Tersedia secara online
https://e-journal.nalanda.ac.id/index.php/dv/
EISSN: 2775-4200 ISSN: 2580-8028

Jurnal Dhammavicaya:
Volume: V, Nomor: 1, Juli 2021
Halaman: 30-45

Influence of interest and motivation to learn about student learning outcomes at STAB Dharma Widya in Tangerang City

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ABSTRACT

Student learning results are a very important element in achieving the objectives of education. The preliminary survey showed that the student learning outcomes at STAB Dharma Widya is not as expected in fact, therefore the student learning outcomes are interesting to research.

This research aims to determine how the student learning outcomes can be improved by researching the influence between students learning outcomes and other variables: their own interests and self-study motivation or collectively. This research is done by quantitatively with the survey method. The population in this study was all active students of STAB Dharma Widya for 89 students. Data is collected through the questionnaire, and analyzed with regression-correlation statistics.

The results showed that there was a positive influence between the interest and the student learning outcomes with the correlation coefficient $ry_1 = 0{,}901$, there was a positive relationship between motivation and student learning outcomes with correlation coefficient $ry_2 = 0{,}988$, there was positive influence of interest and motivation together with student learning outcomes, with correlation coefficient $ry_{12} = 0{,}991$.

This suggests that student learning results can be improved through increased interest and motivation to learn both independently and jointly.

Key words *: Interest, Motivation, Learning Outcomes*

ABSTRAK

Hasil belajar mahasiswa merupakan unsur yang sangat penting dalam pencapaian tujuan Pendidikan. Survei pendahaluan menunjukkan bahwa hasil belajar mahasiswa di STAB Dharma Widya saat ini tidak sesuai dengan yang diharapkan dengan kenyataaan, oleh karena itu hasil belajar mahasiswa menarik untuk diteliti.

Penelitian ini bertujuan untuk mengetahui bagaimana hasil belajar mahasiswa itu dapat ditingkatkan dengan cara meneliti pengaruh antara hasil belajar mahasiswa dengan variabel lain yaitu minat dan motivasi belajar secara sendiri-sendiri maupun secara bersama-sama. Penelitian ini dilakukan dengan secara kuantitatif dengan metode survey. Populasi dalam penelitian ini adalah seluruh mahasiswa aktif Sekolah Tinggi Agama Budha Dharma Widya sejumlah 89 mahasiswa. Data dikumpulkan melalui kuisioner, dan dianalisis dengan statistik regresi- korelasi.

Hasil penelitian menunjukkan bahwa terdapat pengaruh positif antara minat dengan hasil belajar mahasiswa dengan koefisien korelasi $ry_1=0{,}901$, terdapat hubungan positif antara motivasi dengan hasil belajar mahasiswa dengan koefisien korelasi $ry_2=0{,}988$, terdapat pengaruh yang positif minat dan motivasi secara bersama-sama dengan hasil belajar mahasiswa, dengan koefisien korelasi $ry_{12}=0{,}991$.

Hal ini menunjukkan bahwa hasil belajar mahasiswa dapat ditingkatkan melalui peningkatan minat dan motivasi belajar baik secara sendiri - sendiri maupun secara bersama-sama.

Kata kunci **:** Minat, Motivasi, Hasil belajar

Riwayat Artikel **:** Diterima: Mei 2021 Disetujui: Juni 2021

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Introduction

Buddhist education that plays a role in the formation of the character of learners in accordance with the values of Buddha Dharma should be able to respond to the challenges that are happening in the world of education today. Education in the College of Buddhism should be able to actualize the noble values of Buddha Dharma in students.

Buddhist Religious Education activities that are merely providing information and knowledge in the absence of life skills training make Buddhist Religious Education activities dry from the spirit and ideals of education itself. Based on preliminary survey results conducted from May 23, 2020 to June 6, 2020 on 19 students of STAB Dharma Widya in Tangerang City, resulting in data where students have not shown the result of learning as expected. The surveyed aspects include of : (1) Cognitive aspects, (2) Affective aspects, (3) Psychomotor aspects. Facts obtained from the preliminary survey showed that 68.42% are still problematic from Cognitive aspects, 40.35% are still problematic from Affective aspects and 75.45% are still problematic from Psychomotor aspects. s.

The variability of student learning outcomes is determined by factors related to individual behavior. Factors allegedly related to student learning outcomes are: 1). Student satisfaction, 2). Organizational Climate, 3). Self-discipline, 4). Integrity, 5). Motivation, 6). Interest, 7). Interpersonal Communication.
According to the description above, shows that student learning outcomes are important. Preliminary surveys results show empirical fact that student learning outcomes at STAB Dharma Widya Tangerang City are not optimal, there is a gap between empirical facts and expected so that it can cause problems in improving the quality of education. Therefore, it is necessary to research student learning outcomes as well as other variables allegedly related to learning outcomes, so that additional insights and knowledge are obtained that are useful in improving the quality of students and the quality of education in universities.

Theoretical Description Worksheet of Interest in Learning

No	Source of theory	Definitions / Variable Description	Dimensions / Factors-factors
1	Ahmadi, *Social Psychology* (Jakarta: 2009: Rineka Cipta). p. 52, 63-66.	Interest is the attitude of the soul, aimed at something and in the relationship the element of strong feeling.	1. Cognition. 2. Consignment. 3. Emotion.
2	Djaali, *Educational Psychology* (Jakarta: 2008: PT. Bumi Aksara). p. 51-58.	Interest is a sense of more likes and interest on a thing or activities, without anyone order.	1. Interest. 2. Favorite. 3. Inclined.
3	Dewi Suhartini, *Student interests on topic against the eyes history lessons* (Jakarta: 2001: Depdiknas) p. 38-42.	Learning interest are expressed interests and included in the individual.	Expressed interest is an interest that inspired by verbal indicates whether the someone likes or dislike an object or activity.
4	Djamarah, Syaiful Bahri, *Strategy learning to teach* (Jakarta: 2002: Rineka Cipta) p. 61-66.	Learning interest are interests the protégé express through things.	1. More statements liked something from on another. 2. Active participation in an activity. 3. Pay attention greater impact on something he's interested in regardless of the focus.
5	Muhammad Surya, *Psychology learning and teaching* (Bandung: 2007: Pustaka Bani) p.74-78.	Learning interest are interest caused by cause.	1. Volunter interest is an interest arising from the student without any influence from the outside. 2. Involunter interest is an interest arising from within students with the influence of the situation created by lecturer. 3. Non volunteer interest is

			arising from in the student forcibly or eliminated.
	Conclusion of synthesis	The interest in learning is desire comes from in individuals who affect his behavior towards a activities.	1. Enthusiasm high level. 2. There is a sense of pull and pleasure. 3. There is a sense of high curiosity. 4. Concentration attention. 5. There is a desire to repeat it.

Theoretical Description Worksheet of Learning Motivation

No	Source of theory	Definitions / Variable Description	Dimensions / Factors-factors
1	HamzahB. Uno,*New orientation in psychology learning* (Jakarta: 2006: Bumi Aksara).p.1-2, 47-50.	The motivation of learning is internal push and external to students who are learn to hold changes in behavior.	1. The existence of desire and desire to succeed. 2. The existence of encoura-gement and learning needs. 3. There is hope and future goals. 4. Awards in learning. 5. The existence of activities interesting in learning. 6. The existence of the envi-ronment conducive learn- ing making it possible to a student can learn well.
2	A.M Sardiman, *Interaction and motivation to learn and to teach* (Jakarta: 2012: Rajawali Pers).p. 62-64.	Learning motivation is very functioning in order to grow a will and as excited as learning student.	1. Encourage people to do, so as a mover or the motor that releases Energy. Moti vation in this is a motor drive of any activities. 2. Determine the direction deeds, i.e. towards the desti nation you want to Reached. So motivation can be provide direction and activities that should be done in accordance with the destination formula. 3. Selecting deeds i.e. determining what actions must be done in harmony in order to achieve the goal.
3	Oemar Hamalik, *Psychology of learning and teaching* (Solo: 2008: TB. Rahma solo).p.166-174.	Learning motivation can be grown and driven by various ways.	1. Give a number. 2. Praise. 3. Gift. 4. Group work. 5. Competition.

			6. Purpose. 7. Sarcasm. 8. Valuation. 9. Field trips. 10. Educational film. 11. Learn by radio.
4	DTseng H., and Walsh E, *Blended versus traditional course delivery: Comparing students' motivation, learning outcomes,and preferences. Quarterly review of distance education,* (Alabama: 2016: Self Hall). p. 61-66jamarah, Syaiful Bahri, *Strategy learning to teach* (Jakarta: 2002: Rineka Cipta) p. 61-66.	Learning motivation can be improved with various ways.	1. Attention, i.e. lecturers need to maintain attention in related to the material teach. 2. Relevance, i.e. lectures can describe the learning objectives and relevance in the future forthcoming. 3. Belief, i.e. lecturers need to build confidence students in leraning in reaching out to success. 4. Satisfaction, i.e. lecturers strengthen satisfaction student learning whether intrinsically or extinsically.
5	Enco Mulyasa, *Become a professional teacher create creative and fun learning* (Bandung: 2005: Remaja Rosdakarya).p .24-29.	Learning motivation can be improved with applying some principle.	1. Students will more enter-prising when the topic is to be studied interesting and useful for himself. 2. Learning objectives clearly arranged and informed to the students so that they can know the purpose of learn from the learning. 3. Students are always informed of the results to learn it. 4. Giving praise and better reward than punishment but at any time the penalty is also required. 5. Utilizing attitudes, ideals and curiosity students. .
	Conclusion of synthesis	The motivation of learning is a basic motivation from the outside and inside individuals who influence behavior a person in achieving a specific goal.	1. There is a desire and desire to succeed. 2. The existence of encoura-gement and learning needs. 3. There is a hope and future goals. 4. The existence of awards in learning. 5. The existence of activities interesting in learning.

			6. The existence of the environment conducive learning.

Theoretical Description Worksheet of Learning Outcomes

No	Source of theory	Definitions / Variable Description	Dimensions / Factors-factors
1	HAnni, Catharina Tri, *Education Psychology*, (Semarang: 2002: UNNES Pres Amir).p. 47-50.	The learning outcome is changes in behavior that obtained learners after experiencing learning activities..	1. Learning outcomes as well is the ability to obtained. 2. The learning outcome is changes in the personal feed back results in the form of motivation and hope to succeed and input from milieu.
2	Dalyono, *Education psychology*, (Jakarta: 2005: Rineka Cipta). p. 55-60.	Learning outcomes depending on several factor.	1. Internal factor : a. Health. Physical and spiritual health is enormous. b. Intelligence and talent. Both aspects of psychiatry have a huge influence on learning ability. c. Interests and motivations. Interest can arise because of the attraction from the outside and also come from the sanubari. Similarly, someone who learn with strong motivation, will carry out his learning activities earnestly, passionately and vigorously. 2. External factor: a. Family. Parent factors have a huge influence on a child's success in learning, such as high low education, low income and attention. b. Campus. The state of the campus where learn to participate affect the level of student success. c. Community. The state of society is also determine the learning outcomes. When around the place stay the circumstances the community consists of from people who educated, espe-

			cially his children, on average high school and morally good, this will encourage the child to enterprising learning.
3	Benjamin Bloom, *Evaluation, instruction and policy masking*, (Chicago: 1975: University of Chicago.p.166-182.	Learning outcomes can be classified with 3 realms.	1. Cognitive Realm. Focus on how to obtain academic knowledge through teaching methods as well as the delivery of information. Cognitive realms in the form of knowledge understanding, application, analysis, creation and evaluation. 2. Affective realms in the form of reception, answering, assessment, organization and characterizing values. 3. Psychomotor Realm. Psychomotor realm in the form of gestures that fundamentals movement, original movement, common movement and creative movement.
4	Clifford T. Morgan, Richard A. King, *Introduction to Psychology*, (New Delhi: 1986: McGraw Hill Education). p. 141-146. .	The learning outcome is every relative changes settled in the behavior of practices that occur as a result of exercise and experience.	1. The learning outcome is an internal process that moves the child students to use the full potential of cognitive, affective and his psychomotor. 2. The learning outcome is an interaction process between students with environment that always experiencing changes and are made continuously.
5	Wentzel K, Ramani G, *Handbook of social influences in school context: Social-Emotional, Motivation, and Cognitive outcomes*, (New York: 2016: Taylor and Francis Ltd). p. 24-29.	Learning outcomes can be improved with pay attention to interests and motivation.	1. Lecturers need to beware of techniques or ways of teaching in the classroom. 2. Lecturers need to have a good character, create a classroom atmosphere quiet and comfortable and provide supporting facilities learning. 3. Lecturers need to take care of the environment learning mix with student-centered learning methodology. .
	Conclusion of synthesis	The learning outcome is that behavioral materials and results achieved	1. Cognitive Realm. a. Factual.

		by a person after performing the process learning.	b. Conceptual. c. Procedural. d. Metacognitive. 2 Affective Realm. a. Religious. b. Be honest. c. Responsibilities. d. Discipline. e. Hard work. 3.Psychomotor Realm. a. Ask. b. Collecting information. c. Associate. d. Communicating.

Learning is obtained from the process of cooperation. People interact, depend on each other, help each other, and need to learn together. By gaining experience from others (even from enemies), one can learn and develop oneself alone. Lord Buddha encouraged His students to group to study all the teachings together, and not to fight them. (Digha Nikaya III, 127). Learning activities are conducted by exchanging information and opinions between students and students and between students and teachers. Lord Buddha provides opportunities for those who want to express an opinion. "Bhikkhus, I permit, when there are two or three people expressing opinions. If only one decides, I am not pleased" (Vinaya Pitaka I, 115)

Research methodology.

In this study using survey method with correlational approach that is to study the relationship between variables tested, which this study used two free variables and one bound variable. Free variables consist of Interests Variable (X1), Motivation Variable (X2), while bound variables are the results of Student Learning Outcomes Variable (Y). The measuring instrument used is a questionnaire. The research method uses the method of surveying with causal techniques, and to analyze the present or not the relationship of one variable with another variable. Respondents from student learning outcome variables, learning interest variables, and motivational variables were STAB Dharma Widya students in Tangerang City. The research period was conducted within a period of months, from March 2020 to August 2020. The time is used gradually starting from the preparation of proposals until the completion of research. The population of this study is STAB Dharma Widya students in Tangerang City as many as 89 students. Samples are part of the number and characteristics of the population (Sugiyono, 2009). The samples taken were all students of STAB Dharma Widya. Sampling techniques are done by means of non probability sampling, namely saturated sampling. According to Sugiyono (2009), saturated sampling is a Sampling Technique when all members of the population are used as samples. According to Arikunto (2008) stated the determination of sampling if quar range of 100 better taken all until the research is a population research.

The Results and Discussion.

I. The Results.

1. Normality Test.

Table 1 : Normality test of Interest Variable (X_1)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.

Interest	.065	65	.200*	.987	65	.752

From Kolmogorov Smirnov's Normality Test Results for Interest Variable (X1) obtained significance of 0.200 > 0.05 which means that the Interest variable is normally distributed.

Table 2 : Normality test of Motivation Variable (X2)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Motivation	.100	65	**.179**	.967	65	.082

From Kolmogorov Smirnov's Normality Test results for Motivation Variable (X2) significance of 0.179 > 0.05 which means that the Motivation variable normally distributed.

Table 3 :Normality test of Learning Outcomes Variable (Y)

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Learing Outcomes	.094	65	**.200***	.965	65	.060

From the results of the Kolmogorov Smirnov Normality Test for the Learning Outcomes Variable (Y) obtained significance of 0.200 > 0.05 which means that the learning outcome variable is normally distributed.

2. Homogeneity Test.

Table 4 :ANOVA Homogeneity test between Interest Variable (X1) and Learning Outcomes Variable (Y)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	5101.137	33	154.580	.504	**.972**
Within Groups	9507.417	31	306.691		
Total	14608.554	64			

From the results of the Anova Homogeneity Test for Interest-free Variable (X1) and Bound Variable Learning Outcomes (Y) obtained significance of 0.972 > 0.05 which means that Interest-free Variable (X1) and Bound Variable Learning Outcomes (Y) are homogeneous.

Table 5 :ANOVA Homogeneity test between Motivation Variable (X2) and Learning Outcomes Variable (Y)

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	6131.087	30	204.370	.820	**.708**
Within Groups	8477.467	34	249.337		
Total	14608.554	64			

From the results of the Anova Homogeneity Test for Motivation-free Variable (X2) and Bound Variable Learning Outcomes (Y) obtained significance of 0.708 > 0.05 which means that Motivation-free Variable (X2) and Bound Variable Learning Outcomes (Y) are homogeneous.

3. Statistical Hypothesis Testing.

Statistical hypothesis testing of research was conducted with correlation techniques that showed the following results:

a. Influence of Interest Variable (X1) on Student Learning Outcomes Variable (Y).

The 1st research hypothesis to be tested is the influence of Interest (X1) on Student Learning Outcomes (Y).

Ho: ρy1 ≤ 0 ; There is no positive influence between Interest (X1) and Student Learning Outcomes (Y).
H1: ρy1 > 0 ; There is a positive influence between Interest (X1) and Student Learning Outcomes (Y).

Constant value (a) of 48,898 for Learning Outcomes Variable, while the value of Interest Variable (b / coefficient of regression) of 0.503, so that the regression equation is as follows:

Y = a + b X1

Y = 48.898 + 0.503 X1

X1's positive relationship with Y can be presented in the regression equation Ŷ = 48,898 + 0.503 X1, to test the hypothesis that there is an influence of Interest Variable (X1) with Student Learning Outcomes Variable (Y) it is necessary to test the significance of linearity to the equation of regression by using the F test.
To determine the degree of significance or linearity of regression can be seen in the significance of Test F, when < 0.05 means linear and applies otherwise.

Table 6 : ANOVA Linearity Test between Interest Variable (X1) and Learning Outcomes Variable (Y)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	12098.881	1	12098.881	271.907	.000[b]
Residual	2803.272	63	44.496		
Total	14902.154	64			

a. Dependent Variable: Learning Outcomes

b. Predictors: (Constant), Interest

From the table above shows the real (significant) influence of Interest-free Variable (X1) on Bound to Learning Outcomes Variable (Y). From the output is seen that F count = 271.907 with a significance/probability level of 0.000 < 0.05, which means linear. This means that the regression equation Y = 48.898 + 0.503 X1 is linear.

Table 7 : Determination of Correlation Coefficient (R) and Determination Coeffisient ( ) between Interest Variable (X1) and Learning Outcome Variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.901[a]	**.812**	.809	6.671

From the table above obtained the power of influence of Interest with the results of learning with the value of Correlation Coefficient / Relationship / R: ry1 = 0.901 and explained the percentage of influence of free variables Interest (X) to Variables bound to Learning Outcomes (Y) or called Coefficient determination KD / R square = 0.812 = 81.2 % which contains the sense that the influence of Interest-free variables (X1) on Variables Bound to Learning Outcomes (Y) is 81.2 %, while the remaining 18.8 % is influenced by other factors outside the Interest variable.

Table 8 : Determination of Significant Correlation Coefficient Test t-Calculate between Interest Variable (X1) and Learning Outcomes Variable (Y)

b.

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig
1	(Constant)	48.898	2.197		**22.255**	.000
	Interest	.503	.030	.901	16.490	.000

Dependent Variable: Learning Outcome

To test the positive strength between Interest Variable (X1) and Learning Outcomes Variable (Y) is required a test the significance of correlation coefficient test t. Test criteria, if t-count > from t- table there is a significant influence and applies otherwise. From the data shows t-count = 22,255 and table t = 1,670, then T calculate > T table means there is a significant influence between Interests Variables (X) and Learning Outcomes (Y).

The hypothesis that there is an influence on student Interest (X1) with Learning Outcomes (Y) is acceptable meaning that Interest Variable (X1) are significantly positively related to Learning Outcome Variable (Y).

b. Influence of Motivation Variable (X2) on Student Learning Outcomes Variable (Y).

The 2nd research hypothesis to be tested is the influence of Motivation (X2) on Student Learning Outcomes (Y).

Ho: ρy2 ≤ 0 ; There is no positive influence between Motivation (X2) and Student Learning Outcomes (Y).
H1: ρ y2 > 0 ; There is a positive influence between Motivation (X2) and Student Learning Outcomes (Y).

Constant value (a) of – 4,804 for Learning Outcomes (Y), while motivation value (b / coefficient of regression) is 0.943, so the regression equation is as follows:

Y = a + b X2

Y = (- 4.804) + 0.943 X2

X2's positive relationship with Y can be presented in the regression equation Ŷ = (-4,804) + 0.943 X2, to test the hypothesis that there is an influence of Motivation (X2) with student learning outcomes (Y) it is necessary to test the significance of linearity to the regression equation using the F test.

To determine the degree of significance or linearity of regression can be seen in the significance of Test F, when < 0.05 means linear and applies otherwise.

Table 9 : ANOVA Linearity Test between Motivation Variables (X2) and Learning Outcomes Variable (Y)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14558.837	1	14558.837	**2671.601**	.000[b]
	Residual	343.317	63	5.449		
	Total	14902.154	64			

Based on the table above shows that there is a real (significant) influence of Motivation-free variable (X2) on Bound to learning outcomes Variable (Y). From the output it appears that F calculate = 2671,601 with a significance / probability level of 0.000 < 0.05, which means Motivation-free variable (X2) have a noticeable (significant) linear influence.

Table 10 : Determination of Correlation Coefficient (R) and Determination Coeffisient ( ) between Motivation Variable (X2) and Learning Outcome Variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.988[a]	**.977**	.977	2.334

The strength of influence is indicated by the value of Correlation Coefficient /Relationship/R:ry2 = 0.988 which means the relationship of Motivation-free variable (X2) to Bound variables of Learning Outcomes (Y) is very strong (approaching one). While the value of R square explains the percentage of the influence of Motivatioin-free variable (X2) on Bound to Learning Outcomes Variable (Y) or called Coefficient of Determination KD (R square) = 0.977 = 97.7 % which contains the sense that the influence of Motivation-free variable (X) on Bound variable of Learning Outcomes (Y) were 97.7%, while the remaining 2.3% was influenced by other factors outside the Motivation variable.

Table 11 : Determination of Significant Correlation Coefficient Test t-Calculate between Motivation Variable (X2) and Learning Outcomes Variable (Y)

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig
1	(Constant)	-4.804	1.527		**3.146**	.003
	Motivation	.943	.016	.901	57.986	.000

To test the positive strength between Variable X2 and Variable Y is required the test significance coefficient correlation test t. Test criteria, if t-count > from t table there is a significant influence and applies otherwise. From the data showing t-count 3.146 and t-table 1,670, then t-count > t table means there is a significant influence between Motivation (X) and Learning outcomes (Y).

Hypothesis that there is an influence on student motivation (X2) with learning outcomes (Y) is acceptable meaning that Motivation (X) is positively related to Learning outcomes (Y)

c. Influence of Interest (X1) and Motivation (X2) together on Learning Outcomes (Y)

The 3rd research hypothesis to be tested is the influence of Interest (X1) and Motivation (X2) together on student learning outcomes (Y).

Ho: ρy12 ≤ 0 ; There is no positive influence between Interest and Motivation together with Student learning outcomes.

H1: ρy12 > 0 ; There is a positive influence between Interest and Motivation together with student learning outcomes.

Table 12 : Linear Regression Analysis Test between Interest Variables (X1) and Motivation Variables (X2) against Learning Outcome Variables (Y)

Model		Unstandardized Coefficients B	Unstandardized Coefficients Std. Error	Standardized Coefficients Beta	t	Sig.
1	(Constant)	**.430**	.109		3.952	.000
	Interest	**-.066**	.001	-.118	-50.420	.000

Motivation	**1.066**	.002	1.107	473.465	.000

a. Dependent Variable: LEARNING OUTCOMES

b. Predictors: (Constant), INTEREST, MOTIVATION

From the table above obtained double regression equation as follows:

Constant value (a) of 0.430 for Learning Outcomes (Y), while interest value (b1 / coefficient of regression) of (- 0.066) and Motivation (b2 / coefficient of regression) of 1,066 , so that the double regression equation as follows:

$Y = a + b1\ X1 + b2\ X2$

$Y = 0.430 + (-\ 0.066)\ X1 + 1.066\ X2$

X1 and X2 positive relationships with Y can be presented in the Y = 0.430 + (- 0.066) X1 + 1.066 X2.

To test the hypothesis that there is an influence of Interest (X1) and Motivation (X2) on student learning outcomes (Y) then linearity significance test against double regression equation using F test is required.

Table 13 : ANOVA Linearity Test between Interest Variable (X1) and Motivation Variable (X2) together against Learning Outcome Variable (Y)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14901.379	2	7450.689	595973.225	**.000**[b]
	Residual	.775	62	.013		
	Total	14902.154	64			

a. Dependent Variable: LEARNING OUTCOMES

b. Predictors: (Constant), INTEREST, MOTIVATION

To determine the degree of significance or linearity of regression can be seen in the significance of Test F, when < 0.05 means linear and applies otherwise. Based on the table above shows that the calculated F = 5959723,225 with a significance / probability level of 0.000 < 0.05, is linear, meaning that the regression equation that shows the influence of Interest, Motivation together with Student learning outcomes is very significant.

Table 14 : ANOVA Dual Regression Test between Interest Variables (X1) and Motivation Variable (X2) to Learning Outcome Variable (Y).

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14636.918	2	7318.459	1710.724	.000[b]
	Residual	265.235	62	4.278		
	Total	14902.154	64			

a. Dependent Variable: LEARNING OUTCOMES

b. Predictors: (Constant), INTEREST, MOTIVATION

To demonstrate the strength of influence between Interest (X1) and Motivation (X2) together with Learning Outcomes (Y) a double regression test was conducted with test F. Counting results indicate that F - count = 1710,724 with probability significance of 0.000 < 0.05, indicating that the the significance of double regression is very significant.

Table 15 : Determination of Correlation Coefficient and Determination Coefficient between Interest Variable (X1) and Motivation Variable (X2) together against Learning Outcome Variable (Y)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.991[a]	**.982**	.982	2.068

a. Predictors: (Constant) ; INTEREST, MOTIVATION

The strength of influence between X1, X2 together with the study results, called Correlation Coefficient is (R): ry12 = 0.991. While the value of R square explains the percentage of influence of interest-free variables (X1) and Motivation (X2) together against variables bound to Learning Outcomes or called Coefficient of Determination KD (R square) = 0.982 = 98.2 % which contains the sense that the influence of free variables Motivation (X1) and Motivation (X2) together against Bound variables of Learning Outcomes (Y) is 98,2 %, while 1.8% was due to other factors outside interest and motivation.

Hypotheses that there is an influence of Interest (X1) and Motivation (X2) with student learning outcomes (Y) are acceptable meaning that Interests and Motivations are significantly positively related to Student learning outcomes.

II. The Discussion.

1. The influence of Interest on Learning Outcomes of the STAB Dharma Widya student in Tangerang City.

The hypothetical test results showed that the influence of student interest on student learning outcomes, which showed the regression equation: $\hat{Y}$ = 48,898 + 0.503 X1 with a calculated value of F = 271,907. This suggests that the effect of regression means very significant. The influence is linear as evidenced by lineritas test with significance value F count = 0.000 < 0.05 which means linear regression. The correlation coefficient value (R) = ry1 = 0.901 indicates that any increase in student interest score will improve student learning outcomes. The value of the coefficient of depremination KD (R square) = 0.812 = 81.2 % which means that the influence of interest on the results of study is 81.2 %, while the remaining 18.8 % is influenced by other factors outside of interest.

This is strengthened by the results of previous research conducted by Y. J. Lee, C. H. Chao & C.Y. Chen, (2011) showed that learning interest is able to improve learning outcomes with correlation coefficient r = 0.462 (ρ<0.05). While the researchers P.J Kpolovie, A. I. Joe, T. Okoto, (2014) emphasized that the interest in learning is capable of learning outcomes, with a correlation coefficient of r = 0.44 (ρ<0.05).

This indicates that the higher the interest in student learning, it is predicted to improve student learning outcomes. Based on the results of the data analysis shows the results of this study increasingly support previous findings about the positive influence between learning interests and learning outcomes.

2. The influence of Motivation on Learning Outcomes of the STAB Dharma Widya student in Tangerang City.

The hypothetical test results showed that the influence of student learning motivation on student learning outcomes, which was shown in the regression equation Y = (- 4,804) + 0.943 X2 with a calculated value of F = 2671,601. This suggests that the effect of regression means very significant. The influence is linear as evidenced by lineritas test with significance value F count = 0.000 < 0.05 which means linear regression. The correlation coefficient value (R) = ry2 = 0.988 which indicates that any increase in student learning motivation score will improve student learning outcomes. The value of the coefficient of determination KD = (R square) = 0.977 = 97.7 % which contains the sense that the influence of motivation on learning outcomes is 97.7 %, while the remaining 2.3 % is influenced by other factors beyond motivation.

This is strengthened by the results of previous research conducted by Sukendar, Bambang Endroyo, Sudarman. (2010), showed that learning motivation was able to improve learning outcomes with correlation coefficient r = 0.511 ($\rho<0.05$). While the results of researcher Ari Riswanto, Sri Aryani,(2015) showed that learning motivation is able to improve learning outcomes, with a correlation coefficient r = 0.790 ($\rho<0.05$).

This shows that the higher the motivation of students' learning, it is predicted that it will improve student learning outcomes. Based on the results of the data analysis shows the results of this study increasingly support previous findings about the positive influence between learning motivation.

3. The influence of Student Interest and Motivation together on Student Learning Outcomes of STAB Dharma Widya student in Tangerang City.

The hypothetical test results showed that the influence of student interest on student learning outcomes, which indicated double regression equation $\check{Y} = 0.430 + (- 0.066)\ X1 + 1.066\ X2$ with a value of F-calculate = 595923,225. This suggests that the effect of regression means very significant. The influence is linear as evidenced by lineritas test with significance value F count = 0.000 < 0.05 which means linear regression. The correlation coefficient value = (R) = ry12 = 0.991 indicates that any increase in student interest and motivation score will improve student learning outcomes. The value of the coefficient of determination KD = (R square) = 0.982 = 98.2 % which contains the sense that the influence of interest and motivation together on the results of study is 98.2 %, while the remaining 1.8,3 % is influenced by other factors outside of interest and motivation.

Based on these results, it is clear that with a high and good interest in learning, strong and high learning motivation, the results of learning obtained especially in Buddhist subjects are increasing. In teaching and learning activities interests and motivations are needed. Without interest and motivation, learning will be in vain.

Based on the results of the data analysis shows the results of this study increasingly support previous findings about the positive influence between learning interests and motivation to learn together on learning outcomes.

The conclusios and suggestions

I. The conclusions.

Based on the results of the analysis, discussion of the results of the study, as well as the hypothesis that has been tested, can be concluded as follows:

1. There is a positive influence of student interest on learning outcomes, with correlation coefficient (R) = ry1 = 0.901; coefficient of determination KD = (ry1)2 = 0.812 (81.2%) and the regression equation $\check{Y} = 48.898 + 0.503\ X1$. Clearly there is a strong positive relationship between students' learning interests towards student learning outcomes at Buddhist universities in Tangerang city which is characterized by correlation coefficient (R) = ry1 = 0.901 approaching positive one. Thus if the interest in learning increases then the learning outcomes also increase.
2. There is a positive influence of student motivation on learning outcomes, with correlation coefficient (R) = ry2 = 0.988; coefficient of determination KD = (ry2)2 = 0.977 (97.7%) and the regression equation $\check{Y} = - 4.804 + 0.943\ X2$. Clearly there is a positive strong relationship between students' learning motivation towards student learning outcomes at Buddhist universities in Tangerang city which is marked by coefficients correlation (R) = ry 2 = 0.988 is close to a positive one. Thus if the motivation of learning increases then the learning outcomes also increase.
3. There is a positive influence of student interest and motivation together on learning outcomes, with correlation coefficient ry12 = 0.991; coefficient of determination (ry12)2 = 0.982 (98.82%) and the regression equation $\check{Y} = 0.430 + (- 0.066)\ X1 + 1.066\ X2$. Clearly there is a strong positive relationship between Interests and Motivations together with student learning outcomes in college high Buddhistism in tangerang city which is characterized by correlation coefficient ry12 = 0.991 is close to positive one. There

is also a mutual influence between interests and motivations of students to study outcomes at Buddhist universities in Tangerang which is marked by a coefficient of determination of 0.982 which means that interests and motivations have an impact and influence of 98.2%, the remaining 1.8% cannot be explained with certainty or influenced by other factors.

II. The suggestions.

1. The results of this study can be used as implementative input in the development of student learning process at STAB Dharma Widya in Tangerang City. For lecturers should be able to arouse the interest and motivation of student learning. STAB Dharma Widya should create a better learning environment by facilitating a more comfortable and wider library with air conditioning and free Wifi so as to enable a student to learn better so that students can expect better learning outcomes.
2. The results of this study can make an implementative input alternative for students to improve student learning outcomes at STAB Dharma Widya by improving indicators that contribute to students' interest and motivation to improve student learning outcomes. The indicators include competition among students in the time group got assignments from lecturers and group competition in class. With healthy competition will improve student learning outcomes.
3. Interests and motivations are quite influential and significant results, then it should be maintained and if it needs to be improved.
4. It is expected that other alternatives can be sought in an effort to improve student learning outcomes.

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