

***CORRELATION OF SCHOOL ENVIRONMENT  
ON STUDENTS INTEREST IN LEARNING OF SDN 62  
BATURAMPUN KABUPATEN ENREKANG***

Diah Rezky Amaliah Rahman  
FIP UNM Elementary School Teacher Education Study Program  
Email: [Diahrezky65@gmail.com](mailto:Diahrezky65@gmail.com)

**Abstract** : This research is a research that uses a quantitative approach with the type of ex-post facto research which aims to determine (1) How to describe the school environment of SDN 62 Baturampun, Enrekang Regency. (2) How to describe students' interest in learning at SDN 62 Baturampun, Enrekang Regency. (3) Is there a correlation between the school environment on student interest in learning at SDN 62 Baturampun, Enrekang Regency. The independent variable in this study is the school environment, while the dependent variable is students' interest in learning. The population in this study were all students of SDN 62 Baturampun, Enrekang Regency by using the sampling technique, namely purposive sampling. The samples in this study were all students of SDN 62 Baturampun, Enrekang Regency from grade 1 to grade 6, totaling 50 people. The technique of collecting data in this research is to use research instruments in the form of a questionnaire and documentation. Using a closed questionnaire about the school environment and student interest in learning which consists of 30 questions each. Research instruments are validated by experts in their fields. The data analysis technique used is regression analysis with the help of the IBM SPSS Statistic Version 22 application. The results of the research that have been carried out, it can be concluded that: (1) The description of the school environment at SDN 62 Baturampun is moderate, this can be seen based on the table of trends in school environmental scores shows that as many as 8 students have a high category school environment, 37 students have a medium category, and 5 students have a low category. (2) The description of students' interest in learning at SDN 62 Baturampun is moderate, this can be seen from the table of the tendency of learning interest scores which shows that 8 students in the high category, 31 students have moderate interest in learning, and 11 students have interest in learning. with the low category. (3) There is a positive correlation between the school environment on student interest in learning at SDN 62 Baturampun, Enrekang Regency. This is due to the correlation of the school environment on student interest in learning gives an effect of R<sup>2</sup> of 26.6% or 0.266% with tcount = 4.171 and a significance value of 0.00 <0.05.

**Key words:** Correlation, school environment, interest in learning

**Abstract** : This research is a research that uses a quantitative approach with the type of ex-post facto research which aims to determine (1) How to describe the school environment of SDN 62 Baturampun, Enrekang Regency. (2) How to describe students' interest in learning at SDN 62 Baturampun, Enrekang Regency. (3) Is there a correlation between the school environment on student interest in learning at SDN 62 Baturampun, Enrekang Regency. The independent variable in this study is the school environment, while the dependent variable is students' interest in learning. The population in this study were all students of SDN 62 Baturampun, Enrekang Regency by using the sampling technique, namely purposive sampling. The samples in this study were all students of SDN 62 Baturampun, Enrekang Regency from grade 1 to grade 6, totaling 50 people. The technique of collecting data in this research is to use research instruments in the form of a questionnaire and documentation. Using a closed questionnaire about the school environment and student interest in learning which consists of 30 questions each. Research instruments are validated by experts in their fields. The data analysis technique used is regression analysis with the help of the IBM SPSS Statistic Version 22 application. The results of the research that have been carried out, it can be concluded that: (1) The description of the school environment at SDN 62 Baturampun is moderate, this can be seen based on the table of trends in school environmental scores shows that as many as 8 students have a high category school environment, 37 students have a medium category, and 5 students have a low category. (2) The description of students' interest in learning at SDN 62 Baturampun is moderate, this can be seen from the table of the tendency of learning interest scores which shows that 8 students in the high category, 31 students have moderate interest in learning, and 11 students have interest in learning. with the low category. (3) There is a positive correlation between the school environment on student interest in learning at SDN 62 Baturampun, Enrekang Regency. This is due to the correlation of the school environment on student interest in learning gives an effect of  $R^2$  of 26.6% or 0.266% with  $t_{count} = 4.171$  and a significance value of  $0.00 < 0.05$ .

**Key words:** Correlation, school environment, interest in learning

**E**ducation is a conscious effort made by humans in order to develop their own potential through the learning process. Education plays an important role in the progress of a nation, education is tasked with producing quality human resources for the development of the nation and state. According to Law No. 20 of 2003 Article 1 states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and the skills they need. , society, nation and state.

Education is a human effort to grow and develop innate potentials both physically and spiritually to obtain results and achievements so that they can reach maturity and become a complete human being. While in Law no. 20 of 2003 concerning the national education system Article 3 which has explained the functions and objectives of education which reads "national education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the

potential of students to become human beings who believe and devoted to God Almighty, noble character, healthy, knowledgeable, capable, creative, independent, and become a democratic and responsible citizen.

Education becomes a place of trust to produce knowledgeable young people, facilitating active and effective learning and teaching processes is an obligation that must be fulfilled by educational institutions. The government's efforts in realizing the achievement of national education goals are by holding education through three channels as stated in Law no. 20 of 2003 Paragraph 1 concerning the National Education System which states "Education pathways consist of formal, non-formal and informal education that can complement and enrich each other". Formal education is held in the form of schools and colleges. Non-formal education is held in the community in the form of courses, TPA and so on, while informal education is a family and environmental education route.

"Learning is a process and activity that involves all the senses that are able to change a person's behavior towards himself, others and the environment" (Lefudin, 2017, p.4). The learning process is the core of the overall educational process, the learning process is a process that contains a series of activities aimed at achieving certain educational goals. In the implementation of education, it is necessary to have a synergistic effort from various parties to develop the potential of children. The potential of children in this case is related to their interest in learning. Meanwhile, according to (Darmadi, 2017, p. 33) Interest is a condition that reflects the relationship between something that is observed or experienced with one's own desires or needs, in other words there is a tendency for what a person sees and observes is something related to his desires and needs. .

Interest has a great influence on learning, if the learning materials are not in accordance with the child's interests, then he will not be serious in learning. Students will find it easier to learn teaching materials that interest them, because basically interest in adding learning activities. Interest in learning is related to liking, attention and interest that is somewhat fixed in certain things, such as interest learning activities can provide encouragement to children to continue learning. Interest in learning is very important to encourage the spirit of learning in following the learning process at school.

Interest is one of the most important factors in the student learning process, interest makes students like and happy in the learning process so that it will affect student learning outcomes. When students have a high interest in learning it will produce satisfactory results, but if in the learning process students have a low interest, they will get low learning outcomes as well. Interest in learning is also influenced by several other factors, one of which is the environment, the environment plays an important role in our lives where a comfortable environment makes us happy in carrying out daily activities, on the contrary if our environment is not comfortable we will feel uneasy and will not like it. do our daily activities.

A conducive school environment greatly influences and supports the comfort and continuity of the learning process experienced by students at school. Students who are comfortable will have high motivation to learn, as well as have interests and a positive mindset about the importance of learning for themselves and their future, so that in themselves students will grow awareness to study well which will ultimately result in good learning achievement. . In addition, a conducive school environment will motivate teachers to

carry out an optimal learning process, because teachers feel comfortable with the environment around them.

The school environment that affects the learning process is one of the facilities and infrastructure, facilities and infrastructure that are complete to support the quality and interest in learning of students at school. Educational facilities are equipment and supplies that are directly used and support the educational process such as learning media, buildings, classrooms, tables, chairs, and so on. While infrastructure is an indirect tool to achieve goals in education, for example location or place, buildings, fields, and so on.

Learning facilities and infrastructure in schools are one of the important components in the education system, and sometimes people even judge the quality of a school's education by looking at its infrastructure. The use of learning facilities is carried out effectively and efficiently with reference to the learning process in schools. In general, schools, especially those in remote areas, are in dire need or in other words, lack of facilities and infrastructure.

Based on the results of observations made by researchers on May 14, 2020, researchers found several problems in the learning process, namely: 1) Some students lack interest in participating in learning so that they get less than optimal results, 2) Some teachers lack variety in applying models. learning model that is able to encourage students to be active in learning activities, so that students' interest in learning becomes less, 3) Lack of facilities and infrastructure that support teaching and learning activities in schools, so students become less interested in learning activities at school, 4) some students lack of discipline, 5) a school environment that is less supportive in the learning process so that the learning process is less effective, such as the lack of facilities and infrastructure that support the learning process, namely the absence of libraries, UKS, laboratories, and also the lack of facilities in the classroom such as props and media learning.

These problems really need to get more attention so that the learning process is more conducive and the quality of learning for each student increases. This is confirmed through relevant research conducted by Andriana Ade, in a thesis entitled "The Effect of the School Environment on Student Interest in Class XI MA Wasilatul Falah Rangkasbitung". The results showed that the school environment had an influence on students' interest in learning.

Based on the description above, the researcher is interested in conducting a research entitled: "The Relationship of the School Environment to Student Interest in SDN 62 Baturampun, Enrekang Regency".

Schools are a very important thing for human life, with the absence of schools, the quality of public education in Indonesia is disrupted. School is basically a place to study for everyone, where the school is an institution that is formal, non-formal, and informal in nature. School is an educational institution specifically designed to educate students under the supervision of teachers (teachers). Meanwhile, according to the Big Indonesian Dictionary (KBBI), states that the definition of a school is "an institution or building used for learning and teaching activities or activities according to the level of education".

Schools must meet educational needs in supporting the learning and teaching process, in this case the school must have a standardized school environment. Based on the Law of the Republic of Indonesia Number 32 of 2009 concerning Protection and

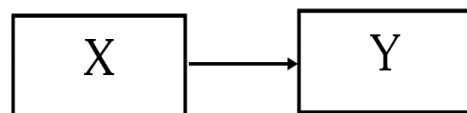
Management of the Environment, it is explained that "The environment is the unity of space with all objects, forces, conditions and living things, including humans and behavior that affect nature itself, the survival of life and the welfare of humans and living creatures. other".

According to the Big Indonesian Dictionary (KBBI) the environment is "the area (area and so on) that is included in it". According to Ki Hajar Dewantara, the school environment is the second environment that needs to be considered after the family environment. Interest directs action to a goal and is the impetus for that action. In humans there are impulses (motives) that encourage humans to interact with the outside world, motives for using and investigating the outside world (manipulate and exploring motives) interest is often associated with a desire or interest in something that comes from within a person without being there. external coercion. According to Gie (Syahputra, 2020, p. 12) "interest means being busy, interested, or fully involved with an activity because they realize the importance of that activity". Meanwhile, in the Big Indonesian Dictionary (KBBI) "interest is a high tendency of the heart towards something".

According to Safari (Wasti, 2017, p. 15) Interest in learning can be measured through 4 indicators, namely: 1. Feelings of pleasure, a student who has feelings of pleasure or liking for a subject, then the student will continue to study the knowledge he likes. There is no feeling of compulsion for students to study the field. 2. Student interest, related to the style of motion that encourages them to tend to feel interested in people, objects, activities or it can be an affective experience stimulated by the activity itself. 3. Attention Students, attention is the concentration or activity of the soul towards observation and understanding to the exclusion of others than that. Students who have an interest in a particular object will automatically pay attention to the object. 4. Student involvement, a person's interest in an object that causes the person to be happy and interested in doing or working on the activities of the object. Interest does not arise suddenly. Meanwhile, the factors that influence students' interest in learning according to Ali (Saputra, 2020, p. 21) are "external factors (from outside students) and internal factors (from within students)"

## METHOD

This study uses a quantitative approach. This type of research is included in ex post facto research. According to Arief Furchan (Hermawan, 2019, p. 42) "explains that ex post facto research is research carried out after differences in independent variables occur due to the natural development of an event". This type of research was chosen to determine whether or not the influence of the school environment (X) on students' interest in learning (Y). Design This study uses two variables, namely the school environment (X) is the independent variable and interest in learning (Y) is the dependent variable.



Research design drawing

Information :

Independent variable X : school environment

The dependent variable Y: student learning interest

The population of this study was all students of SDN 62 Baturampun for the academic year 2020/2021 as many as 54 students, while the samples in this study were grades 1 to 6. The sampling technique used in this study was purposive sampling. Data collection techniques in this study used questionnaires and documentation. The questionnaire was used to determine how much influence the school environment had on students' interest in learning. This study uses a questionnaire (closed questionnaire) in which there has been a predetermined answer so that respondents just choose. In this study, the data collection technique used was using a questionnaire by asking written questions to be answered in writing by the sample in the study. While documentation is a technique used to collect data to support the completeness and authenticity of accurate data. Documentation technique was used to collect data related to students at SDN 62 Baturampun, Enrekang Regency when filling out the questionnaire.

The procedure for collecting data in this study is to determine a sample that comes from the population, namely all students from grade 1 to grade 6 at SDN 62 Baturampun, Enrekang Regency. Develop an instrument that is a questionnaire to measure the school environment and interest in learning. Perform expert validation (expert judgment). After conducting the expert validation test and knowing that the questionnaire was valid, the questionnaire was distributed to students at SDN 62 Baturampun, Enrekang Regency, and processed the research data. The instrument validation used in this study is expert judgment. The use of valid instruments at the time of research is expected to produce valid data. The data analysis technique used in this research is statistical test, namely descriptive statistical analysis and inferential descriptive analysis. Descriptive statistics are used to describe the data that has been collected, collect data, process data, analyze data and present it. Researchers used the help of SPSS 22 to make descriptive statistics and the data were presented in the form of tables and graphs. Making a frequency distribution table is to determine the interval class. The number of intervals can be calculated using the Sturges formula, as follows.

$$K = 1 + 3,3 \log n$$

Information:

K = Number of classes

n = Number of respondents

The graph in this study uses a bar graph. In its presentation, the width of the stem is made the same while the height of each stem varies.

### Instrument Score

To calculate the tendency of the score of each variable, it is calculated using the formula according to Azwar (2015) as follows:

**Category Calculation Table**

No.	Formula	Category
1.	$(\bar{x} + 1,0 \times d) \leq X$	High
2.	$(\bar{x} - 1,0 \times d) \leq X < (\bar{x} + 1,0 \times d)$	Medium
3.	$X < (\bar{x} - 1,0 \times d)$	Low

Information:

$\bar{x}$  = Mean

d = Standard Deviation

Inferential statistical analysis is intended to test the research hypothesis, before testing the hypothesis, the data prerequisite test is carried out first. The data normality test is a test to find out and measure whether the data obtained has a normal distribution or not and whether the data obtained comes from a population with a normal distribution so that it can be used in parametric statistics (inferential statistics). The normality test of the data used by the researcher in this study was Kolmogorov-Smirnov. The calculation of the Kolmogorov-Smirnov analysis is assisted by the SPSS 22 program. If the significance value (p) is greater than 0.05 at the 5% significance level, the data from the variable is normally distributed. The linearity test aims to determine whether the two variables, namely the independent variable and the dependent variable, have a linear relationship or not significantly. This test is usually used as a prerequisite in correlation analysis or linear regression. Testing on SPSS 22 using the Test for linearity with a significance level of 0.05. Two variables are said to have a linear relationship if the significance (linearity) is more than 0.05. The research hypothesis is a tentative answer to the research problem. It is called a provisional answer because the answers given are only based on relevant theories, the truth of which still has to be tested empirically through data collection. Regression analysis is used to study and measure the statistical relationship that occurs between two or more variables. In simple regression, two variables are studied, while in multiple regression, more than two variables are studied.

Regression analysis is performed when the relationship between two variables is a causal or functional relationship. Regression analysis is used to make a decision whether the increase and decrease in the dependent variable can be done through increasing the independent variable or not. In this study, simple regression analysis was used to determine the relationship between X and Y. The basis for decision making is if the significant value is less than the probability of 0.05, then there is a relationship between the school environment (X) and interest in learning (Y). On the other hand, if the significant value is greater than the probability of 0.05, then there is no relationship between the school environment (X) and interest in learning (Y).

The general equation for the regression of the independent variable on the dependent variable is:

$$Y = a + bX$$

Information:

Y = Interest in Learning

X = School Environment

a = Regression coefficient

b = School Environment Coefficient

## **RESULTS AND DISCUSSION**

The research was carried out at SDN 62 Batu Rampun, Enrekang Regency, this research was carried out for approximately 2 weeks starting from November 17 to November 30. The population in this study amounted to 54 students, in the sample selection using

purposive sampling technique, all students of SDN 62 Batu Rampun from grade 1 to grade 6. The first meeting conveyed to students that they would carry out activities, namely filling out questionnaires, and the next meeting filling in The questionnaire was conducted by meeting each class, namely class 1, class 2, class 3, class 4, class 5, and class 6 on different days.

### **Description of the School Environment at SDN 62 Batu Rampun, Enrekang Regency.**

The description of the school environment using a questionnaire at SDN 62 Batu Rampun, Enrekang Regency, got a moderate score. This is evidenced from the results of a questionnaire that has been filled out by all students at SDN 62 Batu rampun, Enrekang district. The form of the school environment consists of the completeness of school facilities, the circumstances around the school, and school facilities and infrastructure. In line with Sukmadinata's opinion (Kompri, 2017) states the school environment consists of the physical environment which includes learning facilities and infrastructure, learning resources, and learning media facilities. In line with the opinion of Sartain (Hamid, 2019) which states that basically the school environment includes the place (physical environment) climatic conditions, soil conditions, and natural conditions. The form of the school environment can be done by providing complete school facilities, because this is an indicator in this study which has a percentage of 35.576% of students' interest in learning. Learning facilities are everything that can support student learning activities, with learning facilities, students will be more enthusiastic in learning and interest in learning will increase. In addition to the completeness of school facilities, there are also school facilities and infrastructure which in this study provide a percentage of 34.107% of students' interest in learning.

Complete facilities and infrastructure support the quality and interest of student learning at school. Facilities are equipment and supplies that are directly used and support the educational process such as learning media, buildings, classrooms, tables, chairs, and so on. While infrastructure is an indirect tool to achieve goals in education, for example location or place, buildings, fields, and so on. And next is the situation around the school which in this study provides a percentage of 30.315% of student interest in learning, a quiet and clean school condition can support student comfort in the learning process, so that it can support student interest in studying at school.

The results showed that the frequency of school environments that had a high category were 8 students (16%), 37 students (73%) had a medium category school environment, and 5 students (10%) had a low category school environment. This proves that the level of the school environment is moderate.

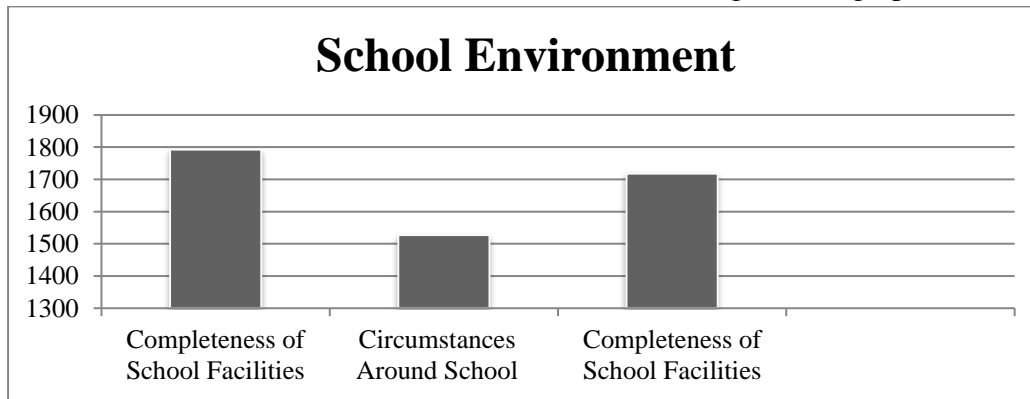
<b>School Environment indicator score</b>			
<b>No.</b>	<b>Indicator</b>	<b>Total Percentage</b>	<b>Score</b>
1.	Completeness of School Facilities	1792	35,576
2.	Circumstances Around School	1527	30,315
3.	School Facilities and Infrastructur	1718	34,107
	Number of Questions	5.037	100%

Source: Processed primary data, 2020



Based on the table above, it can be seen that the statement items from the indicators of the completeness of school facilities obtained a score of 1792 with a percentage of the total score of 35.576%. The statement item of the sub-indicator of conditions around the school obtained a score of 1527 with a percentage of the total score of 30.315%. The statement item from the sub-indicator of school facilities and infrastructure obtained a score of 1718 with a percentage of 34.107%

For more details, the above data can be converted into a histogram bar graph as shown below.



School Environment Indicator Score Chart

Based on the tables and figures, it can be seen that the indicators of the school environment that have the highest score are indicators of completeness of school facilities 1792 or 35.576%, for indicators of facilities and infrastructure 1718 or 34.107% and the lowest score is indicators of conditions around schools 1527 or 30.315%. So it can be concluded that the completeness of school facilities has the largest score in the school environment, while the situation around the school has the lowest score in the school environment.

#### 1) School Environment Frequency Distribution Table

The frequency distribution table for the school environment variable is presented with the number of class intervals calculated using the Struges Formula as follows:

$$K = 1 + 3.3 \log n$$

n = Number of respondents is 50

$$K = 1 + 3.3 \log 50$$

$$K = 1 + 3.3 \times 1.698$$

$$K = 1 + 5.603$$

$$K = 6.603$$

So the number of interval classes is rounded up to 7 classes. Below is a table of frequency distributions for school environment variables.

**School Environment Frequency Distribution**

No.	Interval	Frekuensi	Persentase (%)
1.	73-80	1	2
2.	81-88	1	2
3.	89-96	13	26
4.	97-104	19	38
5.	105-112	8	16

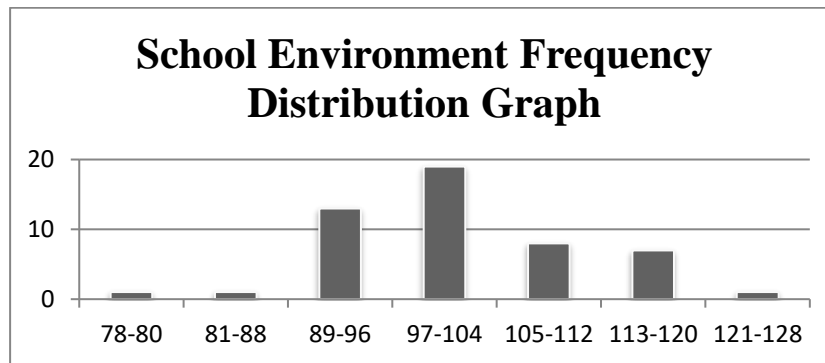
6.	113-120	7	14
7.	121-128	1	2

Source: Processed primary data, 2020

Based on the table, it can be seen that the frequency distribution in the interval class number 1 has a range of 73-80 with a total of 1 student; interval class number 2 which has a range of 81-88 with a total of 1 student; interval class number 3 which has a range of 89-96 with a total of 13 students; interval class number 4 which has a range of 97-104 with a total of 19 students; class number 5 which has a range of 105-112 with a total of 8 students; class number 6 which has a range of 113-120 with a total of 7 students; while class number 6 has a range of 121-128 with 1 student.

#### 1) School Environment Frequency Distribution Graph

To visualize the presentation of data about the school environment, a bar graph is used to make it more interesting and communicative. The frequency distribution graph for the school environment variable can be seen below.



#### School Environment Frequency Distribution Graph

The distribution of data about the school environment can be seen in Table 4.3 and Figure 4.2, namely the score range of 73-80 as many as 1 student, range of 81-88 as many as 1 student, range of 89-96 as many as 13 students, range of 97-104 as many as 19 students, range of 105- 112 as many as 8 students, the range of 113-120 with the number of students as many as 7 students, and the range of 121-128 as many as 1 student. So it can be concluded that the most students are in interval 4 with a range of 97-104 as many as 19 students, and the least students are in intervals 1, 2 and 7, namely 1 student.

#### 1) School Environment Score Trends Lingkungan

The trend of scores for the school environment variable can be seen in the table below.

No.	Interval	Frequency	Percentage	Category
1.	$111,169 \leq X$	8	16%	High
2.	$91,871 \leq X < 111,169$	37	74%	Medium
3.	$X < 91,871$	5	10%	Low
Total		50	100%	

Source: Processed primary data, 2020

For more details, from the table it is known that as many as 8 students (16%) have the influence of the school environment in the high category, 37 students (74%) have the

environmental influence in the medium category, and 5 students (10%) in the low category.  
 Overview of Student

### Interest in SDN 62 Baturampun, Enrekang Regency Kabupaten

Interest in learning can affect student learning outcomes, high interest in learning will produce high learning outcomes, while low interest in learning will produce low learning outcomes. The results showed that the desire to learn got a score of 1017 or 20.454%. In line with Gie's opinion (Syahputra, 2020) interest means being busy, interested, or fully involved in an activity because they realize the importance of that activity. Diligent in doing the task gets a score of 1100 or 22.123%, preferring to work alone gets a score of 865 or 17.377%, likes to find and solve problems gets a score of 1055 or 21.218%. In line with the opinion of Slameto (Syahputra, 2020) which states that interest is a sense of preference and a sense of interest in a thing or activity, without anyone telling. Tenacious in the face of difficulty obtaining 936 or 18.825%. More specifically, it can be categorized, namely, the frequency of students' interest in learning in the high category as many as 8 students (16%), 31 students (62%) having an interest in learning in the medium category, and as many as 11 students (22%) having an interest in learning in the low category. In the interest in learning questionnaire, it can be concluded that the student's interest in learning owned by the respondents is still moderate. This is because based on the results of the indicators to be achieved in each questionnaire item distributed to each student, it shows that there are more students in the medium category than those in the low and high categories, namely 31 students.

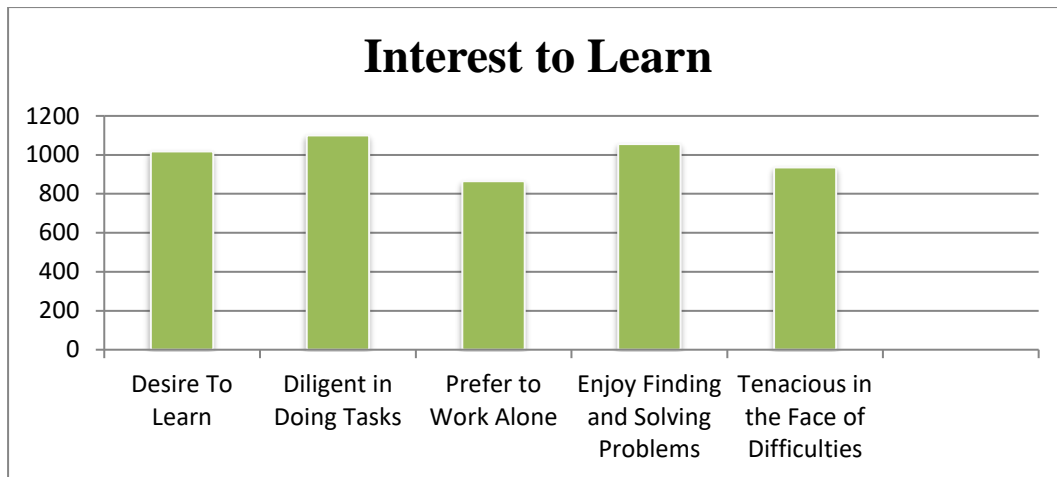
**Learning Interest Indicator Score**

No.	Indicator	total percentage	Score
1.	Desire to learn	1017	20,454
2.	Diligent in doing the task	1100	22,123
3.	Prefer to work alone	865	17,377
4.	Enjoy finding and solving problems goal	1055	21,218
5.	Tenacious in the face of adversity	936	18,825
Total		4.972	100

Source: Processed primary data, 2020

Based on the table above, it can be seen that the statement item from the desire to learn indicator gets a score of 1017 with a percentage of 20.454%. The statement item from the indicator of perseverance in doing the task obtained a score of 1100 or 22.123% of the total score. The statement item of preferring to work alone obtained a score of 864 or 17.377%. The statement items from the happy indicator of finding and solving questions obtained a score of 1055 or 21.218%. The statement item from tenacity in the face of difficulties obtained a score of 936 with a percentage of 18.825% of the total score.

For more details, the above data is converted into histogram form below.



Graph of Student Interest Indicator Scores

Based on the tables and figures, it can be seen that the indicator of interest in learning that has the highest score is the indicator of being diligent in doing the task with a score of 1100 or 22.123%, the indicator of desire to learn to get a score of 1017 or 20.454%, the indicator of happy looking for and solving questions getting a score of 1055 or 21.218%, the indicator of tenacity in facing difficulties gets a score of 936 or 18.825%, and the indicator that has the lowest score is an indicator that prefers to work alone by getting a score of 865 or 17.377%. So it can be concluded that students at SDN 62 Baturampun, Enrekang Regency, are more diligent in doing assignments, and at least they prefer to work alone.

#### 1) Table of Interest in Learning Frequency Distribution

The frequency distribution table for interest in learning can be presented with the number of class intervals calculated using the Sturges formula as follows.

$$K = 1 + 3.3 \log n$$

n = Number of respondents is 50

$$K = 1 + 3.3 \log 50$$

$$K = 1 + 3.3 \times 1.698$$

$$K = 1 + 5.603$$

$$K = 6.603$$

So the number of interval classes is rounded up to 7 classes. Below is a table of frequency distributions for school environment variables.

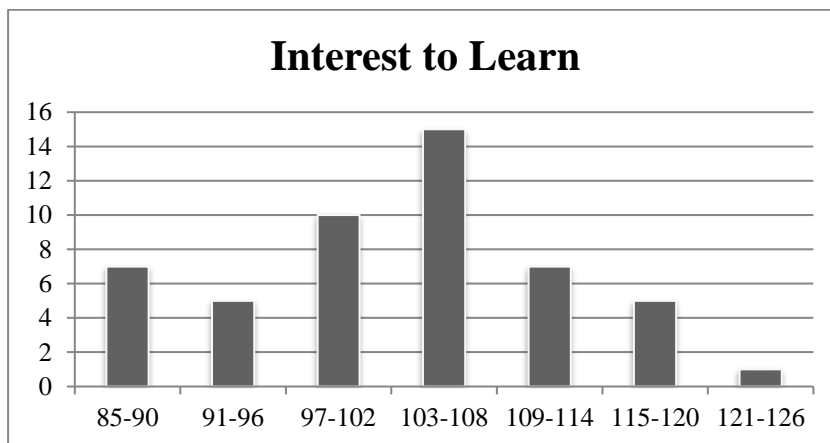
Frequency Distribution of Learning Interest			
No.	Percentage	Frequency	Interval(%)
1.	85-90	7	14
2.	91-96	5	10
3.	97-102	10	20
4.	103- 108	15	30
5.	109-114	7	14
6.	115-120	5	10
7.	121-126	1	2
Total		50	100

Source: Processed primary data, 2020

Based on the above, it can be seen that the frequency distribution of the highest learning interest is in the interval class number 4 which has a range of 103-108 with a total of 15 students or 30% and in the interval class number 3 which has a range of 97-102 with a total of 10 students or 20%. While the lowest frequency of learning interest is in the interval class number 7 with 1 student or 2%. So it can be concluded that more students are in interval 4 with a range of 103-108 as many as 15 students, and interval 7 with a range of 121-126 with at least 1 student.

1) Graph of Learning Interest Frequency Distribution

To visualize the presentation of data about interest in learning, a bar graph is used to make it more interesting and communicative. The frequency distribution graph for the learning interest variable can be seen below.



Graph of Learning Interest Frequency Distribution

Based on the tables and figures it can be seen about the frequency distribution of interest in learning, namely in the highest interval class number 4 which has a range of 103-108 with a total of 15 students or 30%, class interval number 3 has a range of 97-102 with a total of 10 students or 20%, class 1 which has a range of 85-90 with a total of 7 students or 14%, number 6 which ranges from 115-120 with a total of 5 students or 10%, while the lowest frequency of interest in learning is in the interval class number 7 which has a range of 121-126 with a total 1 student or 2%.

1) Tendency of Learning Interest Score

The tendency of scores for the learning interest variable can be seen in the table below.

No.	Interval	Frequency	Percentage	Category
1.	$112,293 \leq X$	8	16%	high
2.	$93,187 \leq X < 112,293$	31	62%	medium
3.	$X < 93,187$	11	22%	low
Total		50	100%	

Source: Processed primary data, 2020

For more details, from the table it is known that as many as 8 students (16%) have an interest in learning in the high category, 31 students (62%) have an interest in learning in the medium category, and 11 students (22%) have an interest in learning in the low category.

## **The Influence of School Environment on Student Interest in SDN 62 Baturampun, Enrekang Regency**

There is a positive relationship between the school environment and students' interest in learning at SDN 62 Baturampun, Enrekang Regency. This is because the school environment on student interest in learning provides a relationship  $R^2$  of 26.6% or 0.266%, which means the school environment provides a relationship of 26.6% with  $t_{count} = 4.171$  and a significance value of  $0.00 < 0.05$ . The higher the role of the school environment, the higher the student's interest in learning.

The contribution of 7.34 is influenced by other variables not examined by the researcher. The involvement of the school environment in students' interest in learning has a positive influence on increasing student interest in learning. This is because the school environment plays an important role in the comfort of students during the learning process, so that students' interest in learning increases and gets the desired results. In line with Caldwell's opinion (Malawi, 2018) which states that an effective school is a school that promises a fun, exciting, and challenging environment and atmosphere for students.

Based on the research and discussion above, it can be concluded that there is a positive relationship between the school environment and student interest in learning at SDN 62 Baturampun, Enrekang Regency.

## **CONCLUSIONS AND SUGGESTIONS**

### **Conclusion**

Based on the results of the analysis of research data that has been carried out at SDN 62 Baturampun, Enrekang Regency, it can be concluded several things as follows:

1. The description of the school environment at SDN 62 Baturampun, Enrekang Regency can be seen from the results of the questionnaire that has been distributed by researchers and filled out by respondents, which shows that the indicator of completeness of school facilities gets the highest score and the conditions around the school get the lowest score. Meanwhile, the tendency of students' school environment scores to be in the high, medium, low categories, with the most students being categorized with moderate scores.
2. The picture of student interest in learning at SDN 62 Baturampun, Enrekang Regency can be seen from the results of the questionnaire that has been distributed by research and filled out by respondents, namely with indicators of desire to learn, diligent in doing assignments, prefer to work alone, enjoy finding and solving problems. questions, and tenacious in dealing with problems. From the results of the questionnaire that was distributed by the researcher and filled out by the respondents, the indicator of being diligent in learning got the highest score, then happy to find and solve problems, the desire to learn, tenacity in the face of difficulties, and the indicator that got the lowest score was that he preferred to work alone.
3. There is a positive relationship between the school environment and students' interest in learning at SDN 62 Baturampun, Enrekang Regency. This is because the school environment on students' interest in learning gives a relationship  $R^2$  of 26.6% or 0.266%, which means the school environment has an influence of 26.6% with  $t_{count} = 4.171$  and a significance value of  $0.00 < 0.05$ . The higher the role of the school environment, the higher the student's interest in learning.

## Suggestion

Based on the results of the research and discussion that have been presented, the suggestions that can be concluded are as follows.

1. Teachers are expected to pay better attention to the environment, such as providing complete facilities at school, paying attention to the conditions around the school so that it is comfortable for students, and fulfilling school facilities and infrastructure. This can increase student interest in learning, so that student learning outcomes will increase. Teachers can also increase students' interest in learning through learning activities that are not boring and make students happy when following them.
2. Students are expected to be more enthusiastic and diligent in learning and doing assignments, so that the results obtained are high and in accordance with what is desired.
3. Parents are expected to meet the needs of children while at home, especially school needs, this can make children's learning interest higher.
4. For further researchers who are interested in raising similar research topics so that they are more thorough in carrying out their research, and better understand the theories that support their research.

## BIBLIOGRAPHY

- Azwar, Saifuddin. 2015. *Penyusunan Skala Psikologi Edisi II*. Yogyakarta: Pustaka Pelajar.
- Darmadi Hamid. 2017. *Pengembangan Model Metode Pembelajaran dalam Dinamika Belajar Siswa*. Yogyakarta: Deepublish.
- Darmadi Hamid. 2019. *Pengantar Pendidikan Era Globalisasi Konsep Dasar, Teori, Strategi dan Implementasi dalam Pendidikan Globalisasi : An1mage*
- Daryanto. *Media Pembelajaran*. Yogyakarta: Gava Media. 2016
- Endra, Febri. 2017. *Pengantar Metode Penelitian Statistika Praktis*. Sidoarjo: Zifatama Jawa.
- Falliyandra Faisal. 2019. *Tri Pusat Kecerdasan Sosial Membangun Hubungan Baik Antar Manusia Pada Lingkungan Pendidikan di Era Teknologi*. Kota Batu: Literasi Nusantara
- Fathurrohman, Muhammad, M.Pd.I. 2017. *Belajar dan Pembelajaran Modern. Konsep Dasar Inovasi dan Teori Pembelajaran*. Yogyakarta: Garudhawaca.
- Gunawan Ce. 2020. *Mahir Menguasai SPSS Panduan Praktis Mengolah Data penelitian*. Yogyakarta: Deepublish Publisher.
- Hermawan, Iwan. 2019. *Metode Penelitian Pendidikan Kuantitatif Kualitatif dan Mixed Methode*. JI Cilombang 2: Hidayatul Quran Kuningan.
- Kadir dkk. 2019. *Pembelajaran Matematika dalam Era Revolusi Industri 4.0*. Prosiding Seminar Nasional Pendidikan Matematika II (SNPMAT II). Kendari.
- Khodijah, Nyayu. 2014. *Psikologi Pendidikan*. Jakarta: Rajagrafindo Persada, Cet.2.
- Kompri. 2017. *Standardisasi Kompetensi Kepala Sekolah Pendekatan Teori untuk Praktik Profesional*. Jakarta: Kencana.
- Lefudin. 2017. *Belajar dan Pembelajaran*. Yogyakarta: Deepublish. Nurhasanah, S., & Sobandi, A. (2016). *Minat Belajar Sebagai Determinasi Hasil Belajar Siswa*. *Jurnal Pendidikan manajemen Perkantoran*, I, 128-135. Retrieved Februari 2020.

- Malawati Ibadullah. 2018. *Pembaharuan Pembelajaran Di Sekolah Dasar*. Jawa Timur: AE Media Grafika.
- Muchson. 2017. *Buku Ajar Metode Riset Akutansi*. Guepedia
- Musdaf, Jejen. 2015. *Manajemen Pendidikan*, Jakarta: Prenadamedia Group.
- Parnawi,Alfi,M.Pd. 2019. *Psikologi Belajar*. Yogyakarta: Deepublish.
- Pianda, Didi. 2018. *Kinerja Guru Kompetensi Guru Motivasi Kerja Kepemimpinan Kepala Sekolah*. Jawa Barat: Tim CV Jejak.
- Prabowo Setyo Ruri. 2015. *Hubungan Perhatian Orang Tua Dengan Minat Belajar Siswa Kelas III SD Se Gugus I Kecamatan Panjatan Kabupaten Kulon Progo*.
- Prastowo, Andi. 2016. *Memahami Metode-metode Penelitian: Suatu Tinjauan Teoretis dan Prakti*, Jogjakarta: Ar-Ruzz media.
- Rauf, Dewi. 2015. *Meningkatkan Minat Belajar Siswa Tentang Globalisasi Melalui Model Pembelajaran Kooperatif Tipe Snowball Throwing di Kelas IV SDN24 Palubal*, Jurnal Edukasi.
- Sahlan Kadir. 2018. *Mendidik Perspektif Psikologi*. Yogyakarta: Deepublish.
- Suardi,Moh. 2019. *Belajar dan Pembelajaran*. Yogyakarta: Deepublish.
- Sugiyono. 2016. *Metodologi Penelitian Pendidikan*. Bandung: Alfa Beta.
- Suhat. 2018. *Promosi Kesehatan Berbasis Sekolah*. Yogyakarta: Deepublish. 2018
- Susanto, Ahmad. 2016. *Teori Belajar dan Pembelajaran di Sekolah Dasar*. Jakarta: Prenamedia Group.
- Soemanto, Wasty. 2015. *Psikologi Pendidikan*. Jakarta : Rineka Cipta.
- Syahputra, Edy. 2020. *Snowball Throwing Tingkatkan minat dan Hasil Belajar*. Sukabumi: Haura Publishing.
- Zainal Rival Velthzal. 2016. *Islamic Quality Education Management. Pentingnya Mengelola Pendidikan Bermutu untuk Melahirkan Manusia Unggul Menurut Islam, serta Mencerdaskan Umat dengan Pendidikan Bermutu dan Islami*. Jakarta: PT Gramedia Pustaka Utama.
- Zakaria mia. 2018. *Jeli Membangun Karakter Anak : BIP Kelompok Gramedia*.
- Zulfikar, Budiantara. 2015. *Manajemen Riset dengan Pendekatan Komputasi Statistika*. Yogyakarta: Deepublish.