

## Study Interest Analysis on Indonesian Language Subjects

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### ABSTRACT

This study aims to analyze interests in the Indonesian Language subject. This study uses a descriptive analysis method using a qualitative approach and tests the hypothesis using the interpretation of the percentage value. This study found that interest in learning Indonesian increased significantly; this is evidenced by the claim that students have in learning Indonesian, both individually and in groups. Alternatively, in other words, taking part in Indonesian language exercises that are beneficial for students in Indonesian subjects—increased because it is influenced by factors of motivation and the state of the school environment, and the role of the teacher.

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## 1. INTRODUCTION

Lesson Indonesian is a scientific discipline that consists of interrelated components. These components are the object of language skills, namely listening, speaking, reading, writing, and overall and consistent experiences development (Mulyati, 2014). Indonesian language education emphasizes language skills which are then practiced in everyday life. Therefore, every student must always be given direction and guided to develop the potential of the main concepts of the Indonesian language itself (Suti, 2011).

Learning is a relatively permanent change in behavior or behavioral potential due to reinforced experience or practice (Simbolon, 2014). Learning is the result of the interaction between stimulus and response. A person is considered to have learned something if he can show a change in his behavior. According to this theory, meaningful learning is input in the form of a stimulus and output in the form of a response (Susanto, 2013).

Stimulus is whatever the teacher gives to students (students), while the response is in the form of a reaction or student response to the encouragement given by the teacher (Nurhasanah & Sobandi, 2016). The process between the stimulus and response is not essential because it cannot be observed and cannot be measured; what can be observed is the stimulus and response. Therefore, what is given by the teacher (inspiration) and what is received by the student (reply) must be observed and measured (Pratiwi, 2017).

## 2. METHODS

The research method used in this study is a qualitative method using a descriptive approach. Determination of research subjects in qualitative research can use a *criterion-based selection model* based on the assumption that the issue is an actor in the proposed research theme. In addition, in determining informants, you can use the *snowball sampling model* to expand the research subject. The data collection techniques in this study were questionnaires, observation, and documentation. The questionnaire data was collected by Investigating. The information is about students' opinions in learning on three aspects, namely personal interest, situational interest, and psychological interest. Then the next step is to process the data through data reduction, data presentation, and conclusion/verification. Based on Thing, the researcher could process the data obtained in a study. Results data processing through analysis of personal, situational, and psychological will produce something conclusion.

## 3. FINDINGS AND DISCUSSION

Data reduction is a selection process that focuses on simplification, abstraction, and transformation of raw data that emerges from field data. After the data questionnaire is collected, the next step is to separate the information that supports this research and focus on the data that has been collected by re-checking the data to ensure the amount of data that will be analyzed.

Based on the results of data reduction, then the next step is to display the data in the form of a table consisting of many respondents, aspects of the research, and the amount of data to be a solid basis for concluding.

**Table 1. Display of Student Data for SMA Negeri 03 Kalukku**

| No | Aspect                 | No Question | Number of Respondents |
|----|------------------------|-------------|-----------------------|
| 1  | Personal Interest      | 1           | 23                    |
|    |                        | 2           | 23                    |
|    |                        | 3           | 23                    |
|    |                        | 4           | 23                    |
|    |                        | 5           | 23                    |
| 2  | Situational Interest   | 6           | 23                    |
|    |                        | 7           | 23                    |
|    |                        | 8           | 23                    |
|    |                        | 9           | 23                    |
| 3  | Psychological Interest | 10          | 23                    |
|    |                        | 11          | 23                    |
|    |                        | 12          | 23                    |

Conclusion drawing and data verification is the final stage in the qualitative data analysis technique. The result of data reduction still refers to the purpose of the analysis, which will be reached at this stage. Data analysis aims to find the meaning of the data collected by looking for relationships, similarities, or differences to answer this study problem. Furthermore, to find out interest in learning Indonesian subjects can be seen in table 2 following this.

Table 2. Recapitulation of Student Interests

| No | Aspect                 | No Question | Alternative Answer |    |           |            |
|----|------------------------|-------------|--------------------|----|-----------|------------|
|    |                        |             | Yes                | No | Sometimes | Not at all |
| 1  | Personal Interest      | 1           | 10                 | 3  | 7         | 3          |
|    |                        | 2           | 13                 | 4  | 3         | 3          |
|    |                        | 3           | 15                 | 5  | 3         | 0          |
|    |                        | 4           | 23                 | 0  | 0         | 0          |
|    |                        | 5           | 12                 | 4  | 6         | 1          |
| 2  | Situational Interest   | 6           | 16                 | 0  | 6         | 2          |
|    |                        | 7           | 21                 | 2  | 0         | 0          |
|    |                        | 8           | 12                 | 6  | 3         | 2          |
| 3  | Psychological Interest | 9           | 17                 | 3  | 2         | 1          |
|    |                        | 10          | 18                 | 2  | 1         | 2          |
|    |                        | 11          | 14                 | 6  | 2         | 1          |
|    |                        | 12          | 16                 | 2  | 6         | 3          |

In table 2, there are 12 questions, namely: Question number one shows that there are students who say "Yes" to A total of 10 people, "No" to 3 people, "Sometimes" to 7 people and "Not at all" 3 people Thus it can be concluded that most students feel happy by learning Indonesian at SMA Negeri 03 Kalukku, Mamuju Regency.

Question number Two shows that there are students who say "Yes" to as many as 13 people, "No" to 4 people, "Sometimes" to 3 people and "Not at all" to 3 people; thus, it can be concluded that most students feel excited when following the eye Indonesian language lessons.

Question number three shows that there are students who say "Yes" A total of 15 people, "No" 5 people, "Sometimes" 3 people, and "Not at all" 0 People; thus, it can be concluded that most students often read textbooks Indonesian.

Question number Four shows that there are students who say "Yes" A total of 23 people, "No" 0 People, "Sometimes" 0 People, and "Not at all" 0 People; thus, it can be concluded that all students pay attention to the teacher when explaining language lessons Indonesia.

Question number Five on the questionnaire, Situational Interest above, shows that there are students who say "Yes" for A total of 12 people, "No" for four people, "Sometimes" for six people, and "Not at all" 1 person Thus it can be concluded that students actively ask when there is the material presented by the teacher which is poorly understood.

Question number six shows that there are students who say "Yes" as many as 16 people, "No" 0 people, "sometimes" 5 people, and "Not at all" 2 people; thus, it can be concluded that almost all students are motivated by the teacher's character in class when study.

Question number Seven shows that there are students who say "Yes" A total of 21 people, "No" 2 People, "Sometimes" 0 People, and "Not at all" 0 People; thus, it can be concluded that almost all students are motivated by the teacher's character in class when study.

Question number eight shows that there are students who say "Yes" for A total of 12 people, "No" for six people, "Sometimes" for three people, and "Not at all" 2 Thus, it can be concluded that almost all students like poetry when read by Mother.

Question number nine shows that there are students who say "Yes" A total of 17 people, "No" 3 people, "Sometimes" 2 people, and "Not at all" 1 person. Thus it can be concluded that almost all students often read language textbooks Indonesian at home.

Question number ten shows that there are students who say "Yes" A total of 18 people, "No" 2 people, "Sometimes" 1 person, and "Not at all" 2 people; thus, it can be concluded that almost all students often get the best grades in class.

Question number Eleven shows that there are students who say " Yes" A total of 14 people, "No" 6 people, "Sometimes" 2 people, and " Not at all" 1 person. Thus it can be concluded that almost all students are motivated to become literature teachers.

Question number Twelve shows that there are students who say " Yes." As many as 12 people "No" 6 people, "Sometimes" 2 people, and " Not at all" 1 person. Thus it can be concluded that almost all students often buy Indonesian literature.

Interest is one indicator that significantly affects students' success in subjects at school, including Indonesian language lessons. Interest learning that is owned makes students more happy and enthusiastic in every facet of the learning process, both at home and abroad class and outside the classroom. Any kind of interest the studied studies are (Muhardi, 2004): First, interest personal is an interest that arises from within a person without any outside influence. Individual interest is a hidden aspect of a person. Second, interest situational is an interest that arises from a person due to external effects in social activities. The environment is more in determining interest. For example, students are interested in English material because their friends around them like and learn a lot. So that interest, in addition to growing from hidden aspects from within, interest can also grow through environmental influences, especially communication with people and friends at school. Interaction directly or indirectly will affect a person's perception of something of interest in decision making. Third, interest psychology, according to Tidjan is a psychological symptom that shows the concentration of attention on an object because there is a feeling of pleasure. Interest in learning in someone allows for more significant order in an activity (Santoso, 2014).

When viewed from the data from interviews with Class XII students of SMA Negeri 03 Kalukku, interest in learning Indonesian subjects can be classified well; this can be seen from the instructions for interest in learning to feel happy about learning Indonesian.

Factors that influence interest in learning Indonesian language lessons are the feeling of pleasure and enthusiasm in each participating in Indonesian language learning. Students have the intention to learn Indonesian language material; for example, some students often study books about literature even though students are outside of study hours or, in other words, that students are in House. Apart from these factors, another supporting factor is the teacher's encouragement in learning the Indonesian language. Then other supporting factors, namely the classroom atmosphere and learning environment that has met the requirements, ultimately lead to an interest in learning .

In the learning process, students pay attention, receive the material, and ask and answer questions from the teacher so that the material can be understood and understandable. Things like that are reflected in the learning process by asking more questions than being silent when the teacher gave the opportunity; it can be seen in table 2 that many students said yes in questioning the material that the teacher did not understand. B based on results analysis data dominates the answers that question and re-learn the material being studied take place in class.

Feelings of pleasure influence students' interests and have a sense of satisfaction after practicing Indonesian; we prove by looking at table 2 that ten students answered the question about feeling happy in participating in Indonesian language lessons. It can be concluded that having a considerable interest amount of learning in learning Indonesian material. In table 2, when they were refreshed during the Indonesian language exercise, 13 students stated yes, four people did not, sometimes three people, and not at all three people. So that most of the respondents expressed feelings of pleasure when participating in Indonesian language training.

Students who do not read Indonesian textbooks are very minimal, as in the example in table 2 (Psychological) that students stated that 17 people said yes, not as many as three people, sometimes as many as two people, and not at all only one person and from The explanation of the 17 people gave reasons why they often read literary books because their contents were interesting. In table 2, students usually buy read books about Indonesian literature; this can be seen in the questionnaire data. Many as 12 answered yes, no, six people, sometimes two people, and not at all three people. This proves that students' interest in learning is enormous.

The teacher's character and encouragement significantly affect students' interest in learning (situational); in table 2, 12 students answered yes, four no, six sometimes, and one not the same once. Interest Student learning is very dependent on the character of the teacher who teaches the material, which will then generate interest in education. The impetus from the circumstances or the environment can be seen in table 2 that as many as 21 students answered yes, no 2 people, sometimes 0, and not at all 0. So, it can be concluded that the interest in learning primarily determines the atmosphere in the classroom. It will appear whether the class condition is not neat or vice versa. Still, students have a high enough interest; this is due to the class's state, which is always neat before learning takes place. So, the implementation of the learning process significantly needed the presence of interest study namely; personal interest, interest situational, and interest psychological to create a learning process and happening interaction student with the teacher, interaction with students with the material, students with media, interaction student with the environment, and interaction student with maximum students.

Based on the number of students who have personal interests, situational, and psychological interests, as stated in table 3.

Table 3. Students Who Have Personal Interest Criteria

| No | Student's name    | Interest |             |               |
|----|-------------------|----------|-------------|---------------|
|    |                   | Personal | Situational | Psychological |
| 1  | Andi Ramla        |          | ✓           | ✓             |
| 2  | Ahmad Idris       |          | ✓           | ✓             |
| 3  | Erna Sopriana     |          | ✓           | ✓             |
| 4  | Fatal Ashari      |          | ✓           | ✓             |
| 5  | Guspan Prone      |          | ✓           | ✓             |
| 6  | Ginsen Nova       | -        | ✓           | ✓             |
| 7  | Halima Tussa'dia  | -        | -           | ✓             |
| 8  | Hetri Indriani    | -        | ✓           | ✓             |
| 9  | Misbahuddin       | -        | -           | -             |
| 10 | Miftahul Adnin    | -        | -           | -             |
| 11 | Marnice           | -        | -           |               |
| 12 | Nurwana           | -        | ✓           | ✓             |
| 13 | Nahdatul Janna    | -        | ✓           | ✓             |
| 14 | Nuryasni          | ✓        | ✓           | ✓             |
| 15 | Nasrallah         | ✓        | ✓           | ✓             |
| 16 | Risa Royani       | ✓        | ✓           | ✓             |
| 17 | Rahyuni           | ✓        | ✓           | ✓             |
| 18 | Surtiani          | ✓        | ✓           | ✓             |
| 19 | artist            | ✓        | ✓           | ✓             |
| 20 | selpi             | ✓        | ✓           | ✓             |
| 21 | Tri Kurnia Sayuti | ✓        | ✓           | ✓             |
| 22 | Ulfa Damayanti    | ✓        | ✓           | -             |
| 23 | Ade Irawan        | ✓        | ✓           |               |
|    | TOTAL             | 15       | 21          | 20            |

Table 3 shows that: First, 15 students expressed opinions on the personal interests of 23 respondents. So, based on the results of data analysis, it shows that 65% of total students have a personal interest, meaning students' interest in the study is personally good.

Second, the number of students who have a situational interest is 21 people. So based on the results of data analysis shows that 91% of a total student by the whole that has interest situational, meaning student own interest study by very situational good. Thus it can be concluded that almost all respondents expressed an opinion on the aspect of situational interest.

Third, the number of students with a psychological interest is 20 people. So, based on the results of data analysis, it shows that 87% of the total student has a psychological interest, meaning their student interest in the study by very psychological good.

Data analysis shows that interest in learning has a massive influence on the maximum learning process. Interest studies are interest personal, interest situational, and interest psychological. Interest the own effect on learning motivation in learning Indonesian. However, not all students have the criteria for the three claims. However, from the number of students, as many as 23 people almost entirely dominate the three aspects of interest study. Because that, para party manager education and para power educator specifically for more are you serious handle, the learning process in Thing involves three interest study the for creating atmosphere learn more maximum.

#### 4. CONCLUSION

The conclusion should answer the objectives of the research and research discoveries. The concluding remark should not contain only the repetition of the results and discussions or abstract. You should also suggest future research and point out those that are underway.

The results data analysis concluded that students' interest in learning Indonesian is considerable. This is evidenced by the claim that students have in learning Indonesian, both individually and in groups. Or in other words, take part in Indonesian language exercises that are beneficial for students. Active interest in great study is good because it is influenced by student motivation factors and the state of the school environment, and the role of creative teachers. Variables that affect students' learning are the sensation of pleasure (individual premium). The learning process is good because it is supported by interest and great study great, both at school and outside school. To develop and Upgrade interest study eye lesson Indonesian is necessary existence seriousness para-educator for determine various strategies and could link Theory lesson with real-life students.

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