The Influence of Learning Interest and learning Motivation on Learning Outcomes in Economic Learning

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Abstract
The purpose of this study was to determine (1) the influence of learning interest in student economic learning. (2) the influence of learning motivation on the learning outcomes of students' economics subjects. (3) the influence of learning interest, parental attention, and learning motivation together on the learning outcomes of economics subjects. The focus of research was carried out at SMA Negeri 2 Tegineneng, Lampung. This type of research uses verifiative descriptive research, quantitative methods with an "ex post facto and survey" approach. The data collection technique is through observation, questionnaires, and documentation. First, there is a positive and significant influence of learning interest on student economic learning outcomes with a contribution of 0.150 or 15%. This means that a student has a high interest in learning, it is likely that his learning outcomes will increase, and vice versa. Second, there is a positive and significant influence of learning motivation on the learning outcomes of students' economics subjects with a contribution of 0.379 or 37.9%, this means, if students have high learning motivation, learning outcomes can increase, and vice versa. Third, a positive and significant influence on learning interest, parental attention, and learning motivation together on the learning outcomes of students' economics subjects with a contribution of 0.379 or 37.9%.

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Abstrak
Tujuan penelitian ini adalah untuk mengetahui (1) pengaruh minat belajar terhadap hasil belajar dalam pembelajaran ekonomi siswa. (2) pengaruh motivasi belajar terhadap hasil belajar dalam pembelajaran ekonomi siswa. (3) pengaruh minat belajar dan motivasi belajar secara bersama-sama terhadap hasil belajar pada pembelajaran ekonomi siswa. Fokus penelitian dilakuakn di SMA Negeri 2 Tegineneng, Lampung. Jenis penelitian ini menggunakan penelitian deskriptif verifikatif, metode kuantitatif dengan pendekatan "ex post facto dan survey". Adapun teknik pengumpulan data yaitu dengan melalui observasi, kuesioner, dan dokumentasi. Perolehan data yang telah dilakukan, Pertama, terdapat pengaruh positif dan signifikan minat belajar terhadap hasil belajar ekonomi siswa dengan kontribusi sebesar 0,150 atau 15%. Ini berarti seorang siswa memiliki minat belajar yang tinggi, kemungkinan hasil belajarnya akan meningkat, dan sebaliknya. Kedua, terdapat pengaruh positif dan signifikan motivasi belajar terhadap hasil belajar mata pelajaran ekonomi siswa dengan kontribusi sebesar 0,379 atau 37,9%, hal tersebut berarti, apabila siswa memiliki motivasi belajar yang tinggi, hasil belajarnya dapat meningkat, dan sebaliknya. Ketiga, pengaruh yang positif dan signifikan pada minat belajar, perhatian orang tua, dan motivasi belajar secara bersama-sama terhadap hasil belajar mata pelajaran ekonomi siswa dengan kontribusi sebesar 0,379 atau 37,9%.

I. INTRODUCTION

conomic learning is part of school learning that discusses how individuals and communities behave in an effort to meet their needs. One of the objectives of economic learning is for learners to understand and be able to make responsible decisions regarding social values in a pluralistic society both on a national and international scale (Dewi, Sitompul, and Napitupulu 2019). Therefore, in learning economics needs to be given direction, they must be accustomed to hearing or applying and recording matters related to economics, one of the successes of learning is if the students taught feel happy and need teaching material (Salmi 2019). A number of issues that often arise are that many educators are trapped in misconceptions about the teaching process, where they consider that teaching is only limited to conveying material and knowledge without

giving enough attention to students. In addition, not a few teachers choose shortcuts by not preparing lesson implementation plans, with various underlying reasons (Alifah and Hastuti 2023). In addition, teacher readiness when teaching also seems to lack optimal learning evaluation, where there are students who have not reached the minimum completeness limit value only asked to do the same questions again and questions when doing tests as a form of remeidial (Roman and Plopeanu 2021). This is a big problem if teachers always ignore small problems and there is no solution to solve these problems.

Learning outcomes are changes in students' knowledge abilities, attitudes, skills and behavior after learning activities as a result of an experience (Ilmiyah and Sumbawati 2021). Success in the learning process becomes a benchmark for the final assessment of educational objectives (Ningtiyas and Surjanti 2021). Student learning outcomes are marked by a scale of values in the form of letters, symbols and numbers. Learning outcomes are not only used as an evaluation of how deep knowledge is gained by students but also what experience has been gained after the learning process takes place (Syachtiyani and Trisnawati 2021). The level of student learning outcomes can be seen from several parameters of the average odd semester report card scores of students. In addition, the research parameters of learning outcome variables include end-of-semester test scores, midterm tests, and daily tests (Matussolikhah and Rosy 2021). According to (S. Rahayu 2018) Learning outcome indicators can be seen from test scores, end-of-semester exam scores, and report card scores. Student learning outcomes certainly vary, some get high scores and some get low scores or below KKM. The learning outcomes of student economics material at SMA Negeri 7 are still below the KKM score standard. This can be seen from the results of students' daily tests which show that there are still around 30% of all students whose daily test scores have not met the completeness standard set by the school, which is a score of 75, So that these students still have to take the remedial or remidial test (Chulsum 2017). According to the results of preliminary pre-research that has been conducted at SMA Muhammadiyah 4 Surabaya located on Jalan Kemlaten Baru 43, Surabaya, information was obtained that the KKM score in Economics subjects is 80, while the average score of many students is known to still get scores below 80, this is not in accordance with Slameto's theory, namely educational success is known from obtaining optimal learning outcomes accordingly with existing benchmarks of grades in schools (Anggryawan 2019).

Interest basically arises preceded by an experience in addition to the stimuli of an object (lesson) that have something to do with his needs (Rosdi 2020). In learning, interest acts as a motivating force, namely as a force that encourages students to learn (AH, Arief, and Muhyani 2019). Interest in learning becomes one of the students to learn even better with interest or liking in the lesson so that they have the initiative to continue learning and feel very useful for him (Rohani and Zulfah 2021). Interest is very influential on the learning outcomes of learners, because not much can be expected to produce learning prestige from a child who learns without interest from himself in subjects that the student does not like (Putri and Effendi 2019). Interest is a source of motivation that drives a person to do what they want, interest is a high sense of liking and interest with self-awareness of something that is seen as giving benefits and satisfaction (Falah and Fatimah 2019). According to (Slameto 2020) Indicators of interest in learning are (1) Feelings of pleasure, (2) Student involvement, (3) Interest in learning, (4) Attention of students. In learning activities, it can be seen that students who lack interest in learning will experience boredom and saturation of the subject matter given by the teacher (Qomariah and R Sudiarditha 2016). The problem that often arises is that students' interest in learning is still low and has not been achieved optimally. This is a problem that many teachers encounter to achieve success in the process of teaching and learning activities (Sarjono, Zuhriah, and Hidayah 2020).

Learning motivation is one of the success factors for students in achieving maximum learning outcomes. Students who have high motivation to learn will be better at receiving lessons and the attitudes generated by students will be more positive in learning (Budiariawan 2019). Motivation in the learning process is divided into two, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation comes from within students, such as the desire to acquire knowledge, the desire to achieve learning goals, the drive to meet learning needs, and so on. Extrinsic motivation comes from outside the student, such as parental requests, a comfortable learning environment, study friends owned, interesting learning activities (Tampubolon, Sumarni, and Utomo 2021). The motivation that exists in students is very influential on the

development of the process and student learning outcomes (Mudanta, Astawan, and Jayanta 2020). Students who have high learning motivation are very likely to get good learning results, because they will try hard with all their efforts to learn these subjects. According to (Sudjana 2019) Indicators of learning motivation are (1) The existence of student interest and attention to the lesson, (2) Student responsibility in doing the task, (3) The reaction shown by students to the stimulus given by the teacher, (4) High student enthusiasm to do their learning tasks. Based on the results of an interview conducted with one of the teachers of Economics subjects showed a decrease in achievement achieved by students in learning activities; with an estimated decrease of around 25% compared to the offline learning period (Syahrudin 2022).

Looking at the problems above, this study is similar and only focused on SMA Negeri 2 Tegineneng, the interest of researchers in conducting this research is in the background and information is obtained that shows that student learning outcomes have not reached optimal levels. The data obtained showed that a large number of students obtained scores below the Minimum Completeness (KKM), while some only met the KKM standards. This problem indicates a lack of interest in learning and learning motivation among students. So, researchers want to explore it to find objective data acquisition and provide important insights for teachers in increasing interest and motivation to learn in students.

The purpose of this study was to determine (1) the influence of learning interest in student economic learning. (2) the influence of parental attention on students' economic learning outcomes. (3) the influence of learning motivation on the learning outcomes of students' economics subjects. (4) the influence of learning interest, parental attention, and learning motivation together on the learning outcomes of economics subjects. The focus of research was carried out in SMA Negeri 2 Tegineneng, Lampung. Furthermore, this research is certainly inseparable from previous research. Some of the relevant studies conducted include: (1) Lastri, Kartikowati, & Sumarno, "Analysis of Factors that Influence Student Learning Achievement" (Lastri, Kartikowati, and Sumarno 2020). (2) Agustina, "Contribution Of Learning Interest And The Learning Environment To Student Learning Outcomes In Economic Lessons At Sma Ekasakti Padang" (Agustina 2022). (3) Herpratiwi& Tohir, "Learning Interest and Discipline on Learning Motivation" (Herpratiwi and Tohir 2022). (4) Rosmiati and Takwa, "The Relationship of Students' Social Behavior and Motivation with the Learning Outcomes" (Rosmiati and Takwa 2018). (5) "The Influence of Family Socio-Economic, Learning Motivation and Learning Independencyon Student Learning Outcomes" (Mahri, Maya, and Kulliyega 2020). Overall, the research that has been done has its own purpose. So that there is a novelty of the research title "The Influence of Learning Interest and Learning Motivation on Learning Outcomes in Economic Learning."

II. METHOD

This type of research uses verifiative descriptive research, quantitative methods with ex post facto approaches and surveys. The research approach is a step that will be taken by researchers in collecting information and data so that they are able to answer the formulation of problems and research objectives. The research approach is basically a scientific way to be used in order to obtain variable data with the aim of being found, developed, and proven. A knowledge in turn can be used to understand, solve, and anticipate problems (Sugiyono 2019). Verifiative descriptive research is a method that aims to describe or describe and analyze a true or incorrect situation based on existing facts, and explain the relationship between variables studied through collecting data, processing, analyzing and interpreting data in statistical hypothesis testing. The *ex post facto* approach is research that finds out about cause-and-effect relationships or research conducted to find out what factors cause these events. The survey approach is used to obtain data from certain places that are natural (not artificial), but these researchers carry out treatments such as data collection such as circulating questionnaires, tests, structured interviews and so on (Sugiyono 2019). Data collection techniques are carried out through observation, questionnaires, and documentation. To be this study using an interval scale with *a semantic differential approach.* The respondents in this study were 70 students. The independent variables in this study are learning interest and learning motivation with the indicators shown in the following table.

Table 1. Free Indicator (X)

No	Assessed Aspects	
	Learning Interest (X^1)	Learning Motivation (X^2)
1	Feeling good	There is student interest and attention to the lesson
2	Student engagement	Student responsibility in doing assignments
3	Interest in learning	The reaction shown by students to the stimulus given by the teacher
4	Learner attention	High enthusiasm of students to perform their learning tasks

Furthermore, for learning outcome indicators using the Odd Semester End Assessment. For instrument testing using instrument requirements tests, namely (1) Validity and (2) Reliability. According to (Tampubolon, Sumarni, and Utomo 2021) The validity of a study relates to the extent to which a researcher measures what it is supposed to measure. In particular, the validity of quantitative research is rooted in the view of empiricism that emphasizes evidence, objectivity, and truth. In reliability testing using "Alpha Cronbach" $r_{11} = \left[\frac{k}{k-1}\right]\left[1 \frac{\sum \sigma_{bi}^2}{\sigma^2 t}\right]$ with captions r_{11} = Instrument reliability, k + Many Question Points, $\sum\sigma_{bi}^2$ = the number of variances of question items, and $\sum\sigma^2 t$ = Total variance. To analyze the data, researchers use classical assumption tests consisting of (1) Regression line linearity test using variance analysis (ANOVA), (2) Multicollinearity test using tests that pay attention to *tolerance* and VIF values, (3) Autocorrelation Test using statistics "Durbin Watson", (4) Heteroscedasticity Test using test techniques *Spearman's rho.* Then for hypothesis testing (1) Simple linear Regression and (2) Multiple Linear Regression.

III. RESULT AND DISCUSSION

A. Learning Outcomes

Learning outcome data was obtained through the Final Odd Semester Class XI Examination of SMA Negeri 2 Tegineneng which amounted to 70 people with the highest score of 80 and the lowest score of 44. The calculation of many classes is calculated using *Sturges* i.e. (1) range = highest value - lowest value; so that 80 – 44 = 36, (2) k = 1 + 3,3 log n; so that the calculation = 1 + 3,3 (1,85) = 6,105, (3) Class Length $\frac{rentang}{panjang\ kelas}$; so that $\frac{36}{7}$ = 5,142. So that the class length is obtained as many as 5 classes.

Table 2. Learning Outcome Variable Distribution Data (Y)

No.	Interval Class	Frequency	Presentation
1	44 – 48	17	24,29
2	49 – 53	6	,57
3	54 – 58	20	28,57
4	59 – 63	5	7,14
5	64 – 68	4	5,71
6	69 – 73	0	0
7	74 – 78	16	22,86
8	79 – 83	2	2,86
	Total	70	100
	Min	44	
	Max	80	
	Average	59,71	
	Standar Deviasi	11,94	
	Modus	78	
	Median	58	

Based on the table above, it can be seen that the largest frequency is found in the interval class 54-58 by number of frequencies 20 respondents with percentage rate 28,57%. As for the smallest frequencies there are in the interval class 69-73 by number of frequencies 0 respondents by percentage 0%. Then the data is grouped into three categories, namely high, medium, and low with formula calculations = (1) R = Highest score - skor terendah = 80 – 44 = 36, (2) panjang kelas = $\frac{rentang}{panjang\ kelas} = \frac{36}{3}$ = 12. The frequency trend of each category can be seen in the table, as follows:

Table 3. Trends in Learning Outcomes

No	Interval Class	Frequency	Presentation	Category
1	68 – 80	18	25,71	Tinggi
2	56 – 67	22	31,43	Sedang
3	44 – 55	30	42,86	Rendah
	Jumlah	**70**	**100**	

Based on the table above, it can be seen that learning motivation in grade XI students of SMA Negeri 2 Tegineneng, most of them were in the medium category, which was as many as 30 respondents (42,86%). The learning outcomes of economics subjects are important for students. Success in learning can be seen in the output, namely the results of learning economics subjects. The learning outcomes of economics subjects can be seen from the results of the even semester test test, because learning outcomes are a benchmark used to determine the level of student success, the extent to which students understand and

master an economics subject matter (Karimah and Sunanik 2019). Learning outcomes are a measure of student success after experiencing the learning process with their environment that has been achieved within a certain period of time (Rohmah, Surur, and Munawwir 2021).

B. Learning Interest

The variable of Learning interest (X1) is measured through questionnaire with 10 statements. Based on data obtained from a questionnaire filled with 70 respondents, the highest score was obtained 59 and the lowest score was 25. The calculation of many classes is calculated using Sturges, namely: (1) Range = Top Rated - Lowest score; so that 59 – 25 = 34, (2) k = 1 + 3,3 log n; so that the calculation = 1 + 3,3 (1,85) = 7,105, (3) Range Class Length/ (Class Length); so that 34/7 = 5. So, a class length of 5 classes was obtained.

Table 4. Learning Interest Variable Distribution Data (X1)

No	Interval Class	Frequency	Presentation
1	25 – 29	5	7,14
2	30 – 34	6	8,57
3	35 – 39	12	17,14
4	40 – 45	17	24,29
5	45 – 49	16	22,86
6	50 – 54	12	17,14
7	55 – 59	2	2,86
	Total	70	**100**
	Min	25	
	Max	59	
	Average	42,64	
	Standar Deviasi	7,59	
	Modus	39	
	Median	43	

Based on the table above, it can be seen that the largest frequency is found in the interval class 40 - 45 with a frequency of 17 respondents with a percentage rate of 24.29%. As for the smallest frequency, there is an interval class of 55 - 59 with the number of frequencies 2 respondents with a percentage of 2.86%. Then the data is grouped into three categories, namely high, medium, and low with formula calculations = (1) R = Highest score - Lowest score = 59 – 25 = 34, (2) Class Length = $\frac{rentang}{panjang\ kelas} = \frac{34}{3}$ = 11,3. The frequency trend of each category can be seen in the table, as follows:

Table 5. Tendency to Study Interest

No	Interval Class	Frequency	Presentation	Category
1	47 – 59	20	28,57	Tall
2	36 – 46	38	54,29	Keep
3	25 – 35	12	17,14	Low
	Jumlah	**70**	**100**	

Based on the table above, it can be seen that the interest in learning in grade XI students of SMA Negeri 2 Tegineneng, mostly in the medium category, is 38 respondents (54.29%). In learning, interest plays an important role so that it becomes an early learning movement of students that can be used to achieve the desired goals (Rimelvi and Susanti 2020). Interest in subjects possessed by a person is not innate from birth, but interest will arise by itself through the process of affective and cognitive assessment and over time (Sarjono, Zuhriah, and Hidayah 2020). Interest is a motivating factor for students to express their ability to carry out a learning activity so that there is a change in behavior to achieve a goal in the form of better learning achievement (Nursalam, Kusumayanti, and Angriani 2022).

C. Learning Motivation

The Learning motivation variable (X2) was measured through a questionnaire with 9 statements. Based on data obtained from a questionnaire filled with 70 respondents, the highest score was 59 and the lowest score was 25. The calculation of many classes is calculated using Sturges i.e. (1) range = highest value - lowest value; so that 59 – 25 = 34, (2) k = 1 + 3,3 log n; so that the calculation = 1 + 3,3 (1,85) = 7,105, (3) class length range/ (class length); so, 34/7 = 4.857. So that the class length is obtained in as many as 5 classes.

Table 6. Learning Interest Variable Distribution Data (X1)

No	Interval Class	Frequency	Presentation
1	25 – 29	5	7,14
2	30 – 34	7	10
3	35 – 39	16	22,86
4	40 – 45	16	22,86
5	45 – 49	19	27,14
6	50 – 54	5	7,14
7	55 – 59	2	2,86
	Total	70	100
	Min	25	
	Max	59	
	Average	41,42	
	Standar Deviasi	7,08	
	Modus	41	
	Median	41	

Based on the table above, it can be seen that the largest frequency is found in the interval class 45 - 49 with the number of frequencies of 19 respondents with a percentage rate of 27.14%. As for the smallest frequency, there is an interval class of 55 - 59 with a frequency of 2 respondents with a percentage of 2.86%. Then the data is grouped into three categories, namely high, medium, and low with formula calculations = (1) R = Highest score – Lowest score = 57 – 25 = 32, (2) Class Length = $\frac{rentang}{panjang\ kelas} = \frac{32}{3}$ = 10,6. The frequency trend of each category can be seen in the table, as follows:

Table 7. Learning Motivation Tendencies

No	Interval Class	Frequency	Presentation	Category
1	47 – 59	20	28,57	Tinggi
2	36 – 46	37	52,86	Sedang
3	25 – 35	13	18,57	Rendah
	Sum	70	100	

Based on the table above, it can be seen that the interest in learning in students at SMA Negeri 2 Tegineneng, mostly in the medium category, is as many as 38 respondents (54.29%). Student learning motivation can be seen in the enthusiasm and activeness of students participating in teaching and learning activities such as liking the lessons being learned, listening to the teacher's explanation well, recording lesson material, actively asking and answering questions and actively doing assignments or exercises given by the teacher (Salmah, Relita, and Suriyanti 2020). Learning motivation is an encouragement in students to achieve a goal to be obtained (Hendra et al. 2019). Learning motivation that can grow from within oneself is called intrinsic motivation, while learning motivation that arises from outside encouragement such as giving numbers, group work, rewards or reprimands is called ctrinsic learning motivation (Salmiah, Yulia Novita, and Novia Rahmawita 2021).

D. Analysis Test Requirements

1. Classical Assumption Test

   The classical assumption test is a test carried out before the multiple linear regression test, the classical assumption test includes the regression linear test, multicollinearity test, autocorrelation test, and heteroscedasticity test.

2. Regression Line Linearity Test

   The linearity test aims to find out whether the regression model used for research is said to be linear or non-linear, in this study researchers use analysis of variance (ANOVA). The test uses the significance coefficient (sig) which compares the sig value of the Deviation from linearity in the ANOVA table with α = 0.05 if the sig value in the Deviation from linearity > α then H 0 is accepted by a linear regression model, as well as preferably.

Table 8. Recapitulation of Regression Linearity Test Results

No	Variable	Deviation From Linearity	Condition	Conclusion
1.	Learning Interest	0,583	0,583 > 0,05	Linier
2.	Learning Motivation	0,546	0,546 > 0,05	Linier

The results of table 8 can be seen the variable of learning interest Deviation from linearity 0.583 > of 0.05 and the variable of learning motivation *Deviation from linearity* 0.546 > 0.05. So, it can be concluded that the results of the regression line linearity test are declared linear.

3. Multicollinearity Test

   The Multicollinearity Test aims to prove whether there is a linear relationship between one independent variable and another. The test criteria can pay attention to the tolerance value: if the Tolerance value > 0.10, it means that multicollinearity does not occur, and the VIF value: if the VIF value < 10.00, it means that multicollinearity does not occur. The following is a recapitulation of the multicollinearity test.

Tabel 9. Rekapitulasi Hasil Uji Multikolinieritas

No	Variable	Tolerance	VIF	Condition	Conclusion
1	Learning Interest (X_1)	0,915	1,093	0,915 > 0,10 1,093 < 10,00	Multicollinearity does not occur
2	Learning Motivation (X_2)	0,865	1,156	0,865 > 0,10 1,156 < 10,00	Multicollinearity does not occur

Based on the results above, it can be concluded that overall variables have a tolerance value of > 0.10 and a VIF value of < 10.00. So H_0 is accepted and rejects H_1, it can be interpreted that all independent variables in this study do not occur symptoms of multicollinearity.

4. Autocorrelation Test

   This test is performed to determine if there is a correlation in the observation

data. The presence of autocorrelation can have an impact on the lower variance of the estimator. In this study, we used Durbin Watson Statistics as an autocorrelation test method. For testing criteria; If the value is at or close to number 2, it can be said that the observation data has no autocorrelation. The following table of autocorrelation test results is presented.

Table 10. Autocorrelation Test Results

Type Summary[b]					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.580[a]	.377	.317	9.867	1.870

a. Predictors: (Constant), Learning Motivation, Learning Interest.
b. Dependent Variable: Learning Outcomes.

Based on the table "Durbin Watson" above, with K = 3 and n = 70, the value of dL = 1.5542 and dU = 1.6715 can be obtained so that the value of 4 - dU = 4 - 1.6715 = 2.3285 while the value of 4 - dL = 4 - 1.5542 = 2.4458. *Durbin Watson* value is obtained at 1.870 and lies between dU to 4- – dU or lies between 1.6715 to 2.3285, so it can be concluded that the regression equation does not contain autocorrelation symptoms.

5. Heteroscedasticity Test

The heteroscedasticity test aims to identify whether the residual variance of all observations is uniform or not. For this test, we use Spearman's rho technique. Test criteria; If the significance value of the coefficient (Sig) of *the Unstandardized Residual* > 0.05, indicating that there is no heteroscedasticity between the observational data, it means that the null hypothesis (H0) is accepted. Conversely, if the significance value (Sig.) *of Unstandardized Residual* < 0.05, it indicates heteroscedasticity among the observational data, so that H0 is rejected and H1 is accepted. The following is a recapitulation of heteroscedasticity test results through Spearman's rho test:

Tabel 11. Rekapitulasi Hasil Uji Heteroskedastisitas

No	Variable	*Sig. (2-tailed)*	Condition	Conclusion
1	Learning Interest (X_1)	0,925	0,925 > 0,05	Receive H_0
2	Learning Motivation (X_3)	0,825	0,825 > 0,05	Receive H_0

From the table, it can be concluded that all variables have a significance of > 0.05. This conclusion shows that there is no systematic relationship between variables that explains the absolute value of residuals or indicates symptoms of heteroscedasticity.

E. Test the hypothesis

1. Simple Linear Regression

a) The Effect of Learning Interest (X1) on Learning Outcomes (Y) of Economics Learning in SMA Negeri 2 Tegineneng

Test criteria: 1) If tcalculate > ttable with dk = n-2 or 70 – 2 = 68 or α = 0.05 then H0 is rejected and H1 is accepted. 2) If the probability (sig) < 0.05 then H0 is rejected and H1= is accepted.

Table 12. Learning Interest Regression Coefficient (X1) Towards the Learning Outcomes of Economic Learning

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	33.785	7.614		4.437	.000
Learning Interest	.608	.176	.387	3.458	.001

a. Dependent Variable: Learning Outcomes

The results of the recapitulation of the calculation in the table above show that t_{is} calculated at 3.458 and significance (sig.) 0.001, while t_{table} with dk = n – 2 = 70 – 2 = 68 and α = 0.05 obtained 1.667. Thus, $t_{count} > t_{table}$ or 3.458 > 1.667 and sig. 0.001 < 0.05 then$_{H0}$ is rejected and H1 is accepted.

Table 13. Partial Influence Test of Learning Interest (X_1)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.387[a]	.150	.137	11.090

a. Predictors: (Constant), Learning Interest

According to SPSS calculations, a correlation (R) of 0.387 was found between learning interest and learning outcomes. Coefficient of determination (R Square) sebesar 0,150 mengindikasikan bahwa minat belajar berkontribusi sebanyak 15% terhadap hasil belajar, sementara 85% dipengaruhi oleh variabel lain yang tidak diteliti dalam penelitian ini.

b) The Effect of Learning Motivation (X2) on Learning Outcomes (Y) of Economics Subjects in SMA Negeri 2 Tegineneng

Test criteria: 1) If tcalculate > ttable with dk = n-2 or 70 – 2 = 68 or α = 0.05

then H0 is rejected and H1 is accepted. 2) If the probability (sig) < 0.05 then H0 is rejected and H1= is accepted.

Table 14. Regression coefficient of learning motivation (x_3) to the learning outcomes of economics subjects

Coefficients[a]					
Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	23.898	7.377		3.240	.002
Learning Motivation	.865	.176	.513	4.925	.000

a. Dependent Variable: Learning Outcomes

The recapitulation of the calculation in the table above shows that $t_{is\ calculated}$ at 4.925 and significance (sig.) 0.000, while t_{table} with dk = n – 2 = 70 – 2 = 68 and α = 0.05 obtained 1.667. Thus, $t_{count} > t_{table}$ or 4.925 > 1.667 and sig. 0.000 < 0.05 then H0 is rejected and H1 is accepted. Thus, it can be concluded that learning motivation has a significant influence on economic learning outcomes. Therefore, the research hypothesis, which states "There is an influence of learning motivation on the learning outcomes of economics subjects in grade XI students of SMA Negeri 2 Tegineneng, is acceptable.

Table 15. Partial Effect Test on Learning Motivation (X_2)

Type Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.513[a]	.263	.252	10.325

a. Predictors: (Constant), Learning Motivation

From the results of data analysis using SPSS, it can be concluded that there is a correlation or relationship of 0.513 between learning motivation variables and learning outcomes. The coefficient of determination (R Square) of 0.263 shows that the variable learning motivation has an influence of 26.3% on learning outcomes, while the remaining 73.7% is influenced by other variables that are not the focus of this study.

2. Multiple Linear Regression

Determination of test results simultaneously using SPSS calculation results in the following tables:

Table 16. Test Results of the Effect of Learning Interest (X_1) and Learning Motivation (X_3) on Learning Outcomes (Y)

Type Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.580[a]	.337	.317	9.867

a. Predictors: (Constant), Learning Motivation, Learning Interest

Based on the output in the table above, it is known that the R Square is 0.337, this means that the influence of learning interest variables (X_1), parental attention (X_2), and learning motivation (X_3) on learning outcomes (Y) is 33.7%.

Table 17. Regression of Learning Interest (X_1) and Learning Motivation (X_2) to Learning Outcomes (Y)

ANOVA[b]						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3310.663	2	1655.331	17.001	.000[a]
	Residual	6523.623	67	97.368		
	Total	9834.286	69			

a. Predictors: (Constant), Learning Motivation, Learning Interest.
b. Dependent Variable: Learning Outcomes.

The above hypothesis testing was analyzed using *Fisher's* F statistic. Based on data analysis with SPSS, F_{count} is obtained at 13.438 with a significance of 0.000, while F_{table} with degrees of freedom (dk / df) for numerator 3 and denominator = 70 – 2 – 1 = 67 and α = 0.05 from the table obtained 3.13. Thus, $F_{hitung} > F_{tabel}$ atau 17,001 > 3,13 and sig. 0,000 < 0,05 then H_0 was rejected and H_1 was accepted which stated "There is an influence of learning interest and learning motivation on the learning outcomes of class XI economics subjects of SMA Negeri 2 Tegineneng.

Table 18. Regression Coefficients of Learning Interest Variables (X1), Parental Attention (X2) and Learning Motivation (X3) to Learning Outcomes (Y)

Coefficients[a]						
	Type	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.834	8.733		1.126	.264
	Learning Interest	.440	.161	.280	2.729	.008
	Learning Motivation	.751	.173	.446	4.347	.000

a. Dependent Variable: Learning Outcomes

Based on the analysis in the SPSS table above, the results of the analysis are as follows: The constant a is 9.834 and the coefficient b1 = 0.440, b2 = 0.751, and the multiple regression equation can be made into Y = 9.834 + 0.440 X1 + 0.751 X2. The constant a of 9.834 states that if students do not have learning interest, parental attention, and learning motivation (X = 0) then student learning outcomes are estimated to change by 3.185.

The regression coefficient b1 for X1 of 0.440 means that the change in the value of the learning interest variable (X1) by one point and the other independent variable remains (controlled), then the learning interest variable will increase by 0.440 or 44%. With a calculated value of ttable > 2.729 > 1.668 with a significance level of 0.008 < 0.05 so that H0 is rejected and H1 is accepted.

The regression coefficient b2 for X2 of 0.751 means that the change in the value of the learning motivation variable (X2) by one point and the other independent variable remains (controlled), then the parental attention variable will increase by 0.751 or 75.1%. With a calculated value of > ttable 2.127 > 1.668 with a significance level of 0.000 < 0.05 so that H0 is rejected and H1 is accepted.

These gains align with research (Widiarti 2018) That, shown by $a_{calculated}$ t value of 9.984 with a regression coefficient of 0.663 and a significance value of 0.000. So, it can be said that the better the learning motivation, the higher the learning outcomes of students. In addition, this study also agrees with research conducted by (Meyanasari and Widiyanto 2017). It can be seen that interest in learning has an influence on the learning outcomes of economics subjects of grade X social studies students of SMA Negeri 1 Magelang City for the 2015/2016 academic year can be seen from the coefficient of partial determination (R) of 3.42% and significance of 0.023. And in line with research (F. Rahayu 2017) which argues that tcount of 0.679 > ttable 0.661 at a significant level of 0.002 < 0.05 so that it can be known that H0 is rejected and H1 is accepted, then the variable of learning interest has a positive and significant effect on learning outcomes.

IV. CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the results of the study, conclusions can be drawn among them. First, there is a positive and significant influence of interest in learning on the learning outcomes of economics subjects of grade XI students of SMA Negeri 2 Tegineneng with a contribution of 0.150 or 15%. This means that a student has a high interest in learning, the possibility of learning outcomes will increase, and vice versa. Efforts to cultivate interest in learning can be done through various learning methods, selection of interesting topics, setting learning goals, finding quality learning resources, taking notes, and managing study time. Second, there is a positive and significant influence of learning motivation on the learning outcomes of economics subjects of grade XI students of SMA Negeri 2 Tegineneng with a contribution of 0.379 or 37.9%, this means, if students have high learning motivation, their learning outcomes can increase, and vice versa. Teachers can stimulate student motivation by rewarding, challenging with interesting tasks, engaging them in learning, and providing support and assistance. Third, a positive and significant influence on learning interest, parental attention, and learning motivation together on the learning outcomes of economics subjects of grade XI students of SMA Negeri 2 Tegineneng with a contribution of 0.379 or 37.9%. Therefore, if the interest in learning is high, the attention of parents who support learning, and the increase in student learning motivation, the learning outcomes will be better and vice versa.

B. Suggestions

To improve learning outcomes, school teachers can make efforts or efforts in achieving these goals, teachers become facilities for students in learning activities, teachers can strive to arouse student interest and motivation, better understand the conditions and circumstances of different students so that they can help when the learning process in class.

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