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Profile of Students' Learning Interest in Integrated Science Learning at SMP Negeri 02 Tebat Karai, Kepahiang District

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Abstract: Profile of Students' Learning Interest in Integrated Science Learning at smp Negeri 02 Tebat Karai, Kepahiang District. Education is one of the determinants of whether a country is successful or not. All actions in education require results and interest in learning. This writing aims to know the profile of students' interest in studying comprehensive science. This type of research is quantitative descriptive research and the research subject is a student of SMP NEGERI 02 TEBAT KARAI. By using the purposeful sampling technique, a sample of 20 students was obtained. The instrument used is a questionnaire and the type of questionnaire used is closed. Data analysis in this study was carried out using the Likert scale. The data is reprocessed in the percent description table. The results show that the average learning interest of students who study High Standard Comprehensive Science is still relatively high, so more students who have high learning interests need attention and need to be improved. because the field of science is needed and supported. Nevertheless, students who have a high interest in learning will be very interested in search and problem solving methods. have a great learning spirit to achieve success.

Keywords: Science Learning, Student Learning Interest, Questionnaire Sheet

Abstrak: Profil Minat Belajar Siswa pada Pembelajaran IPA Terpadu di Smp Negeri 02 Tebat Karai Kabupaten Kepahiang. *Pendidikan merupakan salah satu penentu sukses atau tidaknya suatu negara. Semua tindakan dalam pendidikan membutuhkan hasil dan minat belajar. Penulisan ini bertujuan untuk mengetahui profil minat mahasiswa dalam mempelajari ilmu pengetahuan komprehensif. Jenis penelitian ini adalah penelitian deskriptif kuantitatif dan subjek penelitian adalah siswa SMP NEGERI 02 TEBAT KARAI. Dengan menggunakan teknik purposeful sampling diperoleh sampel sebanyak 20 siswa. Instrumen yang digunakan adalah kuesioner dan jenis kuesioner yang digunakan adalah tertutup. Analisis data dalam penelitian ini dilakukan dengan menggunakan skala Likert. Data diolah kembali dalam tabel deskripsi persen. Hasil penelitian menunjukkan bahwa rata-rata minat belajar siswa yang belajar IPA Komprehensif Standar Tinggi masih tergolong tinggi, sehingga lebih banyak siswa yang memiliki minat belajar tinggi yang perlu mendapat perhatian dan perlu ditingkatkan. karena bidang ilmu sangat dibutuhkan dan didukung. Meskipun demikian, siswa yang memiliki minat belajar yang tinggi akan sangat tertarik dengan metode pencarian dan pemecahan masalah. memiliki semangat belajar yang besar untuk mencapai kesuksesan.*

Kata kunci: *Pembelajaran IPA, Minat Belajar Siswa, Lembar Kuesioner*

- **INTRODUCTION**

Education can be explained as a planned effort to create an atmosphere of the learning process where students actively realize their potential through teaching, mentoring and training. So that it can be used as provisions and welfare, for the benefit of oneself and society. There are two factors that affect the learning process, namely internal factors and external factors. Interests and talents, EQ, IQ, and motivation are intrinsic of the student himself. Facilities and infrastructure, curriculum, learning media and learning methods are external factors (Prasetiyono & Sumbawati, 2014).

Interest has a very important role in students' lives and has a big impact on attitudes and behavior (Riwahyudin, 2015). Learning is a long process in order to achieve more results for Achieving these results requires the right strategy (Meidawati, 2019). Interest is the most important basis in the success of the learning process. If student feel happy with a subject then he will quickly understand and understand the material given by the teacher (Awe & Benge, 2017). Student learning interest is very influential on student learning outcomes because of the growing interest in learningin students will encourage students to follow the learning well. The higher the interest student learning will improve student learning outcomes (Wiradarma et al., 2021). To improve the quality of education and teaching, especially in science subjects as less interesting lessons so much students who have grades below Minimum Learning Mastery (KBM) and interests low learning (Tambunan, 2019).

Learning is an activity or someone's job based on good experience In terms of knowledge, attitudes and skills. From the learning process someone will experience the changes. Study Individuals will most likely get it new understanding of things studied. The benefits of this research are very helpful Individuals can progress and develop. In order to obtain a good learning effect Then the student must develop this interest high because of some learning outcomes as well Determined by existing study interests every student (Biologi et al., 2018).Great interest Inappropriate learning resources, teaching materials, and teaching media Without student interest, students will not study hard. according to the princess, interesting teaching materials increase interest and increase interest Students come to study (Plantau et al., 2019).

The school complies with applicable regulations can be seen in a standard way General Education School/Madrasah Infrastructure. According to Bafadal (2014) school supplies Also commonly referred to as school facilities and divided into educational facilities and educational infrastructure. educational facilities All equipment, materials and furniture used directly in the process Education at school. Educational infrastructure is the basic accessory implementation of indirect assistance Process of school education. Infrastructure Schools can be classified in the following ways: participate directly and indirectly in the learning process teach (Febriliani, 2018).Have a good feeling about learning, b) have high aspirations on mastery and participation in learning activities, c) feel have a high interest in learning, d) have awareness as an educational subject and aware of learning needs e) understand the purpose of learning. If we know what kind of interest, we can cultivate interest Owned by Students, Various Opinions of Experts About the types of interests that everyone probably has (Ilmiah et al., 2017).

There are 2 factors that influence student interest in learning, namely internal factors and external. Internal factors are talent, motivation, goals, and health, while external factors, namely family, schoolmate. Influencing factors interest, namely internal factors related to something that arises from within the student, and external factors are

something that arise from outside the student. Family, friends, school, and the community are external factors student (Pujani et al., 2023).Uneven distribution of the quality of education is one of the biggest problems in the world of Indonesian education, which is related to the vast geographical area of Indonesia. So much so that Indonesia has undergone several curriculum reforms. The 2013/2014 step 2013 course is carried out as a substitute for the KTSP curriculum. As for the government's efforts to improve the quality of education in Indonesia, namely by changing the 2006 Curriculum (KTSP) to the 2013 Curriculum, the concept and good teaching content must be mastered in science learning. Content standards will shape the knowledge provided by students; standard processes will develop students with scientific skills, thinking skills and thinking strategies; scientific inquiry standards will develop students for critical and creative thinking; Ideal criteria that must be met (Purwanti, 2016).

It is hoped that science learning can be a stage for students to learn themselves and the environment so that they can apply it in their daily lives (Wiradarma et al., 2021). The PCK method is a science learning process in the 2013 curriculum Skills related to science materials and how to teach science are very necessary. Understanding the content of scientific material (knowing science) in teaching is not enough, a pedagogical approach (how to teach) is also needed (Harefa, 2022). Science students, curriculum, teaching strategies, and evaluation are knowledge that science teachers must have to transform science knowledge. Previous courses differed significantly from the 2013 course in terms of integrated science teaching and implementation (Masril et al., 2020). The current curriculum difference is that at this time there is an introduction or combination of science subjects related to the curriculum in integrated science teaching, while the previous curriculum has biology subjects separated from physics subjects (Harefa, 2022).

Students need to guide and follow the learning process, so that it can stimulate students' interest in learning. Learning interest, learning attention, learning motivation and knowledge are indicators to measure learning interest (Rahayuliana & Watini, 2022). If a person is interested in a particular class, then he will be interested in that class. He will study hard and continue to know everything related to his field passionately, nothing burdens him.Learning interest has always been a driver for students to learn and do learning activities. Learning interest can arise from internal factors and psychological aspects that have a very fundamental impact on the learning activity process for students to advance (Sembiring & Mukhtar, 2019). Learning interest begins with a person's psychological aspect that affects learning outcomes (Heriyati, 2017). In student learning interest there is a measuring tool to measure the level of student interest in the learning process called the interest index. Therefore, indicators of interest in learning include: 1) There is a liking, so it is encouraged in learning. 2) Active participation. 3) Tendency to concentrate 4) High concentration (Ricardo & Meilani, 2017).

In learning activities, learning interest plays an important role as a force that encourages students to learn. Students who are interested in learning will have a spirit of learning, while students who only listen to the class will only move their hearts to learn, but do not have the interests of students, so continuing to study hard will not stimulate their interest in learning. Therefore, this research aims to find out the interest profile of students of SMP Negeri 02 Tebat Karai Kepahiang Regency in learning Integrated Science.

▪ METHOD

This research method uses quantitative descriptive methods. Quantitative descriptive research is a research method that aims to describe comprehensively and in depth the social reality that is the object of research and various phenomena that occur in society, so that it can describe

the nature, nature, characteristics, and pattern of the phenomenon. Bodgan and Taylor (Pujani et al., 2023). shows that qualitative research is a research program produce descriptive data forms written or spoken words of people And watch the actors.The subject of inqi research is class VIII students of SMP Negeri 02 Tebat Karai Kepahiang Regency for the 2023/2024 academic year which amounted to 20 students. The date to conduct the study is May 25, 2023.

The sampling technique used in this study is purposive sampling, which is a certain sample selection method to be evaluated according to the purpose of the research or research question to determine the sample. Data collection techniques are carried out in the form of questionnaires by Google using research tools. Questionnaires are techniques or ways of collecting data indirectly in the form of written questions that help in obtaining information from respondents. This questionnaire is a direct questionnaire that was answered directly by respondents to get an overview of the interest in learning Integrated Science at SMP 02 Tebat Karai. Then the analysis of this research data is carried out using the likert scale.

▪ RESULT AND DISCUSSION

Natural science (IPA) is one of the learning in schools related to natural phenomena that often occur in everyday life. Science subjects are one of the places for students to increase their interest in learning in developing the potential that exists within themselves. In science or science learning, students are required to be physically and mentally involved. The results of the questionnaire data regarding students' learning interests in science subjects can be seen through the graph below:

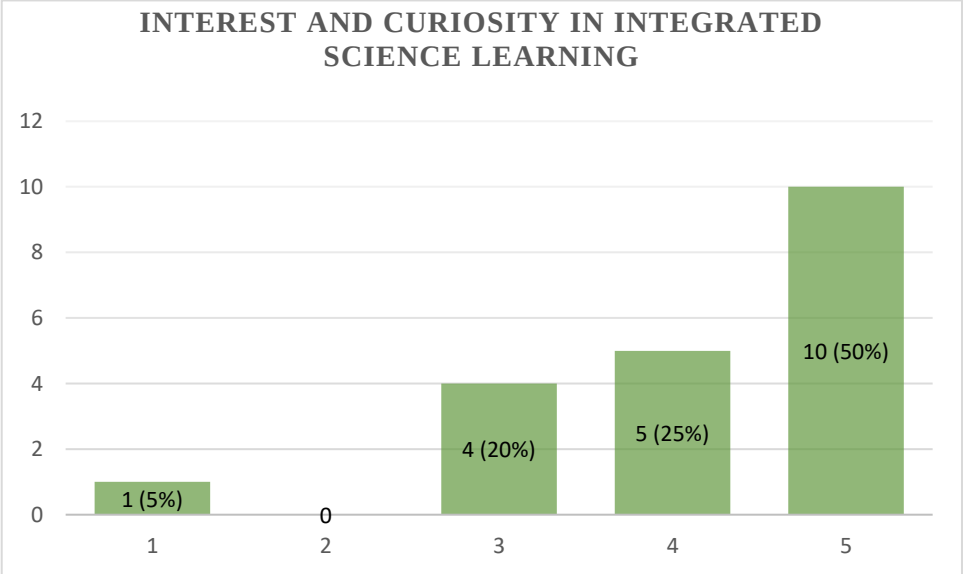

Figure 1. Graph of interest and curiosity in Integrated Science learning

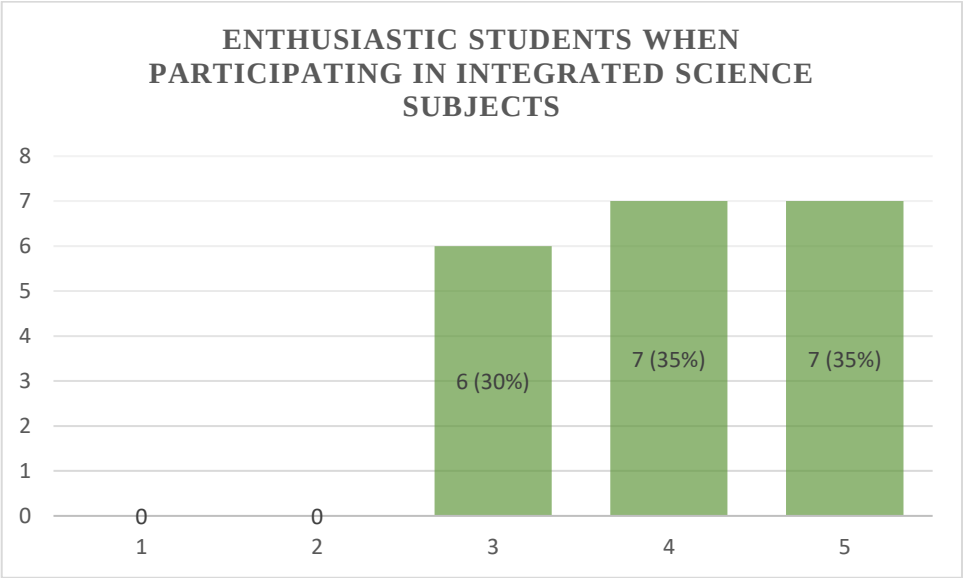

Figure 2. The graph Enthusiastic Students When Participating in Integrated Science Subjects

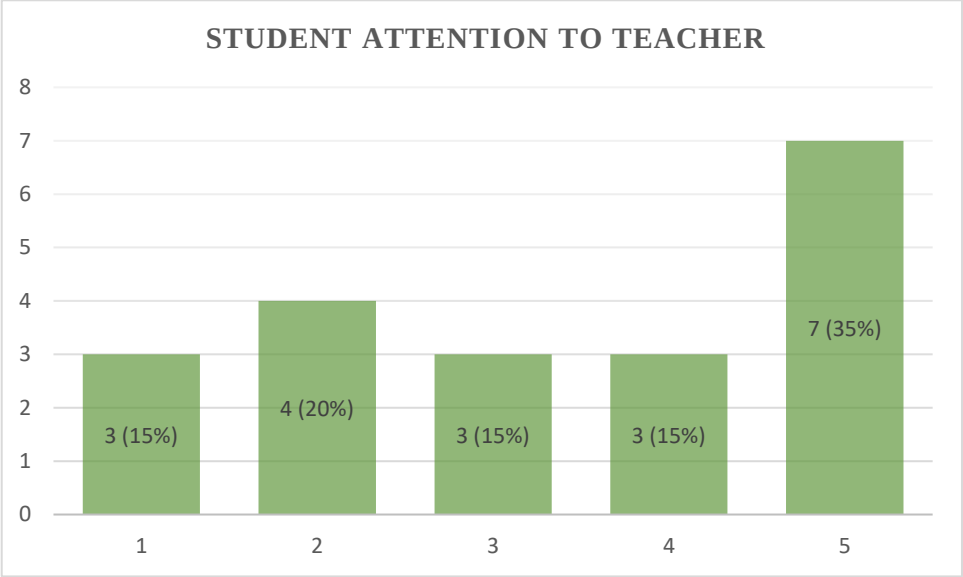

Figure 3. The graph Student Attention to Teacher

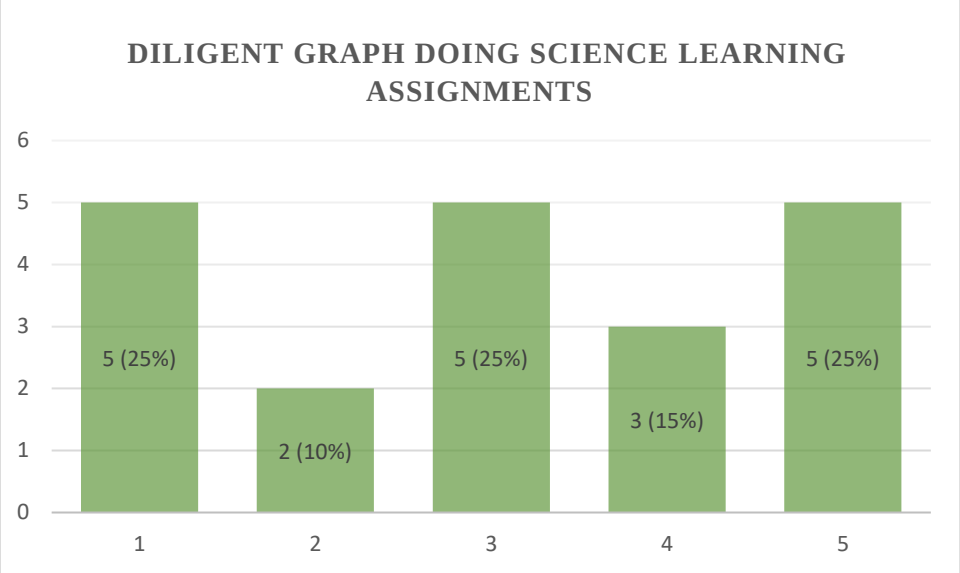

Figure 4. The graph Diligent graph doing science learning assignments

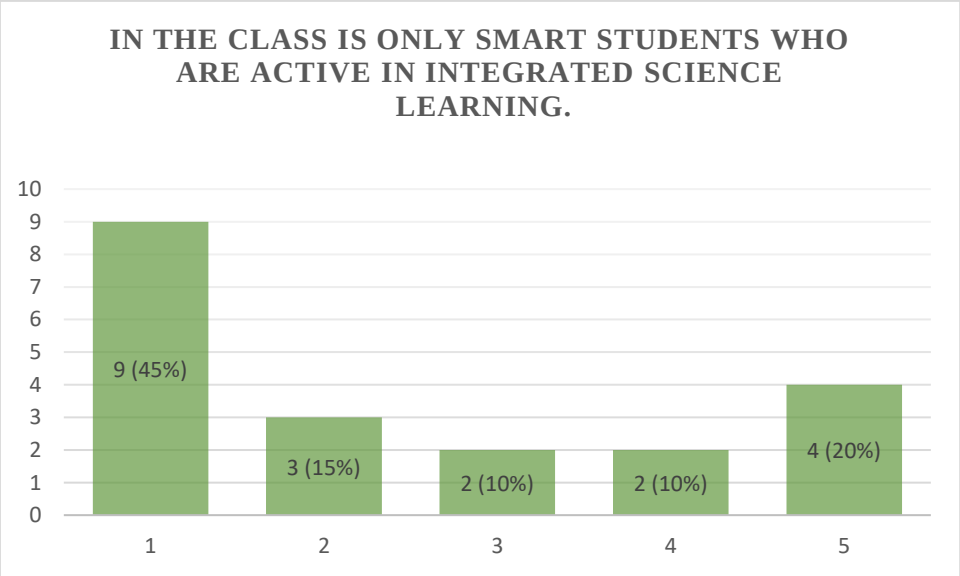

Figure 5. The graph in the class is only smart students who are active in Integrated Science Learning.

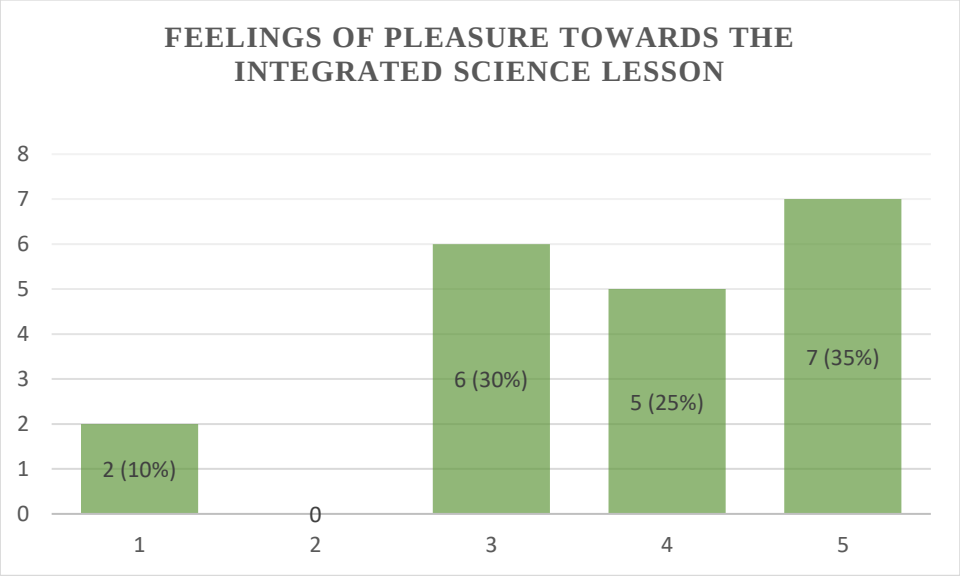

Figure 6. Graph of feelings of pleasure towards the Integrated Science lesson

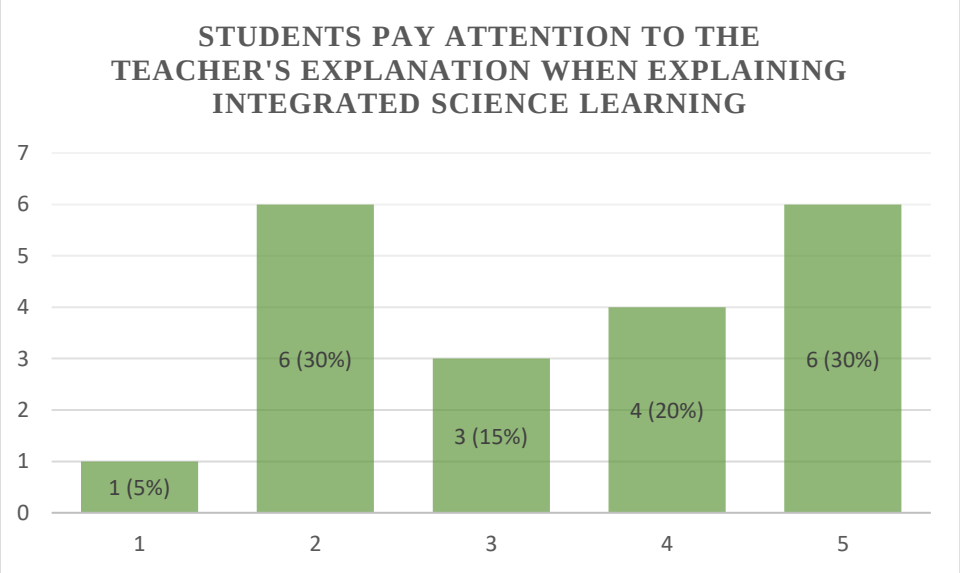

Figure 7. Graph of students paying attention to the teacher's explanation when explaining Integrated Science learning

The ways to calculate the level of learning interest in students are as follows:

1. Summing up all the scores of each respondent.
2. The acquisition of data from the Questionnaire is generated by using the formula:

Index Formula % = Total Score / Y x 100

After the questionnaire data is obtained, then the data is processed using a percentage descriptive table. The results of the indicators of student learning interest in integrated ipa learning are as follows:

Table 1. Indicator of Student Learning Interest in Science Learning

No	Indicator	Results	Category
1.	Interest and curiosity in Integrated Science learning	83%	very high

2	Students are enthusiastic when following the Integrated Science subject..	81%	very high
3	Student attention to teacher.	65%	tall
4	Diligently working on Integrated Science lesson assignments	61%	tall
5	In the classroom only smart students are active in Integrated Science lessons.	49%	Currently
6	Feelings of pleasure towards Integrated Science lessons	75%	tall
7	Students pay close attention to the teacher's explanation when explaining Integrated Science lessons	68%	tall
	Rata -rata	**69%**	**Tinggi**

Based on the table. 1 percentage of indicator categories is very high, namely Interest and curiosity in Integrated Science learning as much as 83%. And the lowest indicator category is that students really pay attention to the teacher's explanation when explaining Integrated Science lessons has a percentage of 68% with High criteria. Based on the statement above, it shows that the category is very high, namely the indicator that students have an interest and curiosity in high integrated science learning. This is the same as students who have a high interest in learning will have a great learning spirit in order to achieve achievements. This is influenced by things beyond the reach of logic such as the image that exact lessons are difficult and external lessons related to learning. Likewise students who have low learning interests tend to have fragile personalities. A person with a low interest in learning tends to withdraw from association, is closed, feels unable to have the ability, lacks confidence that they can get good results. Furthermore, the student has difficulty in exploring the learning process. With the presence of interest, it will arise if there are activities that are liked by someone, they will feel interested and encouraged to do activities related to learning interests. There is a sense of pleasure in the learning process, students will easily get results according to what is expected. When students have a high interest in learning, then the student will get high learning presetation, and vice versa (Muldayanti, 2013).

▪ CONCLUSION

Based on the research results, it shows that there is an interest in student learning in Integrated Science at SMP NEGERI 02 TEBAT KARAI Kepahiang Regency with 7 indicators in the form of interest and curiosity in 83% integrated ipa learning with a very high category, students are enthusiastic when participating in 81% integrated ipa learning with a very high category, students pay attention to Although it is still relatively high, in order for more students to have a high interest in learning, they need to get attention and learning must be improved again.(Ricardo & Meilani, 2017)

1. Internal factors factors that influence interest in learning motivation, talent, and ambition. Whereas influential external factors are family factors, friends, teachers and

facilities school. As for things that can recommended in this study is Teachers must continue to motivate students and always improve quality learn through study innovative and use of media and methods variations to increase interest student learning.

2. The results of this study should be a reference for schools especially teachers to always try increase student learning interest because interest in learning has a significant influence significantly to the increase in learning outcomes student.

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