www.bircu-journal.com/index.php/birci
Budapest International Research and Critics Institute-Journal (BIRCI-Journal)
Humanities and Social Sciences
ISSN 2615-3076 Online)
ISSN 2615-1715 (Print)
Budapest Institute

# Analysis of Interest in Learning Biology Maple in Class X Students of Class Cross Interest At Sman 1 Bilah Hilir

**Murni[1], Novi Fitriandika Sari[2]**
[1,2]*Universitas Labuhanbatu*
*murni9626915@gmail.com, novifitriq@gmail.com*

**Abstract**

*The purpose of this study was to determine students' interest in learning biology in class X Clump Lintas Interest at SMAN 1 Bilah Hilir. Interest is a sense of liking and a sense of attachment to a thing or activity, without anyone telling. Cross Interest Clusters are subjects that can be taken by students outside the chosen Specialization Subject Group but are still in other Specialization Groups. The research method used is descriptive quantitative research. Data collection in this study was carried out by means of: observation, questionnaires and interviews. Calculation of data analysis using a Likert scale with the provisions of 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree). The results of this study indicate that students' interest in learning biology in the cross-interest cluster of class X students at SMAN 1 Bilah Hilir has an interest in learning biology with an average percentage of 76.05% including in the high category. Interest in learning biology consists of 74.13% (high category), 74.29% interest (high category), 76.90% interest (high category), and 75.89% involvement (high category).*

Keywords
*Interest in learning; biology; cross interest*

## I. Introduction

Education is a manifestation of human culture that determines the quality of educators. Therefore, in education, changes in the development of learning design are required that must be carried out systematically or at local, national, and global levels (Mulyasa, 2006). One of them is in line with changes in the culture of life that develop in the world of students from adaptive to changing times (Yani, 2018).

Education is the foundation of a successful career, financial freedom, the ability to think and reason critically and to make informed decisions. Without education we will be limited to perform tasks and we will be ignorant to the things that are happening in and around our surrounding, and according to Martin Luther King, a people without knowledge is like a tree without roots. For education to be of great value, curriculums should be implemented. (Philips, S. 2020)

Education is a very important human need because education has a duty to prepare Human Resources (HR) for the development of the nation and state (Pradana et al, 2020). According to Astuti et al (2019) Education is an obligation of every human being that must be pursued to hold responsibilities and try to produce progress in knowledge and experience for the lives of every individual. Education is one of the efforts to improve the ability of human intelligence, thus he is able to improve the quality of his life (Saleh and Mujahiddin, 2020). Education is expected to be able to answer all the challenges of the times and be able to foster national generations, so that people become reliable and of high quality, with strong characteristics, clear identities and able to deal with current and future


**DOI:** *https://doi.org/10.33258/birci.v5i1.4207*

problems (Azhar, 2018). Education and skills are the main keys in gaining social status in community life (Lubis et al, 2019).

The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, creative, independent, and become democratic and responsible citizens in the National Education System Law Number 20 of 2003. , article 1 paragraph. (1) It is stated that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character and skills needed by themselves, the community, the nation and country.

Students' interest in learning has a very big influence on student learning activities and educators' goals. With the interest in learning in students, it will cause curiosity and pleasure in students to continue learning. Curiosity and pleasure in learning can be obtained from the material being taught and the way the teacher delivers the subject matter, if the subject matter and the way the teacher delivers the subject matter are not in accordance with the student's interests, then the student will not learn well and maximally, because there is no attraction for himself (Gustina, 2020). Teachers are expected not only as presenters or convey knowledge to students,

The problems that exist in the world of education are demanded to always progress from various aspects. One of the important aspects is the teaching and learning process at SMA N1 Bilah Hilir. From the results of the interview with Mrs. Juli Safni Nasution, S.Pd, based on the class X teacher, it is known that the problem of students in the room is the lack of understanding of learning, especially in learning biology which has memorization material, besides that in the teaching and learning process, most teachers still use conventional learning methods or the lecture method and the expository method. According to Haris (2008), the two methods have similarities, in the teacher-centered teaching lecture method, because the teacher talks more / conveys material, while the expository method only provides information at certain times that students need, for example at the beginning of a lesson, or for a new topic. According to Moedjiono (2004), this causes students to be less active and tend to be bored when learning is very influential on student learning outcomes, there are still many students below the standard criteria for completeness, the KKM score has not been able to reach 70%.

Based on the description above, it can be seen how important the learning outcomes obtained by students are because they represent student achievement in learning activities. From that researchers are interested in conducting research as a step to increase student interest and learning outcomes, especially in Biology subjects entitled "Analysis of Interest in Learning Biology Subjects in Class X Students of Cross-Interest Clusters at SMAN 1 Bilah Hilir"

## II. Research Method

This type of research used is quantitative with descriptive method. The population in this study were all class X IPS SMA N 1 Bilah Hilir (X IPS-1, X IPS-2, X IPS-3, X IPS-4) totaling 140 students, with a sample of 140 students. The technique of this research is to observe the problem of the influence of student interest in learning at SMA N 1 Bilah Hilir by using a questionnaire distributed to all students of class X IPS SMA N 1 Bilah Hilir. This questionnaire is used to collect data and used document studies, observations, questionnaires, and interviews. The document study technique was carried out to obtain student data in the form of names, the final assessment of the even semester of the

2020/2021 school year. Observations are used to obtain data related to the process of student interest in learning in class X Social Sciences.

Data analysis in this research study uses interpretive descriptive. Analysis of UAS value data was analyzed descriptively qualitatively, questionnaire data analysis was analyzed by questionnaire data, analyzed by qualitative descriptive. The data was carried out descriptively, the data analysis of the interview results was descriptively interpretive (Hemayanti, 2020). Calculation of data analysis using a Likert scale with the provisions of 4 = strongly agree, 3 = agree, 2 = disagree, 1 = strongly disagree). The provisions of the criteria for assessing student interest in learning can be seen in table 1.

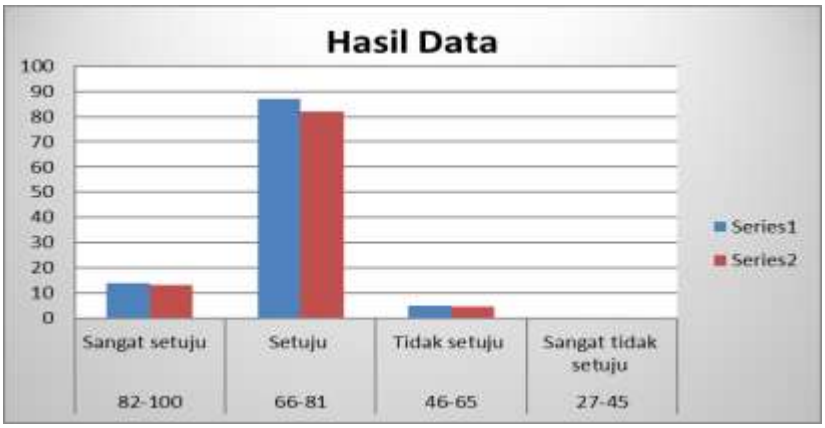
**Table 1**.Criteria for Assessment of Student Interests

| Value Range/Weight | Criteria |
|---|---|
| 81 – 100 | Very high |
| 71 – 80 | Tall |
| 61 – 70 | High enough |
| 51 – 60 | Low |

*Source: Aritonang (2008)*

## III. Result and Discussion

This research examines the learning interest of class X Cluster Cross Interest students in Biology subjects at SMAN 1 Bilah Hilir, the results of data analysis on student learning interests are obtained as follows:




*Source: Results of data analysis for 2022*

***Figure 1.****Respondent Data Results*

Based on the picture above, it can be seen that the questionnaire of interest in learning biology in cross-interest clusters for class X students of SMAN I Bilah Hilir Labuhanbatu, North Sumatra, obtained results from respondents stating strongly agree by 13%, agreeing by 82%, and disagreeing by 5%. Overall, the average percentage obtained is76.05% is included in the high category, this means from the results of the questionnaire that the students of class X cross-interest biology at SMAN I Bilah Hilir Labuhanbatu, North Sumatra have an interest in learning biology.

Interest is a sense of liking and a sense of attachment to a thing or activity without anyone telling. Cross Interests are subjects that can be taken by students outside the group of specialization subjects chosen but are still in other specialization groups.(Panjaitan, 2014).

### 3.1 Preferred Indicator Presentation Data

Based on the results of the research that has been carried out, the percentage of each indicator of cross-interest students' preferences in class X SMAN I Bilah Hilir Labuhanbatu North Sumatra is obtained when attending lessons.


*Source: 2022 data analysis*

***Figure 2.****Favorite Indicator Presentation*

Based on Figure 2 above, it can be concluded that out of 106 students, 74 students or 70% agreed, 20 students or 19% strongly agreed, and 12 students or 11% students disagreed. In this case, it means that students' interest in learning biology at SMAN 1 Bilah Hilir tends to be high. This is reflected in the statement that students feel happy to take biology lessons, then students feel that the teacher explains in an easy-to-understand method, then students are not shy about asking questions during the teaching and learning process and students feel happy doing the assignments given by the teacher. This is in line withresearch conducted by Panjaitan (2014)the indicator of cross-interest students' preference for class X SMAN 5 Jambi City in taking biology lessons seen from the average percentage of 77.76% is included in the high category.

### 3.2 Attention Indicator Presentation Data

Based on the results of the research that has been carried out, the percentage of each indicator of cross-interest students' attention in class X SMAN I Bilah Hilir Labuhanbatu, North Sumatra, during the lesson.


*Source: 2022 data analysis*
***Figure 3.****Analysis of Students' Attention to Biology Learning*

Based on the data above, it can be concluded that from 106 students there were 16 students or 15% stated strongly agree, 69 students or 65% agreed, 20 students or 19% disagreed, and 1 student or 1% stated strongly disagree that it means that students' attention to Biology Learning at SMAN I Bilal Hilir tends to be high. This is illustrated in the item proposed that although students sitting in the back does not become a barrier to participating in biology learning, then students always pay attention to the teacher when given the material by the teacher, and students always do the assignments given by the teacher. Asari (2017) states that attention can be interpreted as a person's mental activity in giving meaning to a stimulus.

### 3.3 Interest Indicator Presentation Data

Based on the results of the research that has been carried out, the percentage of each indicator of interest in cross-interest students in class X SMAN I Bilah Hilir Labuhanbatu North Sumatra is obtained when attending lessons.


*Source: 2022 data analysis*
***Figure 4.*** Analysis of students' curiosity about learning biology

Based on the above analysis, it can be concluded that from 106 students there are 33 students or 31% strongly agree, 68 students or 64% agree, and 5 students or 5% disagree, which means that students are curious about learning biology at SMAN I Bilah. Downstream tends to be high. This is reflected in the items proposed that students are always present in biology lessons, and students often read books related to biology. This is

in line with the opinion of Wahidah (2013: 8) which states that interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling.

### 3.4 Engagement Indicator Presentation Data

Based on the results of the research that has been done, the percentage of each indicator of cross-interest student involvement in class X SMAN I Bilah Hilir Labuhanbatu North Sumatra is obtained when attending lessons.


*Source: 2022 Data Analysis*

***Figure 5**.Analysis of Student Involvement during Biology Learning*

Based on the data above, it can be concluded that from 106 students there were 23 students or 22% strongly agree, 67 students or 63% agreed, and 16 students or 15% disagreed, which means that students' involvement during biology learning at SMAN I Bilah Hilir tend to be high. This is reflected in the items submitted that students do the assignments given by the teacher and collect them on time, then students always communicate well during biology learning, and students are never late in learning biology. This is in line with the opinion of Sumarhadi (2010) which states that involvement will teach students to learn independently,

### 3.5 Learning Constraint Presentation Data

Based on the results of the research that has been carried out, the percentage of each indicator of Learning Constraints experienced by inter-interest students in class X SMAN I Bilah Hilir Labuhanbatu, North Sumatra, is obtained when attending lessons.


*Source: Results of data analysis in 2022*

***Figure 6.** Analysis of perceived obstacles when learning biology*

Based on the data above, it can be concluded that from 106 students there are 31 students or 29% strongly agree, 66 students or 62% agree, and 9 students or 8% disagree with which means the obstacles felt by students when learning biology at SMAN I The Lower Bar tends to be high. This is reflected in the statement items proposed that students feel that the short learning schedule makes the teacher only have a little time in delivering the material, then students feel a little difficult in understanding the material presented by the teacher, and students feel burdened by the tasks that accumulate in biology learning.

The learning constraints felt by students of X SMAN I Bilah Hilir Labuhanbatu, North Sumatra, based on the observations made by the researchers, were the students said that the short learning schedule, made the teacher only have little time to give the material, then too much memorization was one of the obstacles in learning biology, then the obstacle felt by students is that students are often absent so that it has an impact on students falling behind in lessons. Then another obstacle is that students sometimes have a little difficulty in understanding the material given by the teacher. Solina (2013) states with the results of his research that the interest in facing difficulties in learning is sufficient because of the student's willingness to gain achievement.

**Table 2.** Study Interest Analysis Results

| No | Indicator of Learning Interest | Number of Questions | Percentage (%) | Note: |
|---|---|---|---|---|
| 1 | Favorite | 6 | 77.9 | Tall |
| 2 | Attention | 5 | 76.1 | Tall |
| 3 | Interest | 4 | 82.4 | Very high |
| 4 | Involvement | 5 | 78.4 | Tall |
| 5 | Learning Obstacles | 5 | 80 | Tall |
| Average | | | 79 | Tall |

*Source: Results of data analysis for 2022*

Based on the table above, it can be seen that from Table 1.2 above, the results of the questionnaire on interest in learning biology in cross-interest clusters in class X SMAN I Bilah Hilir Labuhanbatu North Sumatra as a whole obtained an average percentage, namely79% is included in the high category, this means from the results of the questionnaire that students of class X cross-interest biology at SMAN I Bilah Hilir Labuhanbatu, North Sumatra have an interest in learning biology.

## IV. Conclusion

Based on the results of the research above, it can be concluded that the students' request for cross-interest clumps of SMAN I Bilah Hilir in biology subjects has high criteria. This is indicated by the student's assessment of the indicators of interest in learning, namely liking, attention, interest, and involvement showing high results. Constraints faced by cross-interest clumps of SMAN I Bilah Hilir students are the limitations of a very short learning schedule, then the obstacle felt by students is the amount of memorization, besides that students' frequent absences make it difficult for students to follow lessons, lack of facilities and infrastructure to support biology subjects become obstacles for students to understand the material.

## References


Abdul Haris, A, J,. (2008). Evaluasi pembelajaran, Yogyakarta Multi Pressindo.

Asari, N. (2017). Analisis Minat Belajar Biologi Siswa Kelas VIII SMP Negeri 1 Rambah Hilir Tahun Pembelajaran 2014/2015 (Doctoral dissertation, Universitas Pasir Pengaraian).

Astuti, R.W., Waluyo, H.J., and Rohmadi, M. (2019). Character Education Values in Animation Movie of Nussa and Rarra. Budapest International Research and Critics Institute-Journal (BIRCI-Journal). P. 215-219.

Azhar,A. (2018). Students' Trends in Islamic Communication Postgraduate in2010-2016 State Islamic University of North Sumatera (UINSU). Budapest International Research and Critics Institute (BIRCI-Journal), P.206-214.

Gustina, H, (2020),. Skripsi, Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Matematika Di Sekolah Dasar Negeri 68 Kota Bengkulu. Universitas Institut Agama Islam Negeri Bengkulu.

Hemayanti, K. L., Muderawan, I. W., & Selamat, I. N. (2020). Analisis Minat Belajar Siswa Kelas Xi Mia Pada Mata Pelajaran Kimia. Jurnal Pendidikan Kimia Indonesia, 4(1), 20-25.

Ihwan, M. Z., Shaharom-Harrison, F., Marina, H., & Wahidah, W. (2013). A comparative prevalence study of ectoparasites in wild and cultured grouper before and after transportation. Journal of Sustainability Science and Management, 8(1), 121-125.

Isjoni, (2007). Cooperatif Learning Mengembangkan Kemampuan Belajar Berkelompok. Bandung Alfabeta.

Kementerian Agama, 2014. RI. Al-Qur'an Tafsir

Lubis, R., et al. (2019). Survival Strategy for Lokan Seekers in Paya Pasir Village, Kec. Marelan, Medan, Indonesia. Budapest International Research and Critics Institute-Journal (BIRCI-Journal). Volume 2, No 1, Page: 293-303.

Moedjiono, H,. (2004). Proses Belajar Mengajar, Bandung.

Moedjiono, H,. 2004. Proses Belajar Mengajar, Bandung.

Muldayanti, N. D. (2013). Pembelajaran biologi model STAD dan TGT ditinjau dari keingintahuan dan minat belajar siswa. Jurnal Pendidikan IPA Indonesia, 2(1).

Mulyasa, (2006). Menjadi Guru Profesional Menciptakan Pembelajaran Kreatif dan Menyenangkan Bandung, Remaja Rosdakarya.

Munif, M,A. (2019). Skripsi; Pengaruh Minat Siswa Pada Mapel Biologi Terhadap Pretasi Belajar Siswa Kelas X MA Uswatun Hasanah Mangkang Semarang, Universitas Islam Negeri Walisongo.

Panjaitan, C. (2014). Analisis Minat Belajar Biologi pada Rumpun Lintas Minat Berdasarkan Implementasi Kurikulum 2013 pada Siswa Kelas X SMA Negeri 5 Kota Jambi. Artikel Penelitian. Jambi: Universitas Jambi.

Philips, S. (2020). Education and Curriculum Reform: The Impact They Have On Learning. Budapest International Research and Critics in Linguistics and Education (BirLE) Journal. P. 1074-1082.

Pradana, D. A., et al. (2020). Nasionalism: Character Education Orientation in Learning Development. Budapest International Research and Critics Institute-Journal (BIRCI-Journal) Volume 3, No 4, Page: 4026-4034.

Purwanto, M Ngalim, (2011). Psikologi Pendidikan. Bandung Remaja Rosdakarya.

Saleh, A., Mujahiddin. (2020). Challenges and Opportunities for Community Empowerment Practices in Indonesia during the Covid-19 Pandemic through Strengthening the Role of Higher Education. Budapest International Research and

Critics Institute-Journal (BIRCI-Journal). Volume 3, No 2, Page: 1105-1113
Solina, W., Erlamsyah, E., & Syahniar, S. (2013). Hubungan Antara Perlakuan Orangtua Dengan Motivasi Belajar Siswa Disekolah. Konselor, 2(1).
Sumarhadi, A. (2010). Pengaruh Pembelajaran Biologi Dengan Pendekatan Joyful Learning Melalui Metode Mind Maps Terhadap Minat dan Prestasi Belajar Siswa Kelas XI SMA Negeri 11 Yogyakarta. Skripsi. Program Studi Pendidikan Biologi Fakultas Sains dan Teknologi Universitas Islam Negeri Sunan Kalijaga. Yogyakarta.
Yani, E,. (2018). Skrpsi. Analisis Penggunaan Media Interet Terdahadap Minat Belajar Biologi Peserta Dididk Di Kelas XII SMA Negeri Se-Kota Bandar lampung, Universitas Islam Negeri Raden Intan Lampung.