

# The Relationship between Student Learning Interest and Learning Outcomes

Anang Saiful Wahdi<sup>1</sup>, Agus Efendi<sup>2\*</sup>, Wiji Khurniawati<sup>3</sup>

<sup>1</sup>Departement of Teacher Professional Education, Sebelas Maret University

<sup>2\*</sup>Department of Informatics Education, Sebelas Maret University

<sup>3</sup>Department of Software and Game Development, SMK N 2 Surakarta, Indonesia

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### Corresponding Author:

Agus Efendi,  
Departement of Informatics  
Education,  
Sebelas Maret University,  
Jl Ahmad Yani, no 200,  
Pabelan, Kartasura, Surakarta,  
Jawa Tengah, 57169,  
Indonesia.  
Email:  
[agusefendi@staff.uns.ac.id](mailto:agusefendi@staff.uns.ac.id)

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## ABSTRACT

Student learning outcomes are a crucial achievement in learning, because learning outcomes can be a measure of student ability and also the success of learning from a teacher. Related to maximum learning outcomes, one of the factors that influence it is interest. In learning activities, if students have an interest in learning, they will feel that learning is very important so that they try to focus their attention on things related to learning activities and happily do it without any coercion from anyone. The purpose of this study is to find out, Does student interest in learning have a continuous relationship with learning outcomes? What are the factors that influence students' interest in learning? And, How to increase students' interest in learning? This research uses qualitative research. The population in this study were class X PPLG B students at one of the State Vocational Schools in Surakarta, totalling 36 students. The research variables are learning interest and learning outcomes. The data collection technique of learning interest uses observation in teaching assistance & guided learning practice while learning outcomes data from summative assessment at the end of learning & student projects.

**Keywords:** Learning outcomes, Learning interest, Students, Vocational school

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## 1. INTRODUCTION

Interest is one of the main factors in achieving goals, because the interest that arises in a person will bring attention to carry out an activity with enthusiasm in the learning process. Interest becomes the driving force for the learning process in order to achieve the desired goal, if there is no interest, it will be difficult to achieve a learning goal. Interest itself means a person's tendency to focus attention and apply with pleasure to the person, situation, or activity that is the focus of that interest. In this understanding there is an understanding that in interest there is a focus of attention, there is an effort to master, know, approach, have an object with feelings of pleasure. Sansone and Harackiewicz suggest that "interest is defined as a person's psychological state involving focused attention, increased cognitive function, persistence, and attitudinal or affective involvement." From several definitions of interest, the researcher concludes that interest is an increase in attention, and focuses the mental activities of individuals on an object related to themselves. In other words, interest can increase an individual's strength or drive to focus attention on his desires.

The definition of learning according to Rohmalina Wahab in her book Psychology of Learning is an activity carried out consciously by someone that results in changes in behavior in themselves, both in the form of new knowledge and skills as well as in the form of positive attitudes and values. Learning is a process carried out by individuals to gain new knowledge and experiences that are manifested in the form of relatively

permanent and permanent behavioral changes due to individual interactions with the learning environment. So it can be concluded that learning is an individual process in obtaining knowledge, experience and skills and there is interaction between the individual and the learning environment so as to produce changes in the attitude and behavior of the individual.

Some of the definitions of interest and learning can be concluded that interest in learning is a person's tendency to give attention and interest to everything related to the learning process that he is doing. Thus, what is meant in this study is a person's tendency to focus students' attention and interest in everything related to learning. Interest has a big influence on learning, because if the learning material, methods, learning situations, and facilities are not in accordance with the student's interests, then the student cannot learn as well as possible, this is because there is no attraction obtained by the student. Therefore, teachers are expected to design and manage learning so that learning materials, methods, learning situations, and facilities are in accordance with the interests of students so that student interest in learning will continue to increase.

Previous research entitled "The Effect of Learning Interest on Student Learning Achievement in Islamic Religious Education Subjects at SMK Negeri 1 Sengkang, Wajo Regency" (Suwardi et al., 2017). The purpose of the study was to obtain an overview of the effect of interest in learning on student learning achievement in Islamic Religious Education subjects at SMK Negeri 1 Sengkang. The study found that students' interest in learning in Islamic Education subjects at SMK Negeri I Sengkang was in the high category. From this study, it was also found that there was a significant influence between interest in learning on student learning achievement.

This research is not only a contribution to the theoretical understanding of learning interests in the context of vocational education, but also provides an empirical foundation for the development of more effective and inclusive learning practices in vocational high schools. By actively involving students in the learning process in accordance with their respective learning interests, it is expected to increase their learning motivation, participation and academic achievement in vocational programmes especially in the vocational field of software and game development.

## 2. RESEARCH METHOD

This research uses a qualitative approach with a focus on a case study at one of the State Vocational Schools in Surakarta, this approach was chosen to gain an in-depth understanding of the concrete efforts made by teachers in increasing students' interest in learning at the SMK level. Sampling was done by purposive sampling. Samples were taken based on research needs, meaning that each individual taken from the population was chosen deliberately based on certain considerations. In this study, the author chose one of the basic subject teachers of the expertise programme as a research sample because he had an understanding of the topic raised and was one of the teachers at the State Vocational School in Surakarta which was used as the object of research. The researcher's presence in this study is as a participant observer. The data collection techniques used were interviews and observations. Data analysis uses data collection, data condensation, data presentation and conclusion.

This research is included in the category of qualitative research, because the approach taken is through a descriptive qualitative approach, meaning that in qualitative research the data collected is not in the form of numbers, but the data comes from interviews, field notes, personal documents, and other official documents Suharsimi (2006: 36). The participants in this study were 1 teacher and 36 students. The following is data on the number of participants in this study:

Table 1. Gender

Gender	Amount	Total
Female Teacher	1	1
Male Students	30	
Female Students	6	36

## 2.1. Research Procedures

Data collection was carried out when teachers conducted the learning process at State Vocational Schools in Surakarta. Details of data collection were carried out using observation and interview methods. Observation is carried out using an observation sheet that contains aspects of class culture, class status, social status of students, learning interests, initial abilities, learning styles, learning motivation, emotional development, social development, moral and spiritual development and motor development of students. Meanwhile, data collection through interviews with State Vocational School Teachers in Surakarta was conducted once with various indicators of learning interest of class X PPLG B students.

Analysis is done by analysis during data collection, namely inductively using descriptive data through systematic logical reasoning of data (data validity) and data analysis after data is collected using triangulation techniques (comparing / checking, checking the validity of data) with the results of interviews and the results of document content.

So that the goal in this qualitative research is to describe the empirical reality behind the existing phenomena in depth, detail and thoroughly. Therefore, this research approach uses a qualitative approach by matching the empirical reality with the applicable theory.

### 2.1.1. Interview

This interview is a systematic and organized conversation conducted by a researcher as an interviewer with someone as a respondent (teacher) or interviewee to obtain a number of information related to the problem under study. The following are the results of the interview:

Table 2. Interview Result

No	Aspect	Question	Interview Result
1.	Classroom Culture	1. Can classroom culture affect students' interest in learning and learning outcomes? 2. What is the classroom culture in this vocational school?	1. Yes, classroom culture can influence students' interest in learning and learning outcomes. Classroom culture includes the norms, values and behaviors that exist in the learning environment. If the classroom culture encourages cooperation, mutual support and appreciation of learning efforts, it can improve students' interest in learning and learning outcomes. 2. Classroom culture supports optimal learning and interaction. For example, during discussions in learning, there is interaction between students and students and students and teachers by asking and answering each other. In addition, in terms of media, the class (laboratory) provides computers and some students also bring personal laptops for practice so that learning can run optimally and effectively.

2. Social Status of Learners	<p>1.Can the Social Status of Learners affect students' interest in learning and learning outcomes?</p> <p>2. How do teachers respond to the different social status of students during learning?</p>	<p>1. Yes, social status can affect students' interest in learning and learning outcomes. Several factors such as economic background, parental education, and social environment can have an impact on students' interest in learning and learning outcomes. Students from higher socioeconomic backgrounds tend to have access to better educational resources, such as books, electronic devices, and additional educational support, which can improve their learning interest and learning outcomes.</p> <p>2. We give space to all learners regardless of social status. Starting from improving the understanding of the material, providing opportunities for anyone who has more understanding to become a peer tutor which can be realized through group discussions. We also give feedback after learning activities on their social attitudes when there are friends who are struggling and how they behave in group problem solving. Always teach to respect each other's different backgrounds so that there is good communication and cooperation in the social and learning environment of students.</p>
3. Interest In Learning	<p>1.How is the students' interest in learning at this vocational school?</p> <p>2.How do teachers improve students' interest in learning?</p> <p>3.What are the factors that influence interest in learning at SMK?</p> <p>4.Does student interest in learning have a relationship with student learning outcomes in vocational schools?</p>	<p>1. In terms of learning, the students of class X PPLG B have not too significant differences in characteristics. They have a high interest in learning. In addition, they are very active in presenting an argument from the results of their experiences and are also able to connect the material with Pancasila values well.</p> <p>2. We have several ways to improve students' lack of interest in learning, such as: Making learning interesting and interactive, Applying variations in teaching methods (group discussions, educational games, and creative projects), Providing praise and support to students to motivate them, Understanding students' individual needs and providing additional assistance if needed &amp; Building good relationships with students so that they feel comfortable and motivated to learn.</p> <p>3. Broadly speaking, there are 2 factors that can affect students' interest in learning, namely internal factors and external factors. Internal factors include motivation, personal interest, self-</p>

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			<p>perception and self-confidence. While external factors include social environment, family support, availability of educational resources, cultural influences, and economic conditions.</p> <p>4. Yes, there is a strong relationship between student interest and student learning outcomes. When students have a high interest in the subject matter, they tend to be more eager to learn and understand the material better. This can have a positive impact on student learning outcomes, as high interest can increase motivation and concentration in learning.</p>
4.	Learning Style	1. Does learning style have an impact on students' learning outcomes?	<p>1. Yes, learning styles can have an impact on learners' learning outcomes. Different learning styles can affect how one processes information and learns. Therefore, it is important for us to understand learners' learning styles in order to provide an appropriate learning approach.</p>
5.	Motivation Learning	<p>1. What is the importance of motivation to increase students' interest in learning?</p> <p>2. Does every student need motivation?</p> <p>3. Have you ever motivated students? If so, what are some examples?</p>	<p>1. Motivation has a very important role in increasing students' interest in learning. When students feel motivated, they tend to be more passionate and dedicated in the learning process. Motivation can also help students to overcome laziness or boredom in learning. In addition, high motivation can also increase students' self-confidence, so that they are more courageous in facing challenges and developing their potential. Thus, motivation can be the main driver in increasing students' interest in learning and helping them achieve better learning outcomes.</p> <p>2. Yes, every student needs motivation from their teachers, but the form of motivation is different. Because each student has different needs &amp; also different characteristics.</p> <p>3. Always, because for me giving positive motivation to students is also one of the teacher's duties. An example of motivation that I often give is how to learn to improve self quality to students. I usually give this motivation at the beginning of the lesson.</p>

6. Students' Emotional development	<p>1. Does emotional development affect learners' interest in learning?</p> <p>2. How is the emotional development of learners in vocational schools?</p> <p>3. How do you overcome introverted learners' interest in learning?</p>	<p>1. Yes, emotional development significantly affects students' interest in learning. SMK is a stage of emotional transition for students (Child-Adolescent-Adult). Stable and positive emotions can increase learners' motivation to learn, concentration, and ability to process information well.</p> <p>2. Emotional development that occurs in class X PPLG B has good control. This can be seen through the way of communicating during group discussions, the occurrence of differences of opinion does not make them a big problem but rather becomes a meeting point and gives each other.</p> <p>3. The way I address the learning interests of inverted students is by several stages or ways, namely: Understanding their characteristics and needs, Creating a comfortable &amp; safe learning environment for them, Providing support to them and the last is choosing activities that suit them.</p>
7. Learning Environment	<p>1. Does the learning environment affect students' interest in learning?</p> <p>2. What is the learning environment in this vocational school?</p>	<p>1. Yes, the learning environment can affect students' interest in learning. A pleasant, comfortable and supportive learning environment can increase students' interest in learning. Factors such as good facilities, positive interactions between students and teachers, and a conducive atmosphere can motivate students to learn better.</p> <p>2. In my opinion, the learning environment at this SMK is good, this can be seen from the adequate facilities, positive interactions between students and teachers and an interactive and fun learning atmosphere.</p>

Picture 1. Interview Process



### 2.1.2. Observation

Observation is a data collection technique that is carried out through an observation, accompanied by notes on the condition or behavior of the target object. In this study, researchers have prepared several questions as a forum for the results of observations. The following are the results of the observation:

### **School Culture**

- Does the school atmosphere support optimal learning and interaction?

Answer: Yes. The school atmosphere has supported learning such as students who do not have learning tools such as laptops, the school provides computers in the laboratory. So that learning can run optimally and effectively

- In general, is the learner profile of Pancasila brought to life in the school?

Answer: Yes. The Pancasila learner profile at SMK is brought to life through activities such as Character Friday, P5 habituation, respectful attitude as an application of the fitness programme, singing the mandatory Indonesia Raya song, and every morning listening to the Pancasila Learner Profile song.

### **Classroom culture**

- How do teachers and learners implement the class agreement?

Answer: teachers and learners implement the class agreement at the beginning of the lesson. Example: The use of mobile phones during learning is only allowed for learning purposes. The agreement must be adhered to by every learner who participates in the lesson.

- How do teachers emphasize the values of the Pancasila learner profile to learners?

Answer: Teachers emphasize the values of the Pancasila learner profile by inserting these values in learning. For example, teachers can emphasize the value of mutual cooperation by asking learners to clean and tidy the classroom before and after the learning process.

### **Learner engagement**

- Are learners actively involved during the learning? What are the forms of learner engagement in this learning?

Answer: Yes, learners are actively involved during the learning process. In the form of discussions formed in groups, peer tutors, and personally asking the teacher.

- If yes, how do you motivate learners to be involved in learning?

Answer: The teacher motivates learners by approaching each learner. In addition, the teacher plays videos related to employment opportunities to foster learner motivation.

- If not, why are learners not motivated in learning?

Answer: -

- Do you capture the enthusiasm for learning from the learners?

Answer: Yes, we captured the enthusiasm for learning from the learners which can be seen from the learners' activeness in the form of when the learners have difficulty in understanding the material presented, they enthusiastically ask the teacher or their friends.

- Do learners actively respond to the teacher's questions during the learning process? Explain

Answer: Yes. Learners actively respond to the teacher's questions during the learning process. They are dominantly active in learning activities in the classroom as well as in terms of participating in competitions within the school or outside the school.

### **Identify the readiness of learners**

- Is at the beginning of learning the teacher observes or checks the readiness of learners? Both conditionally and materially that will be taught

Answer: Yes, at the beginning of teacher learning check the readiness of learners by asking for news (4C-Communication) and reflection of learning from previous meetings.

- What do teachers do when they know that the initial competencies of learners are diverse?

Answer: Teachers apply group learning to overcome the diversity of learners' competencies, so that superior learners can be mentors for other learners. Because the teacher thinks all students are good at different competencies. Teachers also pre-test at the beginning of learning to measure the competence of learners.

- How does the teacher accompany each learner to achieve learning goals?

Answer: The way the teacher accompanies students to achieve learning goals is to monitor the learning development of learners, so that teachers can monitor where students do not understand the material that has been given

### Development of emotions

- To what extent do classes and other learning spaces become healthy spaces of self-expression for learners?  
Answer: The learning space is very supportive for learning activities so that learners can express all group discussion activities comfortably.

- How do teachers respond to learners who have not been able to express themselves appropriately?  
Answer: Teachers respond to learners by providing explanations and being guided so that students can express themselves well. Learners with the teacher do the question and answer and at the time of doing the question and answer there are students who are crowded. At that time the teacher takes steps to direct students that are making questions from the material presented by other friends so that in this context learners can express their knowledge.

### Social development

- In general, how do teachers build an atmosphere that supports learners to develop social skills? For example, are they sensitive to the surrounding situation, empathize, respect each other, and interact and communicate?

Answer: Teachers build an atmosphere that supports learners to develop social skills through feedback, reflection and the provision of comfortable spaces of expression. Teachers provide feedback after learners do learning activities about their social attitudes when there are friends who are struggling and how their attitudes in solving group problems. Teachers encourage students to reflect on learning related to social attitudes in interaction and communication with friends and other parties. Teachers open a comfortable space to analyze and determine the steps to solve problems with students, for example: when the initial entry of new learners, teachers open a discussion room about the reasons they enter the PPLG department, for example, obtained data and teachers comfortably build empathy, and mutual respect about different backgrounds so that later established communication and cooperation are good in the social environment and learning learners.

- How do teachers facilitate learners in developing the social skills of learners in learning activities (e.g., group work, working on projects together)?

Answer: Teachers provide space for students to help each other's peers in improving the understanding of material that has been delivered by teachers or commonly called peer tutors. This can be proven by group discussion.

### Moral/spiritual development

- What do teachers do in building the integrity and spiritual values of learners?

Answer: The teacher's efforts in building integrity and spiritual values are carried out through the cultivation of pancasila values during learning and work culture habituation. For example, teachers instill mutual cooperation in each group learning, and encourage students to do peer learning if students have difficulty understanding the explanation of the teacher. Teachers also guide students in work culture habits such as the use of wearpacks, maintaining physical fitness in relation to work that continues to stare at a computer screen and sit for a long time. The teacher's efforts in building spiritual values, namely getting used to greet and pray when opening and closing the learning and greeting when meeting.

Picture 2. Observation Process





### 3. RESULT AND ANALYSIS

One of the tasks that must be carried out by teachers in schools is to provide services to students so that they become students who are in harmony with the goals of the school. Through the field of education, teachers influence various aspects of life, both school, social, cultural and economic. In the whole process of teacher education is the main factor that serves as an educator, teachers hold various types of roles, which inevitably, the teacher, must be carried out between the tasks of the work and is responsible for the results of children's learning activities through teaching and learning interactions. In other words, educators must be able to create the best learning conditions.

#### 3.1. RESULT

The results of this study show that: (1) The relationship of interest in learning with learning outcomes has a very high correlation, namely, there is a positive and significant relationship between learning interest and learning outcomes of students of class X PPLG B at one of the State SMK Negeri in Surakarta; (2) The relationship of interest in learning with learning outcomes is not always directly proportional, there are several factors that affect the results of these 2 aspects, such as learning environment, teaching methods, and learning, and the level of material difficulty can also affect the relationship between learning interest and student learning outcomes.

#### 3.2. ANALYSIS

According to Rosdiyah in Susanto (2013) states that "appearance interest in students in principle can be divided into two types, namely: 1) Interests that grow within 2) interests that arise due to the influence of outside". Of the two types can be explained that: first, the interest that grows from within the student is influenced by heredity or natural talent. Second, interests that arise due to outside influences of students, interests that arise along with the student's development process. Interests themselves can be influenced by family or parental encouragement, the environment, and customs habits. While Gagne in Susanto (2013) revealed that "because of the emergence of interest in a person there are two types, namely spontaneous interest and patterned interest." Spontaneous interest is an interest that arises spontaneously without the influence of outside students. While patterned interest is interest that arises due to the influence of planned and patterned activities, activities, such as in learning activities - teaching is packaged so that by educational institutions and teachers so that the creation of interest in learning. Based on the above opinion, the interest in learning can be distinguished by two types, namely: first, the learning interest that grows in students who arise spontaneously is influenced by heredity and natural talent that students have. Second, learning interests that are influenced by outside influences of students arising from activities that are patterned are influenced by the environment, teachers, parental encouragement, and customs.

Based on the data collected by the author, it can be concluded that the majority of student learning interests in SMK Negeri Surakarta are due to heredity and natural talent of students. This refers to the data on the acceptance of new learners in SMK Negeri Surakarta, the majority through the path of achievement. Although the majority of students' learning interest in SMK Negeri Surakarta is due to heredity and natural talent of students, the environment and school management also have an important role in increasing student learning interest so that students can get maximum learning outcomes.

### 4. CONCLUSION

Based on the results of research conducted by the authors on the Relationship of Student Learning Interest to Student Learning Outcomes of SMK Negeri in Surakarta, it can be concluded that there is a relationship between learning interest and learning outcomes. According to the results of interviews between researchers and teachers of class X PPLG B that student learning interest is influenced by 2 factors, namely internal and external factors. The internal factor is the presence of needs and ideals while the external factor is the attitude of parents to students, and, parents who do not pay attention in student learning will cause students to be lazy to learn and result in less student learning interest or parents who are too excessive in demanding students learn only for grades rather than top awareness and responsibility of students as students, then students will feel depressed and lead to less learning interest. Another external factor that affects learning interest is

environmental factors, students tend to follow the environment around students. For example, students live in an environment where the majority of their children are naughty and like to skip classes during class hours, then the students tend to follow their environment, so students in learning also like to laze, so that students in learning, this results in a low.

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