The Influence of School Environment and Self-Concept on Students' Interest in Learning in Economics Subjects

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Info Article

Abstract

Interest in learning is a desire and willingness accompanied by deliberate attention and activity and ultimately gives rise to a feeling of enjoyment in the subject, in changes in behavior in the form of knowledge, attitudes and skills. Student interest in learning in the Economics subject of class XI IPS students at SMA Negeri 1 Muaro Jambi is considered to be still far from what is expected. One of the contributing factors is that the school environment is less supportive, apart from that the students' self-concept is also still lacking. This research is a type of Ex Post Facto research that examines events that have occurred and determines the causal factors. With a population of 126 people with a sample of 86 people. Data was collected through an instrument questionnaire with a total of 37 school environment items, 27 self-concept items, and 27 items of student interest in learning. The results of the research show that from the answer to the first hypothesis, the influence of the school environment (X1) on interest in learning (Y) has a significant influence, while the answer to the second hypothesis, the influence of self-concept (X2) on students' interest in learning (Y) has a significant influence, Next, to answer the third hypothesis, testing was carried out jointly, namely the influence of the school environment (X1) and self-concept (X2) on interest in learning (Y). There was a significant influence on the value (Fcount = 174.052>Ftable = 3.11) and R square of 0.807 or 80.7%.

Keywords: Interest to Learn; School Environment; Self Concept

INTRODUCTION

Education is a powerful tool as an effort to educate the nation's life in various aspects of human life (Asyafiq, 2016). Education also plays an important role in efforts to improve the quality of human resources (Dacholfany, 2017). For this reason, improving the quality of education must start from basic education to higher education (Rasyid, 2015). This aims to create competent human beings, so that they are able to face every change and problem that continues to develop.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students develop their potential to have religious spiritual strength, personality self-control, intelligence, noble morals, and the skills needed by themselves, society, nation and state (Wibawa, 2017; Supriadi, 2016). Education is very important in life, both in individual life (Wahidin,

2017), nation and state. Therefore, education must be implemented as well as possible, so that it is in accordance with the goals that have been set. The aim of national education is to educate the life of the nation and develop the whole human being, namely a human being who has faith and devotion to God Almighty and has noble character, has knowledge and skills, is physically and spiritually healthy and has a sense of social and national responsibility (Khoirunnisaa, 2017) . Students are individuals who have different characteristics, for example in terms of interest (Yarissumi, 2017). Teachers need to know their students' interests so they can choose learning materials, plan learning experiences, guide them towards knowledge and to encourage their students' learning motivation (Rowikarim, 2017). This is because true education should serve the interests, abilities, interests and talents of children. In other words, good learning cannot be separated from students' interests (Zaini & Dewi, 2017). Learning that is not in accordance with students' interests can give rise to various problems in the learning process.

SMA Negeri 1 Muaro Jambi has 2 departments, namely: 1) Department of Natural Sciences (IPA), and 2) Department of Social Sciences (IPS). The number of students, especially class XI students in the Social Sciences Department, has 5 classes, namely XI IPS 1 with a total of 24 students, with a total of 25 students. So, the total number of students in class XI IPS at SMA Negeri 1 Muaro Jambi is 126 students.

Based on the results of researchers' observations at SMA Negeri 1 Muaro Jambi and interviews with field teachers who teach Economics subjects, especially class low. There are problems in learning, namely students' interest in learning is still low in the learning process, teachers dominate during the learning process, there are still students who are less inclined to talk to their friends than paying attention to the teacher who is explaining the material, low interaction between teachers and students during the learning process, and teachers have not used a variety of economics learning media. Students' low interest in learning can be seen from the number of students who are late entering class when lessons start (Akmal, 2017).

Economics learning tends to take the form of lectures that are less varied, that is, without being interspersed with things that attract the rest's attention, thus causing boredom. Students think that Economics is an uninteresting and boring subject, they even tend to be underestimated because it is only rote. This is what causes students' interest in studying Economics to remain low. Apart from that, from the social environment of the school, the school building at SMA Negeri 1 Muaro Jambi seen from the classrooms, there are still several classrooms that make students uncomfortable, namely dirty classrooms, lack of air ventilation so that it is difficult for healthy air to enter and students cannot carry out the process. learn optimally in the class. The use of libraries at SMA Negeri 1 Muaro Jambi is still less popular with students, as can be seen from the small number of students who use the library as a learning resource at school. Due to the lack of completeness of books on Economics subject matter, it has not yet attracted students' interest in using the library as a learning resource at school. The lack of use of laboratories in schools is due to the lack of equipment needed, so students rarely use laboratories for the learning process. Then there are poor toilets, this can be seen in students who do not pay attention to cleanliness when using the toilet. So this causes inconvenience for other users. 2) Facilities and infrastructure such as tables and classroom chairs are not good, because the paint in the classrooms has faded and the paint in the classrooms has faded and looks dull, making students less enthusiastic about the learning process. Then the lack of focus in schools is an obstacle for teachers to use media in the learning process, so teachers often use the lecture method during the learning process. Under these conditions, students become bored and pay less attention to the material being presented. 3) It can be seen that the geographical conditions around the school are not conducive, because the school is close to a highway which is always busy with large cars, causing noise when students are studying, which can also lead to a high level of accident proneness.

Then we look at the social environment in relation to the remaining interaction patterns with the school environment in general. for example, teachers' teaching methods at school, curriculum, lack of professional familiarity between teachers and students in the learning process. Lack of good interaction between students which creates a less conducive atmosphere in the classroom, lack of student discipline in school and also when studying, lesson standards above the size/ability of students

so that students are less able to follow the learning given by their teachers, learning methods applied by students , there are so many assignments given by teachers that students cannot do other activities.

According to teachers in the field of Economics, students' interest in studying Economics subjects is still very low and needs to be remedied, this can be influenced by various reasons such as students not having preparation, there are still some students who do not submit assignments in Economics subjects, students do not pay attention to the teacher when explaining the lesson, there is no good planning before starting teaching and learning activities, and students still do not understand the importance of Economics and still think that Economics is an easy and trivial lesson.

Based on the background, the researcher is interested in conducting further research regarding "The Influence of the School Environment and Self-Concept on Students' Interest in Learning in Economics Subjects Class XI IPS at SMA Negeri 1 Muaro Jambi"

RESEARCH METHODS
Research Design
This research uses an Ex Post Facto approach, ex post facto research is research carried out to determine the factors that can cause this incident to occur (Widarto, 2013).

Ex post facto research is called that because in accordance with the meaning of ex post facto, namely "from what is done after the fact" this research is called research after the events. Ex post facto research is research where the independent variables have occurred when the researcher starts by observing the dependent variable in an event. In this study, to test the hypothesis about the influence of the school learning environment and students' self-concept on students' interest in learning in economics subjects for class XI IPS students at SMA Negeri 1 Muaro Jambi.

Research Target/Subject
The location of this research was carried out at SMAN 1 Muaro Jambi in class X1 IPS which is located at Jl. Cross-Ma. Bulian Km. 20 Ex. Jambi Outer City District. Muaro Jambi. Meanwhile, the research will be carried out after testing the instrument in the odd semester

Instruments, and Data Collection Techniques
This research was carried out by distributing this questionnaire, namely the researcher directly visited the respondents at the research location. Meanwhile, to fill in the questionnaire that was distributed, the researcher gave each respondent a time limit to read, understand and fill it out.

Data analysis technique
The hypothesis that will be tested in this research relates to the presence or absence of a significant influence from the independent variables (school environment and self-concept) and the dependent variable (interest in learning). Hypothesis testing was carried out using the SPSS 17.0 for Windows program package. Referring to the research objectives and hypotheses, the analysis model used is multiple linear regression and T-test. To provide an interpretation of the strength of a relationship or influence between variables, the following table is used:

Table 1. Interpretation Table Between Variables

No	Coefficient Interval	Level of Relationship or Influence
1	0.00 – 0.199	Very weak
2	0.20 – 0.399	Weak
3	0.40 – 0.599	Strong enough
4	0.60 – 0.799	Strong
5	0.80 – 0.999	Very strong

RESULTS AND DISCUSSION

1.   Description of School Environmental Data (X1)

Based on the results of the analysis of respondents' answers, for the school environment variable (X1) the minimum and maximum scores achieved for this variable were obtained. The minimum score is 46.00 from the school environment variable (X1) while the maximum score is 115.00. The results of calculating the school environment variable (X1) for the distribution of scores produce an average score of 82.0930, and a standard deviation of 11.35277.

Table 2. Descriptive Statistics School Environment Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
School environment	86	46.00	115.00	82.0930	11.35277
Valid N (listwise)	86				

Furthermore, to determine the trend level of School Environment scores, this can be done by looking for the ideal mean and ideal standard deviation as follows: Ideal mean (Mi) = ½ (ideal maximum score + ideal minimum score) so that Mi = ½ (120+84) = 102 whereas SDi = 1/6 (ideal max score – ideal min score) = 1/2 (115 - 46) = 80.5, SDi = 1/6 (ideal max score - ideal min score) = 1/6 (115 – 46) = 11.5

2.   Description of Self Concept Data (X2)

Based on the results of the analysis of respondents' answers, for the self-concept variable (X2) with the help of SPSS 17.0, the minimum and maximum scores achieved for this variable were obtained. The minimum score is 50.00 while the maximum score is 102.00. The results of calculating the score distribution produce an average score of 80.2209, and a standard deviation of 10.61010. This can be seen in table 4.3 below:

Table 3. Descriptive Statistics of Self-Concept Variables

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Self concept	86	50.00	98.00	102.00	10.61010
Valid N (listwise)	86				

Next, to determine the level of tendency of self-concept scores, you can do this by looking for the ideal mean and ideal standard deviation as follows: Ideal mean (Mi) = ½ (ideal maximum score + ideal minimum score) so that Mi = ½ (102 + 50) = 76. while SDi = 1/6 (ideal max score – ideal min score) = 1/6 (102 – 50) = 8.6

3.   Data Description Interest in learning

Based on the results of the variable value of student interest in learning (Y) with the help of SPSS 17.0, the minimum and maximum scores achieved by this variable were obtained. The drinking score for student interest in learning (Y) is 65.00 while the maximum score is 105.00, the results of calculating the distribution of the average score (mean) for the variable student interest in learning (Y) are 81.0349, and the standard deviation is 9.21693. This can be seen in table 4.5 below:

Table 4. Descriptive Statistics: Student Learning Interest (Y)

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Student Competencies	86	65.00	105.00	81.0349	9.21693
Valid N (listwise)	86				

Furthermore, to determine the level of tendency for learning independence scores, you can do this by looking for the ideal mean and ideal standard deviation as follows:

Ideal mean (Mi) = ½ (ideal maximum score + ideal minimum score) so that Mi = ½ (105 + 65) = 85, while SDi = 1/6 (ideal max score – ideal min score) = 1/6 (105 – 65)= 6.6

4. Test Prerequisite Analysis
4.1. Normality test

The data collected is data about the influence of the school environment and self-concept on students' interest in learning. The data that has been collected is analyzed. To analyze whether the data is normal or not, in this case the Kolomogorov Smirnov formula is used via the SPSS 17.0 application. Based on the calculation results, it can be said that the data obtained is normal. This can be seen in the following table.

Table 5. Test of Normality: School Environment (X1)

One-Sample Kolmogorov-Smirnov Test

		Motivation to learn
N		86
Normal Parameters[a],[b]	Mean	82.0930
	Std. Deviation	11.35277
Most Extreme Differences	Absolute	.104
	Positive	.104
	Negative	-.101
Kolmogorov-Smirnov Z		960
Asymp. Sig. (2-tailed)		.315

  a.   Test distribution is Normal
  b.   Calculated from data

Based on the table above, it shows that the calculated significance (sig. = 0.315) is greater when compared to alpha (α = 0.05). So it can be concluded that the data obtained on the school environment variables is normal.

Furthermore, for the self-concept variable, to analyze whether the data is normal or not, the Kolomogorov Smirnov formula is also used via the SPSS 17.0 application. Based on the calculation results, it can be said that the data obtained is normal. For more details, see the following table.

Table 6. Test of Normality: Interest in Learning (Y)

One-Sample Kolmogorov-Smirnov Test

		Motivation to learn
N		86
Normal Parameters[a,,b]	Mean	81.0349
	Std. Deviation	9.21693
Most Extreme Differences	Absolute	.089
	Positive	.089
	Negative	-.050
Kolmogorov-Smirnov Z		.828
Asymp. Sig. (2-tailed)		.499

   a.   Test distribution is Normal
   b.   Calculated from data

Based on the table above, it shows that the calculated significance data (sig. = 0.499) is greater when compared to alpha (α = 0.05). So it can be concluded that the data obtained on the student competency variable is normal.

4.2. Linearity Test

To find out whether the linear model used is correct or not, a linearity test is carried out first. In this research, SPSS release 17.0 was used. The use of a linear model is said to be appropriate and the probability value (in the anova table written Sig) with a real level (0.05 or 0.01) can be used. If the probability is >0.05 then the model is rejected and if the probability is <0.05 then the model is accepted. A summary of the linearity tests in the research can be seen in the following table:

Table 7. Linearity Test Results Using Anova Table

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5830.664	2	2915.332	174.052	.000[a]
	Residual	1390.231	83	16.750		
	Total	7220.895	83			

   a.   Predictors: (Constant), Self Concept, School Environment
   b.   Dependent Variable: Student Learning Interests

The table above explains that Fcount = 174.052 and the probability value is 0.000, so it can be concluded that the form of the linear equation $Y = a + bx$ is correct and acceptable. This is in accordance with the requirements of the linearity test, namely if the probability value is <0.05 (from the table explaining the probability value = 0.000 <0.05).

5. Hypothesis Testing

To determine the influence of the school environment and self-concept on students' interest in learning. Whether it is predictive or not, regression analysis is carried out. From the calculation results, the regression equation for the school environment and self-concept on students' learning interest is obtained as follows:

Table 8. Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.253	3.723		3.291	.000
	School environment	.434	.048	.534	9.030	.002
	Self concept	.414	.051	.476	8.047	.000

   a.   Dependent Variable: Student learning interest

From the table above, it can be seen that:

1. Testing the first hypothesis

The hypothesis tested in this research states that there is an influence of the school environment (X1) on students' interest in learning (Y). The hypotheses to be tested are $Ho:pyx_1 = 0$ and $Ha:pyx_1 \neq 0$. Based on calculations with the help of the SPSS 17.0 program. The results of the regression analysis obtained: There is an influence size of 0.534 with a sig value of 0.000. The sig value is smaller than the probability value of 0.05 or the value 0.000<0.05, then H_0 is rejected and Ha is accepted. The variable X_1 has a tcount of 9.030 with ttable = 1.98861. So tcount>ttable can be concluded that the variable X_1 has a contribution to Y. A negative t value indicates that the variable Negeri 1 Muaro Jambi.

2. Testing the second hypothesis

The hypothesis tested in this research states that there is an influence of students' self-concept (X2) on their interest in learning (Y). The hypotheses to be tested are $Ho:pyx_1 = 0$ and $Ha:pyx_1 \neq 0$. Based on calculations with the help of the SPSS 17.0 program. The results of the regression analysis obtained: There is an influence size of 0.476 with a sig value of 0.000. The sig value is smaller than the probability value of 0.05 or the value 0.000<0.05, then H_0 is rejected and Ha is accepted. The variable X_1 has a tcount of 8.047 with ttable = 1.98861. So tcount>ttable can be concluded that the variable X_2 has a contribution to Y. A positive t value indicates that the variable Negeri 1 Muaro Jambi.

3. Testing the third hypothesis

The multiple regression test aims to see the simultaneous influence between the influence of school environment variables (X1) and self-concept (X2) on students' interest in learning (Y). The results of multiple regression can be seen in the table below:

Table 9. The Results of Multiple Regression

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.899[a]	.807	.803	4.09625

From the table above, the multiple regression value between the school environment variables (X1) and self-concept (X2) on students' interest in learning is 0.899. Meanwhile, R square is 0.807 or 80.7%. while the remaining 19.3% was caused by other factors. for the significant test, the calculated F value was 174.052. because t count > t table (174.052> 1.98861), the results obtained are significant where Ho is rejected and Ha is accepted. So the influence of the school environment and self-concept together have a significant effect on interest in learning.

CONCLUSION

Based on the results of the research and discussion described previously, it can be concluded that there is an influence of the Example Non Example learning model on the learning outcomes of class VIII students in social studies subjects at SMP Negeri 2 Jambi city. Because the price value $\chi2 = 8.02 > \chi2\ tabel = 3.841$ and the level of influence of the treatment given has a significant relationship to the class (group) used at 0.34.

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