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The effect of family environment, learning discipline and learning motivation on interest in learning at SMA Unklab Airmadidi Minahasa north

Larry Jason Mandey[1], Johny Taroreh[2], Lihard Lumapow[3]
[1] Master Students, Study Program of Economics Education, Postgraduate Program, Manado State University, Indonesia
[2] Study Program of Economics Education, Postgraduate Program, Manado State University, Indonesia

Abstract
The purpose of this study is to determine whether the family environment, learning discipline and learning motivation affect student interest in learning at Sma Unklab Aermadididi. The population in this study were all students of class X-XII. However, the target population in this study were all 141 class XI students. Data were collected using questionnaires. The data analysis techniques used are validity and reliability tests, classical assumptions test, model testing (path analysis), f test (Anova), multiple coefficient analysis and coefficient of determination analysis. Hypothesis testing using T test on the first substructural X1, X2, X3 against Y and the second substructural X1, X2 against X3 to answer H1, H2, H3, H4, H5 and mediation test to answer H6 and H7 using SPSS version 26 program. Coefficient results Determination of the first substructural regression found the value of adj R square of 0.671 meaning that the family environment, learning discipline, learning motivation affected interest in learning by 67.1% while the remaining 32.9% was influenced by other variables not examined. The results of the coefficient of determination of the second substructural regression found that the value of adj R square was 0.961, meaning that the family environment, learning discipline affected the learning motivation variable by 96.1% while the remaining 3.9% was influenced by other variables. The results of the study H1 The influence of the family environment (X1) on interest in learning (Y) found T count 0.771 < t table with sig. 0.444 > sign level. a = 0.05 then the family environment has a positive and not significant effect on interest in learning. H2 The effect of learning discipline (X2) on interest in learning (Y) obtained T count 0.918 < t table with sig. 0.363 > sign level. a = 0.05 then learning discipline has a positive and not significant effect on interest in learning. H3 The effect of learning motivation (X3) on interest in learning (Y) obtained T count 0.605 < t table with sig. 0.548 > from the sign level. a = 0.05 then learning motivation has a positive and not significant effect on interest in learning.

Keywords: family environment, discipline, motivation, interest in learning

Introduction

Interest in learning will be more optimal, if there is motivation. The more precise the motivation given, the more successful the interest in learning will be. At first students did not have an interest in learning, but because there was something they were looking for, there was an interest in learning itself (Pratiwi 2017). In learning activities, interest acts as a force that will encourage students to learn, students who are interested in learning will continue to study diligently.

Motivation is very important for students in the success of teaching and learning activities. A student who has high motivation tends to have high enthusiasm in carrying out his learning activities, so he will try to achieve maximum results in accordance with what he expects. This is in line with previous research conducted by Nutritionana (2013) which said that there was an influence of learning motivation on learning outcomes of economic subjects by 55.85%. In the results of initial observations, it can be seen that the activeness of students is still low in following the learning process, there are still many students who are still passive in expressing their opinions to the teacher.

Motivation is needed in the teaching and learning process because it is one of the determinants of a person's success in learning. This is in line with what was conveyed by Mulyasa (2009), "Motivation is one of the factors that determine the effectiveness and success of learning, because students will learn seriously if they have high motivation." Odera (2011) in his journal said "Motivation for learning is an essential factor in instruction. It is also an element in problem solving" which means that motivation to learn is an important factor in learning. Factors that influence learning motivation are internal (internal) and external (external). Slameto (2010). One factor that comes from outside is the learning environment (Uno, 2012). The learning environment that will be discussed in this study is the family environment.

The environment which is a source of learning has an influence on the learning process and child development. Parents who do not pay attention to or care about their children's education can cause children to learn less / not succeed (Slameto, 2010). The family environment has an influence on students' learning motivation. In line with this, previous research conducted by Cahya (2012), stated that there is a positive and significant relationship between learning motivation and the family environment together.

Unklab Airmadidi High School is one of the schools located in North Minahasa, Unklab High School is a place for researchers to conduct research, which is located in Airmadidi District, North Minahasa Regency. Based on an initial interview with one of the homeroom teachers at Sma Unklab Airmadidi, that teachers have difficulty with learning interest, many students still have learning

difficulties, it can be seen from the presence of students who are reluctant to learn and are not enthusiastic about receiving lessons in class. Students who have not been active in working on the practice questions given. Regarding the motivation of students, there are those who have high or low motivation. The interest of students at the beginning of entering the Airmadidi Unklab High School also affects students' learning motivation, some because it is not their first choice to enter the school, some are interested in themselves to enter Airmadidi Unklab High School, and some are entered because of the wishes of their parents. Therefore, researchers want to examine more deeply about student interest in learning at Airmadidi Unklab High School.

Research Method

Population and Sample

The population in this study were all students in grades X-XII. The sample is all 141 class XI students.

Research Instruments

The instruments used in this study include 4 research variables, namely: (1) Family Environment, (2) Learning Discipline, (3) Learning Motivation, and (4) Learning Interest.

By using the correlation coefficient between item scores with the total score of the instrument. The formula used is the Product Moment Correlation formula

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\{n(\sum X^2) - (\sum X)^2\}\{n(\sum Y^2) - (\sum Y)^2\}}}$$

Where:

r_xy = the validity coefficient of the statement item score

x = score of certain items for each respondent

Y = total score (all questions) for each student

n = number of respondents

Research variable

a. Learning Discipline

b. Motivation to learn

c. Interest to learn

ANOVA test is used to test the linearity and significance of the regression equation.

Table 1: Summary of ANOVA to test the Significance and Linearity of Regression

source of variation	dk	Jk	RJk	F
Total	n	$\sum y^2$	$\sum y^2$	
coefisien (a)	1	JK (a)	JK (a)	
Regretion (b/a)	1	JK (b/a)	S^2 reg = JK (b/a)	$\frac{S^2\ reg}{S^2\ sisa}$
Sisa	n-2	JK (s)	S^2 Sisa = $\frac{JK(s)}{n-2}$	
Tuna Cocok	k-2	JK (TC)	S^2 TC = $\frac{JK(TC)}{k-2}$	$\frac{S^2\ TC}{S^2(G)}$
Galat	n-k	JK (G)	S^2 (G) = $\frac{JK(G)}{n-k}$	

Multiple regression analysis

Regression analysis is a statistical technique that is useful for examining and modeling relationships among variables. Multiple regression is often used to solve the problem of regression analysis that results in the relationship of two or more independent variables. Multiple linear regression equation model as follows: 82 Y' = a + b1X1+ b2X2+…..+ bnXn

Y' = predicted influence value

a = constant or number value X = 0

b = regression coefficient X = value of dependent variable

Simple Correlation Test

A simple correlation test is used to test the first to fifth hypotheses, namely the correlation hypothesis testing using the Product Moment correlation technique.

$$r_{xy} = \frac{n\ (\sum XY) - (\sum X).(\sum Y)}{\sqrt{\{n.\sum X^2 - (\sum X^2)\}.\ \{n.\sum Y^2 - (\sum Y)^2\}}}$$

Multiple Correlation Test

Multiple correlation test is used to test the sixth hypothesis, which is carried out jointly between X_1, X_(2,) X_3 with Y.

$$Ry\ (1, 2, 3) = \frac{b_1 \sum X_1 Y + b_2 \sum 2Y + b_3 \sum 3Y}{\sum Y^2}$$

Statistical Hypothesis

In testing the proposed research hypothesis, it is necessary to formulate a statistical hypothesis. The statistical hypotheses submitted are:

1. $H_0 : py_1 = 0$
$H_1: py_1 > 0$
1. $H_0 : py_2 = 0$
$H_1: py_2 > 0$
2. $H_0 : py_3 = 0$
$H_1: py_3 > 0$

Information

H0 = Initial hypothesis

H1 = Research hypothesis

py1 = correlation coefficient between X1 and Y

py2 = correlation coefficient between X2 and Y

py3 = correlation coefficient between X3 and Y

p13 = correlation coefficient between X1 and X3

p23 = correlation coefficient between X2 and X3

H0: p13 = 0 The initial hypothesis is that the correlation coefficient between X1 and X3 is equal to zero
H1: p13 > 0 The initial hypothesis is that the correlation coefficient between X1 and X3 is greater than zero
H0: p23 = 0 The initial hypothesis is that the correlation coefficient between X2 and X3 is zero
H1: p23 > 0 The initial hypothesis is that the correlation coefficient between X2 and X3 is greater than zero

Results and Discusion

Interest in Learning (Y)

Based on the research data, it is known that the empirical scores are in the range of 42 - 95. The frequency distribution is made by dividing the distribution class into seven classes whose presentation can be seen inTtable 1 below:

Table 1: Variable Data Frequency Distribution (Y)

No	Internal Class	Frequency		
		Absolute	Relativr (%)	Cumulative (%)
1	38 – 46	5	8.47	8.47
2	47 – 55	8	13.55	22.02
3	56 – 64	12	20.33	42.35
4	65 – 73	13	22.03	64.38
5	74 – 82	10	16.94	81.32
6	83 – 91	7	11.86	93.18
7	92 – 100	4	6.77	100
	Total	59	100	-

Family Environment (X1)

Based on the research data, it is known that the empirical scores are in the range of 38 - 90. The making of the frequency distribution is done by dividing the distribution class into seven classes whose presentation can be seen in Table 2 below:

Table 2: Variable Data Frequency Distribution (X1)

No	Interval class	Frequensy		
		Absolute	Relative (%)	Cumulative (%)
1	38 – 45	4	6.77	6.7
2	46 – 53	7	11.86	18.63
3	54 – 61	10	16.94	35.57
4	62 – 69	13	22.03	57.6
5	70 – 77	11	18.64	76.24
6	78 – 85	8	13.55	89.79
7	86 – 93	6	10.16	100
	Jumlah	59	100	-

Learning Discipline (X2)

Based on the research data, it is known that the empirical score is in the range of 40 - 95. The frequency distribution is made by dividing the distribution class into seven classes whose presentation can be seen in Table 3 below:

Table 3: Variable Data Frequency Distribution (X^2)

No	Intervale class	Frequency		
		Absolute	Relative (%)	Cumulative (%)
1	38 – 46	6	10.16	10.16
2	47 – 55	8	14.28	24.44
3	56 – 64	10	16.94	41.38
4	65 – 73	12	20.33	61.71
5	74 – 82	11	18.64	80.35
6	83 – 91	7	11.86	92.21
7	92 – 100	5	8.47	100
	Jumlah	59	100	-

The influence of the family environment on learning interest

The results of this study stated that the family environment had no significant effect on interest in learning. Based on the results of regression testing shows that [pvalue (Sig.) = 0.444)] > 0.05, the results of descriptive analysis of family environment variables with learning interest variables show that family environment variables are highly perceived by students of SMA Unklab Airmadidi, as well as variable interest in learning. This means that a conducive family environment will contribute significantly to the current state of interest in learning.

The effect of learning discipline on learning interest

The results of this study stated that the family environment had no significant effect on interest in learning. Based on the results of regression testing shows that [pvalue (Sig.) = 0.363)] > 0.05, the results of the descriptive analysis of learning discipline variables and learning interest variables show that learning discipline variables are highly perceived by students of SMA Unklab Airmadidi, North Minahasa Regency, as well as variable interest in learning.

For students, a high level of learning discipline can provide its own benefits, broaden horizons, can be promoted as outstanding students, and make them more experienced in learning. Conversely, a low level of interest in learning indicates that the student is actually incompetent in his student life, as a result he is difficult to transfer to a higher level class.

The Influence of Learning Motivation on Interest in Learning

The results of this study stated that the family environment had no significant effect on interest in learning. Based on the results of the regression test, it shows that [pvalue (Sig.) = 0.548)] > 0.05. The results of the descriptive analysis of learning motivation variables and learning interest variables showed that the variable of learning motivation was highly perceived by students of SMA Unklab Airmadidi, North Minahasa Regency, as well as the variable of interest in learning. Thus, a high level of learning motivation can provide its own benefits, broaden horizons, can be promoted as an outstanding student, and make him more experienced in learning. Conversely, a low level of interest in learning indicates that the student is actually incompetent in his student life, as a result he is difficult to transfer to a higher level class.

The results of this study found that the variable of learning motivation gave an insignificant contribution to students' interest in learning at Airmadidi Unklab High School.

Conclusion

Based on the results of data analysis and statistical calculations, this study produced the following findings: 1). The family environment has a positive and insignificant effect on the learning interest of the Airmadidi Unklab High School students. 2) Learning discipline has a positive and insignificant effect on student interest in learning at Airmadidi Unklab High School. 3). Learning motivation does not have a positive and insignificant effect on the interest in learning of Airmadidi Adventist High School students.

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