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THE RELATIONSHIP OF TEACHER TEACHING SKILLS AND LEARNING INTERESTS OF PHYSICS STUDENTS OF SENIOR HIGH SCHOOL

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Abstract :
This study aims to determine the relationship between teacher teaching skills and students' interest in learning physics at senior high school 2 Batanghari. The method used is the quantitative method, the type of research used is correlational, the sample in this study is teachers and students of senior high school 2 Batanghari, the instrument used is a questionnaire, and the data analysis technique is descriptive and inferential statistics. The results of this study indicate that the teaching skills of physics teachers and the learning interests of physics students have a significant relationship.

Keywords: Student Learning Interest; Teaching Skills; Teacher

INTRODUCTION

The basic skills of teaching are professional skills that are quite complex, as an integration of various teacher expertise in an integrated and comprehensive manner. (Bastian, 2019). Skills for Opening and Closing Lessons are efforts or activities carried out by the teacher in teaching and learning activities, to create implementations for students so that their mentality and attention are focused on what they will learn so that these efforts will have a positive effect on learning activities. While closing the lesson (closure) is an activity carried out by the teacher to end the lesson or teaching and learning activities. Where in the teacher's class is the main key so that a class is more coordinated, using the principles of teaching skills. In the process of teaching and learning activities the teacher connects physics lessons with students' factual experiences or with everyday life.

A teacher must have good teaching skills in order to be able to teach subject matter effectively to students and help them understand the material (Kusnadi, 2008). So that students do not feel bored in the learning process, a teacher needs to hone his teaching skills so that he is able to create variety and diversity in the learning atmosphere. According to Darling-Hammond & Snowden (2009) effective teaching is teaching that can motivate students to learn and increase their enthusiasm in acquiring knowledge. Therefore, a teacher needs to create a positive learning experience and inspire students. A teacher needs to develop his teaching skills well in order to be able to choose interesting learning activities and help build students' interest in learning. Selection of appropriate and interesting learning activities can be an important factor in the success of the teaching and learning process.

Interest in learning is an intrinsic drive that encourages someone to learn and develop an interest in a subject or activity without any outside influence or encouragement (Slameto, 2007). This happens because individuals feel satisfaction and pleasure in exploring new knowledge or doing certain activities. Interest in something or activity can affect a person's level of attention and persistence in learning it. When a person has a strong interest in something, he tends to show high interest and enthusiasm in paying attention and learning about it. Satisfaction and happiness derived from learning these things can strengthen this interest, so that individuals are more active in developing their knowledge.

Research on teacher teaching skills has been carried out by previous researchers by Wahyuni (2015), where there is a positive relationship between teacher teaching skills and student learning interest. Similar research was conducted by Yulianingsih & Lumban Gaol (2019), where teachers must have the skills to manage classes well. The teacher must master the skills from opening to closing the class. Teachers must master skills in asking, explaining, giving reinforcement, and also in making variations. Skills in managing this class have a big influence on students' attention to learning.

Research on students' interest in learning has been done before by Febriyanti (2014), in her research stating that the better the interaction between students and teachers, the better the learning outcomes and the higher the interest in learning, the higher the learning outcomes in mathematics. Similar research conducted by Iskandar (2019) shows that the communication skills of teachers in increasing student interest in learning at SD IT Ummi Darussalam what occurs is poor communication between teachers and students, because there are obstacles that adversely affect communication between teachers and students, that is, the teacher has not been able to fully master the class by giving good lessons in Indonesian which is good at explaining in class and outside the class, so that it affects students' learning interest at SD IT Ummi Darussalam.

Based on the description above, the researcher conducted this research with the formulation of the problem, namely what is the relationship between the teacher's teaching skills and student learning interests, with the aim of knowing the relationship between teacher teaching skills and students' interest in physics at senior high school 2 Batanghari

RESEARCH METHOD

This type of research uses quantitative, this quantitative research focuses on numerical data (numbers) which are processed using statistical methods (Syukri et al., 2019). with a research design that is correlational. correlational is a study that involves collecting data to determine whether there is a relationship between two or more variables (Bagja Sulfemi & Supriyadi, 2018). The variables in this study include the independent variable (X) which is the variable that causes changes in the dependent variable. So the independent variable in this study is the teacher's teaching skills, and the dependent variable (Y) is a variable whose value is determined and influenced by other variables. So the dependent variable in this study is student learning interest.

Sampling is a technique used by researchers to systematically select a number of items or individuals that are relatively smaller than a predetermined population (Firmansyah & Dede, 2022; Mohsin, 2021). So that in the research sample, there were 30 students of senior high school 2 Batanghari.

The procedure for this research can be seen in the chart below:

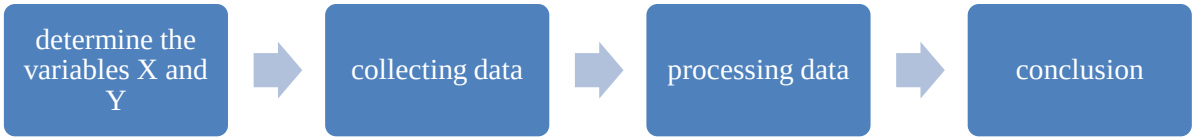

Figure 1. Research Procedure

The research instrument used a questionnaire with a four-choice Likert scale, where categories 1 = strongly disagree (STS), 2 = disagree (TS), 3 = agree (S), and 4 = strongly agree (SS).

The data analysis of this research is using descriptive statistics and inferential statistics. Where descriptive analysis is carried out by testing descriptive hypotheses while Inferential Statistics is a statistical technique used to analyze sample data and results (Maswar, 2017). The description of the

lattice instrument of the teacher's teaching skills questionnaire and student learning interest is as follows:

Table 1. Grid Instrument Questionnaire teaching skills teachers interest in student learning

Variable	Indicator	Statement Items
Asking teacher teaching skills	Asking teacher teaching skills	1,2,3
	Make variations	4,5,6
	Explain	7,8,9
	Open and close lessons	10,11
	Lead group discussion	12, 13
	Manage classes	14, 15
	Number of statements	15
Interest in student learning	Interest in student learning Attention in learning	1,2,3,4,5,6
	Learning materials and teacher attitudes	7,8,9,10,11,12,13,14,15
	Subject benefits	16, 17, 18, 19,20
	Number of statements	20

Because the student learning interest questionnaire uses a Likert scale which consists of 4 categories, there are intervals in each category

RESULTS AND DISCUSSION

Based on the results of the descriptive statistics of the teacher's teaching skills and student learning interest, the research results were obtained from the distribution of questionnaires at SMA N 2 Batanghari, Jambi Province.

As for the descriptive teaching skills of teachers and students' interest in learning, the results were obtained from distributing questionnaires at SMA N 2 Batanghari as shown in the following table:

Table 2. Descriptive Statistical Test Results

Respond	**Interval**	**F**	**%**	**Category**	**Mean**	**Median**	**Min**	**Max**
Teacher teaching skills	15 – 26,25	0	0%	Not very good	37.7167	37.0	15.0	60.2
	26,26 – 37,51	0	0%	Not good				
	37,51 – 48,77	24	80%	Good				
	48,78 – 60,02	6	20%	Very good				
Student learning interest	20 – 35	0	0%	Not very good	51.9833	50.0	20.0	80.0
	36 – 50	0	0%	Not good				
	51 – 65	22	73,33%	Good				
	66 – 80	8	26,66%	Very good				

Based on table 2 above, descriptive teacher teaching skills with a percentage of 80% in the good category and 20% very good. While the descriptive interest in student learning with a percentage of 73.33% is good and 26.66% is very good.

The normality test is a test that is useful for determining whether the data that has been collected is normally distributed or not. Where the terms are normally distributed if the value is sig.> 0.05. The results of the normality test of students' teaching skills and student learning interest at senir high school 2 Batanghari can be shown in the table below:

Table 3. Test for normality of student learning skills and student learning interest at SMA N 2 Batanghari

Variable	School	Sig.	Berdistribusi
Teacher teaching skills	Senior High School 2 Batanghari	.200	Normal
Student learning interest		.200	Normal

Based on table 3. The normality test of student learning skills and student learning interest at SMA N 2 Batanghari obtained a significant value > 0.05, it can be concluded that the data is normally distributed. The results for the linearity test of student learning skills and student learning interest at SMA N 2 Batanghari can be shown in the table below

Table 4. Linearity test of students' learning skills and students' learning interest in senior high school 2 Batanghari

Variable	School	Sig.	Berdistribusi
student learning skills * student learning interest	Senior High School 2 Batanghari	0,025	linear

Based on taber 4. linearity test of student learning skills and student learning interest at SMA N 2 Batanghari, the results of the linearity test were obtained, namely a negligence value of <0.05. So it can be concluded that there is a linear relationship between students' learning skills and students' learning interest in senior high school 2 Batanghari. The description of the results for the correlation between student learning skills and student learning interest at senior high school 2 Batanghari is shown in the table below:

Table 5. Regression test of students' learning skills and learning interest

Variabel	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
Student teaching	69.457	3.756		13,470	.033
skills	.053	.030	.035	.313	.0845
Student learning	78.452	6.945		13,276	.044
interest	.073	.058	.046	.309	.0355

Based on table 5. Above the correlation test between student learning skills and student learning interest at senior high school 2 Batanghari, the results of the regression test are sig.(2-tailed) <0.05, it can be concluded that there is a relationship between student learning skills and interest study students at senior high school N 2 Batanghari.

CONCLUSION

The conclusion of this study is that there is a significant relationship between students' learning skills and students' learning interest in senior high school 2 Batanghari.

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