The Correlation Between Learning Interest and Environment Toward Students' Outcomes at SMAN 1 Mojo

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Abstract

This research was conducted to find out: 1) the correlation between learning interest and students' English learning outcomes, 2) the correlation between learning environment and students' English learning outcomes, 3) the correlation between learning interest and learning environment toward students' English learning. This research is a quantitative study with a correlation approach. The sample of this research is the X1 until X-11 class of SMAN 1 Mojo with a total of 79 students. Data collection in this research was carried out in two ways those are questionnaires and documentation. The research results show that: (1) there is a positive and significant correlation between learning interest and students' English learning outcomes, with a calculated Sig. (2-tailed) value of $0.000 < 0.05$ and r value $0.433 > 0.2213$. 2) there is no significant correlation between learning environment and students' English learning outcomes, with a calculated Sig. (2-tailed) value of $0.855 > 0.05$ and r value $-0.021 < 0.2213$. 3) there is a simultaneous correlation between learning interest and environment toward students' English learning outcomes, with a calculated significance value (Sig.) of $0.000 < 0.05$, and F value is $8.805 > 3.12$.

Key words: learning environment, learning interest, students' outcomes

Introduction

The future of both individuals and society is significantly influenced by education. Kosilah and Septian (2020) assert that education is a process that entails the provision of guidance or support from adults to facilitate a child's growth and development, thereby allowing them to achieve maturity and independently manage life responsibilities. According to Suparno et al. (2023), education is a deliberate and structured endeavor to facilitate a learning process that cultivates an individual's potential and the skills required for personal and societal requirements. Student learning outcomes are determined through evaluations or assessments. The learning outcomes of students are influenced by a variety of factors, including their learning interests and the learning environment.

Because they serve as indicators or benchmarks of the extent of change in students following their educational experiences, learning outcomes are crucial to the learning process. According to Sumilat (2018), defines Students' learning outcomes as the results or acquisitions of behavioral changes due to the learning process. These changes can manifest in various forms, including increased knowledge, understanding, attitudes, behaviors, skills, and habits, all of which can be observed and measured in students' knowledge, attitudes, and skills. Factors influencing learning are categorized into two groups, those that are intrinsic or internal factors to the person and those extrinsic external factors that come from their environment. According to Marlina & Sholehun (2021), internal factors include interests, talents, motivation, and learning methods, while external factors encompass the school, family, and community environments. Poor Students' learning outcomes can often be attributed to factors such as the learning interest and learning environment. Students who have a supportive and conducive learning environment are more likely to achieve optimal learning processes and outcomes.

An intrinsic factor that can have a substantial impact on learning outcomes is interest in learning. According to Septiani et al. (2020), interest is someone's encouragement to do a job or activity. Learning Interest is a person's desire based on the absence of encouragement from other people to improve their abilities, skills and understanding of something. This desire includes influences from within students so that

they can continue to learn and achieve what they want, such as improving their learning outcomes. According to Trismayanti (2019), that a lack of interest in a subject can lead to learning difficulties. Besides the learning interest, another critical factor affecting Students' learning outcomes is their environment in the learning process.

Learning or educational activities always occur within an environment, and these environmental factors significantly influence student learning outcomes. These factors, originating outside the student, are known as external factors and include various aspects of the learning environment. According to Seku, et al. (2022), a learning environment is a place that influences the process of changing a person's behaviour which is permanent and relatively permanent. When the learning environment is highly supportive, it boosts students' enthusiasm and comfort, positively impacting their interest in learning. Students' ability to concentrate and assimilate information is enhanced by a learning environment that is conducive to their comfort.

Such conditions can lead to low student learning outcomes. Based on pre-research results, it was found that students are not interested in learning English due to uninteresting learning media and their lack of English proficiency. Students become lazy during the English learning process because their English skills are inadequate. This also results in a lack of student engagement in the learning process, as students may fall asleep in class, chat with friends, or even skip classes during learning hours. Further concerns include the lack of learning facilities at school, the distance from home to school, and the lack of educational infrastructure. Student learning outcomes are influenced by various factors, based on observations during the two-month Teaching Practice Program (PLP) and information from teachers. Factors such as student interest in learning and the learning environment are the two main factors identified. The lack of student interest in learning English results in their inactivity in the teaching and learning process, and an uncomfortable environment further diminishes their seriousness and interest in learning. Considering the above issues, the researcher is interested in conducting a study entitled "The Relationship Between Learning Interest and Environment on English Learning Outcomes of Students at SMAN 1 Mojo".

Methods

Researchers used a quantitative design with a correlational approach for this study. Sinambela (2020) stated that quantitative research involves the use of numerical data to generate structured information. This design aims to explore potential correlations between variables by considering the magnitude of the correlation coefficient. The purpose of correlational studies is to identify predictive correlations using advanced statistical techniques. In this study, there were 79 samples from grade X students at SMAN 1 Mojo who served as respondents. Researchers used SPSS to analyze the data and employed questionnaires and documents to collect data for this study. The researchers used questionnaires to assess students' learning interest (X1) and learning environment (X2), and for English learning outcomes, they used grade documents from the teacher (Y).

Results and Discussion

The Correlation Between Learning Interest Toward Students' Outcomes

The table below will elucidate the results of the Pearson Test conducted using SPSS for this particular variable in the research.

Table.1 Table Pearson Product-Moment Test X1

Pearson Product-Moment (Sig.)	R	Note
0.000	0.433	Correlated

The Pearson correlation coefficient value of Sig. (2-tailed) between learning interest and English learning outcomes is 0.000, as shown in the table above. This value is less than 0.05 (0.000<0.05). Furthermore, the critical r value of 0. 2213 is surpassed by the calculated r value of 0.433 for the correlation between learning interest and English learning outcomes (0.433>0. 2213). Given these results, it is reasonable to conclude that Ha is accepted and H0 is rejected, suggesting a substantial correlation between the Learning Interest variable and the English Learning Outcomes of Student.

The hypothesis (Ha1) is supported, while hypothesis (H01) is refuted, as indicated by the Sig. (2-tailed) values and r table calculations. This suggests a significant correlation between students' English learning outcomes (Y) and their learning interest (X1). This research yielded results that were comparable to those of numerous prior investigations. The results of Rosalina and Junaid's (2020) research suggest a significant correlation between the academic performance of students and their interest in learning. In addition, Harefa (2023) indicates that her research also suggests a positive and

significant correlation between learning interest and mathematics outcomes, and that learning interest influences their mathematics outcomes. It is evident that there is a positive and significant correlation between students' English learning outcomes and their learning interest, as evidenced by these two theories and the SPSS calculations.

The Correlation Between Learning Environment Toward Students' Outcomes

The results of the Pearson Test administered using SPSS for this variable are summarized in the table below:

Table 2. Pearson Product-Moment Test X2

Pearson Product-Moment (Sig.)	R	Note
0.855	-0.021	Not Correlated

The Pearson correlation value of Sig. (2-tailed) between the learning environment and English learning outcomes is 0. 855, which is greater than 0.05 (0. 855>0.05), as indicated in the table above. In comparison to the r table value of 0.2213, the calculated r value for the correlation between learning interest and English learning outcomes is -0.021 (-0.021<0.2213). On the basis of these results, it is possible to conclude that Ha is rejected and H0 is accepted, indicating that there is no significant correlation between the learning environment and English learning outcomes. The r table computations and the Sig. (2-tailed) values make it clear that hypothesis Ha2 is rejected and hypothesis H02 is accepted. This implies that there is no discernible correlation between students' English learning results (Y) and the learning environment (X2).

Results from a number of earlier investigations were comparable to those of this investigation. The results of Azijah & Nasehudin (2018), investigation show that students learning outcomes in social studies at SMP Negeri 1 Ciawigebang, Kuningan Regency, is not significantly positively correlated with the learning environment. Furthermore, Supriatmanto et al. (2021) stated that their research indicates no meaningful and beneficial correlation between learning outcomes and the learning environment. It may be concluded that there is no meaningful correlation between the learning environment and English learning outcomes based on these two theories as well as the SPSS calculation.

The Correlation Between Interest and Environment Toward Students' English Learning Outcomes

The results of the Simultaneous Test administered using SPSS for this variable are summarized in the table below:

Table 3. Simultaneous Test

Simultaneous Test (Sig.)	F	Note
0.000	8.805	Correlated

It is clear from the presented table that the results of the simultaneous testing point to a significance value (Sig.) of 0.000, which is less than 0.05 (0.000<0.05). Furthermore, the F-calculated value of 8.805 surpasses the F-table value of 3.12 (8.805 >3.12) when comparing the computed F-value to the F-table. Thus, it can be concluded from these Sig. and F-calculation results that learning environment and learning interest are related to students' English learning outcomes at the same time.

The Sig. value and F-value indicate that the alternative hypothesis (Ha3) should be accepted and the null hypothesis (H03) should be rejected based on the SPSS analysis. This suggests that learning environment and learning interest have a strong and simultaneous correlation with students' English learning outcomes. Similar results have been obtained by earlier research. Nurdianti, et al. (2021), stat that the found that learning interest and environment significantly impact students' learning outcomes. Furthermore, Pratiwi et al. (2019) report a substantial simultaneous association between learning environment and learning interest with regard to learning outcomes in mathematics. The learning environment and learning interest have a substantial simultaneous link with students' English learning results, according to the SPSS calculation and these two hypotheses.

Conclusion

Research findings show that there is a correlation between English learning outcomes and learning interest. This means that English learning outcomes increase along with a student's level of learning interest. This shows that to improve students' English learning outcomes, earning interest is an important component that needs to be considered. However, there is no substantial correlation between students' English learning outcomes and the learning environment at SMAN 1 Mojo. In particular, the learning environment and

English learning outcomes are not significantly related.

This research also found that learning interest and the learning environment were correlated with students' English learning outcomes. This means that both earning interest and the learning environment influence students' English learning outcomes. This shows that to improve students' English learning outcomes, comprehensive efforts need to be made by considering these two factors.

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