THE RELATIONSHIP BETWEEN LEARNING INTEREST, LEARNING INDEPENDENT AND LEARNING FACILITIES AT HOME TOWARD MATHEMATICS LEARNING OUTCOMES

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ABSTRACT

hThe results of students' mathematics learning associated with many factors. Learning interest, learning independent, and learning facilities at home is factors that may be related to mathematics learning outcomes of students. This study aims to determine whether or not a positive and significant relationship between learning interest, learning independent learning facilities at home with mathematics learning outcomes in students class VIII at SMP Muhammadiyah Pakem Sleman on the even semester of the academic year 2016/2017.The population in this study was all eighth-grade students at SMP Muhammadiyah Pakem Sleman on even semester of the academic year 2016/2017 which consists of 4 classes with a total of 152 students as a sample class was class VIII A, which includes of 37 students using a random sampling technique to the class. Methods of data collection used questionnaires and tests—the instruments using validity, reliability testing, and different test power. Test requirements analysis was used the normality test, the independent test, and the linearity test. Data analysis for hypothesis testing used correlation analysis and linear regression analysis. The results showed that there is a positive and significant relationship between the learning interest (X_1), learning independent (X_2), and learning facilities at home (X_3) with mathematics learning outcomes with $F_{hitung} > F_{tabel}$ means $10{,}6133 > 2{,}88$ with R = 0,7114 and R^2 = 0,5061 with $\hat{Y} = 10{,}0748 + 0{,}2597X_1 + 0{,}2887\,X_2 + 0{,}2278X_3$, and RC($X_1$) = 34,4358 %, RC($X_2$)= 36,4429 %, and RC($X_3$)= 29,1214 %, EC($X_1$) = 17,4279 %, EC($X_2$) = 18,4437 %, and EC($X_3$)= 14,7383 %.

Keywords: Learning Interest, Learning Independent, Learning Facilities at Home, and Mathematics Learning Outcomes.

INTRODUCTION

Various innovations and educational programs are implemented to improve the quality of Human Resources. The improvement of the education program is focused on advancing a nation. The progress of a nation depends on the level of knowledge that develops in its citizens' lives. One of the sciences that is closely related to the development of the country is mathematics. Mathematics becomes the basis of developing science at this time. According to Suherman, E et al. (2003: 25), Mathematics as the queen or mother of science is intended that mathematics is as a source of other sciences. In other words, many of the sciences whose discoveries and development depend on mathematics. Therefore, mathematics is taught to students starting in elementary school. According to Abdurrahman, Mulyono (2003:253), School mathematics is a field of study studied by all students from SD to SLTA and even in colleges. There are many reasons for the need for students to learn mathematics. The goal of learning mathematics is because math is a means of logical thinking, a means to solve everyday life problems, and the means to develop creativity.

However, many class VIII students in SMP Muhammadiyah Pakem do not like mathematics subjects, so the results of mathematics learning are still low. Based on the results of data retrieval, the low student learning results are seen from the Mid Semester exam (Midterm), Even in the math subjects that have been achieved by the students. This is the result of UTS obtained by students in grade VIII SMP Muhammadiyah Pakem shown in table 1.

Table 1. Midterm value Mathematics class VIII SMP Muhammadiyah Pakem academic year 2016/2017

Class	VIII A	VIII B	VIII C	VIII D
The highest score	73	55	45	53
Lowest Value	30	15	25	18
Grade average	42,38	30,59	33,63	31,50
Total students	37	39	38	38

Source: SMP Muhammadiyah Pakem Tahun Ajaran 2016/2017

Based on the table above, it is shown that the average value of all classes in class VIII of the mid-term in the junior high School of Muhammadiyah Muhamadiyah Pakem is still very low.

Student's ability to learn mathematics can be measured through mathematical learning outcomes. According to Uno, Hamzah B. (2014:16), Learning outcomes are a form of mastery of skills or skills after students have followed or experienced a learning process. The results of the mathematics show how the student's level of mastery is subject to mathematics. Several factors influence low learning outcomes. According to Slameto (2010:54), Factors that influence learning many types can be classified into two classes, namely internal and external factors.

Based on the results of interviews and observations with several students, most students consider mathematics to be a painful lesson, an interest in learning mathematics for some low students, the independence of learning mathematics some students less, and not All students have adequate learning facilities home.

Internal factors affecting learning outcomes are learning interests. Lack of interest in learning is seen from the attitudes of students who seldom work on assignments, the manner of students who are less participating when there is group formation, the attitude of the less-active students ask and answer the teacher's question, the attitude of students who Lessons, and students who are less attentive to the lesson while teachers are teaching. According to Djamarah, Syaiful Bahri (2011:167), a great interest in his influence on learning activities. Students interested in a subject will study it earnestly, for there is an appeal to him. According to Fathurrohman, Muhammad, and Sulistyorini (2012:174), The traits of interest in learning are attention to the lesson, pleased with the experience, interest in the reading, and active learning.

In addition to learning interests, other internal factors influence the outcome of learning mathematics is self-reliance learning. Someone who has a desire for self-study means already realizing the importance of improving learning outcomes. According to Nurhayati, Eti (2011:132), The term self-reliance indicates a belief in the ability to solve the problem without the exceptional help of others and the reluctance to control others. According to Thoha, Chabib (1996:124), traits of self-reliance learning can think critically, creatively, and innovative, not run out of problems, solve the problem itself and be responsible not easily affected by the opinions of others, try Diligent and disciplined.

Lack of self-reliance learning in students is seen during the replay, some students are not confident with the answer and are influenced by their friend's responses, some students also seem to give up easily when they encounter a little difficult math problem and on When teachers give homework sometimes students ask for help from his brother or parents to help them do the homework. In addition to the internal factors, external factors affecting the outcome of mathematical learning are learning facilities. Completeness of teaching facilities at school and home dramatically affects student learning activities, but in this case, the discussion will be more focused on the study facilities at home.

According to Slameto (2010:63), Children who are learning other than having to meet the needs of the need, e.g., eating, clothing, health protection, and others, also need teaching facilities such as study room, table, chair, lighting, tools Paperwork, books, and others. Walgito, Bimo (2005:155) revealed that in the process of learning is very carefully related to the place. It should be created a pleasant learning atmosphere. Education should not be possible, but it must be done regularly according to the planned times. It can be concluded that the features of the home study facilities are study room, learning tools, learning atmosphere, and learning time.

Some students say that the learning facilities in their homes are insufficient. There is no special study space used to study because the bedroom is also enabled for learning places without tables and chairs to study, and stationery Ownership is incomplete. The learning time is a little because more time is used to play. Some students also say that it already has adequate home study facilities, but the students do not use the learning facilities well.

Some research has been conducted, and this research study is relevant is the first research conducted by Wenantara, Weni and Uswatun Khasanah (2014:681) under the title Relationship between parental attention, intelligence Intellectuals (IQ), and learning interest with the results of mathematics learning by student grade VII SMP Muhammadiyah 1 Minggir Regency in Sleman even Semester 2013/2014. Secondary research conducted by Widiani, Anisa Rahmania, and Uswatun Khasanah (2014:513) under the title Relationship between learning self-reliance, family environment, and learning facilities at school with learning outcomes Mathematics students XI SMA Muhammadiyah 1 Magelang school year 2013/2014. And the third research conducted by Kusbiantara, Hendra, and Uswatun Khasanah (2014:577) under the title Relationship between the attention of teachers, learning habits, and home learning facilities with the results of learning Mathematics students Grade VIII Semester SMP Muhammadiyah 1 Gamping Regency of Sleman school year 2013/2014. In the first research above is quantitative analysis. This research has one free variable (X) that is relevant to the researcher interested in learning and has a single bound variable (Y) that is relevant to the researcher, namely the results of learning mathematics. Next on the secondary research is quantitative research. This research has one free variable (X) that is relevant to researchers, i.e., self-reliance Learning. It has one bound (Y) variable pertinent to researchers, i.e., math learning results.

Similarly, the third study is quantitative research. This research has one free variable (X) relevant to the researcher that is the facility of learning at home and has one bound variable (Y) that is relevant to the researcher, i.e., mathematics learning results. This research aims to know there is a relationship between learning interests, learning independence, and in-house learning facilities with the outcome of mathematics teaching students of grade VIII SMP Muhammadiyah Pakem in Sleman Regency, even semester 2016/ 2017.

METHODS

This research is classified as quantitative research, used to examine specific populations or samples, sampling techniques are generally carried out randomly, and data collection uses research instruments. The following research design is shown in Figure 1.

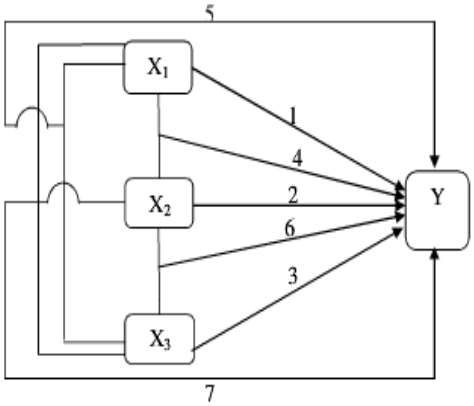

Figure 1. Research Design X_1, X_2, X_3, and Y

The research site was held in SMP Muhammadiyah Pakem in Sleman regency. At the same time, the research time is conducted in the May semester 2016/2017 school year. The population in this study was all grade VIII students of the junior high school Muhammadiyah Pakem in Sleman Regency, consisting of 4 classes. The sampling techniques in this study used random sampling techniques to the class. It is said to be random because the sampling class is randomly generated from existing classes

since random class preparation and which is taken as the sample class is VIII C class with 38 students. In this study, four variables are consisting of three free variables, namely learning interest (X_1), Learning Independence (X_2), and home study facilities (X_3), and one bound variable that is the result of learning Mathematics (Y). Data collection techniques used poll methods and tests. In this study, the poll method was used to obtain data on learning interests, learning independence, and home-study facilities. The test method is used to get students' data in Grade VIII Learning Mathematics at SMP Muhammadiyah Pakem in Sleman regency.

In this study, the class taken as a trial class was class VIII A, with a total of 37 students. In this study, the poll instrument trials used the validity test by the research and the reliability test with the Alpha formula (Arikunto, Suharsimi: 2012). Whereas, test instrument testing using the validity test with the correlation Formula product-moment (Sugiyono, 2015:255), different power tests with the formula of Discrimination Index (Arikunto, Suharsimi, 2012:232), and the reliability test with the method KR-20 (Arikunto, Suharsimi: 2012).

After accumulated data is done, analysis of descriptive data and test prerequisite analysis, a summary of graphic data is to know the grouping data of high, medium, and low students. To test the prerequisite for analysis, test normality, independent test, and linearity test must be met. Meanwhile, for data analysis using correlation analysis and linear regression analysis.

RESULTS AND DISCUSSION

1. Description of Data Assessment
   a. Learning Interest Data. Learning interest in grade VIII students SMP Muhammadiyah Pakem in Sleman Regency at the end of 2016/2017 school year is included in the medium category because the greatest frequency is at intervals of $59.5820 \leq x \leq 84.7865$ namely as many as 20 students or 52.6316%.
   b. Self-Reliance Data Learning. Independence study students in grade VIII SMP Muhammadiyah Pakem in Sleman Regency semester 2016/2017 is included in the medium category because the highest frequency is located at intervals of $59.8283 \leq x \leq 86,8559$, i.e., as many as 22 students or 57.8947%.
   c. Home study Facilities data. Learning facilities in the home of grade VIII students SMP Muhammadiyah Pakem in Sleman Regency, school year 2016/2017, is included in the medium category because the highest frequency is located at intervals of $52.7900 \leq x \leq 79.1574$ as many as 23 students or 60.5263%.
   d. Learning Results Data. Results of mathematics learning students of grade VIII SMP Muhammadiyah Pakem in Sleman Regency semester 2016/2017 is included in the medium category because the highest frequency is located at intervals of $53.3464 \leq x \leq 75.9399$, which are as many as 25 students or 65.7895 %.
2. Test result normality

   Based on the normality test, a variable of learning interests, learning independence, home-study facilities, and mathematics learning results are normally distributed. The test results of the four normality variables can be seen in table 2.

Table 2. Test result normality

No	Variable	X^2_{count}	X^2_{table}	df	Information
1	Learning interests	5,4563	7,8147	3	Normal
2	Learning independence	1,6116	7,8147	3	Normal
3	Home Learning Facilities	1,9806	7,8147	3	Normal
4	Learning outcomes	8,0554	9,4877	4	Normal

3. Independent Test Results

Based on the independent test, it was found that the variable of interest in learning (X_1) with the variable of learning independence (X_2), the variable of interest in learning (X_1) with the variable of learning facilities at home (X_3), and the variable of learning independence (X_2) with the variable of teaching facilities at home (X_3)) is independent. Independent test results can be seen in Table 3.

Table 3. Independent Test Results

No	Variable	X^2_{count}	X^2_{table}	df	Information
1	X_1 and X_2	32,0816	37,6525	25	Independent
2	X_1 and X_3	34,8333	37,6525	25	Independent
3	X_2 and X_3	36,7839	37,6525	25	Independent

4. Linearity Test Results.

Based on the linearity test, it was found that the interest in learning with the results of learning mathematics, learning independence with the results of learning mathematics, and learning facilities at home with the results of learning linear mathematics. The results of the linearity test can be seen in Table 4.

Table 4. Linearity Test Results

No	Variable	F_{count}	F_{table}	v_1	v_2	Information
1	X_1 with Y	0,5247	2,72	26	10	Linear
2	X_2 with Y	1,3581	2,24	19	17	Linear
3	X_3 with Y	1,2007	2,51	24	12	Linear

5. Hypothesis Test Results

a. The first hypothesis test result is $t_{count} > t_{table}$ or 4.7049 > 1.6883, then $H_{0,1}$ rejected, and $H_{1,1}$ received, which means there is a positive and significant relationship between the interest of learning with the outcome of learning mathematics students grade VIII SMP Muhammadiyah Pakem Sleman Regency in the even semester 2016/2017.

b. The second hypothesis test result is $t_{count} > t_{table}$ or 4.2216 > 1.6883, then $H_{0,2}$ rejected, and $H_{1,2}$ received, which means there is a positive and significant relationship between self-reliance learning the results of learning Mathematics students grade VIII SMP Muhammadiyah Pakem Sleman Regency in the even semester 2016/2017.

c. The result of the third hypothesis test is $t_{count} > t_{table}$ or 4.1213 > 1.6883 then $H_{0.3}$ rejected and $H_{1.3}$ received which means there is a positive and significant relationship between the facilities at home study with the results of learning Mathematics students Grade VIII SMP Muhammadiyah Pakem in Sleman regency for an even semester 2016/2017.

d. The fourth hypothesis test result is $F_{count} > F_{table}$ or 15.2447 > 3.27 then $H_{0,4}$ rejected and $H_{1,4}$ received, which means there is a positive and significant relationship between learning interest and independence learning with the results of learning Mathematics grade VIII students SMP Muhammadiyah Pakem in Sleman District is an even semester 2016/2017.

e. The fifth hypotheses test result is $F_{count} > F_{table}$ or 13.3866 > 3.27 then $H_{0,5}$ rejected and $H_{1,5}$ received which means there is a positive and significant relationship between learning interest and home study facilities with learning result of mathematics grade VIII students SMP Muhammadiyah Pakem in Sleman District in the first semester of 2016/2017.

f. The result of the sixth hypothesis test is $F_{count} > F_{table}$ or 15.2360 > 3.27 then $H_{0,6}$ rejected and $H_{1,6}$ received which means there is a positive and significant link between self-reliance learning and in-house learning facilities with the results of learning Mathematics grade students VIII SMP Muhammadiyah Pakem in Sleman District in the first semester 2016/2017.

g. The seventh hypothesis test result is $F_{count} > F_{table}$ or 11.6133 > 2.88 then $H_{0,7}$ rejected and $H_{1,7}$ received which means there is a positive and significant relationship between learning interest, learning independence, and home study facilities with learning outcomes Mathematics student of Grade VIII SMP Muhammadiyah Pakem in Sleman Regency semester 2016/2017.

Discussion:

1. The results showed there was a positive and significant relationship between learning interest with the results of mathematical learning, with a simple correlation coefficient R = 0.6171 and the result of t_{count} = 4.7049 whereas this at a significant level of 5% with df = 36, i.e., of 1.6883 then obtained $t_{count} > t_{table}$ or 4.7049 > 1.6883. It can be explained through the linear relationship $\hat{Y} = 24{,}3531 + 0{,}5674X_1$. Each increment of one unit of X_1 resulted in a 0.5674 increase in Y. In other words, when the student's interest in high mathematics positively impacts the learning results of mathematics. From the results of this calculation can be known that by increasing the excitement of learning, students ' math learning results will be better.
2. The results showed there was a positive and significant relationship of self-reliance learning with the results of learning mathematics, with a simple correlation coefficient R = 0.5754 and the result of t_{count} = 4.2216 whereas this at a significant level of 5% with df = 36 IE 1.6883 then obtained $t_{count} > t_{table}$ or 4.2216 > 1.6883. It can be explained via linear relationship $\hat{Y} = 26{,}6077 + 0{,}5183X_2$. Each increment of one unit X_2resulted in a 0.5183 increase in Y, in other words, when students ' self-reliance in learning high mathematics, it would have a positive impact on the results of his mathematical learning. From the results of this calculation, the results of student mathematics will be better by increasing the independence of learning.
3. The results showed there was a positive and significant relationship of the home study facilities with the results of mathematical learning, with a simple correlation coefficient R= 0.5662 and Thitung result = 4.1213 While a significant level of 5% with df = 36 that is 1.6883 then obtained $t_{count} > t_{table}$ or 4.1213 > 1.6883. It can be explained through a linear relationship $\hat{Y} = 32{,}7562 + 0{,}4955\, X_3$. Each increment of one X_3unit resulted in a 0.4955 increase in Y. In other words, when the home-study facility was adequate, it would positively impact the mathematical learning outcomes. From the results of this calculation can be known that providing adequate home study facilities to learn that student mathematics learning results will be better.
4. The results showed there was a positive and significant relationship of learning interest and self-reliance learning with mathematical learning outcomes, with a double correlation coefficient of R = 0.6823 and R^2 = 0.4656 and obtained $F_{count} = 15{,}2447$ whereas $F_{table} = 3{,}27$ at a significant 5% level with the degree of Freedom (df) numerator (v1 = k = 2) and denominator (v_2 = n-k-1 = 38-2-1 = 35). So it is obtained $F_{count} > F_{table}$ or 15.2447 > 3.27. This can be explained through the linear relationship $\hat{Y} = 13{,}4089 + 0{,}3986\, X_1 + 0{,}3101\, X_2$. Meanwhile, for a relative contribution of X_1 of 57.4510% and X_2 of 42.5490% and an effective contribution of X_1 of 26.7492% and an effective contribution of X_2 of 19.8108%. Each increment of one unit of X_1 increased 0.3986 Y, and each increment of one unit X_2 resulted in 0.3101 increase in Y. In other words, when learning interests and high self-reliance, it would positively impact the learning outcomes of mathematics. From the results of this calculation can be known that by increasing the interest of learning and independence of learning, the results of learning mathematics students will be better.
5. The results showed there was a positive and significant relationship of learning interests and home-study facilities with learning math results, with a double correlation coefficient of R = 0.6583 and R^2 = 0.4334 and obtained F_{count} = 13,3866 whereas F_{table} = 3.27 at a significant level of 5% with the degree of Freedom (df)numerator (v1 = k = 2) and denominator (v_2 = n-k-1 = 38-2-1 = 35). So it is obtained $F_{count} > F_{table}$ or 13.3866 > 3.27. This can be explained through the linear relationship $\hat{Y} = 19{,}7108 + 0{,}3970\, X_1 + 0{,}2581\, X_3$. Meanwhile, for the relative contribution of X_1 of 61.4710% and X_3 amounting to 38.5290% and an effective contribution of X_1 by 26.6415%

and an effective contribution of X_3 of 16.6985%. Each increment of one unit of X_1 increased 0.3970 Y, and every single X_3 increase resulted in a 0.2581 Y increase. In other words, when a great learning interest and adequate home-study facility availability, it would positively impact the Results of his mathematical learning. From the results of this calculation can be known that by increasing the interest of learning and complementing the learning facilities at home, student's mathematical learning outcomes will be better.

6. The results showed there was a positive and significant relationship from the self-reliance Learning and home-study facilities with learning math results, with a double correlation coefficient of R = 0.6822 and R^2 = 0.4654 and obtained F_{count}= 15,2360 while F_{table}= 3.27 at a significant 5% level with the degree of Freedom (df)numerator (v_1 = k = 2) and denominator (v_2 = n-k-1 = 38-2-1 = 35). So it is obtained $F_{count} > F_{table}$ or 15.2360 > 3.27. This can be explained through the linear relationship $\hat{Y} = 14{,}4137 + 0{,}3741\,X_2 + 0{,}3500\,X_3$. As for X_2 relative contributions of 51.3483% and X_3 by 48.6517% and an effective contribution of X_2 by 23.8975% as well as an effective contribution of X_3 of 22.6426%. Each increment of one unit X_2 increased by 0.3741 Y, and each increase in one X_3 unit resulted in a 0.3500 increase in Y. In other words, self-reliance is high learning and adequate home-study facility availability. It will impact Positive results in his mathematical learning outcomes. From the results of this calculation can be known that by increasing the independence of learning and complement the learning facilities at home, then the results of learning mathematics students will be better.
7. The results showed there was a positive and significant relationship of learning interests, learning independence and home-study facilities with learning math results, with a double correlation coefficient of R = 0.7114 and R^2 = 0.5061 with F_{count} = 11,6133 While F_{table} = 2.88 at a significant level of 5% with Freedom degrees (df)numerator(v_1 = m = 3) and denominator (v_2 = N-M-1 = 38-3-1 = 34). So it is obtained $F_{count} > F_{table}$ or 11.6133 > 2.88. This can be explained through the linear relationship $\hat{Y} = 10{,}0748 + 0{,}2597\,X_1 + 0{,}2887\,X_2 + 0{,}2278\,X_3$. While the relative contribution of X_1 is 34.4358%, the relative contribution of X_2 is 36.4358%, and the relative X_3 contribution is 29.1214%. The effective contribution of X_1 is 17.4279%, the effective contribution of X_2 is 18.4437%, and the effective contribution of X_3 is 14.7383%. The learning self-reliance variable (X_2) contributes the greatest contribution to the learning interest variables and in-house learning facilities i.e. X_2 relative contributions of 36.4358% and an effective contribution of X_2 by 18.4437%.

From the results of the above discussion can be concluded that the independence of learning is a factor that significantly affects the outcome of mathematical learning. Each increment of one unit of X_1 resulted in a 0.2597 Y increase. Each increment of one unit X_2 resulted in a 0.2887 Y increase, and each increment of one X_3 group resulted in a 0.2278 increase of Y. From this calculation, the result can be known that increasing Learning interests and self-reliance learning and sufficient home study facilities as a means to study the students ' mathematical learning outcomes will be better.

CONCLUSION

Based on the results of research and discussion as outlined above, there can be conclusions that there is a positive and significant relationship between learning interests, learning independence, and home-study facilities with learning outcomes—mathematics students of Grade VIII SMP Muhammadiyah Pakem in Sleman Regency semester 2016/2017.

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