

**INTEREST IN LEARNING SCIENCE SUBJECTS AMONG STUDENTS
AT SMP AN-NAHLU KISARAN**

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ABSTRACT

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This study aims to describe the learning interest of An-Nahlu Kisaran Junior High School students in Natural Sciences (IPA). This study uses a qualitative approach with a descriptive method. The research population consisted of all 144 students in grades VII and VIII (5 classes). Data was obtained through a closed questionnaire that measured aspects of learning interest, including feelings of enjoyment, interest, attention, and student participation in science learning. The results of the study show that the majority of students have a good interest in learning, with an average score of 166.0. The results show that 11% (9 students) are very interested, 38% (31 students) are interested, 30% (25 students) are quite interested, 16% (13 students) are less interested, and only 5% (4 students) are not interested in science subjects. Based on gender, there was no difference between the two. Male and female students had the same level of interest in science subjects. Internal factors, such as motivation, curiosity, and attention, as well as external factors, such as support from family, school, and environment, influenced students' level of interest in learning. From the results of this study, it can be said that the learning environment at SMP An Nahlu has supported the development of students' interest in science subjects.

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Introduction

Natural Sciences (IPA) is a systematic collection of knowledge that is usually limited to natural phenomena (Gea et al., 2025). IPA aims to improve students' understanding of the environment and nature around them (Dalimunthe, et al., 2021). Success in science learning depends on students' interest in learning, especially at the junior high school level (Wahyuni, 2021).

Learning interest is a manifestation of the desires, hopes, or goals that students want to achieve, which creates a strong motivation to engage in learning activities (Jamaluddin, 2019). A high level of interest in learning encourages students to actively engage in the learning process, while a low level of interest can hinder the achievement of learning objectives. Students who have a high interest in learning will enjoy the learning process and be able to direct themselves to follow the learning process well. Psychologically, interest plays an important role because it creates a sense of joy and comfort in learning without coercion. (Riski, 2021) (Limbong *et al.*, 2025).

Several studies show that students' interest in science lessons still varies, with most students showing high, moderate, or low interest. In order to improve the quality of learning and student learning outcomes, researchers are interested in conducting research related to students' interest in learning science at An-Nahlu Kisaran Junior High School. SMP Islam An-Nahlu Kisaran is one of the junior high schools located in the East Kisaran District, Asahan Regency, North Sumatra. SMP Islam An-Nahlu Kisaran was established on June 22, 2018, with Establishment Decree Number 421.2/663-SMP/2017 under the auspices of the Ministry of Education and Culture.

The purpose of this study is to describe and analyze junior high school students'

interest in learning science in order to provide a clearer picture of the conditions of learning interest and the factors that influence it. Thus, it is hoped that this will provide useful information for teachers, students, and other relevant parties in improving the quality of learning and student learning outcomes.

Method

This study used a qualitative approach with a descriptive method. The population in this study consisted of all 144 seventh and eighth grade students at An Nahlu Kisaran Junior High School. Based on Arikunto (2017), regarding the determination of the sample size, the sample used consisted of 82 students (56.7%) from 3 classes (grade VII and grade IX). This study used primary data, which is data obtained directly from informants. The instrument used in this study was a closed-ended questionnaire covering aspects of learning interest such as enjoyment, interest, attention, and participation in science learning.

The data collection technique used in this study was random sampling. Random sampling is a method of randomly selecting samples from a population in which each member of the population has an equal chance of being selected as a sample regardless of strata or groups within the population (Sugiono, 2019).

Table 1. Student Learning Interest Indicators.

No	Indicator	Statement Item	Numerous Statements
1	Sense of Joy	1,7,11,12	4
2	Interest	2,4,6,13	4
3	Attention	5,10,8	3
4	Participation	3,14,15	4
Total		15	15

The questionnaire scores were analyzed using a Likert scale, with response options of strongly agree, agree, disagree, and strongly disagree, as follows :

Table 2. Questionnaire Assessment Guidelines

Statement	Answer Choices			
	SS	S	TS	STS
<i>Favourable (+)</i>	4	3	2	1
<i>Unfavourable (-)</i>	1	2	3	4

The results of student learning interest obtained from the questionnaire distribution were then qualified with the following criteria:

Table 3. Student Learning Interest Qualifications

Formula	Questionnaire Score	Category
$X > M + 1,8 .SD$	$X > 187$	Very Interested
$M + 0,6 . SD < X < M + 1,8 .SD$	$169 < X < 187$	Interested
$M - 0,6 . SD < X < M + 0,6 .SD$	$151 < X < 169$	Quite Interested
$M - 1.8. SD < X < M - 0,6 .SD$	$133 < X < 151$	Less Interested
$X < M - 1.8 .SD$	$X < 133$	Not Interested

Data analysis was conducted through three main stages, namely data reduction, data display, and conclusion drawing. The data obtained was then analyzed to determine students' interest in learning science using the following formula:

$$\text{Average} = \frac{\text{average number of students}}{\text{total number of students}}$$

The average learning interest of students as a whole can be categorized using the following intervals:

Table 4. Average Value Interval for Each Category

Value	Category
211,3 - 260	Very Good
162,5 - 211,2	Good
113,8 - 162,4	Less Good
65,0 - 113,7	Not Good

Results and Discussion

Based on the results of the study, it was found that the interest of An-Nahlu Kisaran junior high school students in science lessons was in the good category. This can be seen from the results of the learning interest percentage below:

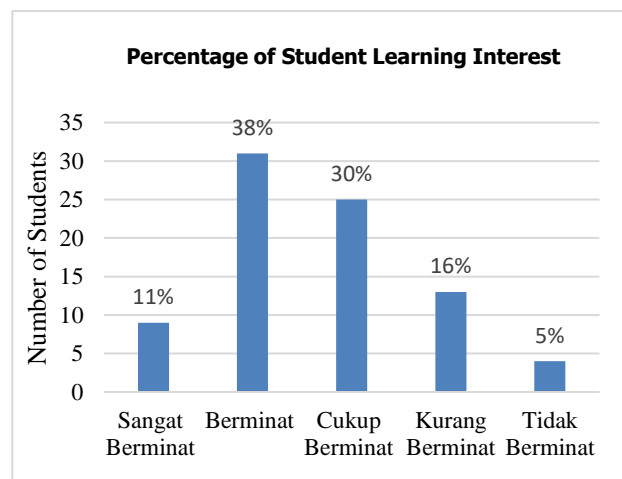


Figure 1. Percentage of Students' Interest in Learning Science Subjects at An Nahlu Kisaran Middle School.

The results above show that 11% (9 students) are in the very interested category, 38% (31 students) are interested, 30% (25 students) are quite interested, 16% (13 students) are less interested, and only 5% (4 students) are not interested in science subjects. This data shows that the majority of students at An-Nahlu Kisaran Junior High School have a positive interest in learning science. Interest in learning is positively related to student learning outcomes (Andira et al., 2022). Interest in learning can be defined as enthusiasm or a strong desire to achieve something (Kurniasari et al., 2021). This is due to the students' interest in the subject. It is known that SMP An Nahlu is supported by qualified teachers who are capable of implementing various learning strategies and good classroom management, so that students feel comfortable and have a good interest in science subjects. Students feel motivated to learn well if the subject matter being studied

aligns with their interests (Berutu & Tambunan, 2018).

The learning interest category of students in science subjects at An Nahlu Kisaran Junior High School mostly has good learning interest. The results of the study show that the percentage of learning interest of students at An-Nahlu Kisaran Junior High School in science subjects is in the good category. This can be seen in the average percentage of student learning interest as follows:

Table 5. Data on Student Learning Interest Scores in Science Subjects.

Maximum Value	Minimum Value	Average	Category
205	115	166,0	Good

The average interest in learning among students at An-Nahlu Kisaran Junior High School in science subjects was categorized as good, with a percentage of 166.0. Interest is one of the most important aspects in promoting successful learning because it will create good memories for students regarding the learning process. (Rondoni et al., 2022). Enjoying science learning can trigger students' interest in learning. Enjoyment in learning is determined by the atmosphere and the way students learn (Ridlo, 2020). According to (Rondoni et al., 2022) the results of their research show that students' high interest in learning is influenced by a strong sense of curiosity within themselves when studying science. Students who study with interest will be motivated to work on what they are passionate about. Meanwhile, students who study without interest will find it difficult to achieve success because they lack enthusiasm and feel compelled to study (Harefa and Gowasa, 2025).

Reviewed based on the learning interest of students at An Nahlu Kisaran Junior High School. The results show that the learning

interest of students at An-Nahlu Kisaran Junior High School in science lessons varies:

Table 6. Average Student Learning Interest Based on Gender in Science Subjects.

Class	Gender		Number of Students	Number of Students
	Male	Female		
VIII	190.0	17	164.3	9
VII ^a	161.0	13	163.8	13
VII ^b	157.1	14	172.7	16
Rerata	170.0		166.9	
Category	Good		Good	

The results show that the average learning interest of male students at An Nahlu Junior High School is 170.0. Referring to Table 4, male students at An Nahlu Junior High School have a good category of interest in science subjects at school. On average, female students scored 166.9. Referring to Table 4, female students at An Nahlu Junior High School also showed a good level of interest in science subjects at school.

Based on this data, there is no difference between the two genders in terms of interest in science, meaning that male students have the same interest in science as female students. This is partly due to learning motivation, which has a significant influence on students' interest in continuing to higher education (Nadhila, 2023). Along with the research (Sugiharti et al., 2024) which states that good study habits streng then interest in learning and have a positive impact on student learning outcomes.

Although the data shows a difference in class VII B, male students obtained an average of 157.1 (poor category), while female students obtained an average of 172.7 (good category). This condition illustrates that in this class, female students tend to have a higher interest in learning than male students. According to (Alzufri, 2023) that on average,

female students have a higher interest in science subjects than male students. This may be due to female students' higher motivation to learn, as well as their tendency to be more diligent, work harder, and pay more attention to learning materials than male students. As per Falah & Sa'adah (2022) One of the external factors influencing students' learning interests is peers. This means that peers can have a positive or negative influence on students' learning interests, especially in junior high school students, who have different social development characteristics than adolescents. As Erikson stated, an identity crisis is a stage in which decisions are made regarding various important issues related to self-identity. Then Erikson also said that during adolescence, the crisis that adolescents must resolve is the search for self-identity (Jannah & Satwika 2021).

Student interest in learning science subjects is influenced by several factors, including internal and external factors. Internal factors have a large influence on student interest. Internal factors are factors that come from within the student, namely things that can arouse the student's enthusiasm, such as student attention to learning, a student's curiosity, a student's needs and motivation, participation, even in the problem-solving process in a learning process, interest from the student is needed (Pratama & Hasanah, 2024) (Girsang et al., 2024) (Tambunan et al., 2025).

Meanwhile, external factors are factors outside the student, such as family, school and community environment (Yuanra et al., 2022). This is in line with the findings (Febiwanty & Mustika, 2024) which states that students' interest in learning can be formed by paying attention to internal factors such as intelligence, attention, talent, motivation, and readiness, while external factors include family support, learning methods, teaching media, and school facilities and infrastructure.

Therefore, the use of appropriate learning methods is essential to increase students' interest in learning science. Not only that, in schools, the main thing is the teacher, teachers are required to have effective communication skills so they can communicate effectively, efficiently and enjoyably, especially in solving problems and making decisions in classroom learning (Arwita et al., 2025), This is to create a pleasant learning atmosphere so that it fosters students' interest in learning and requires a learning-teaching interaction that not only requires the presence of teachers and students but also learning resources or media, such as textbooks (Tarigan & Sipahutar, 2025) and school facilities are very necessary to support the learning process to be efficient (Simatupang et al., 2024).

Conclusion

Based on the research results, it can be concluded that the learning interest of students at An-Nahlu Kisaran Middle School towards science subjects is generally in the good category, with an average percentage of 166. The majority of students showed positive learning interest, as reflected by 11% being very interested, 38% being interested, 30% being somewhat interested, 16% being less interested, and 5% being uninterested. On average, there was no difference in learning interest between male and female students, with both having a good interest in science subjects at school.

These influencing factors can be internal, such as motivation, curiosity, and the desire to achieve, as well as external factors, including peer support, family support, and the teaching methods implemented by teachers. The results of this study indicate that the learning environment at SMP An Nahlu has supported the development of students' strong interest in science subjects.

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