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**THE INFLUENCE OF STUDENT LEARNING INTEREST ON
INDONESIAN LANGUAGE LEARNING**¹Meldia Santi, ²Rafidhah Hanum, ³Fakhrul Rijal^{1,2}Pendidikan Guru Madrasah Ibtidaiyah, Fakultas Tarbiyah dan Keguruan, Universitas
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fakhrul.rijal@ar-raniry.ac.id**Abstract**

This study aims to determine the effect of student learning interest on Indonesian language learning. Learning interest is an internal factor that plays a crucial role in enhancing the effectiveness of the learning process. The research method used was a quantitative approach with descriptive statistical analysis techniques, validity tests, reliability tests, and normality tests using the SPSS program. The study sample consisted of 27 students. The results showed that student learning interest was in the high category with an average score of 78.52. The validity test results showed that all 20 instrument items were valid, while the reliability test obtained a Cronbach's Alpha value of 0.912, which is categorized as highly reliable. The normality test showed a significance value of 0.200 (>0.05), indicating that the data were normally distributed and suitable for parametric analysis. These findings indicate that the research instrument was of good quality and the data met statistical assumptions. Thus, student learning interest has significant potential to support the success of Indonesian language learning, and therefore, enhancing it needs to be a priority in the learning process at school.

Keywords: *Learning interest, Indonesian language learning, validity, reliability, normality.***INTRODUCTION**

Education is one of the main indicators of human resource development, thus the quality of human resources is highly dependent on the quality of education. Education is a strategy in national development, as it is one of the determinants of a nation's progress. Education is even the most effective means of improving the quality of life and well-being of society, and can lead a nation to prosperity (Harry 2022: 38). Therefore, education is a crucial part of human life, improving the quality of life and well-being of society, and also fostering a meaningful and purposeful life.

Learning is a dynamic stage of individual behavioral change resulting from experience and interaction with the environment, involving cognitive, affective, and psychomotor elements. In other words, learning can be defined as a process by which attitudes, knowledge, and concepts are understood, applied, and used for development and expansion (Azani et al. 2024: 18-19). Thus, it can be explained that learning can

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lead to behavioral changes in cognitive, affective, and psychomotor aspects, as well as life experiences.

Interest in learning is a crucial aspect in education, particularly in achieving learning objectives (Pramita, 2024). With an interest in learning, students are motivated to learn and master a particular field of knowledge or interest. Students who are interested in a lesson will appear to be continuously motivated to study diligently, unlike students who merely accept the lesson and simply follow along as it unfolds in class. Therefore, a high level of student interest in learning significantly impacts student learning outcomes.

Student interest in learning must be cultivated to achieve the learning outcomes established by education providers. This is stated in Government Regulation of the Republic of Indonesia Number 19 of 2005 concerning National Education Standards, Article 19 of which states, "The learning process is conducted interactively, enjoyably, challengingly, creatively, providing opportunities for initiative, and independence in accordance with their talents, interests, and physical and psychological development." Based on this regulation, it can be seen that in the learning process, teachers are obligated to develop and enhance student interest so that each subject matter is enjoyed and well-absorbed by students. This will, in turn, contribute to the achievement of learning objectives and improve student learning outcomes.

Students' interest in learning will grow due to the influence of several factors. According to Putri et al. (2022), there are two factors that influence interest in learning: internal and external factors. Internal factors originate from within the student, such as a strong sense of curiosity, strong motivation to learn, and how the student interprets or understands the learning process. Meanwhile, external factors originate from outside the student, including the teacher's teaching approach, the learning methods used, the teacher's use of learning media, and the influence of the family, school, and social environment. Based on the factors that generate interest in learning above, it can be explained that interest in learning does not arise spontaneously; rather, it requires encouragement, such as from knowledge, fostered through learning, experience, learning materials, motivation, intention, and facilities and infrastructure.

One subject that requires special attention regarding student interest in learning is Indonesian. Learning Indonesian encompasses understanding and using Indonesian as an effective communication tool, as well as developing critical and reflective thinking skills in interacting with Indonesian texts and cultural contexts. The primary goal of learning Indonesian is to develop students' ability to communicate effectively in Indonesian, both orally and in writing. This involves developing listening, speaking, reading, and writing skills (Mulyani et al. 2022:561). Thus, it can be explained that learning Indonesian in elementary schools is essentially aimed at improving students' ability to communicate well and correctly in Indonesian, both orally and in writing, and also at developing listening, speaking, reading, and writing skills. Berdasarkan observasi awal peneliti lakukan di SDTQ Nurun Nabi pada kelas V, peneliti menemukan

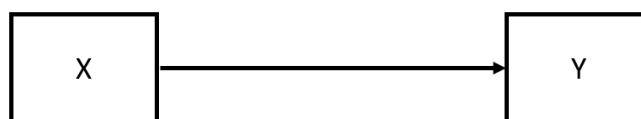
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beberapa masalah dalam proses pembelajaran, diantaranya ketika berlangsungnya pembelajaran Bahasa Indonesia pada materi “Huruf Kapital” terlihat masih ada siswa yang kurang berminat dalam mengikuti pembelajaran, hanya 60% siswa yang berminat untuk mengikuti pembelajaran. Hal tersebut terlihat pada saat proses pembelajaran Bahasa Indonesia masih ada siswa yang kurang berpartisipasi, hal ini dapat dibuktikan dengan adanya siswa tidak mengerjakan dan mengumpulkan tugas yang telah diberikan guru, kurang respon dalam diskusi LKPD serta tanya jawab dengan guru, dan kurang memperhatikan dalam menjawab soal-soal yang diberikan oleh guru, kemudian juga terlihat dari penggunaan media pembelajaran yang masih monoton yaitu berupa buku cetak.

Based on the results of interviews with grade V teachers of SDTQ Nurun Nabi, it was stated that the Indonesian language subject was less popular among students, because the subject was considered difficult, in addition to that it was also caused by limited supporting learning resources. This greatly impacted student learning outcomes, as seen from the data on the results of the LKPD work on the "Capital Letters" material where 30% of students obtained an average score below the Indonesian Language Competency Criteria (KKTP). As is known, the Indonesian Language Competency Criteria (KKTP) score in grade V SDTQ Nurun Nabi was 75. Based on the problems in the explanation above, the researcher was interested in conducting a study on "The Influence of Student Learning Interest on Indonesian Language Learning"

METHODS

This research is quantitative and uses correlational methods. The ex post facto research design aims to examine the effect of learning interest on Indonesian language learning without providing any treatment to respondents. The questionnaire results were then



collected and analyzed.

Figure 1. Ex Post Facto Research Design

Description:

X: Learning Interest

Y: Indonesian Language Learning

: The Influence of X on Y

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This research was conducted in the fifth grade of SDTQ Nurun Nabi, with a population of 27 fifth-grade students. The data collection technique used was a questionnaire with a Likert scale. The data collected from this study will be analyzed through validity tests, reliability tests, and hypothesis testing. Before conducting the hypothesis testing, a prerequisite test, namely the normality test, was conducted to determine whether the data from the population was normally distributed.

The normality test in this study was analyzed using SPSS Version 24. The decision-making criteria were: if the significance value obtained is ≥ 0.05 , it indicates a normal distribution; if the significance value is <0.05 , it indicates a non-normal distribution.

Simple linear regression analysis is a statistical technique useful for examining and modeling the effect of one independent variable (X) on one dependent variable (Y). The simple linear regression equation model is as follows:

$$Y = a + bX$$

Description:

Y = Dependent variable (Learning Indonesian)

X = Independent variable (Learning interest)

a = Constant

b = Regression coefficient (the magnitude of X's influence on Y)

The independent variable in this study is student learning interest, while the dependent variable is Indonesian language learning. The analysis method used is SPSS (Statistical Product and Service Solution) version 27.

Hypothesis testing in this study is necessary to prove the validity of the previously formulated hypothesis. This hypothesis test takes the form of a One Sample T-Test. The decision-making criteria are: if the significance value is <0.05 , then H_a is accepted and H_o is rejected. If the significance value is >0.05 , then H_o is accepted and H_a is rejected.

H_o = Learning interest has an effect on Indonesian language learning

H_a = Learning interest has no effect on Indonesian language learning

RESULT AND DISCUSSION

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The research was conducted at SDTQ Nurun Nabi, located at Jln T. Iskandar KM 2 No. 15 H, Lambhuk, Ulee Kareng District, Banda Aceh City. The subjects were 27 fifth-grade students of SDTQ Nurun Nabi. The sample was taken using a purposive sampling technique, which selects the sample based on certain criteria relevant to the research objectives, including: active fifth-grade students.

The approach used in this study was a quantitative approach, while the method used was an experimental research method. Sugiyono (2022) stated that in experimental research, there is a treatment. Experimental research is a research method used to determine the effect of certain treatments on others under controlled conditions. The research results and discussion will be described below:

1. Statistik Deskriptif

Based on the results of data processing using SPSS on 27 students, the following results were obtained:

Table 1. Descriptive Statistics Results

Variable	N	Minimum	Maximum	Mean
Learning Interest	27	60	95	78.52

Based on data processing using SPSS on 27 students in a study titled "The Influence of Student Learning Interest on Indonesian Language Learning," the minimum score for student learning interest was 60 and the maximum score was 95, with an average score of 78.52. This range of scores indicates variation in learning interest among students, but is generally in the high category. The average score of 78.52 indicates that most students have a strong interest in learning Indonesian language. This high level of interest reflects students' attention, interest, and active involvement in the learning process.

These findings align with Slemanto's (Sudjana, 2022) opinion, which states that learning interest is an internal factor that significantly influences student learning success. Students with high learning interest tend to be more active, focused, and have a strong drive to understand the material being taught. Furthermore, these results are supported by research by Hasanah (2024), which found that a high level of learning interest encourages students to be more active in their studies, thus positively impacting learning outcomes. Thus, learning interest plays a crucial role in improving the quality of learning, including in Indonesian language subjects. Another relevant study, conducted by Hidi and Renninger (2021), found that learning interest can increase students' cognitive engagement and facilitate comprehension. This suggests that students with a strong learning interest will more easily absorb and process the information provided during the learning process. Therefore, based on the results of

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descriptive analysis and supported by previous research, it can be concluded that a high level of student learning interest has significant potential to improve the effectiveness of Indonesian language learning.

2. Validity Test

The results of the validity test for the student learning interest instrument in Indonesian Language Learning, as presented in Table 2, indicate that all 20 items are valid. This is evidenced by the calculated r values for each item, which ranged from 0.405 to 0.689. All of these values meet the validity criteria, with the calculated r greater than the table r , making each item suitable for use as a data collection tool in this study. Upon further analysis, the item with the highest calculated r value was item 10, with a value of 0.689. This value indicates that this item has a high level of validity, making it highly representative in measuring aspects of student learning interest. Meanwhile, the item with the lowest calculated r value was item 18, with a value of 0.405. However, this value still falls above the minimum validity limit, making it suitable for use in the research instrument.

Table 2. Validity Test Results

No Item	r hitung	Information
1	0,512	Valid
2	0,488	Valid
3	0,421	Valid
4	0,436	Valid
5	0,602	Valid
6	0,655	Valid
7	0,478	Valid
8	0,520	Valid
9	0,410	Valid
10	0,689	Valid
11	0,573	Valid
12	0,601	Valid
13	0,432	Valid
14	0,645	Valid
15	0,667	Valid
16	0,590	Valid
17	0,558	Valid
18	0,405	Valid

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19	0,612	Valid
20	0,430	Valid

Overall, these results indicate that all instrument items have a good ability to measure the construct of student learning interest. No items were dropped or declared invalid, indicating that each indicator used was in accordance with the concept intended to be measured. This also indicates that the instrument was developed systematically and based on indicators relevant to the variable of learning interest. In theoretical studies, learning interest is a crucial factor influencing the success of the learning process. According to Slemanto (Sudjana, 2022), interest is a persistent tendency to pay attention to and remember certain activities. Therefore, someone who is interested in a subject will show greater attention and active involvement in the learning process. Therefore, an instrument capable of validly measuring learning interest is crucial for obtaining an accurate picture of student conditions. Furthermore, the theory proposed by Hidi and Renninger (2021) explains that learning interest develops through several stages, starting from Situational Interest to Individual Interest. A good instrument must be able to reflect various aspects, such as student attention, interest, and involvement. The validity test results, which showed all items were valid, indicate that this instrument adequately covered these aspects.



Figure 1. The teacher explains the material in front of the class.

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The results of this study are also in line with various previous studies that emphasize the importance of learning interest in the learning process. Research conducted by Siringoringo et al. (2021) showed that learning interest has a significant influence on Indonesian language learning outcomes. Students with a strong learning interest tend to be more active, more focused, and have better learning outcomes than students with a low learning interest. Furthermore, students with a strong learning interest are more enthusiastic in participating in learning, ask more questions, and more easily understand the material presented by the teacher. Therefore, a valid instrument, as demonstrated in the results of this study, is crucial as a tool for accurately identifying students' levels of learning interest. Therefore, based on the results of the validity test conducted, it can be concluded that the student learning interest instrument in this study has a good level of validity and is suitable for use in data collection. This good validity ensures that the data obtained truly reflects the condition of students' learning interest, so that the research results can be trusted and scientifically accounted for.

2. Reliability Test

Table 3. Reliability Test

Cronbach's Alpha	N of Items
0.912	20

The reliability test results in Table 3 show a Cronbach's Alpha value of 0.912 for 20 items. This value is well above the minimum limit commonly used in research, which is 0.60–0.70. Thus, the instrument used in this study can be categorized as highly reliable or has a very high level of internal consistency. Descriptively, the high Cronbach's Alpha value indicates that all items in the student learning interest questionnaire have a strong relationship and are able to measure the same construct consistently. This means that the instrument used is truly able to represent the variable of student learning interest in a stable and reliable manner. This is important because the quality of the instrument will significantly affect the accuracy of the research results, particularly in examining the influence of learning interest on Indonesian Language Learning. When linked to the research objectives, this high reliability strengthens the finding that the data obtained from respondents reflects the actual conditions in the field. With a reliable instrument, the analysis of the influence of student learning interest on Indonesian Language Learning can be conducted with a high degree of confidence. This means that the relationship found is not caused by measurement error, but rather truly describes the phenomenon that occurs.

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Figure 2. The teacher asks the students to come to the front.

These findings align with previous research, which stated that a Cronbach's Alpha value above 0.80 indicates very high reliability and that the instrument is suitable for use in social and educational research. Furthermore, an instrument with a high reliability coefficient demonstrates excellent performance in measuring a variable. Another study by Widoyoko (2022) emphasized that a reliable instrument will produce consistent data even when used at different times and under different conditions. In the context of Indonesian language learning, learning interest is a crucial factor influencing student engagement in the learning process.

Research by Slemanto (Sudjana, 2022) showed that students with high learning interest tend to be more active, understand the material easily, and have better learning outcomes. Therefore, using a reliable instrument to measure learning interest is crucial for accurately describing its impact on Indonesian language learning.

Based on this description, it can be concluded that the reliability test results, with a Cronbach's Alpha value of 0.912, indicate that the research instrument is of excellent quality. This provides a strong basis for further analysis regarding the influence of students' learning interests on Indonesian Language Learning, and supports the validity of the research findings as a whole.

3. Normality Test

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Table 4. Normality Test

Variabel	Sig.
Interest in Learning	0.200

Based on the results of the normality test in Table 4, the significance value (Sig.) for the learning interest variable was 0.200. This value is greater than the significance level commonly used in research, which is 0.05. Therefore, it can be concluded that the learning interest variable data is normally distributed. Descriptively, this normal distribution indicates that the distribution of student learning interest data is balanced, neither skewed to the left nor skewed to the right. This condition indicates that the majority of the data falls around the mean value and there are no extreme deviations that could affect the analysis results. In other words, the data obtained reflect a representative condition of the population studied. Data normality is an important requirement in the use of parametric statistical analysis, such as regression or correlation tests, which are typically used to examine the effect of learning interest on Indonesian language learning. By meeting this normality assumption, further analysis can be conducted more accurately and the results can be trusted.

These research results align with Ghozali (2022), who stated that data is considered normally distributed if the significance value in the normality test is greater than 0.05. Furthermore, according to Sugiyono (2022), the normality test aims to determine whether the research data originates from a normally distributed population, making it suitable for analysis using parametric statistics. Santoso (2024) also stated that a high significance value indicates no significant difference between the data distribution and a normal distribution. In the context of this research, meeting the normality assumption strengthens the quality of the data used to analyze the influence of student learning interest on Indonesian Language Learning. With normal data, the relationship between variables can be analyzed more precisely, so that the resulting conclusions are more valid and can be scientifically justified.

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Figure 3. The teacher explains how to complete the LKPD

Based on this description, it can be concluded that the learning interest variable data has met the normality assumption, so it is suitable for use in further statistical analysis to test its influence on Indonesian Language Learning.

CONCLUSION

Based on the results of data analysis and discussion of research on the influence of student learning interest on Indonesian Language Learning, it can be concluded that in general, student learning interest is in the high category with an average value of 78.52. This indicates that students have a good level of attention, interest, and involvement in participating in Indonesian Language Learning in class. This condition indicates that learning interest has developed positively and has the potential to support the success of the learning process. Furthermore, the results of the validity test show that all 20 research instrument items are declared valid because the calculated r value is greater than the table r . This finding indicates that the instrument used has been able to measure the learning interest variable accurately and in accordance with the established indicators. In addition, the results of the reliability test with a Cronbach's Alpha value of 0.912 indicate that the instrument has a very high level of internal consistency, so it can be trusted to measure the research variables stably. The results of the normality test also show that the data is

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normally distributed with a significance value of 0.200 which is greater than 0.05. This indicates that the data meets the assumptions of parametric statistics, so it is suitable for further analysis in testing the influence between variables. Thus, methodologically, the research instruments and data meet the requirements for sound quantitative analysis, enabling the research results to be scientifically accountable. Based on these findings, it can be affirmed that student learning interest has significant potential to support the effectiveness of Indonesian language learning. Therefore, teachers are advised to continue developing learning strategies that can enhance student learning interest through creative, interactive, and student-centered approaches. Students are also expected to maintain and enhance their learning interest by being more active in the learning process. Furthermore, schools need to support this by providing a conducive learning environment and adequate learning facilities. Future researchers can expand this research by adding other relevant variables and expanding the sample size to obtain more comprehensive results.

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