

THE EFFECT OF STUDENTS' LEARNING MOTIVATION AND LEARNING INTEREST ON THE OUTCOMES OF SOCIAL SCIENCES LEARNING OF GRADE VII STUDENTS

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ABSTRAK

Permasalahan dalam penelitian ini adalah rendahnya hasil belajar siswa dalam mata pelajaran IPS, yang diduga dipengaruhi oleh kurangnya motivasi belajar dan rendahnya minat belajar. Penelitian ini bertujuan untuk mengetahui pengaruh motivasi belajar dan minat belajar terhadap hasil belajar IPS siswa kelas VII di UPTD SMP Negeri 1 Pematangsiantar. Penelitian ini bersifat kuantitatif dan menggunakan metode deskriptif. Populasi penelitian adalah seluruh siswa kelas VII/1-VII/10, berjumlah 320 siswa. Pengambilan sampel dilakukan dengan menggunakan proportional random sampling, sehingga diperoleh sampel sebanyak 80 siswa. Data dikumpulkan melalui kuesioner untuk variabel motivasi belajar dan minat belajar, serta nilai tes harian IPS sebagai hasil belajar. Teknik analisis data yang digunakan meliputi regresi linier sederhana, regresi linier berganda, uji-t, uji-F, dan koefisien determinasi. Persyaratan analisis diuji normalitasnya menggunakan chi-square, berdasarkan perhitungan distribusi normal kedua variabel. Hasil analisis menunjukkan pengaruh positif dan signifikan dari motivasi belajar terhadap hasil belajar siswa, dengan nilai t-value X1 sebesar 2,008 dan nilai signifikansi (α) sebesar 0,048, memenuhi persyaratan signifikansi $<0,05$. Oleh karena itu, nilai t yang dihitung (2,008) lebih besar dari nilai t tabel (1,668), dan nilai signifikansi (α) sebesar 0,048 $<0,05$. Selanjutnya, terdapat pengaruh positif dan signifikan dari minat belajar terhadap hasil belajar siswa, dengan nilai t yang dihitung (X2) sebesar 2,011 dengan nilai signifikansi (α) sebesar 0,048, memenuhi persyaratan signifikansi 0,05. Dengan demikian, nilai t yang dihitung (2,011) lebih besar dari nilai t yang dihitung (1,668), dan nilai signifikansi (α) sebesar 0,048, $<0,05$. Hasil uji F menunjukkan bahwa kedua variabel secara simultan memiliki pengaruh signifikan terhadap hasil belajar siswa, sebesar 15,851 dengan tingkat signifikansi (α) sebesar 0,000. Nilai F tabel adalah 3,114. Oleh karena itu, nilai F yang dihitung (15,851) lebih besar dari nilai F tabel (3,095), dan tingkat signifikansi (α) adalah 0,000 $<0,05$. Koefisien determinasi (R^2) sebesar 0,272 menunjukkan bahwa 27,2% variasi hasil belajar siswa dipengaruhi oleh motivasi belajar dan minat belajar, sedangkan sisanya 72,8% dipengaruhi oleh faktor-faktor lain yang tidak diteliti dalam studi ini.

ABSTRACT

Keywords:

Learning Motivation, Learning Interest, Learning Outcomes

The problem in this study is the low learning outcomes of students in social studies, which is suspected to be influenced by a lack of learning motivation and low interest in learning. This study aims to determine the influence of learning motivation and interest on social studies learning outcomes of

grade VII students at the UPTD of SMP Negeri 1 Pematangsiantar. This research is quantitative and uses descriptive methods. The study population was all students in grades VII/1-VII/10, totaling 320 students. Sampling was conducted using proportional random sampling, resulting in a sample size of 80 students. Data were collected through a questionnaire for the variables of learning motivation and learning interest, as well as daily test scores for social studies as learning outcomes. Data analysis techniques used included simple linear regression, multiple linear regression, t-test, F-test, and coefficient of determination. The analysis requirements were tested for normality using chi-square, based on the calculation of both variables' normal distribution. The analysis results showed a positive and significant effect of learning motivation on student learning outcomes, with a calculated t-value of X1 of 2.008 with a significance value (α) of 0.048, meeting the significance requirement of <0.05 . Therefore, the calculated t-value (2.008) is greater than the t-table (1.668), and a significance value (α) of 0.048 <0.05 . Furthermore, there is a positive and significant effect of learning interest on student learning outcomes, with a calculated t-value of X2 of 2.011 with a significance value (α) of 0.048, meeting the significance requirement of 0.05. Thus, the calculated t-value (2.011) is greater than the calculated t-value (1.668), and the significance value (α) is 0.048, <0.05 . The F-test results indicate that both variables simultaneously have a significant effect on student learning outcomes, amounting to 15.851 with a significance level (α) of 0.000. The F-table value is 3.114. Therefore, the calculated F-value (15.851) is greater than the F-table (3.095), and the significance level (α) is 0.000 <0.05 . The coefficient of determination (R^2) of 0.272 indicates that 27.2% of the variation in student learning outcomes is influenced by learning motivation and learning interest, while the remaining 72.8% is influenced by other factors not examined in this study.

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1. Introduction

Human life is inseparable from education, which indicates that through education humans can determine and change their lives to become better individuals. Education is also one of the important aspects in human life, through education a person can develop their abilities and potential to achieve life goals. In the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System, Article 3 states that the function of national education is to develop and shape the character and civilization of a dignified nation in order to educate the life of the nation, in order to develop the potential of students to become people who believe in and fear God Almighty, have noble morals, are healthy, and become democratic and responsible citizens (Nadza, 2022).

The challenges of education in Indonesia are increasingly complex. One significant challenge is ensuring optimal learning outcomes for students. Learning outcomes are one aspect that must be considered in planning learning, as they are the achievements students attain after participating in the learning process and encompass cognitive, skill, and attitudinal aspects. Low learning outcomes are often an indicator that the learning process is not running optimally (Arumdani et al., 2018).

In the context of Social Studies (IPS) learning, learning outcomes play a crucial role because this subject not only equips students with knowledge of the social environment but also fosters critical thinking skills and informed decision-making in social life. Therefore, a thorough understanding of the factors influencing learning outcomes in IPS is crucial for improving the quality of learning in schools (Maiyanti & Pradikto, 2025).

Learning outcomes can be measured and expressed in the form of grades listed on report cards. These grades serve as the primary benchmark for determining a student's level of success in understanding and mastering the material taught in class. If a student's grade falls above the average Learning Objective Achievement Criteria (KKTP), then the student is deemed to have successfully achieved the predetermined learning objectives. Conversely, if a student's grade falls below the average KKTP, this indicates that the learning objectives have not been fully achieved (Misilu & others, 2025).

In line with the explanation above, the results of observations conducted by researchers at the school show that in grades VII-1 to VII-10 there are still a large number of students who have scores below the KKTP. Seen from the data on the UAS scores of grade VII students in Social Studies at the UPTD of SMP Negeri 1 Pematangsiantar which the author attaches as follows (Sudarwanto, 2018).

Table 1. List of Final Semester Exam Results (UAS) for Class VII Social Studies Subject, UPTD SMP Negeri 1 Pematangsiantar

Class	Number of Students	of Value < 70 KKTP	Value > 70 KKTP
VII-1	32 People	14 People	18 People
VII-2	32 People	23 People	9 People
VII-3	32 People	29 People	3 People
VII-4	32 People	18 People	14 People
VII-5	32 People	15 People	17 People
VII-6	32 People	24 People	8 People
VII-7	32 People	28 People	4 People
VII-8	32 People	20 People	12 People
VII-9	32 People	14 People	18 People
VII-10	32 People	22 People	10 People
Amount	320 People	207 People	113 People
Percentage (100%)	100%	65%	35%

Based on table 1.1 in As seen above, it can be seen that the results of the Social Studies Semester Exam (UAS) for grades VII-1 to VII-10 for the 2025/2026 Academic Year did not meet teachers' expectations. The reality shows that the percentage of students who received low scores, as many as 207, was much greater than those who received high scores. Of the total 320 students from grades VII-1 to VII-10, there were 113 students who completed the exam with an achievement percentage of 35% and 207 students who did not complete the exam with an achievement percentage of 65%. Meanwhile, based on the standards expected by Social Studies teachers, at least 85% of

students should have obtained a passing grade. This proves that many students in grades VII-1 to VII-10 still achieve learning outcomes below the KKTP (Fatmasari & Kurniawan, 2021).

In reality, student learning outcomes in Social Studies (IPS) still present various challenges. Low learning outcomes can be an indicator that the learning process is not yet optimal. Various factors influence student learning outcomes, including internal factors such as learning motivation and external factors such as student interest in learning. Student interest in learning is a crucial aspect influencing learning outcomes.

Motivation is an energy within a person that drives them to carry out certain activities with a specific goal. Learning motivation is anything that can motivate students or individuals to learn. Without learning motivation, a student will not learn and ultimately will not achieve success in learning. (Hutagalung, 2023)

Veithzal Rivai & Sylviana Murni (Hendri et al., 2020) state that motivation stems from the word "motive," which can be defined as the driving force within a person to undertake certain activities to achieve a goal. Motives can even be defined as an internal state (readiness). Therefore, motivation is a change in energy within a person characterized by the emergence of a "feeling" and preceded by a response to the existence of a goal (Haryati & Feranika, 2020).

The essence of motivation is the psychological state that drives a person to do something. In learning activities, motivation can be defined as the overall driving force within a student that generates learning activities, ensures continuity, and provides direction for activities, thus achieving learning goals. In learning activities, motivation is essential because someone who lacks motivation to learn will not be able to carry out learning activities effectively. (Ningtiyas & Surjanti, 2021).

Student interest in learning is also a factor that needs to be considered. Students with a strong interest in learning tend to be more active in the learning process and have a better understanding of the material being taught. Interest in learning not only reflects students' enthusiasm for a subject but also relates to how students approach learning challenges and their desire to achieve better academic performance (Lagili et al., 2021).

Interest in learning is a person's tendency to be interested in and pay attention to the learning process they are undergoing. Interest in learning is a crucial factor in student learning development. In an educational context, interest in learning is a crucial factor influencing students' success in absorbing learning material. Students with a strong interest in learning will more easily understand lessons and actively participate in learning activities.

According to learning interest, there are also other indicators such as feelings of interest and enjoyment in learning, active participation, and a tendency to foster a strong sense of purpose and enthusiasm, have a positive attitude and continuously improve learning capacity, feel comfortable during the learning process, (Arlena et al., 2018) and have the ability to generate responses related to the learning process being carried out.

Based on the problems that occurred at the UPTD of SMP Negeri 1 Pematangsiantar, the learning outcomes of students in grades VII-1 to VII-10 in the Social Studies subject for the 2025/2026 academic year are still not optimal because teachers do not provide

sufficient motivation for students to learn in learning and students lack interest in learning in lessons because the implementation of learning is still centered on the teacher and does not involve students enough, teachers also still use the lecture method, so that students are bored and tired of learning so that they disturb their friends who pay attention to the teacher and do their own activities that are not related to learning.

By paying attention to the background of the problem, the research was conducted to determine the influence of student learning motivation and interest in learning on the learning outcomes of social studies subjects for class VII at the UPTD of SMP Negeri 1 Pematangsiantar.

2. Method

To determine whether or not there is an influence of learning motivation on learning interest in class VII students of UPTD SMP Negeri 1 Pematangsiantar based on the problem formulation that has been previously determined in this study, the appropriate type of research is quantitative research.

According to Sugiyono, (Hapsari et al., 2019) quantitative research can be interpreted as research based on positive philosophy, used to research certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses.

This research is descriptive, namely a research method that describes the conditions that occur accurately related to the facts, characteristics, and relationships between the conditions studied. Thus, the quantitative data is described in words to obtain accurate and reliable research results. to obtain data that will then be processed in the research conducted. Therefore, in a study the location of the study is very important. In accordance with the title of the researcher's research "The Influence of Learning Motivation and Learning Interest on the Learning Outcomes of Social Studies of Grade VII Students of UPTD SMP Negeri 1 Pematangsiantar". Then the location of the research is (Pratama & Ghofur, 2021):

The research period is the length of time the researcher is in progress. This research was conducted in the odd semester of August- September of the 2025/2026 academic year. Population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that have been determined by the researcher to be studied and then conclusions drawn (Wardoyo et al., 2024). Meanwhile, according to Arikunto (2013: 173), population is the entire research subject. If someone wants to research all the elements in the research area, then the research is a population research. The population in the research is students of grades VII-1 to VII-10 at UPTD SMP Negeri 1 Pematangsiantar totaling 320 students.

According to Sugiyono, (2019:262), simple linear regression is based on the functional or causal relationship between one dependent variable and the independent variable.

In this study, simple linear regression was used to determine the influence of each independent variable, namely Learning Motivation (X1) and Learning Interest (X2), on the dependent variable, namely Social Studies Learning Outcomes (Y). This analysis was

conducted separately to determine the extent of influence each independent variable has on the dependent variable

3. Result and Discussion

UPTD SMP Negeri 1 Pematangsiantar is one of the educational units with school levels located on Jalan Merdeka No. 331 Pematangsiantar, East Siantar District, Pematangsiantar City, North Sumatra. The school occupies a fairly strategic location because it is easily accessible by students and is located in the city center and other educational institutions. This is a physical potential that can support the learning process. UPTD SMP Negeri 1 Pematangsiantar is equipped with several supporting infrastructure facilities for teaching and learning. The infrastructure facilities owned by UPTD SMP Negeri 1 Pematangsiantar are school buildings consisting of study rooms, office rooms, supporting rooms (hall, prayer room, library, laboratory) and school grounds that can be used for morning assembly activities, sports (football, volleyball) extracurricular activities. The school environment of UPTD SMP Negeri 1 Pematangsiantar is always beautiful and cool to look at because it tries to maintain its environment (Hadiyah Tullah et al., 2022).

T-Test (Partial Test)

Partial hypothesis testing or T-test was conducted to determine the influence of Learning Motivation (X1) on the Learning Outcomes of class VII /1-VII/10 students in the subject of Social Sciences (Y), as well as the influence of Learning Interest (X2) on the Learning Outcomes of class VII students in the subject of Social Sciences (Y) individually or partially . This test aims to test the first hypothesis, namely that there is a significant influence between Learning Motivation t on the Social Science Learning Outcomes of Students in Grades VII /1-VII/10 of UPTD SMP Negeri 1 Pematangsiantar for the 2025-2026 academic year , the second hypothesis is that there is a significant influence between Learning Interest on Social Science Learning Outcomes of Students in Grades VII /1-VII/10 of UPTD SMP Negeri 1 Pematangsiantar TA 2025 - 2026 , and the third hypothesis is that there is a significant influence between Learning Motivation and Learning Interest on Social Science Learning Outcomes of Students in grades VII / 1-VII / 10 of UPTD SMP Negeri 1 Pematangsiantar in the 2025 - 2026 academic year. To find the t table value, the formula $df = n - k$ is used, with $n = 80$ and $k = 2$, so $df = 80 - 2 = 78$. At a significance level of $\alpha = 0.05$, the t-table value is 1.66 8 (Yanti et al., 2018).

Table 2. T-Test Results

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		d. Error	eta		
(Constant)	41,401	6,924		5,979	,000
MOTIVATION TO LEARN	,309	,154	,289	2,008	,048
LEARNING INTEREST	85	42	89	011	,048

Dependent Variable: LEARNING OUTCOME

a. The Influence of Learning Motivation (X1) t on Learning Outcomes (Y)

Based on table 4.7 , the t - count value of X1 is 2.008 with a significance value (α) = 0.048 which is in accordance with the significance requirements < 0.05 . Thus, the t - value (2.008) $>$ t- table (1.66 8) and significance value (α) 0.0 48 $<$ 0.05. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This shows that partially there is a positive and significant influence between Motivation to learn t on Social Science Learning Outcomes of Grade VII Students UPTD SMP Negeri 1 Pematangsiantar for the 2025-2026 academic year ,

b. The Influence of Learning Interest (X2) on Learning Outcomes (Y)

Based on table 4.7 the t - count value of X2 is 2.011 with a significance value (α) = 0.04 8 which is in accordance with the significance requirement of 0.05 . Thus, the t - count value (2.011) $>$ t - table (1.66 8) and the significance value (α) is 0.04 8 $<$ 0.05. Therefore, the alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. This shows that there is a partial positive and significant influence between Learning Interest and t on Social Science Learning Outcomes of Grade VII Students UPTD SMP Negeri 1 Pematangsiantar for the 2025-2026 academic year .

F Test (Simultaneous Test)

Table 3. F Test Results

ANOVA ^a						
	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1589,245	2	794,623	15,851	,000 ^b
	Residual	3860,142	77	50,132		
	Total	5449,388	79			

Dependent Variable: LEARNING OUTCOME
Predictors: (Constant), LEARNING INTEREST, LEARNING MOTIVATION

Based on table 4.8 , the F - count result was 15.851 with a significance level (α) of 0.000 . The F - table value was 3.114 . Therefore, with the F - count value (15.851) $>$ F - table (3.095) and a significance level (α) of 0.000 $<$ 0.05, it can be concluded that simultaneously there is an influence of Learning Motivation and Learning Interest. t on Social Science Learning Outcomes of Grade VII Students UPTD SMP Negeri 1 Pematangsiantar Academic Year 2025 - 2026 (Dalimunthe et al., 2021).

Multiple Linear Regression Test

Multiple linear regression analysis is used to determine the influence of two or more independent variables on one dependent variable. With multiple linear regression analysis, it can be seen how much influence Learning Motivation (X1) and Learning Interest (X2) have on Learning Outcomes (Y).

The regression formula is:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

Based on the test results using the *IBM SPSS Statistics 26 program* , the results of the multiple linear regression analysis are as follows:

Table 4. Multiple Linear Regression Results

	Model	Coefficients ^a		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	41,401	6,924		5,979	,000
	MOTIVATION TO LEARN	,309	,154	,289	2,008	,048
	LEARNING INTEREST	,285	,142	,289	2,011	,048

a. Dependent Variable: LEARNING OUTCOME

The influence of the independent variable on the dependent variable is tested with a confidence interval of 95% or $\alpha = 5\%$. From table 4.9, it can be seen that the constant value (a) is 41.401, the regression coefficient value for Learning Motivation (β_1) is 0.309, and the regression coefficient value for Learning Interest (β_2) is 0.285, so the regression equation is:

$$Y = a + \beta_1 X_1 + \beta_2 X_2 + e$$

$$Y = 41.401 + 0.309 X_1 + 0.285 X_2 + e$$

- The constant value (a) of 41.401 can be interpreted that the Social Science Learning Outcomes of Grade VII Students UPTD SMP Negeri 1 Pematangsiantar TA 2025 - 2026 (Y) will be worth 41.401 when Learning Motivation (X_1) and Learning Interest at School (X_2) are worth zero.
- The regression coefficient value of the Learning Motivation variable (β_1) of 0.309 shows that an increase in Learning Motivation will improve the Social Science Learning Outcomes of Grade VII Students. UPTD SMP Negeri 1 Pematangsiantar TA 2025 - 2026 (Y) is 0.309, assuming other variables remain constant.
- Regression coefficient value of the Learning Interest variable (β_2) of 0.285 shows that an increase in learning interest will improve the social science learning outcomes of grade VII students. UPTD SMP Negeri 1 Pematangsiantar TA 2025 - 2026 (Y) is 0.285, assuming other variables remain constant.
- The regression coefficient has a positive value, so it can be concluded that the direction of the influence of variables X_1 and X_2 on Y is positive.

The coefficient of determination (R Square) in table 4.10 of 0.272 indicates that 27.2% of the learning outcomes of grade VII students of UPTD SMP Negeri 1 Pematangsiantar in the 2025-2026 academic year are influenced by the variables of Learning Motivation and Learning Interest. Meanwhile, the remaining 72.8% are influenced by other factors not examined in this study. These findings illustrate that the aspects of Learning Motivation and Learning Interest have an important role and need attention in order to improve student learning outcomes. Thus, the contribution of these two variables of 27.2% is a significant thing to pay attention to in efforts to improve learning outcomes.

Research Discussion

Based on the results of the classical assumption test, the normality test is the main requirement to proceed to the multiple regression analysis test with data that has been normally distributed and a significance level of > 0.05 . In the variables of Learning Motivation, Learning Interest and student learning outcomes, there has been a normal distribution between variables with a significance level of $0.200 > 0.05$, so the value is standardized and meets the assumption of normality (Uno, 2021).

The results of the multicollinearity test show that Tolerance > 0.10 and Variance Inflation Factor (VIF) < 10 , based on table 4.6 it is known that the Variance Inflation Factor (VIF) value is $2.250 < 10$ and the Tolerance value is $0.445 > 0.10$, so it can be concluded that the data does not show symptoms of multicollinearity.

The results of the heteroscedasticity test based on Figure 4.3 show that the points are spread above and below the number 0 on the Y axis. Thus, it can be concluded that heteroscedasticity does not occur.

The results of the t-test based on table 4.7, the calculated t-value of Learning Motivation (2.008) is greater than the t-table (1.668) and the significance value is $0.048 > 0.05$ based on the results obtained, so H_a is accepted and H_0 is rejected for the variable Motivation to learn (Habibah & Putri, 2023). Thus, there is a significant influence between Learning Motivation on student learning outcomes in the subject of Economics of class VII students of UPTD SMP Negeri 1 Pematangsiantar in the academic year 2025-2026. The t-value of Learning Interest (2.011) is greater than t-table (1.668) and the significant value is $0.048 < 0.05$, so based on the results obtained, H_a is accepted and H_0 is rejected for the Learning Interest variable. Thus, there is an influence between Learning Interest on the Learning Outcomes of Social Sciences of class VII students of UPTD SMP Negeri 1 Pematangsiantar in the academic year 2025-2026. Partially, the Learning Interest variable has a more dominant influence than Learning Motivation. This can be seen from table 4.7 where the Learning Interest value has the highest value of 2.011. This means that the Learning Interest variable has a greater influence in improving the Learning Outcomes of Social Sciences of class VII students of UPTD SMP Negeri 1 Pematangsiantar in the academic year 2025-2026 (Nesi & Akobiarek, 2018).

The results of the F test based on table 4.8 show that the F count value (15.851) is greater than the F table value (3.114) and the significant value is $0.000 < 0.05$. This indicates that the research results reject H_0 and accept H_a . Thus, together, Learning Motivation and Learning Interest influence the Social Science Learning Outcomes variable of Grade VII Students of UPTD SMP Negeri 1 Pematangsiantar in the 2025-2026 academic year (Khaerunnas & Rafsanjani, 2021).

Based on table 4.9, the value of the constant (α) is 41.410, while the value of Learning Motivation (β_1) is 0.309 and the value of learning interest (β_2) is 0.285, so the regression equation is:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_n X_n + e$$

$$Y = 41.420 + 0.309 X_1 + 0.285 X_2 + e$$

The constant of 41,410 means that the consistent value of the learning outcome variable is 41,410. The regression coefficient of X_1 is 0.309 and X_2 is 0.285. The regression

coefficient is positive, so it can be said that the direction of the influence of variables X1 and X2 on Y is positive.

The coefficient of determination (R Square) in table 4.10 is recorded at 0.272. This means that 27.2% of the Social Sciences learning outcomes of grade VII students of UPTD SMP Negeri 1 Pematangsiantar in the 2025-2026 academic year are influenced by the variables of Learning Motivation and Learning Interest, while the remaining 72.8% are influenced by other factors that are not the focus of this study.

Conclusion

Based on the results of testing and discussion of the research data that has been collected regarding the Influence of Student Learning Motivation and Learning Interest on the Social Studies Learning Outcomes of Class VII Students of UPTD SMP Negeri 1 Pematangsiantar for the 2025/2026 Academic Year, the following conclusions can be drawn:

1. There is an influence of Learning Motivation on the Social Studies Learning Outcomes of Class VII Students of UPTD SMP Negeri 1 Pematangsiantar in the 2025/2026 academic year, as shown by the calculated t value (2.008) > t table (1.668). This shows that the higher the students' Learning Motivation, the higher the students' learning outcomes.
2. There is an influence of students' learning interest on the learning outcomes of social studies students of class VII of UPTD SMP Negeri 1 Pematangsiantar in the 2025/2026 academic year, as shown by the calculated t value (2.001) > t table (1.668). This shows that the higher the students' learning interest, the higher the students' learning outcomes.
3. There is an influence of the Influence of Learning Motivation and Student Learning Interest on the Social Studies Learning Outcomes of Class VII Students of UPTD SMP Negeri 1 Pematangsiantar in the 2025/2026 Academic Year. With simultaneous hypothesis testing, the results obtained that Student Learning Motivation and Student Learning Interest influence Learning Outcomes as indicated by the calculated F value (15.851) > F table (3.095). Based on the determination coefficient test, an Rsquare value of 0.272 was obtained, which means that 27.2% of the variables of Student Learning Motivation and Student Learning Interest Influence the Social Studies Learning Outcomes of Class VII Students of UPTD SMP Negeri 1 Pematangsiantar in the 2025/2026 Academic Year. While 72.8% is the influence of other variables not examined in this study. This means that Student Learning Outcomes are influenced by Student Learning Motivation and Student Learning Interest

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