This research is used a quantitative approach. Uyun & Yoseanto (2022) states that a quantitative approach tests address theories by texting the relationship between variables. The sampling technique used is *simple random sampling*, choosing randomly among the population (Uyun & Yoseanto 2022). The statistical technique used to prove whether

there is a correlation between interest and motivation to learn with student participation with multiple regression. To measure the three variables using a psychological scale.

Table 1 . Student Participation Scale

No	Student Participation Indicator	Item Type		Quantity
		<i>Favourable</i>	<i>Unfavourable</i>	
1	There is emotional and mental involvement of students	1, 7, 13, 19, 25, 31,	6, 12, 18, 24, 30, 36,	26
		37, 43, 50, 56, 62, 68, 74	42, 49, 55, 61, 67, 73, 77	
2	There is a willingness of students to contribute in achieving goals	2, 8, 14, 20, 26, 32,	5, 11, 17, 23, 29, 35,	26
		38, 45, 51, 57, 63, 69, 75	41, 44, 48, 54, 60, 66, 72	
3	In learning activities tsome things are very beneficial	3, 9, 15, 21, 27, 33,	4, 10, 16, 22, 28, 34,	26
		39, 46, 52, 58, 64, 70, 78	40, 47, 53, 59, 65, 71, 76	
Amount		39	39	78

Table 2. Interest Scale

No	Aspects of Interest	Item Type		Quantity
		<i>Favourable</i>	<i>Unfavorable</i>	
1	A general attitude towards activities	1, 11, 21, 31, 41, 51, 61, 71	6, 16, 26, 36, 46, 56, 66, 76	16
2	Feeling happy with activities	2, 12, 22, 32, 42, 52, 62,72	7, 17, 27, 37, 47, 57, 67, 77	16
3	The activity has an important meaning	3, 13, 23, 33, 43, 55, 63, 73	8, 18, 28, 38, 48, 58, 68, 78	16
4	There is an intrinsic interest in filling activities	4, 14, 24, 34, 44, 54, 64, 74	9, 19, 29, 39, 49, 59, 69, 79	16
5	Participate in activities	5, 15, 25, 35, 45, 55, 65, 75	10, 20, 30, 40, 50, 60, 70, 80	16
Amount		40	40	80

Table 3. Learning Motivation Scale

No	Characteristics of Learning Motivation	Item Type		Quantity
		<i>Favourable</i>	<i>Unfavourable</i>	
1	Persevering in the face of the task	1, 17, 33, 49, 65	9, 25, 41, 57, 73	10
		2, 18, 34, 50, 66	10, 26, 42, 58, 74	
2	Tenacious when faced with difficulties	3, 19, 35, 51, 67	11, 27, 43, 59, 75	10
		3, 19, 35, 51, 67	11, 27, 43, 59, 75	
3	No need for external encouragement	3, 19, 35, 51, 67	11, 27, 43, 59, 75	10

				10
4	Shows interest in various issues	4, 20, 36, 52, 68	12, 28, 44, 60, 76	
5	I prefer to work alone	5, 21, 37, 53, 69	13, 29, 45, 61, 77	10
6	Get bored quickly on routine tasks	6, 22, 38, 54, 70	14, 30, 46, 62, 78	10
7	Can defend opinion	7, 23, 39, 55, 71	15, 31, 47, 63, 79	10
8	Enjoy finding and solving problems	8, 24, 40, 56, 72	16, 32, 48, 64, 80	10
	Amount	40	40	80

Results

Table 4. Multiple Regression Test Results

Variable	r	R ²	F	p	Information
(X ₁) and (Y)	0.516	0.267	51,603	0.000	Significant
(X ₂) and (Y)	0.520	0.271	52,717	0.000	Significant
(X ₁)(X ₂) and (Y)	0.521	0.271	26,211	0.000	Significant

a. Minor Hypothesis (a)

Minor hypothesis test results (a) in this research show that there is a significant positive relationship between interest and student participation ($r=0.516$; ($p<0.01$)). This means that the higher the interest, the superior the student participation. In addition, the magnitude of the contribution given by the interest variable to student participation is indicated by the value of $R^2 = 0.267$ or 26.7%.

b. Minor Hypothesis (b)

Minor hypothesis test results (b) in this research show that there is a significant positive relationship between learning motivation and student participation ($r=0.520$; ($p<0.01$)). This means that the higher the learning

motivation, the higher the student participation. The variable of learning motivation on student participation is indicated by the value of $R^2 = 0.271$ or 27.1%.

c. Major Hypothesis

The results of the significant hypothesis testing in the study. This shows a significant positive relationship between interest and motivation to learn with student participation ($r=0.521$; ($p<0.01$). This means that the higher interest and motivation to learn, the higher the participation of students. Interest and learning motivation will be lower, as well as student participation. Furthermore, the magnitude of the practical contribution given by the variable interest and motivation to learn on student participation is 27.1 % ($R^2 = 0.271$). This means that 72.9% of other factors also affect student participation in class but are not examined further.

Starting from the three hypotheses above, other research results are closely related to the hypothesis test results above regarding which independent variables most dominantly affect student participation in class. The complete analysis results are summarized in Table 5.

Table 5. Determination of Each Independent Variable to Dependent Variable

Independent Variable	B	t	Significance
Interest	0.178	0.238	0.000
Learning Motivation	0.697	0.932	0.000

The results show that the variable of learning motivation is a variable that has a more significant influence on student participation, which can be seen from the B value of 0.679 while the interest variable is 0.178. Based on the multiple regression analysis results above, it is clear that the learning motivation variable is more dominant than the interest variable.

Discussion

First, the results of the minor hypothesis test (a) in the research show a significant positive relationship between interest and student participation. This means that the more interest, the higher the student participation. In addition, the magnitude of the contribution given by the interest variable to student participation is indicated by the value of $R^2 = 0.267$ or 26.7%.

In line with this, (Li & Yang, 2016) described that low interest would negatively impact reducing student concentration in class. Students' perspective of participation, self-esteem, and self-confidence predispose student participation. The teacher's role is also essential in why students determine to reside silent in the classroom (Sánchez-Hernández et al., 2021). According to Awaliyatul (2020), interest can significantly influence student participation in cooperative learning. So, the interaction between teachers and students, students and students must support and understand each other during the learning process.

Second, the results of the minor hypothesis test (b) in the study show a significant positive relationship between learning motivation and student participation. This means that the higher the learning motivation, the higher the student participation. In addition, the magnitude of the contribution given by the learning motivation variable to student participation in class is indicated by the value of $R^2 = 0.271$ or 27.1%. According to Valerio (2012), motivation considerably influences student participation in class and increases self-expression. In line with research (Akpan & Umobong, 2013) revealed that high student motivation can form academic involvement in the learning process. Motivation contributes to student learning participation in class (Laksono., 2009; Turner., 2004 Nurhayu., 2021). Also supported by (Mustamiah & Widanti, 2020) revealed that motivation is a predictor of student learning engagement.

Third, the research's primary hypothesis testing results show a significant positive relationship between student participation, interest, and learning motivation. This means that the higher the student's interest and motivation, the higher the student's participation. On the other hand, the lower the student's interest and motivation, the lower the student's participation will be. Furthermore, the effective contribution given by the variables of

student interest and motivation to student participation is 27.1 % ($R^2 = 0.271$). This means that 72.9% of other factors also affect student participation in class but are not examined further.

It is also stated (Ricardo & Meilani, 2017) that interest and motivation to learn positively influence either simultaneously or partially. Supported (Edidiong Ukoh and Dibia Victory, 2020), student participation in class is important in predicting student achievement. A literature study from (St Quinton & Brunton, 2020) says that student participation is crucial when in a classroom, such as interactive between students and teachers so that the desired learning outcomes are created according to the existing curriculum.

Starting from the three hypothesis, other research results are closely related to hypothesis testing regarding which independent variables most dominantly affect student participation. The variable of learning motivation is the variable that has a more significant influence on student participation, which can be seen from the B value of 0.679 while the interest variable is 0.178. Based on the multiple regression analysis results above, it is clear that the learning motivation variable is more dominant than the interest variable.

Children have an active, constructive nature and can plan things (Gage & Berliner, 1991). Students who actively participate in learning must have a great curiosity about lessons. In terms of prosocial intentions, motivation and interpersonal communication can positively impact and contribute significantly; it also means that it is applied to the learning process at school, whether it be interactions with friends, friends with teachers, friends with the staff, or others (Uyun, M & Erlita 2020). In learning, students do not just observe how to make reports but also have to live and be directly involved in creating and being responsible for the results of the work they do. If this If done, the subject matter will be firmly attached to the mind student.

The problem of student participation is inseparable from the factors that influence it. Sumargi (2001) suggests that two factors lead to student participation: outside, namely the teacher, including teacher expectations and behaviour, while those originating from within the individual or the students themselves include interest,

motivation, and student intelligence. Uyun (2022) support that to increase motivation in learning, the role of peers is also essential in the interest of class participation.

Learning with interest will be better than learning without interest. A claim arises when the individual is interested in something to be learned expected to be meaningful for him so that learning based on interest will produce a good performance. In addition to interest, achieving success in an activity requires encouragement or support motivation. Likewise, individuals must be motivated to participate in learning or educational activities in progress in the learning or education process. Motivation is the main thing in the learning process. The teacher's first and foremost task is the most important thing is to build motivation, not just to move behaviour but also direct and reinforce behaviour. Students motivated by learning will show interest, enthusiasm, and perseverance high in education without depending on the teacher's orders. To understand and develop motivations effectively, the teacher must build and develop good habits and students' curiosity.

Therefore, the role of the teacher must pay attention that all students are involved in the learning process in the classroom. In the article entitled "promoting effective classroom participation," there are three essential things a teacher must encourage student participation: 1) Foster an ethos of participation. According to Hollander (2002), participation is a collective responsibility in the classroom compared to individually. To facilitate the flow of created conversations, students see their participation as contributing to the shared experience. (2) Ensure that everyone's contributions are audible. This is very important to encourage students to be more intense and clear in conveying their statements. Make sure all students and teachers are involved in the interaction of the discussion. (3) Ask students to evaluate their participation. This maneuver begins by asking students to determine their goals for participating at the beginning of the semester.

Conclusion

Concerning to the findings and discussion above, the researchers summarized that : (1) There was a significant positive relationship between interest and learning motivation with student participation, (2) There is a significant positive relationship between interest

and student participation (3) There is a significant positive relationship between learning motivation and student participation. From the conclusion above, it is clear that interest and motivation are two essential things in students that can increase student participation in learning. Thus the role of school, especially teachers, must be able to strengthen these three things.

Suggestion

For the future studies, it's better to do research in deeply, and hopefully the researcher would be find other factors related to the students' participations in the leearning process.

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