

The Relationship Of Learning Interest And Historical Awareness With Students Learning Outcomes In History Subjects

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ABSTRACT

This research aims to determine the relationship between interest in learning and historical awareness on the learning outcomes of class XI students at SMK Negeri 4 Jakarta. This research was conducted from April to May 2024. The research method used was ex-post facto research. The research results are as follows. 1) There is a significant positive relationship between interest in learning and student learning outcomes. 2) There is a significant positive relationship between historical awareness and student learning outcomes. 3) There is a significant positive relationship between interest in learning and historical awareness and student learning outcomes. Thus, the results of this research can be concluded that there is a significant positive relationship between interest in learning and historical awareness and student learning outcomes.

Key words: *interest in learning, historical awareness, history learning outcomes*

INTRODUCTION

Education is the right of every nation as stated in the fourth paragraph of the preamble to the 1945 Constitution. Education can be done formally or non-formally. Formal education is obtained through school. Indonesian history is one of the general subjects taught in the Merdeka Belajar curriculum at vocational schools. History is a scientific discipline related to the investigation of events that occurred in the past, the development of human civilization to modern times, and the relationships between humans in it (Martha et al., 2023) . This means that in history subjects there is a connection between past events and the development of human civilization in the future. According to Dennis Gunning, in general history teaching aims to form good citizens, and make students aware of themselves and their environment, as well as providing a historical perspective. Meanwhile, specifically, continued Gunning, there are three aims of teaching history, namely: teaching concepts, teaching intellectual skills, and providing information to students (Gunning, 1978).

Based on this opinion, it can be concluded that History is a scientific discipline that studies past events with the aim of forming good citizens by knowing the identity of their nation so that they have insight and wisdom in interpreting past events. In measuring the extent of learning success, teachers look at students' learning outcomes.

Learning outcomes are a final assessment of the process that has been carried out during repeated learning which is stored both short and long term because these learning outcomes participate in the formation of an individual's personality which has better results so that the individual's way of thinking changes and produces results. better behavior (Sulastri et al., 2014) .

Learning outcomes are a pattern of behavior change that includes aspects of knowledge (cognitive), attitudes (affective), and skills (psychomotor) so that students not only develop their knowledge, but also their attitudes and skills (Hadi Santosa et al., 2018) .

Setiawan revealed that learning outcomes are influenced by internal factors and external factors. Internal factors originate from within students in the form of physiological (physical) factors and psychological factors. External factors originate from outside students in the form of the school environment, school environment and community environment (Setiawan et al., 2022) .

According to Wicaksono & Iswan (2019) , learning outcomes are influenced by internal and external factors. Internal factors are factors that influence learning outcomes that originate from within students. These internal factors are in the form of psychological aspects, namely the level of intelligence, attitude, creativity, interest and motivation. External factors are factors that influence learning outcomes that come from outside the students. External factors include social environmental aspects in the form of classmates and non-social aspects such as home, school, study equipment and weather.

Based on the opinion above, it can be concluded that the factors that influence student learning outcomes consist of internal factors or from within the student and external factors or from outside the student. Internal factors include psychological aspects and physical aspects. Meanwhile, external factors include environmental and non-social aspects.

Researchers conducted face-to-face learning observations in class X Indonesian History subjects at SMK Negeri 4 Jakarta, even semester of the 2022/2023 academic year. Based on these observations, researchers found problems in learning Indonesian History at SMK Negeri 4 Jakarta. With the Merdeka Belajar curriculum, students are expected to be active during learning. However, in its implementation, there are students who are less active during learning, both answering and asking questions, and even tend to pay less attention to the learning material presented by the teacher in class. It is also found in observations of history learning. Apart from that, there are students who have lack on the initiative in asking for supplementary and remedial exams. This shows that students' lack of interest in learning history.

History learning does not only focus on providing historical knowledge as a collection of historical facts but also aims to instill historical awareness in students (Education, 2020) . Based on observations, students' historical awareness is still lacking. This was because some students lacked discipline when singing the national anthem Indonesia Raya before the first hour. Apart from that, some students consider historical events to be part of the past and not continuous with the future as seen from the students' enthusiasm in participating in less solemn ceremonies. There are students who fall asleep while watching historical films, which indicates that students' sense of nationalism is lacking towards shows that show the efforts of national heroes fighting for Indonesian independence.

Based on the results of the final assessment of the even semester of class the value is below the KKTP of 250 students.

Based on these observations, researchers are interested in finding out whether there is a relationship between students' interest and historical awareness on learning outcomes in Indonesian History subjects. Therefore the researchers took the title "The Relationship between Interest in Learning and Historical Awareness with the Learning Outcomes of Class XI Indonesian History at SMK Negeri 4 Jakarta".

I. RESEARCH METHODS

The method used in the research is ex-post facto research. Researchers collected data through a number of learning interest questionnaires and historical awareness questionnaires. Apart from using questionnaires to collect data, researchers also use documents to collect data. The documents used in the research are school documents resulting from the final assessment of the odd semester for class XI for the 2023/2024 academic year. In taking samples, researchers used random sampling techniques. The population in this study was 531 students and the sample used was 133 students.

RESEARCH RESULTS AND DISCUSSION

The results of this research are as follows.

A. Normality test

The Kolmogorov-Smirnov normality test is carried out to determine whether the research data is normally distributed or not. The results are as follows.

Table I Normality Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residuals
N		133
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	10.65471443
Most Extreme Differences	Absolute	.076
	Positive	.043
	Negative	-.076
Statistical Tests		.076
Asymp. Sig. (2-tailed)		.056 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the Kolmogorov-Smirnov normality test, the asymp value can be determined. Sig. (2-tailed) of 0.056. Asymp value. Sig. (2-tailed) is more than 0.05 so this research variable is normally distributed.

B. Heteroscedasticity Test

This test is carried out to determine whether the residual variance between one observation and another is constant or not. The results of the heteroscedasticity test using the Glejser test are as follows.

Table II Heterodaticity Test Results

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4,867	4,406		1,105	,271
	Interest to learn	,084	,045	,183	1,868	,064
	Historical Awareness	-.058	,044	-.127	1,303	,195

a. Dependent Variable: Abs_RES

Based on the results of the heteroscedasticity test, it is known that the significance value of the learning interest variable (X1) is 0.064 and the significance of the historical awareness variable (X2) is 0.195. The significance value of interest in learning is $0.064 > 0.05$. The significance value of historical awareness is $0.195 > 0.05$. Thus, it can be concluded that heteroscedasticity does not occur in the regression model on the learning interest variable and the historical awareness variable.

C. Linearity Test

The linearity test is used to determine whether the relationship between the variables being tested follows a straight line or not. If the relationship between the variables being

tested follows a straight line, then regression and correlation analysis techniques can be carried out so that the linearity test becomes a test of the analysis requirements. Based on linearity test calculations, it can be seen that the sig value of interest in learning is 0.249 and the sig value of historical awareness is 0.089, which means that the sig value of learning interest data is $0.249 > 0.05$ and the historical awareness data is sig value of $0.089 > 0.05$. If the data has a sig value exceeding 0.05 then the data is linear. However, if the data has a sig value of less than 0.05 then the data is not linear. So it can be concluded that the learning interest data and historical awareness data are linear.

Table III Linearity Test Results for Interest in Learning

ANOVA Table Learning Interest

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Learning Outcomes	Between	(Combined)	17965.806	49	366,649	2,517	,000
* Interest in	Groups	Linearity	9698.882	1	9698.882	66,573	,000
Learning		Deviation from	8266.923	48	172,228	1,182	,249
		Linearity					
Within Groups			12092.074	83	145,688		
Total			30057.880	132			

Table IV Results of the Historical Awareness Linearity Test

ANOVA Table History Awareness

			Sum of		Mean		
			Squares	df	Square	F	Sig.
Learning	Between	(Combined)	20106.262	48	418,880	3,536	,000
Outcomes	Groups	Linearity	12298.933	1	12298.933	103.813	,000
*		Deviation					
Historical		from	7807.329	47	166.113	1,402	,089
Awareness		Linearity					
Within Groups			9951.618	84	118,472		
Total			30057.880	132			

D. Multicollinearity Test

The multicollinearity test is used to determine whether the relationship between the variables being tested is multicollinearity or not. The results of the multicollinearity test are as follows.

Table V Multicollinearity Test Results

Model	Unstandar rdized Coefficients		Standar dized Coefficients		Sig.	Collinearity Statistics
	B	or	Beta	t		
1 (Constant)	-3,097	7,055			.439	.661
Interest to learn	.353	.072	.344	4,906	.000	1,281
Historical Awareness	.484	.071	.479	6,828	.000	1,281

a. Dependent Variable: Learning Outcomes

Based on the results of the multicollinearity test, it was found that the tolerance value was 0.781, meaning the tolerance value was greater than 0.10 ($0.781 > 0.10$) and the VIF value was 1.281, meaning the VIF value was smaller than 10 ($1.281 < 10$). Based on the test results and the basis for decision making in the multicollinearity test, it can be concluded that multicollinearity does not occur.

DISCUSSION

1. The Relationship between Learning Interest and History Learning Outcomes

Table VI Results of Learning Interest Hypothesis Testing

Correlations

		Interest to learn	Learning outcomes
Interest to learn	Pearson Correlation	1	,568 **
	Sig. (2-tailed)		,000
	N	133	133
Learning outcomes	Pearson Correlation	,568 **	1
	Sig. (2-tailed)	,000	
	N	133	133

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the product moment correlation test between variable Based on this interpretation, it can be concluded that there is a positive relationship between interest in learning and the learning outcomes of class XI students in the subject of Indonesian History at SMK Negeri 4 Jakarta.

2. The Relationship between Historical Awareness and History Learning Outcomes

Table VII Results of Historical Awareness Hypothesis Testing

Correlations

		Awareness_History	Learning outcomes
Awareness_History	Pearson Correlation	1	,640 **
	Sig. (2-tailed)		,000
	N	133	133
Learning outcomes	Pearson Correlation	,640 **	1
	Sig. (2-tailed)	,000	
	N	133	133

** . Correlation is significant at the 0.01 level (2-tailed).

Based on the results of the product moment correlation test between variable Based on this interpretation, it can be concluded that there is a positive relationship between historical awareness and the learning outcomes of class XI students in the subject of Indonesian History at SMK Negeri 4 Jakarta.

3. The Relationship between Learning Interest and Historical Awareness on History Learning Outcomes

Table VIII Hypothesis Test Results for Interest in Learning and Historical Awareness

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.708 ^a	.501	.494	10,736	.501	65,381	2	130	.000

a. Predictors: (Constant), Awareness_History, Interest_Learning

Based on the results of data testing, it can be seen that the magnitude of the relationship between variable X_1 (interest in learning) and variable X_2 (historical awareness) and variable Y (learning outcomes) is 0.708. This shows a high influence. The simultaneous contribution of variable X_1 (interest in learning) and variable X_2 (historical awareness) is 50.1%. Meanwhile, 49.9% is determined by other variables. From the table it is known that the Sig F change value is 0.000, meaning the Sig F change value is $0.000 < 0.05$, so the decision is that H_0 is rejected and H_a is accepted. Based on this interpretation, it can be concluded that simultaneously there is a significant positive relationship between interest in learning and historical awareness and the learning outcomes of class XI students in the subject of Indonesian History at SMK Negeri 4 Jakarta.

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded simultaneously that there is a significant positive relationship between interest in learning and historical awareness and the learning outcomes of class XI students in the subject of Indonesian History at SMK Negeri 4 Jakarta. So that educators not only pay attention to learning outcomes but also pay attention to students' learning interests and historical awareness.

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