Influence of Ecoliteracy Learning Interests in the Eyes of Indonesian Language Learning Class X SMA N 1 Kudus

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Abstract: This study aims to find out: (1) the influence of interest in learning on student learning achievement; (2) the impact of interest in ecoliteracy learning on students' learning performance; and (3) the simultaneous influence between interest in ecological learning and student learning performance on Indonesian language subjects. This research uses quantitative research methods. The population of this study is all the students of class X SMA N 1 Kudus, a total of 101 students. The sampling technique used in this survey is proportional random sampling with a total sample of 81 students. The results of the study show that: (1) There is a positive and significant influence between interest in learning and students' learning achievements in Indonesian. (2) There has been a significant and positive influence among eco-literatures on students' academic achievement in Indonesia. So it can be concluded that there is a simultaneous influence between interest in learning eco-literacy on student learning achievement in the Indonesian language subject class X SMA N 1 Kudus".

Keywords: student interest, ecoliteracy, student learning achievements

1.   Introduction

In this era of globalization, education is very important for human survival. Education is something that can prepare a person to achieve success in the future, one of which is pursuing school education. Education is not an easy thing to achieve, and it requires sincerity and seriousness to achieve it. A student is said to have succeeded in achieving an educational process if he has gone through a series of learning processes at school and the student's learning achievement has increased and developed. The problem that often arises is student learning achievement, which is still low and has not been achieved optimally. This is a problem that is often encountered by all teachers in the process of teaching and learning activities. According to (Slameto 2010: 54–69); (Ahsin & Fathurohman 2020); (Angelia, et. al 2020); (Arukah, et. al 2020), there are many factors that influence student learning achievement, which states that the factors that influence student learning achievement are divided into two categories: internal factors, or factors that exist within the person who is studying, and external factors, or factors that exist outside the individual. One of the internal factors that influences student learning achievement is interest in learning. According to (Slameto 2010: 180); (Arukah, et. al 2020); (Dewanti, et. al 2020); Fathurohman, et. al (2018), "interest is a feeling of preference and interest in a thing or activity without anyone telling you to.".

Internal factors state that a person's interest in subjects is not innate, but interest will arise automatically through the process of affective and cognitive assessment and over time. Meanwhile, external factors also influence student learning achievement, one of which is eco-literacy, because people play a very active role in providing education to their children. Family conditions that are less harmonious, parents paying less attention to students' learning achievements, and weak or excessive economic conditions can cause a decline in children's learning achievements (Hamalik, 2001: 194; Fathurohman, et. al 2019; Fathurohman, et. al 2020; Fathurohman 2020). In this study, the researcher took the internal factor of interest in learning as the first independent variable because, without an interest in learning that grows from

within the student, during the learning process, the student is less able to concentrate on learning, thus causing the material delivered by the teacher to be poorly understood and not retained in the learning process. student memory.

Without a high interest in learning and arising from the student himself towards the object he will study, it is difficult to get good learning achievement, and if the student learns with high interest in the object he will study, then the student will not experience difficulties in learning and, of course, get good learning achievements. This interest in learning must also be supported by good eco-literacy so that students are encouraged to continue to remain enthusiastic about learning activities so that student learning achievement results will be optimal. The objectives that the author wants to achieve from this research are as follows: (1) To determine the influence of interest in learning eco-literacy on student learning achievement in Indonesian language class X SMA N 1 Kudus; (2) To determine the influence of eco-literacy on student learning achievement in Indonesian language class X SMA N 1 Kudus; (3) To determine the simultaneous influence of interest in learning eco-literacy on student learning achievement in class X Indonesian at SMN·N 1 Kudus.

2. Literature Review

In this study, the researcher took the internal factor of interest in learning as the first independent variable because, without an interest in learning that grows from within the student, during the learning process, the student is less able to concentrate on learning, thus causing the material delivered by the teacher to be poorly understood and not retained in the learning process. student memory.

Without a high interest in learning arising from the students themselves towards the objects they will study, it is difficult to achieve good learning achievements (Darmuki & Hariyadi, 2019; Kanzunnudin, et. al 2019; Kara, et. al 2020; Kara, et. al 2020). If the student learns with high interest in the object they are studying, they will not experience difficulties in learning and, of course, will get good learning achievements (Darmuki et al., 2019); (Fathurohman, et. al 2020); (Hartani, et. al 2018); (Hanif, et. al 2018). This interest in learning must also be supported by good eco-literacy so that students are encouraged to continue to remain enthusiastic about learning activities so that student learning achievement results will be optimal (Darmuki et al., 2017).

According to (Slameto 2010: 54–69); (Purnaningtyas, et. al 2020); (Purnaningtyas, et. al 2020); (Septaningsih, et. al 2020), there are many factors that influence student learning achievement, which states that the factors that influence student learning achievement are divided into two categories: internal factors, or factors that exist within the person who is studying, and external factors, or factors that exist outside the individual. One of the internal factors that influences student learning achievement is interest in learning. According to (Slameto 2010: 180; Setianti, et. al 2019; Sofia, et. al 2020; Tamarudin, et. al 2020; Widianto, et. al 2019), "interest is a feeling of preference and interest in a thing or activity without anyone telling you to.

External factors also influence student learning achievement, one of which is interest in studying eco-literacy. The researcher took an interest in studying eco-literacy because, in eco-literacy, there is a great need for parental figures who play an active role in providing education to their children. Parents must also pay attention to their children, help them, and supervise them when they are doing assignments or studying. And it is the family who must prepare for the development and formation of a child's character from an early age. Family conditions that are less harmonious, parents paying less attention to students' learning achievements, and weak or excessive economic conditions can cause a decline in children's learning achievements (Hamalik, 2001: 194).

2. Methodology

A research method is a way to obtain data for a specific purpose. The research method used in this research is quantitative research. And for this type of research, causal-associative quantitative research is used. The population in this study was all class X students of SMN N 1 Kudus, totaling 101 students. The sample in this study was 81 students, determined using proportional random sampling techniques. The data collection technique uses a questionnaire for the interest in learning eco-literacy variable and documentation for the learning achievement variable. Instrument testing is carried out using validity tests and reliability tests. The data analysis technique in this research uses classic assumption tests, multiple regression analysis, and hypothesis testing.

3. Results and Discussion

Classic Assumption test Result

a. Normality Test

The normality test aims to find out whether the regression model has a normal distribution or not. This normality test is carried out whit *Kolmogorov-Smirnov test (KS)* with a significance level of 5% use SPSS program 16 version for windows. Based on the test result, it show that the value of Kolomogorov-Smirnov value 0,823 and Asymp-Sig (2-tailed) value show a number of 0,508. It means that the significant value > α (0,05) or 0,508 more than 0,05. Then it can be concluded that all variables have a normal distribution.

b. Multicollinearity Test

The Multicollinearity test is a test used to test whether the regression model finds a correlation between independent variables (Ghozali ,2011:15). The calculations were carried out with the help of the SPSS version 16 for Windows program. Based on the calculation result, it was found that the result of the interest in learning eco-literacy variable had a tolerance value of 0,827 or 0,827 which was greater than 0,1, and VIF value of 1,209 which was smaller than 10. So, it could be that there was no multicollinearity in this regression model.

c. Heteroscedasticity Test

The Heteroscedasticity test aims to test whether in a regression model there is dissimilarity in variables from the residue of one observation to another observation. This Heteroscedasticity test was carried out using the Glejser test with the help of the SPSS version 16 for the Windows program. Based on the calculation result, it was found that the result of the significance value of interest in learning was 0,134 greater than α (0,05) ecoliteracy was 0,086 greater than α (0,05). Therefore, it can be concluded that there is no Heteroscedasticity problem in the regression model.

Multiple Regression Analysis

Multiple regression analysis was carried out to determine how much influence the independent variable has on the dependent variable, either partially or simultaneously. This calculation was carried out with the help of the SPSS version 16.0 for Windows program and can be seen in the table below:

Table 4.6 Multiple regression analysis coefficient

	Unstandardized Coefficients		Standardized Coefficients	t	sig
	B	Std.Error	Beta		
1 (Constan)	71.027	11.128		6.383	000
Interest to learn	681	189	404	3599	001
Ecoliteracy	590	167	397	3537	001

Based on the calculation results in table 4.6 above, the results show that the constant value is 71.027 and the coefficient for the learning interest variable (X1) has a value of 0.681 and the coefficient for the eco-literacy learning interest variable (X2) has a value of 0.590. So the regression equation is: Y = 71.027 + 0.681 student (Y) value will increase by 71.027. The coefficient of the learning interest variable (X1) is 0.681, meaning that if there is an addition of 1% to the learning interest variable, the learning achievement variable (Y) will increase by 0.681 with the assumption that the other independent variables from the regression model are fixed. The coefficient for the variable asking to learn eco-literacy (X2) is 0.590, meaning that if there is an addition of 1% to the eco-literacy variable, then the student learning achievement variable will decrease by 0.590 with the assumption that the other independent variables from the regression model are still lacking in enthusiasm for learning. A less comfortable home atmosphere and less attention from parents to their children's learning can result in children's learning achievements being less than optimal. This is supported by the theory of Hamalik (2001: 194) which states that family conditions that are less harmonious, parents' lack of attention to student learning achievement and weak or excessive economic conditions can cause a decline in children's learning achievement. This is also supported by research conducted by Mira Araimi (2015) entitled "The influence of eco-literacy on the learning achievement of class XI students at SMA Negeri 3 Peusangan". The research results obtained were 4.17, while the value of thick t was obtained at 2.03, which means calculated t ≥ thick t, namely 4.17 ≥ 2. And the results of calculating the second hypothesis through a partial significance test (t test) showed that there was a positive influence

and Ecoliteracy has a significant impact on student learning achievement. This is proven by the results of the calculated t value of 3.537 and thick t of 1.991 or 3.537 > 1.991 at a significance level of 0.001 which is smaller than the α value (0.05). So it can be concluded that HO is rejected and Ha is accepted, which means that "There is a positive and significant influence between eco-literacy on student learning achievement in Indonesian language class X SMA N 1 Kudus". With the large contribution of ecoliteracy to student learning achievement of (0.372) 2 x 100% = 13.8%. The situation of the subject of this research is that students are not always met with their learning facility needs such as books, bags and school equipment by their parents, so that they,03. Thus, Ha is accepted and Ho is rejected, so it can be concluded that "There is a significant influence of eco-literacy on the learning achievement of class X students at SMA N 1 Kudus.

The influence of interest in learning ecoliterature on students' learning achievement in Indonesian language class X SMN N 1 Kudus

According to (Hamalik, 2001: 110) who states that learning without interest is difficult to achieve optimal success. And according to (Hasbullah, 2009: 38) states that eco-literacy is the first educational environment, because it is in eco-literacy that children first receive education. Based on the calculation results of the third hypothesis, the calculated F result was 8.996 and thick F was 3.114 or 8.996 > 3.114 at a significance level of 0.000 which was smaller than the α value (0.05). So it can be concluded that HO is rejected and Ha is accepted, which means that "There is a simultaneous influence between interest in learning eco-literacy on student learning achievement in the Indonesian language subject class X SMA N 1 Kudus".

4.   Conclusion

Based on the research results above, it shows that: (1) There is a positive and significant influence between interest in learning and students' learning achievements in Indonesia. (2) There has been a significant and positive influence among eco-literature on students' academic achievement in Indonesia. So it can be concluded that there is a simultaneous influence between interest in learning eco-literacy on student learning achievement in the Indonesian language subject class X SMA N 1 Kudus".

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