The Influence of Students' Interest in Learning on Learning Achievement in Class XI Students' Trigonometry Material

Ari Wahyudi[1]*, Pradipta Annurwanda[2]

[1,2]Program Studi Matematika Universitas Katolik Santo Agustinus Hippo Landak, Indonesia.
*Corresponding Author. E-mail: wahyudiari912@gmail.com[1]

Abstract

Education plays a crucial role in nation-building by significantly contributing to intellectual development, societal well-being, and the formation of national identity. Although SMA Negeri 1 Ngabang is known as a quality school, most students in grade XI MIPA face challenges in achieving adequate academic performance, especially in trigonometry. This research aims to determine the influence of students' learning interest on their performance in trigonometry at SMA Negeri 1 Ngabang. The research population includes all grade XI MIPA students at SMA Negeri 1 Ngabang, totaling 180 students, with samples consisting of classes MIPA B and MIPA D, totaling 72 students. This study is quantitative, using simple linear regression analysis as hypothesis testing. The results indicate that students' learning interest has a significant impact on their performance in trigonometry, with an influence level of 90.8%, while the remaining is influenced by other factors. Analysis of learning interest indicators shows that happiness contributes the most (48.4%), while attention contributes the least (34.6%). The conclusion of this research emphasizes the importance of enhancing students' learning interest to improve their academic performance.

Keywords: education, learning interest, academic achievement, trigonometry, regression analysis

INTRODUCTION

Education is one of the main foundations for developing a country, and the role of quality education is very important in achieving the country's development goals. Education is very important to increase people's intelligence, improve prosperity, and shape and elevate the dignity and self-esteem of the nation. Education is also able to create a quality workforce. According to (Alpian, Yayan et al., 2019) human intellectual changes are also influenced by education. Good human resources also come from a good education system.

Good education must be supported by successful activities during lessons. Learning achievement is one way to determine the level of success of activities during lessons. However, there are still elements that influence student learning outcomes. Observations carried out in October showed that students at SMA Negeri 1 Ngabang often felt bored and unresponsive to the learning process. Some students are busy with their classmates too. This happens because factors such as teaching methods, teacher involvement, and classroom atmosphere can influence students' interest in learning. As a result, some students still achieve learning achievement scores below the MCC (Minimum Completeness Criteria), especially in trigonometry learning achievements in mathematics lessons for class XI MIPA students. The daily test scores for trigonometry material for class XI MIPA A students are shown in Table 1.

Table 1. Daily test scores for class XI MIPA A students

Number	The number of students	Grade
1	4 Student	0-25
2	7 Student	26-50
3	6 Student	51-75
4	19 Student	76-100

Data shows that 47.2% of the class still received scores below the MCC, or below 76. Concerns about academic achievement are caused by the large number of students who have not yet reached the graduation standard. Students choose a Mathematics and Natural Sciences specialization class when enrolling in school, and it is believed that their choice is based on their interest in the class. Despite this choice, there is still a mismatch between learning achievement and expectations. Although SMA Negeri 1 Ngabang is a well-liked school and is known for having high standards, there are students with poor academic performance, which raises questions about factors that may influence the school's academic performance. As a result, the researcher made the decision to investigate students' interest in learning as a potential factor contributing to students' low academic achievement. Trigonometry is the chosen research subject. Research with trigonometry as a subject can help uncover challenges that affect students' academic performance.

According to (Apriani, 2022) and (Marissa, 2022), learning achievement is what a person produces after completing a certain task. The expression of one's attitude, abilities, and skills in completing tasks is part of this achievement. Mastery of knowledge or skills is learning achievement measured through test scores or assessments given by educators (Sebastian, 2022). Furthermore, according to (Ratnasari, 2017) grades are the results of the student's learning process, which is reflected in their learning achievements. Therefore, learning achievement can be defined as a tangible result of the student's learning process, which can be measured and shown in the form of grades. The value referred to here refers to the student's learning achievement in trigonometry material.

The study of the relationship between the length and angle of a triangle is known as trigonometry. Talking about trigonometry requires a basic understanding of concepts

and definitions (Suendarti & Liberna, 2021). Problems related to the angle and length of the sides of a triangle can be solved in the trigonometric domain using various formulas. According to (Shofiyya, 2019) trigonometry is a branch of mathematics that examines the relationship between sides and angles in a triangle and the basic functions arising from these relationships. Angles, right triangles, functions, identities, trigonometric functions, graph of functions, special angles, and applications are some of the key concepts in trigonometric materials. Understanding the relationship between the angles and sides of a triangle allows for the understanding of trigonometry. This knowledge can also be used in solving mathematical problems and in a variety of scientific and technical contexts. However, low interest in learning can lead to difficulties. This can hinder optimal understanding and application.

Learning interest is defined in the Great Dictionary of Indonesian as a consistent tendency to pay attention to and remember a number of tasks. According to (Suwandi et al., 2023), learning interest can be defined as a person's tendency to show a higher level of interest, satisfaction, and desire towards the elements being studied. As a result, interest in learning leads to changes in knowledge, skills, and behaviors. Motivation that functions as a driver of knowledge is different from motivation that functions as a driver of attitude. Learning interests are very important for learning activities. This applies to learning strategies and initiatives (Maylitha et al., 2023). Therefore, interest in learning is defined as a sense of interest and desire to engage in activities that produce knowledge.

There are many factors, both internal and external, that affect students' interest in learning. Internal factors such as cognitive ability have a great influence on students' interest in learning. According to (Basri, 2018) cognitive ability is a brain-based capacity needed to complete various tasks, ranging from simple to complex. The extent to which a student is interested in the learning process is influenced by their intellectual abilities, which include intelligence, critical thinking skills, and information capture skills. Intellectual ability, according to (Rapika, Sentia; Sari, 2019) is defined as a person's ability to perform mental activities and think logically based on science. In addition, encouragement, both from within and from outside, affects students' interest in learning. A person's personal interest in a subject is another influential internal factor. On the other hand, students' interest in learning is also influenced by things from the outside. Learning interest is greatly influenced by teaching methods, teacher involvement, and classroom atmosphere.

Furthermore, according to Rizki and Rahmat in Jauhari et al., 2023, indicators of learning interest include positive feelings towards learning, focus of attention on the learning process, interest in subject matter, and active involvement in the learning process. In contrast, according to (Friantini & Winata, 2019), learning interest metrics include excitement while learning, interest in the subject matter, and active involvement in the learning process. According to (Ricardo & Meilani, 2017) indicators of interest in learning include active participation, feelings of interest and excitement while learning, a tendency to stay focused and attentive, positive feelings, and an ever-increasing drive to learn. Not only that, the indicator also includes the level of comfort during learning and the ability to make decisions related to the learning process.

Good learning and practicing skills tend to be possessed by students who show great interest in learning. Developing critical, creative, meticulous, and logical thinking skills, especially in math lessons like trigonometry, is helpful. Mastery of trigonometry has an important significance for every individual because mathematics always provides sustainable benefits and is related to daily life (Rahmadani, Aisyah et al., 2023). Therefore, trigonometric material should be preferred so that students are interested in learning it. Learning interests will definitely affect student learning achievement.

Previous research by (Hiqwan, Arisantika, Irya et al., 2023), (Astuti et al., 2022), and (Zamzani, Nurul et al., 2022) found that students' interest in learning affects their learning achievement. As a result, the purpose of this study is to find out whether students' interest in learning in trigonometry subjects in class XI MIPA at SMA Negeri 1 Ngabang has an influence on their learning achievement. One of the benefits of this research is to achieve a deeper understanding of how students' learning interests contribute to their trigonometric learning achievement; offer ideas for better learning strategies; find out the needs of students; assisting decision-makers; and measure how significant the influence of students' interest in learning on their achievement in trigonometric lessons. All of these advantages can help develop appropriate interventions and improve the effectiveness of trigonometric learning in schools. The title of this study is "the effect of student learning interest on the learning achievement of trigonometry material for grade XI MIPA students at SMA Negeri 1 Ngabang".

METHODS

This study was conducted at SMA Negeri 1 Ngabang in Ngabang District, Landak Regency, West Kalimantan Province, in the 2023/2024 school year. The research method used is quantitative. According to (Siagian et al., 2024) quantitative research is a research approach that is based on positivism and is used to study a specific population or sample. In positivism, a quantitative approach is a very important approach that involves the use of research tools to collect data to study a specific population or sample. This method uses quantitative or statistical data analysis to test previously made hypotheses (Hts, Gunawan, Indra, Dedek et al., 2023).

Regression analysis was used in this survey. Regression tests, according to (Yuliara, 2016) are the study of how one variable (called the described variable) and one or more other variables correlate with each other. Simple linear regression analysis, according to (Siburian & Ompusunggu, 2023) is used to calculate how much effect each independent variable and dependent variable has. The independent variable and the bound variable are influenced by the analysis conducted in this study. Student learning interest (X) and student learning achievement (Y) are the two variables tested.

This study involved 180 students who were in grade XI of MIPA at SMA Negeri 1 Ngabang. The cluster random sampling method was used to select samples from 72 students from classes XI MIPA B and XI MIPA D. According to (Suriani et al., 2023), *cluster random sampling* is a method of randomly selecting samples based on the area used when the object or data source to be studied covers a large area, such as the population of a country, province, or district. In this study, samples will be taken from

two classes, namely classes XI MIPA A, B, C, D, and E. From the five classes, it was chosen to use classes XI MIPA B and XI MIPA D as samples, and all students from both classes will be the research samples.

This study uses a learning interest questionnaire, which is intended to measure the level of students' interest in learning. This study adopts a questionnaire from previous research on students' learning interests (Gustina, 2020). This study used twelve questions. There are four options to answer each question: 1) strongly agree; 2) agree; 3) disagree; or 4) strongly disagree. Students' feelings of pleasure, engagement, interest, and attention are some indicators of interest in learning. The analysis of the four indicators was carried out to find out how much each indicator affects student learning achievement in trigonometric material.

The researcher also used documentation techniques other than questionnaires for data collection. According to (Ardiani, Meilia Indah; Tsani, 2023), Used to obtain data and information in various forms, such as books, archives, documents, figures, drawings, reports, and captions, documentation is a method that can help research. Data is collected through documentation techniques, such as images or notes that are relevant in the context of the research, according to (Astuti, Widi Selly; Setyawati, Asri; Ayuwanti, 2024). The daily test scores of trigonometric students in class XI MIPA are needed by researchers.

Normality and linearity testing are two types of tests used to evaluate data analysis requirements. Normality testing is used to determine whether the distribution of data is in accordance with the normal distribution pattern (Sintia, Ineu et al., 2022). Meanwhile, linearity testing is a process to find out whether there is a linear relationship between independent variables and dependent variables in the analysis, according to (Makbul, M.; Rukajat, 2023).

Next, the hypothesis is tested by a regression test; Data and hypothesis decision-making are carried out by a simple linear regression test. Comparing the significance value with the probability value, which is 0.05, is the basis for hypothesis decision-making in a simple linear regression test. If the significance value is less than 0.05, H0 is accepted; on the other hand, if the significance value is greater than 0.05, then H0 is rejected.

The research hypothesis is formulated as follows:

H0: There is an influence between students' learning interest and learning achievement of trigonometry material for grade XI MIPA students at SMA Negeri 1 Ngabang.

H1: There is no influence between students' learning interest and learning achievement of trigonometry material for grade XI students of MIPA.

RESULTS AND DISCUSSION

Prerequisite testing for data analysis involves testing normality and linearity. Normality testing was carried out to determine whether the research data followed the normal distribution. The data analysis requirements test or the classical assumption test includes the normality test. This means testing the normality of the distribution of research data before conducting a regression analysis. K-S (Kolmogorov-Smirnov) is the test method used in this situation.

In the normality test using the Kolmogorov-Smirnov (K-S) method, the significance value (Sig.) above 0.05 indicates that the research data follows the normal distribution. Conversely, a significance value of less than 0.05 indicates that the study data did not follow the normal distribution. Table 2 shows the results of the normality test calculation with SPSS 23.

Tabel 2. Normality test results

		Interest to learn	Learning achievement
N		72	72
Normal Parameters[a,b]	Mean	32.96	64.58
	Std. Deviation	4.130	14.685
Most Extreme Differences	Absolute	.096	.098
	Positive	.096	.098
	Negative	-.087	-.088
Test Statistic		.096	.098
Asymp. Sig. (2-tailed)		.094[c]	.086[c]

The Asymp value is known based on the results of the K-S (Kolmogorov-Smirnov) normality test. Variable X $0.094 > 0.05$ and variable Y $0.86 > 0.05$. Thus, it can be said that the variables of learning interest (X) and learning achievement (Y) have a normal distribution.

Linearity testing is the next stage in the data analysis process. The goal is to determine whether there is a linear relationship between independent variables and dependent variables in the analysis. Deviation from linearity is used as an evaluation method for the linearity test. According to the standard criteria for conclusion, when the significance value on the linearity deviation exceeds 0.05, it can be concluded that there is a linear relationship between the independent variable and the dependent variable. Conversely, when the significance value on the linearity deviation is less than 0.05, it can be concluded that there is no linear relationship between the independent variable and the dependent variable. Table 3 shows the output of the ANOVA table showing this information.

Tabel 3. Linearity test results

			Sum of Squares	df	Mean Square	F	Sig.
Learning achievement * Interest to learn	Between Groups	(Combined)	14354.837	16	897.177	51.580	.000
		Linearity	13901.152	1	13901.152	799.198	.000
		Deviation from linearity	453.685	15	30.246	1.739	.070
	Wthin Groups		956.663	55	17.394		
	Total		15311.500	71			

The results of the linearity test showed that the independent variable, learning interest, and attachment variable had a linear relationship, with a linear deviation significance of 0.070 greater than 0.05. Furthermore, conclusions were drawn from the linearity test, including comparing the f-value of the table and the f-value of the

calculation. In this comparison, the decision-making principle states that if the value of f calculated is less than f table, then there is a linear relationship between the independent variable and the dependent variable; Conversely, if the value of the calculated f is greater than the table f, then a linear relationship does not occur.

It is known that the value of f is calculated at 1.739 < f table is 1.85 so that it can be concluded that between the free variable (X) and the bound variable (Y) there is a linear relationship. The method of calculating f table is as follows:

$$f \text{ tabel} = (df \text{ deviation from linearity} ; df \text{ within groups})$$
$$= (15; 55) \rightarrow \text{see on the distribution of values f table}$$
$$= 1,85$$

After completing the prerequisite test for data analysis, a hypothesis test was carried out using a simple linear regression analysis. All of these procedures are carried out using the SPSS statistical program version 23. First, the researcher determines whether learning interest affects student learning outcomes. The researcher used R Square to find out how much variance percentage of the dependent variable can be explained by the independent variable. Table 4 shows the results of the determination coefficient (R) test for variables X and Y. This is the result of the summary model output table.

Tabel 4. Output Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.953[a]	.908	.907	4.489

A correlation or relationship (R) value of 0.953 is shown in the summary model output table. From this result, the determination coefficient (R Square) of 0.908 was obtained, which shows that 90.8% of the influence of the independent variable (learning interest) on the dependent variable (learning achievement) can be explained. However, the remaining 9.2% was influenced by additional variables that were not discussed in this study.

The variable of learning interest was considered high and contributed 90.8 percent to student learning achievement. This supports the findings of previous research (Prastika, 2020), (Alifa, Nur Octaviani, 2024), and (Lestari, 2015) that the level of students' interest in learning greatly affects their learning outcomes. The following is a continuation of a simple linear regression test, which can be seen from the ANOVA Output table in Table 5.

Tabel 5. Output ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	13901.152	1	13901.152	689.958	.000[b]
	Residual	1410.348	70	20.148		
	Total	15311.500	71			

From the results of the ANOVA output, it can be concluded that the significance level ranges between 0.000 and 0.05. Therefore, to determine the participation variable, or the influence of the learning interest variable (X) on the learning achievement variable

(Y), a regression model can be used. The next test step is to test the regression coefficient (B) to evaluate the extent of the influence of the independent variables, as well as to test the hypothesis based on the significance value of the Coefficients table. The following are the results of the calculation, which can be seen from the Coefficients table in Table 6.

Tabel 6. Output Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-47.088	4.284		-10.991	.000
	Interest to learn	3.388	.129	.953	26.267	.000

Based on the calculation results from the Coefficients table in table 6. The value of learning interest (b/regression coefficient) is 3.388, and the value of the constant (a) is -47.088. Thus, the regression equation can be written as follows:

Y = a + bX

Y = -47,088 + 3,388X

Here is a translation of the equation. First, the participation variable has a fixed value of -47.088, which is known as the constant value or intercept. Second, the regression coefficient X of 3.388 shows that every 1% increase in the learning interest score will result in an increase in the participation score of 3.388. It is possible that the influence of variable X on Y has a positive direction with a positive regression coefficient.

Furthermore, to make a decision related to the hypothesis, the significance value is compared to the probability value of 0.05. The results showed that the significance value was 0.000, lower than the set significance level of 0.05. As a result, the null hypothesis (H0) was accepted and the alternative hypothesis (H1) was rejected. At SMA Negeri 1 Ngabang, "there is an influence between students' interest in learning and learning achievement of trigonometry material for grade XI MIPA students."

Trigonometric learning achievement is greatly influenced by learning interest, as reflected by the degree of significance of its influence. Furthermore, the researcher conducted a simple linear regression analysis of the indicators of learning interest with the aim of evaluating the percentage contribution of each indicator in influencing student learning achievement in trigonometry material. The results of the determination coefficient test (R Square) are presented in Tables 7, 8, 9, and 10 as the summary model output table.

Tabel 7. The results of the determination coefficient test (R Square), an indicator between the X variable and the Y variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.696[a]	.484	.477	10.620

Based on the calculation results, which are shown in table 7. There is a coefficient of determination (R Square) of 0.484. This shows that the X variable (students' happy feelings) has an influence of 48.4% on the Y variable (learning achievement).

Tabel 8. The results of the determination coefficient test (R Square), an indicator between the X variable and the Y variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.693[a]	.480	.473	10.663

Table 8 shows the results of the calculations, which are shown in the table, where the coefficient of determination (R Square) is 0.480, which shows that the influence of variable X (student interest) is 48% on variable Y (learning achievement).

Tabel 9. The results of the determination coefficient test (R Square), an indicator between the X variable and the Y variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.651[a]	.423	.415	11.232

The determination coefficient (R Square) of 0.423 was found based on the results of the calculation, which is shown in the table, which can be seen in table 9. This shows that variable X (student involvement) has an influence of 42.3% on variable Y (learning achievement).

Tabel 10. The results of the determination coefficient test (R Square), an indicator between the X variable and the Y variable.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.588[a]	.346	.336	11.962

Based on the calculation results, which are shown in table 10. This shows that variable X (student attention) has an influence of 34.6% on variable Y (learning achievement). There is a coefficient of determination (R Square) of 0.346.

The results of the determination coefficient (R Square) test as an indicator of the relationship between variable X and variable Y show that each indicator of learning interest has an effect on learning achievement in trigonometric material. This is illustrated by the percentage of influence, where students' happiness in the learning interest indicator contributes the most to the Y variable, reaching 48.4%. On the other hand, students' attention to the learning interest indicator made the smallest contribution to the Y variable, which was 34.6%.

One conclusion that can be drawn is that a student's lack of attention can cause them to be disinterested in what they are learning. In the end, this will have a negative impact on student learning achievement in trigonometry material. On the other hand, when student attention is high, interest in learning tends to increase, which then has a positive influence on the achievement of student learning achievement.

CONCLUSION

The results of the regression analysis hypothesis test showed that there was an influence between students' learning interest and learning achievement of trigonometry material for grade XI MIPA students at SMA Negeri 1 Ngabang. This fact is indicated by a significance level of 0.05 and a significance value of 0.000. That is, the variable of learning interest affects the way students learn.

According to the data analysis carried out using a simple linear regression test method with SPSS 23, the learning interest variable contributed 90.8% to the change in the student learning achievement variable. Other factors contributed 9.2% to the change. The contribution rate of the learning interest variable of 90.8% to student learning achievement is considered high. This shows that the level of students' interest in learning has a significant impact on their own learning achievement.

The results of the consideration of the percentage of contribution from each learning interest indicator showed that students' feelings towards learning had the largest contribution, reaching 48.4%, while students' attention to the learning interest indicator had the smallest contribution, reaching 34.6%. This conclusion shows that students' feelings of pleasure in the learning material are greater than the level of students' attention to learning interest in trigonometry materials. Therefore, focusing on increasing students' excitement and enthusiasm for lessons can be a useful approach to improving their learning achievement.

REFERENCES

Alifa, Nur Octaviani, et al. (2024). Pengaruh Self Efficacy Dan Minat Belajar Terhadap Hasil Belajar Matematika Siswa Kelas Iv A Sd Negeri Daya 1. *ALENA: Journal of Elementary Education*, *2*(1), 9–26.

Alpian, Yayan; Anggraeni, Wulan, Sri; Wiharti, Unika; Soleha, Maratos, N. (2019). Pentingnya Pendidikan Bagi Manusia. *Jurnal Buana Pengabdian*, *1*(1), 66–72.

Apriani, H. (2022). Pengaruh Minat Belajar Terhadap Prestasi Belajar Bahasa Indonesia Siswa SMP Swasta Di Kota Bogor. *Jurnalistrendi : Jurnal Linguistik, Sastra, Dan Pendidikan*, *7*(1), 147–156. http://ejournal.unwmataram.ac.id/trendi

Ardiani, Meilia Indah; Tsani, C. R. (2023). Pembuatan Busana Pesta Fantasi Dengan Teknik Manipulation Textile Stitch And Slash. *Jurnal Ipteks Tata Boga, Tata Rias, Dan Tata Busana*, *15*(2), 77–89.

Astuti, Widi Selly; Setyawati, Asri; Ayuwanti, I. (2024). Analisis Kesalahan Siswa dalam Menyelesaikan Soal Cerita Trigonometri Berdasarkan Newman. *Mathema Journal*, *6*(1), 208–223. https://doi.org/10.36277/defermat.v2i2.44

Astuti, I. P., Untari, E., & Susanto, D. (2022). Pengaruh Minat Belajar Siswa dengan Sistem Daring Menggunakan Aplikasi Simpel pada Pembelajaran Matematika Kelas X SMA PSM 1 Kedunggalar. *Journal Focus Action of Research Mathematic (Factor M)*, *5*(1), 142–153. https://doi.org/10.30762/f_m.v5i1.554

Basri, H. (2018). Kemampuan Kognitif Dalam Meningkatkan Efektivitas Pembelajaran Ilmu Sosial Bagi Siswa Sekolah Dasar. *Jurnal Penelitian Pendidikan*, *18*(1), 1–9. https://doi.org/10.17509/jpp.v18i1.11054

Friantini, R. N., & Winata, R. (2019). Analisis Minat Belajar pada Pembelajaran Matematika. *JPMI (Jurnal Pendidikan Matematika Indonesia)*, *4*(1), 6. https://doi.org/10.26737/jpmi.v4i1.870

Gustina, H. (2020). *Pengaruh Minat Belajar Terhadap Hasil Belajar Siswa Kelas V Pada Mata Pelajaran Matematika Di Sekolah Dasar Negeri 68 Kota Bengkulu*. http://repository.iainbengkulu.ac.id/5511/

Hiqwan, Arisantika, Irya; Amrulloh; Salsabila, Humaira, Nilza; Soeprianto, H. (2023). Pengaruh Minat Dan Kebiasaan Belajar Terhadap Prestasi Belajar. *Eklektika: Jurnal Pemikiran Dan Penelitian Administrasi Pendidikan*, *2*(1), 60–66. http://103.76.50.195/Eklektika/article/view/5663

Hts, Gunawan, Indra, Dedek, et al. (2023). Analisa Keamanan Informasi Pengguna Instander Dengan Metode Analisis Dan Metode Kuantitatif. *Unes: Journal of Information System*, *8*(1), 28–33. https://fe.ekasakti.org/index.php/UJIS

Jauhari, T., Rosyidi, A. H., & Sunarlijah, A. (2023). Pembelajaran Dengan Pendekatan Tarl Untuk Meningkatkan Minat Dan Hasil Belajar Matematika Peserta Didik. *PTK Dan Pendidikan*, *9*(1), 59–73. https://doi.org/10.18592/ptk.v

Lestari, I. (2015). Pengaruh Waktu Belajar dan Minat Belajar terhadap Hasil Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, *3*(2), 115–125. https://doi.org/10.30998/formatif.v3i2.118

Makbul, M.; Rukajat, A. (2023). Pengaruh Prokrastinasi Akademik terhadap Hasil Belajar Teknik Evaluasi Pembelajaran Mahasiswa Program Studi Pendidikan Agama Islam Universitas Singaperbangsa Karawang. *HAWARI: Jurnal Pendidikan Agama Dan Keagamaan Islam*, *4*(1), 598–611. https://doi.org/10.31943/afkarjournal.v6i4.741.The

Marissa, N. (2022). Pengaruh Sikap Belajar Siswa Terhadap Prestasi Belajar Geografi Siswa. *Meretas: Jurnal Ilmu Pendidikan*, *9*(1), 32. https://doi.org/10.52947/meretas.v9i1.276

Maylitha, E., Parameswara, M. C., Iskandar, M. F., Nurdiansyah, M. F., Hikmah, S. N., & Prihantini, P. (2023). Peran Keterampilan Mengelola Kelas dalam Meningkatkan Minat Belajar Siswa. *Journal on Education*, *5*(2), 2184–2194. https://doi.org/10.31004/joe.v5i2.871

Prastika, Y. D. (2020). Pengaruh Minat Belajar Siswa Terhadap Hasil Belajar Matematika Siswa Smk Yadika Bandar Lampung. *Jurnal Ilmiah Matematika Realistik*, *1*(2), 17–22. https://doi.org/10.33365/ji-mr.v1i2.519

Rahmadani, Aisyah; Fadhilah, Annisa; Aprillia, Rizkis, B. (2023). Persepsi Para Siswa Terhadap Pelajaran Matematika. *Jurnal Pendidikan Tematik*, *4*(1), 114–118.

Rapika, Sentia; Sari, A. P. (2019). Pengaruh Kepribadian Dan Kemampuan Intelektual Terhadap Kompetensi Guru Di Smkn 3 Kota Bengkulu. *Managament Insight: Jurnal Ilmiah Manajemen*, *12*(2), 64–76. https://doi.org/10.33369/insight.12.2.64-76

Ratnasari, I. W. (2017). Hubungan Minat Belajar Terhadap Prestasi Belajar Matematika. *Psikoborneo: Jurnal Ilmiah Psikologi*, *5*(2), 289–293. https://doi.org/10.30872/psikoborneo.v5i2.4377

Ricardo, & Meilani, R. I. (2017). Impak Minat dan Motivasi Belajar terhadap Hasil Belajar Siswa (The impacts of students' learning interest and motivation on their learning outcomes). *Jurnal Pendidikan Manajemen Perkantoran* , *2*(2), 188–201. http://ejournal.upi.edu/index.php/jpmanper/article/view/00000

Sebastian, D. R. (2022). Pengaruh Persepsi Siswa Atas Lingkungan dan Kebiasaan Belajar Terhadap Prestasi Belajar Matematika. *Jurnal Inovasi Penelitian*, *3*(2), 5055–5062.

Shofiyya, S. I. (2019). Pengembangan Game Edukasi Matematika Berbasis Android Pada Materi Dasar Trigonometri. http://eprints.umpo.ac.id/id/eprint/5491

Siagian, U. W., Harahap, N. J., & Halim, A. (2024). Pengaruh Harga, Kepuasan Konsumen, Brand Image, Lokasi Dan E-Wom (Electronic Word Of Mouth) Terhadap Keputusan Pembelian Pada Resto Dan Coffee Ck 3 Kabupaten Labuhanbatu Utara. *Management Studies and Entrepreneurship Journal*, *5*(2), 3461–3473. http://journal.yrpipku.com/index.php/msej

Siburian, A., & Ompusunggu, D. P. (2023). Pengaruh Pertumbuhan Usaha Mikro, Kecil dan Menengah Terhadap Pertumbuhan Ekonomi Di Palangka Raya. *JUEB : Jurnal Ekonomi Dan Bisnis*, *2*(2), 30–34. https://doi.org/10.57218/jueb.v2i2.604

Sintia, Ineu et al. (2022). Perbandingan Tingkat Konsistensi Uji Distribusi Normalitas Pada Kasus Tingkat Pengangguran di Jawa. *Prosiding Seminar Nasional Matematika, Statistika, Dan Aplikasinya*, *2*(2), 322–333.

Suendarti, M., & Liberna, H. (2021). Analisis Pemahaman Konsep Perbandingan Trigonometri Pada Siswa SMA. *JNPM (Jurnal Nasional Pendidikan Matematika)*, *5*(2), 326. https://doi.org/10.33603/jnpm.v5i2.4917

Suriani, N., Risnita, & Jailani, M. S. (2023). Konsep Populasi dan Sampling Serta Pemilihan Partisipan Ditinjau Dari Penelitian Ilmiah Pendidikan. *Jurnal IHSAN : Jurnal Pendidikan Islam*, *1*(2), 24–36. https://doi.org/10.61104/ihsan.v1i2.55

Suwandi, F. P. E., Rahmanigrum, K. K., Mulyosari, E. T., Mulyantoro, P., Sari, Y. I., & Khosiyono, B. H. C. (2023). Strategi Pembelajaran Diferensiasi Konten Terhadap Minat Belajar Siswa dalam Penerapan Kurikulum Merdeka. *Prosiding Seminar Nasional Pendidikan Dasar*, *1*(1), 57–66.

Yuliara, M. I. (2016). Modul Regresi Linier Sederhana. *British Journal of Anaesthesia*, 1–10. https://doi.org/10.1093/bja/62.4.429

Zamzani, Nurul; Febryanti; Rahayu, A. (2022). Pengaruh Keaktifan Belajar Dan Minat Belajar Terhadap Hasil Belajar Matematika Peserta Didik. *Journal Peqguruang: Conference Series*, *4*(1), 89–94.