IJHE
https://journal.unnes.ac.id/
Indonesian Journal of History Education
2024: 9 (2), 101-118

Correlation Between Learning Interest, Learning Environment, and Academic Achievement in History Learning

Berlian Ayu Pertiwi[1] and Fahruddin Fahruddin[2]

Abstract

This study aims to determine the level of student interest in learning, the quality of the learning environment, the level of achievement in learning history, the impact of interest in learning on achievement, the influence of the learning environment on historical achievement, the relationship between interest in learning, and the learning environment on historical achievement. A quantitative survey approach was employed, with data collected through questionnaires and report card records. The results indicate that interest in learning history was rated at 76.75% (good), the quality of the learning environment at 83.20% (excellent), and historical learning achievement at 83.10% (particularly good). The correlation between interest in learning and historical achievement was positive but weak (0.124), while a positive, moderate, and significant influence was observed between the learning environment and historical achievement (correlation 0.229). A low, positive, but statistically insignificant relationship (0.232) was found between combined interest in learning and the learning environment on historical achievement. This study provides empirical contributions in history learning, encouraging principals and teachers to improve students' learning interests and ensure a good learning environment for high achievement.

Keywords: *Learning Interest, Learning Environment, Learning Achievement*

Introduction

The educational process in schools must create a conducive environment for students to learn effectively and achieve optimal results. Education plays a critical role in shaping the future, both for individuals and groups (Siddiq & Siswanta, 2021, p. 114). To support this process, various factors are essential. These factors can be categorized into internal and external influences. Internal factors include students' interests, motivation, talents, readiness, and other personal attributes. External factors, on the other hand, encompass elements such as learning facilities, the learning environment, parental encouragement, and similar aspects (Slameto, 2010, p. 54). One significant internal factor is interest. Djamarah (2011, p. 167) defines interest as a consistent inclination to focus on and engage with particular activities. High interest in learning is demonstrated through enthusiasm and active participation in the learning process,

[1] *Assist. Prof., Universitas PGRI Yogyakarta, berlian.ayuprtw@gmail.com*
[2] *Assist. Prof., Universitas PGRI Yogyakarta, fahruddin@upy.ac.id*

such as students asking questions, responding to teachers' inquiries, and attentively following explanations during lessons (Arman & Debora, 2022, p. 298). Students with a strong interest in learning are more likely to achieve high academic performance.

History, as a subject, is often perceived as monotonous by students in the classroom (Dinia & Darsono, 2022, p. 88). However, it holds significant value for the younger generation by teaching critical lessons, such as fostering a sense of nationalism and appreciating the sacrifices of national heroes. The goal of history education is to nurture students' sense of nationalism and their ability to think critically (Rani, 2022, p. 20). Therefore, it is crucial to enhance the teaching methods in history classes to increase students' interest in the subject. This is especially important as high school history holds a strategic role in shaping Indonesian citizens who are patriotic and deeply connected to their homeland (Ani & Suryadi, 2019, pp. 197–198). When students develop a high level of interest in history, they can better understand its significance and achieve higher academic success (Septiana & Astutie, 2013, p. 2; Hernadi, 2021). Consequently, improving students' interest in history learning is essential to realizing its potential to inspire both individual excellence and a collective sense of national pride.

Success in the learning process can be seen from high achievement. The success of a student in his learning activities is inseparable from several factors; one of the essential things in supporting the success of a student in teaching and learning activities is the completeness of facilities and infrastructure to support teaching and learning activities. (Wahyuni, 2015, p. 1244). The school environment influences students' learning process; a comfortable, uncrowded, and clean environment creates enthusiasm for students in learning activities. This can affect the effectiveness of the learning process. (Halim & Rahma 2020, p. 103). However, sometimes, students become discouraged and bored in the learning process due to a poor environment (Yuli & Esti, 2016, p. 398; Nurhayanti, H., Hendar, H., & Dewi, 2020), such as facilities that are not accommodated, classroom areas that tend to be hot, and school areas that are close to the highway, which, of course, can be heard with the sound of vehicles. Some discomfort in the school environment makes students less enthusiastic about participating in learning in the classroom. This is a factor in the low learning achievement of students.

High learning achievement is indeed inseparable from the role of teachers in the learning process. Teachers' teaching methods certainly play a role in improving student achievement. High student achievement is produced because of a high interest in learning history subjects. Learning achievement leads to successful learning processes. A comfortable environment is also a factor in student achievement. So, a high interest in learning history and a relaxed learning environment can increase student achievement in school. In education, a student is

said to be successful, which can be seen from the learning process of the student (Achdiyat & Siti, 2018, p. 52).

Observations made by researchers at SMAN 1 Sewon (a high school) in Yogyakarta on November 24, 2022, researchers observed several events at SMAN 1 Sewon. During the learning process, the researcher found problems, including some students enjoying playing with gadgets, this was because during the teaching and learning process, mobile phones were not collected at the teacher's desk, and some children enjoyed telling stories with their friends so that when they got questions from the teacher, students did not pay attention. The results of an interview with a history specialization teacher, Ajeng S.Pd, said that students' interest in learning, especially in history maps, is less or tends to be low; this is shown by the results of students' tests that are considered less than optimal. He said that students are less capable of analyzing the answers given.

Another problem was also found by the researcher when interviewing a history teacher, Rendy S.Pd; he said that in the classroom, when the learning process was only a few students were active because students thought that history subjects only discussed the past, so not many children were interested. Rendy also said that with this, educators must use diverse or exciting teaching methods that can interest students in the learning process. Some students complained that the hot classroom environment was caused by a fan that was not optimally performed, so during the day, students felt overheated and not optimal in the learning process.

Learning interest is needed for students to improve their achievement; without it, students can lose their enthusiasm for learning, which causes their learning achievement to decrease. In addition, the learning environment where students acquire knowledge also plays a vital role in the learning process in the school environment. A comfortable school environment makes students concentrate on their studies. The results of this study make a significant contribution to the field of history learning by providing empirical evidence about the relationship between learning interest and learning environment and history learning achievement. School principals and history teachers are encouraged to play an active role in increasing students' interest in learning and ensuring a good learning environment, thereby producing high history learning achievements.

Method

Research Design

The method used in this study is quantitative with a survey approach. Method Quantitative research uses a lot of numbers, starting from data collection, data interpretation, and the

appearance of the results. (Arikun, 2010, p. 27). The methods used are *Survey Method and Survey Method,* according to Singarimbun. (1995, p. 3) is a study that puts a sample from one population, and a questionnaire is used as a core data collection tool.

The survey approach, which is the primary method in this study, is very much in line with the purpose of the study, which is to dig up information from many respondents. Singarimbun (1995, p. 3) stated that the survey method was carried out by taking samples from a broader population, where questionnaires were used as the main instrument in data collection. This method effectively describes population characteristics or explains the relationships between social, economic, and cultural variables. Questionnaires facilitate the collection of copious amounts of data and allow researchers to obtain more focused information on predetermined variables.

With the survey method, researchers can obtain representative data from the studied population and generalize the research findings. The collected data will be processed using statistical analysis techniques to identify specific patterns or trends in the population. This approach also allows researchers to test the proposed hypothesis and determine the cause-and-effect relationship between the variables studied. The result is a more solid and evidence-based conclusion, expected to contribute to understanding the phenomenon under study.

Research Variables

This study has two independent variables (free) and one dependent variable (bound). From this study, the variables that explain or affect other variables are independent (independent) variables. Then, the variable that is described or influenced by the independent variable is the dependent (bound) variable. In this study, the independent variables are learning interest and learning environment. Then the dependent variable is the student's history learning achievement (Y), $(X_1), (X_2)$.

Research Participants

In this study, the population was students of social studies class SMAN 1 Sewon with a total of 143 students consisting of 4 classes, namely XI science class, XI social studies class 2, XI social studies class 3, and XI social studies class 4. Based on the sample calculation using the Issac & Michael formula, the sample size can be obtained as 104. In contrast, the sample calculation consists of 4 classes, with each class comprising 26 students. The sampling technique used was simple random sampling. A sampling technique that provides an equal

chance for each population to be selected as a random sample member regardless of the strata of the population is called simple random sampling. (Suggestion, 2015, p. 63).

Research Instruments

A research instrument is a tool used to measure natural and social events that are being observed. (Suggestion, 2015, p. 102). In making research instruments, careful steps are needed to obtain data representing the studied object. The instrument questionnaire was prepared using a Likert scale consisting of four answer options. (Ghozli, 2016, pp. 52–53). In this study, the data collection technique used is a questionnaire. The questionnaire is a data collection technique using several lists of questions compiled and then distributed to respondents to obtain the necessary data (Suggestion, 2015, p. 124). The questionnaire is used to collect data about learning interests and learning environments. As for the variable, history learning achievement was obtained from history teachers in the form of report card scores.

Validity and Reliability Test

The validity of the questionnaire is stated if the questions on the questionnaire can reveal something that the questionnaire will measure. This study's research instruments are interested in learning history and learning environment. To test the instrument's validity, the product moment formula can be used with the help of SPSS 23 for Windows. The criteria for the decision to declare the instrument valid are if, on the contrary, if then the instrument is invalid. Testing a question item is said to be valid or valid if the correlation coefficient (positive value and equal to or greater than a significant 5%). The calculation of the validity of the instrument is carried out with the help of a computer program.

After the validity of the instrument and the obtained valid statement items, the reliability of these items is tested using the Cronbach Alpha formula. A questionnaire can be said to be reliable or reliable if a person's answers to statements tend to be consistent or stable over time. The decision criteria to be able to declare the instrument reliable with a test reliability index greater than 0.07 are acceptable. This means that for the variables of interest in learning history 0.883 > 0.433 so that the value of Cronbach Alpha is greater than the table, then the instrument is reliable, and for the variable of the learning environment 0.749 > 0.433 so that the value of Cronbach Alpha is greater than the table, then the instrument is reliable. It can be interpreted that if the instrument is used several times to measure the same object, it will produce the same data. So, the instrument can be used as a data collection tool in this study.

Data Analysis

The data analysis used by the researcher is descriptive statistics and inferential statistics. Descriptive analysis uses the method of calculating mean, median, mode, and standard deviation. Descriptive statistical techniques are used to describe or analyze but are not used to draw broader conclusions. Descriptive statistical techniques are used to test descriptive hypotheses by calculating averages and percentages. (Fahruddin 2018, p. 66). The second analysis technique used by the researcher used parametric inferential statistics. This technique is used because data is generated through intervals and ratios. Inferential statistical techniques are used in analyzing samples, and the results are generalized to the population.

In this study, the researcher used two types of data analysis, namely descriptive statistics, and inferential statistics. Descriptive statistics is a method used to describe or present data in a concise manner so that the results can provide a general overview of the characteristics of the data being studied. Some of the descriptive statistical tools used in this study include mean calculations, medians, modes, and standard deviations. The average is used to find the middle value of the data, while the median serves to find the middle value of a set of data that has been sorted. The mode helps determine which values appear most often, while standard deviation measures how scattered the data is from the average value.

Descriptive statistics is vital in research because it provides a preliminary overview of the distribution and trends of the data. Through this analysis, researchers can understand how the characteristics of the respondents or variables are studied. For example, in educational research, descriptive statistics can provide information about how many students are interested in history subjects or how history learning achievement is distributed among students. With this information, researchers can more easily identify common patterns in the study sample. However, the results of these descriptive statistics cannot be generalized directly to the broader population.

Descriptive statistical techniques in this study are used to describe the data and test the researcher's proposed explanatory hypothesis. Descriptive hypotheses are usually related to the condition or status of the variables they want to know, for example, the percentage of students who actively ask questions in history class or the average score of history learning achievement. This descriptive hypothesis is tested by calculating means and percentages to provide a more detailed picture of the observed variables. As pointed out by Fahruddin (2018, p. 66), this technique is important in describing existing phenomena without making broader conclusions or inferences.

In addition to descriptive statistics, this study uses inferential statistics, a statistical technique used to make inferences or generalizations from a sample to a larger population. The researcher chose parametric inferential statistics because the data generated were in the form of intervals and ratios, which were the requirements for using this technique. Inferential statistics are used to test inferential hypotheses that predict the relationship or influence between variables, such as the influence of learning interest on student learning achievement. In this context, the results of the research sample analysis are used to infer how the pattern or relationship applies in the broader population, albeit with a certain margin of error.

Applying this inferential statistical technique is very important in quantitative research, as it allows researchers to describe the data test predictive hypotheses, and generalize based on sample data. This technique helps researchers determine whether the associations found in the samples are strong enough to be applied to the population. Hence, the results of the study have broader implications. However, using inferential statistics requires caution in sample selection and interpretation of results, as errors in this process can affect the generalizations' accuracy.

Research Results

Variables of Interest in Learning History

The description was based on the average score of the respondents' perception of answers to the history learning interest questionnaire with 20 questions. Based on data analysis regarding interest in learning history using Microsoft Excel, the highest score of 77 and the lowest score of 47 were obtained. If the maximum score quality is ideal 10 or within a 100% achievement, then the item of interest in learning the history of SMAN 1 Sewon for the 2022/2023 Academic Year is close to the maximum percentage with a score of 9.33 or 93.27% and the lowest percentage of 5.14 or 51.44%. The average score of this variable is 7.68 or 76.75%. This analysis obtained several statistical prices: average price = 59.38, variance = 44.258, and standard deviation = 6.652.

Based on the results of this study through a questionnaire instrument, some items are of concern from this research sample, namely the analysis of the activeness of students asking teachers. Referring to the analysis of the variable of interest in learning history, it is proven that the quality of the analysis items of the evaluation results is included in the low category with a score of 5.14 or 51.44% compared to other items. Based on the observations made by this researcher, it is strengthened that in some classes, there are active activities to ask the subject teacher if they feel that they do not understand the material being taught. Still, in some classes,

there is a lack of activity among students; this can be caused because students do not understand the material delivered by the teacher, so students do not understand the material being taught, which makes the student's activity low. Student's difficulties in understanding the materials contained in the teaching materials cause students to become passive and even afraid if later the teacher points to answer questions or to appear in front of the class. (Widiyati, 2019, p. 147)

The highest question item in students' interest in learning history in class XI social sciences SMAN 1 Sewon is found in the question item with no sense of enthusiasm in studying history, with a score of 9.33 or 93.27%. It is included in the very high category. This result concludes that the indicator in terms of no enthusiasm for learning history is higher than other aspects; the results prove that students have high confidence in participating in history teaching. This high enthusiasm can be caused by: 1) interest in something and liking it, 2) paying attention in the learning process, and 3) student activity and involvement in the teaching and learning process. (Adeng, 2018, p. 93).

Learning Environment Variables

The description was based on the average score of the respondents' perception of answers to the learning environment questionnaire with 20 questions. Based on the analysis of data on the learning environment using Microsoft Excel, the lowest score on the learning environment variable was 46, and the highest score was 77. If the maximum quality of the score is ideal 10 or within the percentage of 100%, then the learning environment item is close to the maximum percentage of score of 9.57 or 95.67% of the expected. Meanwhile, the lowest item score is 5.5 or 55.04% of the expected percentage. The average score of this variable is 8.32 or 83.20%. This analysis obtained several statistical prices: average price = 64.46, variance = 61.144, and standard deviation = 7.819.

Referring to the results of the analysis of the variables of the learning environment, it is proven that the quality of the items in the hot classroom conditions makes them not concentrate in learning is included in the low category with a score of 5.5 or 55.04% compared to other question items even though they are included in the sufficient category. Based on the observations made by this study, it was found that some classes placed history subjects in the last lesson so that students were not enthusiastic or tended to be sleepy during the last hour, and some classes felt hot because the fan was no longer functioning correctly.

The item with the highest question is found in the question item Dislikes advised by teachers with a score of 9.57 or 95.67% of the expected. These results conclude that the indicator of dislike advised by teachers greatly influences. That way, students do not have a problem if the

teacher advises them about deviant matters. This proves there is a closeness between teachers and students, which allows for good interaction between the two. Because that way, as educators are responsible for teaching values and norms to the next generation so that there is a process of value conservation because through the educational process, efforts are made to create new values (Mulayasa, 2007, p. 18)

This research is by Pratama and Ghofur (2022), confirming that learning motivation and learning environment significantly contribute to student learning outcomes. The study also found that factors such as classroom comfort, temperature, and the availability of physical facilities, such as fans, greatly influenced students' concentration levels during the learning process. In situations where the classroom feels hot or facilities such as fans are not working, students tend to experience a decrease in concentration, negatively impacting their academic performance.

History Learning Achievement Variables

Description based on the average SMAN 1 Sewon students' achievement score for the 2022/2023 Academic Year. The learning achievement results are by the learning assessment stages, which consist of assignments, private universities, and final assessment (PAT). If the maximum score quality is ideally 10 or 100%, then the learning achievement score is close to the maximum percentage with a score of 9.14 or 91.42%. Meanwhile, the lowest student learning achievement score was 7.59 or 76%.

Based on the data collected, the lowest score on the student learning achievement variable was 76, and the highest was 91. The quality of learning achievement of students who get an average score from Assignments, PTS, and PAT in odd semesters is above KKM 75. In this analysis, several statistical prices were obtained, namely average price = 83.086, variance = 10.157, and standard deviation = 3.187

Referring to history learning achievement, it is known that the lowest category is found in class XI IPS 4 while the average score of this variable is 7.59 or 76%;. However, it is included in the lowest category. Then, the highest history learning achievement score was found in class XI IPS 1 with a score of 9.14 or 91.42%, included in the very high category.

Based on the researcher's observations, it was found that high scores were dominated in class XI IPS 1, from the results of interviews with history teachers of specialization, this class was included in the category of superior courses, where students were active in learning. So that the achievement of learning history increases. Classes are active because the students understand the material the teacher delivers because they know and understand what the teacher

conveys, so the achievement of learning history increases. That way, the learning awareness shown by students in the learning process is of their own volition without any orders or wishes so that students can carry out learning activities seriously. That way, students will learn seriously, and they can reduce the learning difficulties that students have. High interest in learning will result in high performance, on the other hand, low interest in learning will result in low performance (Dalyono, 2015, p. 235).

Hypothesis Test Results

Prerequisite Test

The normality test was carried out using the help of *SPSS 22 for Windows* on the variables of learning interest that obtained a significant value of 0.200, a learning environment of 0.064, and a historical learning achievement of 0.083.

Table 1. Normality Test Results

Variable	p-value
Interest in Learning History	0,200
Learning Environment	0.064
Learning Achievement	0,083

The results of *the One-Sample Kolnogorov-Smirnov Test* showed that all variables in this study had a probability greater than 0.05. This means that all variables used in this study have random data that is usually distributed.

Meanwhile, the linearity test was carried out to determine whether there was a linear relationship between the free variable (X) and the bound variable (Y). Intake when the value F_{hitung} is less than or equal to F_{tabel}.

Table 2. Linearity Test Results

Variable	F count	F table 5%
X1-Y	1,780	1,70
X2-Y	967	1,70

$F_{hitung} = F_{count}$, $F_{tabel} = F_{table}$, $t_{hitung} = t_{count}$, $t_{tabel} = t_{table}$

Based on the F test, the value is greater than or (1.780 > 1.70), so it can be concluded that the relationship between interest in learning history and achievement in learning history is not linear. Then it was obtained less than or (967 < 1.70), so it can be concluded that the relationship between the learning environment and learning achievement is linear.

Table 3. Multiple Linear Regression Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Mr.
	B	Std.Error	Beta		
(Constant)	77.682	2.919		26.611	.000
Interest in Learning History	-.027	.063	-.057	-.430	.668
Learning Environment	.109	0.54	2.67	2.029	0.45

a. Dependent Variable: Learning achievement

Based on the figure above, the product-moment correlation coefficient using a significance level of α = 5% obtained a significance value of 0.668, then (0.668 > 0.05) and a value of -0.430 < 1.980, meaning that the learning interest variable does not have a significant influence on learning achievement, so the fourth hypothesis that states. There is a positive and meaningful relationship between learning interest and history learning achievement is not proven. Then for the learning environment, a significance value of 0.45 was obtained, then (0.45 < 0.05) and a value of 2.029 > 1.980 meant that the variable of the history learning environment partially had a significant influence on history learning achievement, so that the fifth hypothesis that stated t_{hitung} a positive and significant relationship was proven between the learning environment and history learning achievement.

The analysis of the learning environment variable revealed a significance value of 0.045, which is less than 0.05 (0.045 < 0.05), and a t_{hitung} value of 2.029, exceeding the t_{tabel} value of 1.980 (2.029 > 1.980). These findings confirm that the learning environment has a significant effect on students' achievement in history learning. A conducive and supportive learning environment plays a critical role in facilitating better academic outcomes for students. The results also validate the fifth hypothesis, which posited a positive and meaningful relationship between the learning environment and history learning achievement.

A positive learning environment encompasses factors such as a comfortable and well-maintained classroom atmosphere, sufficient and accessible facilities, and a harmonious relationship between teachers and students. These elements collectively foster an optimal setting for learning, enabling students to engage more effectively with the material and boosting their academic performance. When students feel supported and comfortable in their learning environment, they are more likely to focus, participate actively, and achieve higher levels of success in history and other subjects. Thus, creating and maintaining such an environment is vital for enhancing student achievement.

Table 4. Correlation Analysis Between Correlations Variables

		Interest in studying history	History learning environment	Learning achievement
Interest in studying history	Pearson Correlation	1	.678	.124
	Sig. (2-tailed)		.000	.209
	N	104	104	104
Historical environment	Pearson Correlation	.678	1	.229
	Sig. (2-tailed)	.000		.020
	N	104	104	104
Learning achievement	Pearson Correlation	.124	.229	1
	Sig. (2-tailed)	.209	.020	
	N	104	104	104

Based on the results of correlation analysis using *product moment, a* correlation of 0.124 was produced for the relationship between learning interest and history learning achievement. This shows a positive relationship between interest in learning history and achievement. If interpreted, the level of this correlation relationship is exceptionally low because it is in the coefficient interval of 0.00-0.199. In addition to the results of interest in learning history with learning achievements, they showed positive numbers but did not produce a meaningful relationship. The significance is known by comparing it with the price. $t_{tabel}$of the sample of 104. showing a price $r_{tabel}$of 0.195 with an error rate of 5%. It was proven that the price r_{hitung} was more minor than: (0.124 < 0.195), meaning that the correlation between interest in learning history and learning achievement was not significant r_{tabel}.

The results of a positive but insignificant relationship indicate that if the variable number of historical learning interests is increased, then the learning achievement rate will also increase, and vice versa. Still, this result cannot be applied to the population. This means that the positive result only applies to the sample.

The results of the study show that the learning environment has a positive influence on historical learning achievement. Through the product-moment correlation test, a correlation price of 0.229 was produced. This price proves that the correlation between interest in learning history and achievement in learning history is positive because the correlation results are not harmful. If interpreted, this correlation relationship is low because it is in the coefficient interval of 0.20-0.399.

In addition to the learning environment results, the learning achievement of grade XI students of SMAN 1 Sewon showed positive numbers and produced a meaningful relationship. The significance is known by comparing it with the price t_{tabel} 104. showing a price $r_{tabel}$of 0.195 with an error rate of 5%. It is proven that the price r_{hitung} is more excellent than: (0.229 >

0.195), meaning that the relationship between the learning environment and learning achievement is significant. The positive and meaningful relationship shows that if the number of learning environment variables is increased, then the number of learning achievement variables will increase, and vice versa, and this result can be applied to the population.

The results of the researcher's analysis showed that the interest in learning history and the learning environment, together with the achievement of learning history through the determination coefficient test (R), resulted in a correlation value of 0.232; this price proves that the correlation value is positive because the correlation results do not have negative numbers. If interpreted, this correlation relationship is low because it is in the coefficient interval of 0.20-0.399.

The results of learning interest and learning environment with history learning achievement showed positive numbers but resulted in an insignificant relationship. The significance test is known through the F test, and a value of 2.883 is then compared with the price f_{tabel}based on the numerator = 3 and the denominator (104-2-1) = 102. For the error rate of 5%; = 3.07. Because it is smaller than, the correlation coefficient tested is insignificant.

Discussion

The results of a positive but insignificant relationship show that if the number of interests in learning history and the learning environment is increased, then the variable number of learning achievements will also increase. It is also preferable if the number of interests in learning history and the learning environment is lowered. The variable number of historical learning achievements will also decrease, but this result cannot be applied to the population. This means that the positive result only applies to the sample. This proves that although the interest in learning history and the history learning environment has a low influence, it still affects the achievement of learning history. With this, students interested in history subjects will encourage these students to be happy and master history subjects. An interest in learning history is vital in supporting students' academic achievement. Students interested in history are happier and more motivated to delve into the subject matter.

Students' internal motivation will encourage them to be more active in the learning process to master the material more easily. This interest in learning also serves as the main encouragement in achieving optimal learning outcomes. With high interest, students are more likely to face learning challenges with a positive attitude and harder effort, which will ultimately have an impact on improving their academic performance. Learning interest is very necessary to support learning activities. If students have high interest, the output will be high. However, not

only can interests affect student learning achievement, but the school environment where students receive formal education certainly also plays a role in improving history learning achievement. High interest in learning and supported by a comfortable and accommodating school learning environment (Santoso et al., 2021, p. 220).

This study's results also support the research that Ayu Karunia Wati and Muhsin have carried out. Aeni and Suryadi (2019) conclude that the level of a conducive learning environment, the higher the learning interest, and the lower the level of conducive learning, the lower this learning interest means a learning environment that supports students in the learning process, such as the availability of good learning facilities, learning places comfortable, quiet learning atmosphere, harmonious relationship with the social environment. On the other hand, if the learning environment conditions are not supportive of the learning process, it can cause a decrease in student enthusiasm, which will decrease student learning outcomes.

In a previous study conducted by Hernadi (2021), it was found that problem-based contextual learning methods can increase students' interest and achievement in learning history. In this study, students' interest in history risen from 66.67% to 77.77% after applying this method, while their learning achievement also increased from an average score of 76.48 to 82.22. These results show that although learning interest has a statistically low influence, applying the right learning strategies can still maximize its impact on academic achievement. The research of Ika Nurjanah (2015) also supports this conclusion by showing a meaningful relationship between students' learning interests and learning outcomes. Students with a high interest in a subject tend to have greater attention to the material, making them more likely to achieve better learning outcomes. This proves that interest in learning plays a key role in achieving optimal academic achievement, especially in history subjects.

Other research also shows that high interest in learning and being supported by a conducive learning environment contributes positively to academic achievement. Students who feel comfortable and motivated in their learning environment will easily understand the material.

This research aligns with Ika Nurjanah (2015: 121), Who concluded that there was a significant relationship between students' learning interest and learning outcomes in Social Studies-History subjects. If students are not interested in learning something, the results will not be maximum. On the other hand, if students have a great interest, the results they get will be maximized because students who have an interest in something they are interested in will maximize their attention to the subject observed. With high attention to history subjects, it will

produce satisfactory grades. So, the higher the student's interest in learning, the better the learning results that students will achieve in the Social Studies-History subject.

Conclusions, Implications, and Limitations

The results of this study show that although interest in learning history has a positive influence on history learning achievement, the influence is classified as very low and insignificant, with a correlation of 0.124. This means that, although some students appear to be active, such as taking notes and asking questions during the learning process, their interests are not vital enough to contribute significantly to their learning achievement. In contrast, the learning environment had a more substantial influence, with a correlation of 0.229, which showed a positive and significant influence in supporting students' academic achievement. Factors such as teaching methods, the quality of the relationship between teachers and students, and the physical condition of the classroom all play a role in creating a conducive learning environment. When the interest in learning history and the learning environment combined, the effect on students' learning achievement remained positive. Still, it was low and insignificant, with a correlation of 0.232. This suggests that while both exert an effect, further improvements are needed to significantly increase their impact.

This research provides important implications for schools, teachers, and education policymakers. First, efforts to increase students' interest in learning history must be intensified, for example, by designing learning methods that are more interesting and relevant to students' daily lives. Although learning interest has little influence, increasing student motivation will contribute to a more meaningful learning process. Second, the learning environment must be improved, especially regarding facilities, relationships between students and teachers, and pedagogical approaches. Schools should also focus on supportive non-academic aspects, such as the physical condition of the classroom and the atmosphere that supports learning concentration, as a comfortable environment can be shown to have a significant influence on student achievement.

This research has several limitations that need to be considered. First, the sample size covers only one school, so the results of this study may not be generalized to a broader population. Second, the data collection process, which is mainly carried out through Google Form questionnaires due to time constraints and exams in several classes, may affect the accuracy of responses from respondents. Third, other factors that affect students' learning achievement, such as external motivation, learning style, and family support, were not taken into account in

this study. Further research is suggested to involve more schools and consider other variables that can affect student learning outcomes holistically.

Reference

Achdiyat, M., & Siti, W. (2018). Sikap Cara Belajar Dan Prestasi Belajar. *Jurnal Ilmiah Kependidikan*, *5*(1), 49–58. http://dx.doi.org/10.30998/fjik.v5i1.2353

Aeni, N., & Suryadi, A. (2019). Pengaruh Penggunaan Media Linimasa Sejarah Card Game Terhadap Minat Belajar Siswa Kelas XI dalam Pembelajaran Sejarah di SMA Negeri 1 Bumiayu. *Indonesian Journal of History Education*, *7*(2), 196–205. http://lib.unnes.ac.id/id/eprint/33937

Arikunto. (2010). *Prosedur Penelitian*. Rineka Cipta.

Arman, B. C. W., & Debora, S. (2022). Penggunaan Multimedia Interaktif dalam Meningkatkan Minat Belajar Siswa pada Pembelajaran Kimia. *Jurnal Pendidikan Mipa*, *12*(2), 298–305. https://doi.org/10.37630/jpm.v12i2.589

Dalyono, M. (2015). *Psikologi Pendidikan*. PT Rineka Cipta.

Dinia, M. R., & Darsono. (2022). Meningkatkan Keaktifan Siswa dalam Pembelajaran Sejarah Melalui Media Pembelajaran Audio Visual Siswa Kelas XI IPS MA MA'ARIF NU 1 Kemranjen. *Karmawibangga: Historical Studies Journal*, *04*(02), 87–94. htpps://journal.upy.ac.id/index.php/karmawibangga

Djamarah, S. B. (2011). *Psikologi Belajar*. PT Rineka Cipta.

Fahruddin. (2018). Hubungan Kinerja Guru, Sikap Nasionalisme, dan Kesadaran Sejarah Dengan Prestasi Belajar Sejarah Peserta Didik SMA di Yogyakarta Tahun Ajaran 2017/2018 (Thesis, Universitas Negeri Yogyakarta).

Ghozali, I. (2016). *Aplikasi Analisis Multivariete Dengan Program IBM SPSS 23 (Edisi 8). Cetakan ke VIII.* Badan Penerbit Universitas Diponegoro.

Habibah, E. E. U., & Trisnawati, N. (2022). Pengaruh Minat Belajar dan Kemandirian Belajar Terhadap Hasil Belajar Siswa SMK pada Pembelajaran di Masa Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, *4*(3), 4668-4680. https://doi.org/10.31004/edukatif.v4i3.3028

Halim, S. N. H., & Rahma, R. (2020). Pengaruh Lingkungan Belajar, Motivasi Belajar dan Kemandirian Belajar terhadap Hasil Belajar Matematika Siswa Kelas XI IPA SMAN 9 Pangkep. *Mandalika Mathematics and Educations Journal*, *2*(2), 102–109. https://doi.org/10.29303/jm.v2i2.1777

Hernadi, E. (2021). Upaya Meningkatkan Minat dan Prestasi Belajar Sejarah Pada Siswa Kelas XII IPS 1 SMAN 1 Cikijing melalui Pembelajaran Kontekstual Berbasis Masalah. *Bihari: Jurnal Pendidikan Sejarah Dan Ilmu Sejarah*, *4*(1).

Hudaya, A. (2018). Pengaruh Gadget Terhadap Sikap Disiplin Dan Minat Belajar Peserta Didik. *Research and Development Journal of Education*, *4*(2), 86–97. https://doi.org/10.30998/rdje.v4i2.3380

Mulayasa. (2007). *Standar Kompetensi dan Sertifakasi Guru*. Remaja Rosda Karya.

Nurhayanti, H., Hendar, H., & Dewi, S. (2020). Hubungan Antara Minat Belajar Dengan Hasil Belajar Mata Pelajaran Sejarah Kebudayaan Islam (SKI) Pada Kelas IV MI Hidayatul Muta'alimin Kota Bekasi. *Jurnal Tahsinia*, *1*(2), 108-116. https://doi.org/10.57171/jt.v1i2.170

Nurjanah, I. (2015). Hubungan Minat Belajar Dengan Hasil Belajar Siswa Pada Mata Pelajaran IPS (Sejarah) SMPN 87 Jakarta Tahun Ajaran 2014/2015 (Thesis, Universitas Islam Negeri Jakarta).

Rani. (2022). Hubungan Minat dan Prestasi Belajar Sejarah Terhadap Kesadaran Sejarah Siswa SMA Negeri 4 Malinau Tahun Ajaran 2020/2021. *Karmawibangga: Historical Studies Journal*, *04*(01), 19–29. https://doi.org/https://doi.org/10.31316/2021

Santoso, R., Marzuki Noor, & Suharto. (2021). Pengaruh Minat, Lingkungan Belajar Dan Motivasi Belajar Terhadap Keputusan Memilih Studi Mahasiswa di Universitas Nahdlatul Ulama (Unu) Lampung. *SIMPLEX: Journal of Economic Management*, *2*(1), 215-233S.

Septiana, C., & Astutie, A. (2013). Pengaruh Gaya Mengajar Guru Dan Gaya Belajar Siswa Terhadap Hasil Belajar Mata Pelajaran Ekonomi di Kelas X Sma Negeri 18 Surabaya. *Jurnal Pendidikan Ekonomi*, *1*(3). https://doi.org/10.26740/jupe.v1n3.p%25p

Siddiq, W. A., & Siswanta. (2021). Pengembangan Media Pembelajaran Sejarah Indonesia Berbasis Audio Visual Untuk Meningkatkan Prestasi Belajar Siswa Kelas 10 SMK. *Karmawibangga: Historical Studies Journal*, *03*(1), 2715–4483. https://doi.org/https://doi.org/10.31316/2021

Singarimbun. (1995). *Dasar-Dasar Penelitian Kuantitatif*. Salemba Raya.

Slameto. (2010). *Belajar & Faktor-Faktor Yang Mempengaruhinya*. Rineka Cipta.

Sugiyono. (2015). *Metode Penelitian Kombinasi*. Alfabeta.

Susilo, A., & Hanika, S. A. (2021). Hubungan Semangat Belajar Sejarah dengan Hasil Belajar Siswa Kelas X SMA Negeri 5 Lubuklinggau. *Jurnal Pendidikan IPS*, *11*(2), 95-100. http://dx.doi.org/10.37630/jpi.v11i2.511

Wahyuni, N. (2015). Pengaruh Penggunaan Media Pembelajaran, Minat Belajar, Dan Lingkungan Keluarga Terhadap Prestasi Belajar Sejarah Siswa Kelas X Di Man Balikpapan. *Jurnal Penelitian dan Pendidikan IPS (JPPI)*, *9*(3). http://ejournal.unikama.ac.id/index.php/JPP

Wati, A. K., & Muhsin. (2019). Pengaruh Minat Belajar, Motivasi Belajar, Lingkungan Keluarga, dan Lingkungan Sekolah Terhadap Kesulitan Belajar. *Analysis Journal, 8*(2), 797–813. https://doi.org/10.15294/eeaj.v8i2.31517

Widiyati. (2019). Focus Group Discussion (Fgd) Untuk Meningkatkan Aktivitas Dan Hasil Belajar Kompetensi Ketenagakerjaan Peserta Didik Di Smp N 7 Purworejo. *Indonesian Journal of History Education, 7*(2), 146–153. https://doi.org/10.15294/ijhe.v7i2.36432

Yuli, S. H., & Esti, H. (2016). Hubungan Antara Minat Belajar Dan Lingkungan Belajar Dengan Prestasi Belajar Matematika. *Jurnal Pendidikan Matematika, 4*(3). https://dx.doi.org/10.30738/.v4i3.433