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Analysis of students interest in the social science program in choosing cross-interests in biology at SMAN 2 Rantau Utara

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ABSTRACT

This study aims to determine the interest of students in the social science program when selecting the cross-interest in Biology at SMAN 2 Rantau Utara for class XI IIS 2. The research was conducted from February to March 2023. The research method employed is descriptive quantitative. The research design adopted is the One-Group Posttest Only type (a single-class study). The population of this study consisted of all the class XI IIS (cross-interest) students at SMAN 2 Rantau Utara, totaling 89 students. The sampling technique employed was purposive sampling, meaning the sample was selected based on criteria determined by the researcher. Hence, the researcher chose the XI IIS 2 social science program class, comprising 28 students. Data collection in this study was done using a questionnaire, which was distributed directly during the research period. Based on the calculations, the learning interest of students in class XI IIS 2 at SMAN 2 Rantau Utara was found to be 72.46%. This percentage is derived from the responses to the distributed questionnaire, indicating that the learning interest of the students in class XI IIS 2 at SMAN 2 Rantau Utara is categorized as high.

Keywords: Student Interest, Social Science, Biology, Learning.

1. INTRODUCTION

Education is a process designed to influence students to adapt optimally to their environment and effect positive changes in their social lives. It plays a pivotal role in generating qualified and knowledgeable human resources. Not only does education influence the quality of a nation, but it also contributes to the foundation of an intelligent national culture (Sumampouw, 2017). As put by Hamalik (2018), "Education is a process of influencing participants to adapt as much as possible to their environment, making changes within them so that they can function appropriately in society." The realm of education isn't just limited to knowledge acquisition; it's deeply intertwined with real-world scenarios.

The 2013 curriculum, also known as 'Kurtilas,' aims to prepare individuals to live as productive, innovative, emotionally balanced, and socially functional citizens, especially in Indonesia's educational context. The curriculum structure and framework for SMA/MA, as outlined in Pemedikbud No. 69 of 2013, detail its objectives, which encompass learning activities, objectives, content, materials, and techniques.

The implementation of this curriculum seeks to refresh educational content and cultivate both the abilities and character of students. The 'Character Education' component is designed to enhance educational processes and outcomes, shaping well-rounded students with commendable character aligned with graduation competencies (Mulyasa, 2009).

A crucial factor for successful learning is the proc
ess itself. The 2013 Curriculum introduces choices for students like specialization classes, common interests, and deeper subject explorations, such as cross-interest classes, allowing students to delve into subjects outside their main curriculum. This approach aims to equip students with diverse knowledge, aligning with future academic pursuits (Vlorensius, 2021).

Based on criteria like exam scores, transcripts, and teacher recommendations, students are grouped according to their talents and interests (Wiyono et al., 2023). The selection of shared-interest subjects within specialization groups also involves input from student and parent questionnaires, placement tests, and aptitude evaluations (Kemendikbud, 2017).

Yet, many schools still don't adhere to the guidelines set by the Ministry of Education, Culture, Sports, and Science and Technology. Both internal and external factors shape a student's academic success. While the former includes motivation,

attention, talent, and learning strategies, the latter encompasses home, school, and community environments. Given the significant impact of learning interest on academic performance, it's essential to study this aspect further.

Secondary education is a phase where students immerse themselves in deeper learning. It builds on foundational knowledge from primary education, preparing students for meaningful societal, cultural, and ecological interactions. The objective is to equip students with evolved behaviors, attitudes, skills, and knowledge through dynamic environmental interactions, otherwise known as learning (M.H.A., 2018).

In the pre-2013 curriculum era, there were distinct programs for junior and senior high school students. While the term "student major" was prevalent then, the current terminology emphasizes a student's "area of expertise." The focus is not merely on decision-making but spans a range of educational processes, including teaching, development, and assessment. Specialization choices include Mathematics and Natural Sciences (MIA), Social Sciences (IIS), and Cultural and Linguistics (IBBU).

From the onset of high school, students are tasked with selecting their specialization and interest groups (Fahlevi et al., 2022). The curriculum emphasizes a keen interest in learning, reflecting in the student's enthusiasm, commitment, and genuine curiosity about subjects, both at school and home.

Gbore (2012) posits that interest is instrumental in determining learning outcomes. A declining interest can hamper retention. Biology, a pivotal subject in secondary education, demands a comprehensive understanding of nature, focusing not just on factual knowledge but also the process of discovery. However, many students grapple with its complexities (Muldayanti, 2013). Factors like monotonous teaching and an over-reliance on textbooks exacerbate this disconnect. Widodo (2013) points out that the voluminous content in biology often dampens student enthusiasm, resulting in learning challenges.

Initial interviews with biology teachers from SMAN 2 North Rantau revealed adherence to the Ministry of Education's guidelines regarding cross-interest subject selection. While students were generally guided by their preferences, the decision to offer cross-interest biology for the IPS specialization group was the school's prerogative. This prompted an analysis of Student Interests in the Social Sciences Program in Choosing Cross Interests in Biology at SMAN 2 Rantau Utara.

2. RESEARCH METHODS

This research was conducted from February to March 2023 at SMA Negeri 2 North Rantau in the North Rantau District, Labuhanbatu Regency. The research employed a descriptive quantitative method. The research design utilized was the One-Group Posttest Only type (a single research class). In this study, the target population consisted of all students in class XI IIS (cross-interest) at SMAN 2 Rantau Utara, a total of 89 individuals. The sampling technique employed was purposive sampling. Based on specific criteria set by the researcher, the sample was drawn from the XI IIS 2 social science program class, comprising 28 students.

For data collection, a questionnaire was utilized. This questionnaire was distributed in-person during the research period. Additionally, the study examined the biology subject outcomes on students' report cards. The data from the questionnaire trial were validated and tested for reliability using the SPSS software version 16.0. Once the data was gathered, it was descriptively analyzed using percentages. The formula used to determine the percentage score for each student's answer is as follows:

$$\% = \frac{n}{N} \times 100\ \%$$

Information:
% = Percentage rate
n = Number of values obtained
N = The total number of values

The data that has been obtained from a closed questionnaire, is analyzed using a Likert scale with the following conditions:

Table 1. Rating Scale Questionnaire

Information	Statement Score
Strongly Agree (SS)	4
Agree (S)	3
Disagree (TS)	2
Strongly Disagree (STS)	1

Source : Arikunto (2006)

The questionnaire data that has been analyzed is then converted to the score interpretation criteria as follows:

Table 2. Score Criteria

No.	Score	Category
1.	<20	So weak
2.	>21	Weak
3.	> 41	Currently
4.	> 61	High
5.	> 81	Very high

Source : Sugiyono (2011)

3. RESULTS AND DISCUSSION

Research results about interest students in science programs social in determine cross interest biology class XI IIS 2 at SMAN 2 Rantau Utara got look at the results Study students in the last semester before analyze results questionnaire filled out by students as following :

Table 3. Learning outcomes

No	Score	Frequency	Average
1.	75	1	**84,10**
2.	80	14	
3.	85	5	
4.	90	5	
5.	95	3	
	∑	28	

From the table, it can be observed that the study results are satisfactory, with an average score of 84.10. This suggests that the participants have a genuine interest in the cross-interest biology study in their class. Furthermore, based on the validity analysis using SPSS version 16, out of the 20 questionnaire items validated, 15 items were deemed valid with a significance value less than a probability mark of 0.05. Hence, the final questionnaire used consists of these 15 items. In terms of reliability, the questionnaire was tested using SPSS version 16, which yielded a Cronbach's alpha score of 0.765, indicating high reliability. Furthermore results analysis questionnaire on interest indicators students in science programs social in choose cross interest biology can seen in the table following :

Table 4. Analysis questionnaire interest student

No.	Indicator Statement	Average (%)	Category
1.	Biology is a cross program interest desire I	63	High
2.	Biology cross interest program according to was my first choice at the time of selection	62	High
3.	During the KBM activities I feel happy and happy	61	High
4.	I chose the cross program interest biology with like heart without coercion	66	High
5.	All forms tasks I do with independent	76	High
6.	I study optimally for _ get mark best in cross program interest biology	82	Very high
7.	I feel I can develop my abilities in a biology cross interest program	75	High
8.	In doing task I need help various source For solve something material	83	Very high
9.	Before enter my KBM always Study formerly At home	62	High
10.	If I get an unsatisfactory grade, I will study again	64	High
11.	if i No know something I wil l ask to the teacher	77	High
12.	I'm trying become active students _ _ _ class	79	High
13.	I always try to remember the lessons that have been taught before	76	High
14.	I always concentration in KBM activities in class or Practice outside _ class	83	Very high
15.	I am still enthusiastic about learning every time I enter a cross-interest subject in biology	78	High
Average =		72,46	High

Based on Table 4, it's evident that the average interest of students from the social science programs in choosing a cross-interest in biology at Class XI IIS 2 of SMAN 2 Rantau Utara stands at 72.46%, which rounds off to 72%. This falls into the "High" category, indicating that these students have a pronounced interest in pursuing biology in their learning activities at school.

Considering various indicators. There's a clear preference for biology as a cross-program interest, with an average interest rate of 63%. This means that students from Class XI IIS 2 at SMAN 2 Rantau Utara have already expressed their enthusiasm towards including biology as an area of study. The interest in biology aligns with their primary choice, registering an average interest of 62%. This reflects that the majority of these students prioritize biology as their primary choice. During their KBM (learning activity) sessions, 61% of the students feel content and engaged when attending biology classes. A commendable 66% of students have willingly chosen biology, not out of compulsion but genuine interest.

Most of these students, around 76%, complete their tasks independently, showcasing their commitment and initiative. An impressive 82% strive to achieve the best grades in biology, suggesting a deep-seated interest in the subject. About 75% of the students believe they can nurture and develop their capabilities in biology. When faced with challenges, 83% of students turn to various resources, like books and the internet, to aid their learning process. Significantly, 62% of students make it a practice to review their biology lessons at home before attending the next class. In cases where they find their grades unsatisfactory, 64% are determined to revisit and study the material again. When in doubt, 77% of students aren't hesitant to approach their teachers for clarifications. A strong 79% of them make concerted efforts to be active and engaged during their classes.

Demonstrating a commitment to continuous learning, 76% try to recall past lessons before moving on to new topics. Concentration levels are high with 83% of students ensuring they remain attentive during both in-class and extracurricular activities. Keeping their morale high, 78% maintain their enthusiasm and passion for biology throughout the course. The overarching interpretation is that a significant majority of students from Class XI IIS 2 of SMAN 2 North Rantau are dedicated to giving their best in biology. This aligns with a study by Emariza (2020), which emphasized the importance of a student's focus and its correlation with their ability to concentrate during classes. The inclination towards biology is evident when they immerse themselves entirely in the subject, primarily driven by the content and manner of delivery by the educator.

Furthermore, it's observed that students often link their concentration levels to the effectiveness of the teacher's instructional methods. Instances of inattentiveness or boredom often signal a lack of engagement with the biology content. A separate observation highlighted students often engaging in off-topic conversations during biology lessons. This distraction aligns with findings by Yendrita (2019), suggesting that students who struggle with understanding or haven't taken the subject seriously might grapple with

self-doubt. Nevertheless, the students of Class XI IIS 2 from SMAN 2 North Rantau have provided favorable feedback on the questionnaire. Out of the respondents, a significant 72.46% average satisfaction rate was reported, underlining their positive experiences with the biology curriculum.

4. CONCLUSION

Based on the calculations above, it is evident that the interest in learning among students of Class X I IIS 2 at SMAN 2 Rantau Utara stands at 72.46%. This percentage, derived from distributed questionnaires, indicates that the learning interest of Class X I IIS 2 students at SMAN 2 Rantau Utara is categorized as high. The success of a learning process hinges on the collaboration of various components, both internal and external to the educational setting. However, the most crucial factor in ensuring the continuity and effectiveness of the learning process is the students' intrinsic motivation.

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