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The Influence of Cross-Interest Economic Learning on Senior High School Students' Learning Interest and Student Achievement

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Abstrak

Kurikulum 2013 memberikan kesempatan kepada peserta didik untuk mengembangkan kemampuan, bakat dan minat secara lebih luas dan terbuka. Tujuan penelitian ini untuk menganalisis pengaruh pembelajaran lintas minat ekonomi terhadap minat belajar dan Prestasi Belajar siswa Kelas XI MIA 1 SMA Negeri 3 Sumbawa Besar. Jenis Penelitian yang digunakan peneliti yaitu penelitian Kuantitatif menggunakan metode eksperimental untuk mengukur hubungan, pengaruh perbedaan variabel-Hasil Penelitian menunjukkan terdapat pengaruh pembelajarn lintas minat ekonomi terhadap minat belajar dan prestasi belajar dari hasil uji F kolom anova dengan nilai signifikan untuk minat belajar sebesar 0,034 Sehingga dapat disimpulkan bahwa Terdapat pengaruh pembelajaran Lintas minat ekonomi terhadap minat belajar dan prestasi belajar
Kata Kunci: Pembelajaran Lintas Minat Ekonomi, Minat Belajar, Prestasi

Abstract

The 2013 curriculum provides opportunities for learners to develop their abilities, talents, and interests more broadly and openly The purpose of this study is to analyze the influence of cross-interest economic learning on learning interest and Learning Achievement of Class XI MIA 1 SMA Negeri 3 Sumbawa Besar students. The type of research used by researchers is Quantitative research using experimental methods to measure relationships and the influence of variable differences. The results showed that there was an influence of learners across economic interests on learning interest and learning achievement from the results of the Anova column F test conducted with the SPSS version 22 application, a significant value for learning interest was obtained by 0.034 So it can be concluded that there is an influence of learning Cross economic interest on learning interest and learning achievement.
Keywords: *Learning Across Economic Interests, Learning Interests, Achievements*

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INTRODUCTION

The 2013 curriculum provides opportunities for learners to develop abilities, talents and interests more broadly and openly in accordance with the principle of individual differences. This allows learners to develop excessively, that is, learners who have a level of mastery above predetermined standards in both knowledge, attitudes, and skills. In the student specialization manual(Kemendikbud, 2013)Published by the Ministry of Education and Culture, it is stated that the 2013 Curriculum structure provides (1) compulsory subjects followed by all students in one education unit in each unit and level of education, and (2) elective subjects followed by students according to their choice.

The selection of economic cross-interest learning that matches student interests will affect student learning achievement. This is in accordance with Harisandi's opinion,(Harisandi , Nuraini Asriati, Sastrawan, 2015) . This is supported by the opinion of Slameto(Slameto, 2015) who said that interest is a sense of preference and a sense of attraction to a tool or activity without anyone telling.

The interest in learning is basically the acceptance of a relationship between oneself and outside oneself. Students who are interested in learning will receive the material that has been delivered by their teacher and look for various lesson settings without any coercion from anyone.

Previous research has revealed the condition of student learning achievement in economics subjects class XI MIA SMA Negeri 10 Pontianak. Quoted from the journal Harisandi, et al in 2015 entitled "The Effect of Cross-Interest Economic Learning on Economic Learning Achievement of Class XI MIA SMA Students"(Harisandi , Nuraini Asriati, Sastrawan, 2015) it is known that student achievement in economics subjects is quite good, this can be from the list of student report cards in the first semester their average score is quite good with the percentage of students who get scores above the completion of 49 students (63%) and who get a score below the completion score of 23 students (37%).

There is a significant influence of cross-interest economic learning on the economic learning achievement of class XI MIA students at SMA Negeri 10 Pontianak based on a calculation of 6,582 showing that there is an influence of free variables (x) on bound variables (y). When compared to t table at a significance level of 5% of 2.032 then t count > t table(6.582>2.032) then Ha is accepted . The coefficient of determination from the results of this study shows the contribution of the influence of free variables (x), namely learning across economic interests on bound variables (y), namely learning achievement of 54.6% while the rest is influenced by other variables.

The reality that occurs at SMAN 3 Sumbawa Besar is that cross-interest learning has been determined in the school curriculum based on predetermined policies, not handpicked by students according to their interests, so that in class XI MIA 1 SMA N 3 Sumbawa Besar there are some students who seem happy with cross-interest economic learning because they are of their choice and some students seem unhappy with cross-interest economic learning because they are not in accordance with their choice.

The low interest of students can be seen from several things including student readiness and students' interest in receiving lessons is still low, students' ability and enthusiasm in answering questions are still lacking, student perseverance in answering learning questions across economic interests is still lacking, so that it affects low student learning achievement which is shown by classical learning completion of 53.84% very far from classical learning completion which is set at SMA N 3 Sumbawa Besar which is 85%.

From the above presentation, researchers want to analyze the influence of cross-economic interest learning on student interest and achievement in class XI MIA 1 SMA N 3 Sumbawa Besar for the 2022/2023 academic year with the hope that interest in learning and student achievement can increase even though cross-interest economic learning is not determined from the student's own choice of interest.as previously researched by previous researchers with the title the influence of cross-interest learning and learning achievement of class X Mia students (Safitri et al., 2018) which states that cross-interest learning has gone well so that student learning achievement shows an increase, this shows a relationship between the selection of learningcross interest

towards learning achievement similarly, previous research by gita(Ayu et al., 2019) which analyzed the learning motivation of students which showed the results of all students already showing high learning motivation in economics subjects . Niluh(Gede Danu Setiawan & Ni Luh Yaniasti, 2021) in his research also took a study on learning motivation and student learning outcomes showed that the category of student interest in the social studies specialization group was lower than the science specialization student group, all previous studies there were differences in indicators with research conducted by researchers who used two variables free of interest in learning and learning achievement but had similarities in independent variables, namely cross-learning interest. This research is also expected to provide input to all parties, especially those engaged in education, to be able to find solutions to existing problems, especially related to learning across economic interests.

METHOD

The Research Place of SMA N 3 Sumbawa Besar is one of the State High Schools located at Jalan Cenderawasih Number 139 Brang Biji Village, Sumbawa District, Sumbawa Regency, West Nusa Tenggara Province (NTB). This research was conducted at SMAN 3 Sumbawa because it is a representation of the top menegah schools in the city area in Sumbawa Regency. SMAN 3 Sumbawa Besar has implemented the 2013 curriculum and implemented Cross-Interest, this research was conducted in class XI MIA 1 which followed the cross-interest in Economics.

In this case the researcher uses experimental quantitative methods. Experimental method is a method used to determine the influence of a medium, tool, or condition, which is intentionally held on a social symptom in the form of activities and behavior of a person or group of individuals .experimental research uses various experimental designs to measure the relationship, influence, of differences in variables according to the problem and research objectives (Bungin Burhan, 2019). The population in this study was all class XI MIA students at SMAN 3 Sumbawa Besar for the 2022/2023 Academic Year with a total of 153 students Sampling techniques used in this study Study is Purposive sampling where the technique is carried out with certain considerations not based on regional strata but based on the objectives of the research. Judging from the sampling technique used, the researchers sampled this study as many as 31 students from class XI MIA 1.

According to Gama (Gama et al., 2015) Data is things known or assumed, which means that data is something known or considered. It is known that what has happened is the fact (evidence) of Helmi (Helmi, 2021) The primary data in the study is data obtained from the results of questionnaires and observations, the type of questionnaire used in this study is a closed questionnaire where the researcher has provided answer choices that can be directly selected by respondents using a check list. As for the form of scale used by the Likert scale with a score of 4 for statements always (SL), a score of 3 for frequent statements (SR), a score of 2 for rare statements (JR) and a score of 1 for statements never (TP) Before the questionnaire was used as a data collection tool, the questionnaire was first tested and analyzed for validation and reliability The requirements that must be met by a research instrument are at least two kinds, i.e. validity and reliability (Nana Syaodih Sukmadinata, 2017). A validity test is a test used to show the extent to which a measuring instrument used in a measure is measured. Ghozali (Imam Ghozali, 2018).

In this study, researchers used grain analysis, to test the validity of each item, the scores on the item in question were correlated with the total score. The item score is viewed as an X value and the total score is viewed as a Y value. Furthermore, the results of this trial are entered into the product moment correlation formula In this study, a closed questionnaire was used to obtain data from the Learning Interest variable. Meanwhile, secondary data is used to obtain data from student learning achievement variables after cross-interest economic learning takes place in the form of Daily Test scores (UH), and Midterm Exams (UTS) for odd semesters of the 2022/2023 academic year.

The data analysis technique used in this study is a descriptive analysis technique Is a method that helps to describe , show or summarize data in a constructive way (creswell, 2016) This method refers to a statistical

picture that helps to understand and find patterns from a specific sample of data . The purpose of this method is to describe a problem clearly, accurately and systematically based on the facts in the field, testing. Descriptive analysis includes the presentation of the Mean (M), Median (Me), Mode (Mo), Standard Deviation, Frequency Distribution Table, Diagram and Tendency Category Table of each indicator.

The linearity test is used to determine whether free variables and bound variables have a linear relationship or not (Akhmad Jazuli, 2021). The hypothesis of this study was carried out with a test and an F test, using the help of sotware SPSS version 22.

RESULTS AND DISCUSSION

Research Results

1. Overview of Research Locations

This research was conducted at SMAN 3 Sumbawa Besar, this school is located on Jalan Cendrawasih No.139 Brangbiji Village, Sumbawa district. SMAN 3 Sumbawa Besar was established on September 5, 1991 based on the Decree of the Minister of Education and Culture of the Republic of Indonesia Number 0519/0/1991. The facilities and infrastructure owned by SMAN 3 Sumbawa Besar are very complete including the Principal's room, Teacher's Room, Wakasek Room, Administration Room, Treasurer's room, BP Room, UKS, Healthy Canteen, School Cooperative, Mosque, Art Room, Student Council Room, Physics laboratory, Chemistry laboratory, Biology Laboratory, Computer laboratory, Library, Greenhouse, Classrooms that have been equipped with CCTV cameras, toilets, student and teacher parker land, basketball court, Volleyball court, tennis court, and security guard post and is also equipped with hotspot area facilities.

SMAN 3 Sumbawa Besar has a vision of "forming students who are smart, faithful, devout, superior in quality, outstanding and environmentally friendly" while its mission is to carry out learning and teaching activities effectively and with quality, fostering obedience and practice of religious teachings as the basis of a personality of faith and devotion, forming students who have noble character and noble character, increase students' ability to utilize information and communication technology, develop their potential and students' talents creatively and innovatively, broaden their artistic and cultural horizons of local excellence, create a conducive and environmentally friendly social life of all school residents, develop a caring or environmentally conscious attitude, carry out guidance on environmentally friendly cultural values and create a clean, healthy, beautiful, safe and comfortable environment.

SMAN 3 Sumbawa Besar currently has 877 students divided into 335 class X students, 276 class XI students and 266 class XII students. The number of teachers is 54 people and the education staff is 21 people (source, Profile of SMAN 3 Sumbawa 2022).

2. Overview of Students' Learning Interests in Economic Cross-Interest Subjects

The questionnaire used in this study used four (4) alternative answers given to respondents, namely Always (SL), Often (SR), Seldom (JR), and Never (TP). Statements are prepared as instruments in the form of positive statements and negative statements with the following scoring guidelines.

Table 1
Scoring Guidelines Table

Altenative Answers	Score for statement	
	Positive	Negative
Always (SL)	4	1
Often (SR)	3	2
Rarely (JR)	2	3
Never (TP)	1	4

In the Learning Interest Questionnaire compiled by researchers, there are five indicators that are used as guidelines for making questionnaires as research instruments. The indicators for students' interest in learning in

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the eyes of cross-economic interest are: 1) Feelings of pleasure, 2) Student involvement, 3) interest, 4) Student attention, 5) The desire to continue learning.

Then the researcher compiles these indicators into statement items in the questionnaire. In the initial stage, researchers tested the instrument to 31 students outside the sample class who had the same characteristics as the research class. From the results of the analysis and statistical calculations of the student learning interest questionnaire in cross-interest economics subjects had 5 invalid statements, 20 valid statements and had a reliability value of 0.866. Invalid questions are deprecated in research . The questionnaire of interest in learning that has passed the validity and reliability test is used as a research instrument to be distributed on research samples.

Table 2
Questionnaire validation test results

No	Criterion	No Item Question	Sum
1	Valid	1,3,4,5,7,8,9,10,11,12,14,15,16,17,18,,20 21,22,23,25	20
2	Invalid	2, 6, 13, 19,24	5
		Sum	25

Invalid questions are no longer used in research The questionnaire of interest in learning that has passed the validity and reliability test is used as a research instrument to be distributed on research samples. The research questionnaire grid can be seen in the following table:

Table 3
Grid Questionnaire research Interest Learning

Variable	Indikator	No item	
		Positif	Negatif
Interest in learning	The attention of students when studying across economic interests	1,3,5	4
	Feelings of pleasure towards learning across economic interests	7,8,9	
	Interest in cross-interest learning	10,12,14,	11,15
	Actively participate in the learning process	16,17,18,20,21,22,23	
	The desire to continue studying Economics	25	

The results of the study can be more clearly seen in the data description as follows:
Interest in Learning Class XI MIA 1 at SMAN 3 Sumbawa Besar.

Table 4
Results of the Questionnaire on Interest in Learning Economics

Number	Respondents	Value (XI)
1.	R-01	58
2.	R.02	64
3.	R.03	65
4.	R.04	53
5.	R.05	54
6.	R.06	60
7.	R.07	57
8.	R.08	63
9.	R.09	63
10.	R.10	63
11.	R.11	67
12.	R.12	62
13.	R.13	62
14.	R.14	50

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Number	Respondents	Value (XI)
15.	R.15	61
16.	R.16	57
17.	R.17	61
18.	R.18	58
19.	R.19	47
20.	R.20	43
21.	R.21	49
22.	R.22	41
23.	R.23	37
24.	R.24	64
25.	R.25	60
26.	R.26	59
27.	R.27	50
28.	R.28	61
29.	R.29	69
30.	R.30	56
31.	R.31	51

Based on the results in the table above, it is known that the highest score in the learning interest of class XI MIA 1 students at SMAN 3 Sumbawa Besar is 69 and the lowest score is 37 .the data can be presented in the form of a frequency distribution, there are steps to create a frequency distribution table as follows:

1) Determine qualifications and grade intervals
   R = NT – NR + 1
   = 69 – 37 + 1
   = 33
2) Determining the many interval classes needed with the Storges formula
   K = 1 + 3,3 Log n
   Where n is the amount of data
   K = 1 + 3,3 log 31
   = 1 + 4,92
   = 6
3) Specify an interval class / class width
   I = R/K
   = 33 /6
   = 6
4) Determining the mean
   Mean (Me) = ∑X/n
   = 1765/31
   = 56,9

Determining the mean

Table 5
Learning Interest Data Score Frequency Distribution Table

No	Interval	Frequency
1	37 – 42	2
2	43 – 48	2
3	49 – 54	7
4	55 – 60	7
5	61 – 66	11

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6	67 – 72	2

Through the frequency distribution table above we can see whether the distribution of data is centered on one area or spread throughout the area. Based on the frequency distribution table above, it can be seen that the number of interval classes is 6 with a class width of 6, the questionnaire value with intervals 61-66 has the largest frequency, which is 11.

To find out the quantitative value of interest in learning Economics shiva Class XI MIA 1 can be done by summing the score of each answer from the respondent which can be seen in the following table.

Table 6
Interest in Learning economics Class XI MIA 1 score

No	Respondents	Value (XI)	Me	Me-X1	$(Me-X1)^2$
1.	R-01	58	56.9	1.1	1.21
2.	R.02	64	56.9	7.1	50.41
3.	R.03	65	56.9	8.1	65.61
4.	R.04	53	56.9	-3.9	15.21
5.	R.05	54	56.9	-2.9	8.41
6.	R.06	60	56.9	3.1	9.61
7.	R.07	57	56.9	0.1	0.01
8.	R.08	63	56.9	6.1	37.21
9.	R.09	63	56.9	6.1	37.21
10.	R.10	63	56.9	6.1	37.21
11.	R.11	67	56.9	10.1	102.01
12.	R.12	62	56.9	5.1	26.01
13.	R.13	62	56.9	5.1	26.01
14.	R.14	50	56.9	-6.9	47.61
15.	R.15	61	56.9	4.1	16.81
16.	R.16	57	56.9	0.1	0.01
17.	R.17	61	56.9	4.1	16.81
18.	R.18	58	56.9	1.1	1.21
19.	R.19	47	56.9	-9.9	98.01
20.	R.20	43	56.9	-13.9	193.21
21.	R.21	49	56.9	-7.9	62.41
22.	R.22	41	56.9	-15.9	252.81
23.	R.23	37	56.9	-19.9	396.01
24.	R.24	64	56.9	7.1	50.41
25.	R.25	60	56.9	3.1	9.61
26.	R.26	59	56.9	2.1	4.41
27.	R.27	50	56.9	-6.9	47.61
28.	R.28	61	56.9	4.1	16.81
29.	R.29	69	56.9	12.1	146.41
30.	R.30	56	56.9	-0.9	0.81
31.	R.31	51	56.9	-5.9	34.81
	Sum	1765			1812

Based on the table above we can calculate the magnitude of the standard deviation with the formula.

$$SD = \frac{\sqrt{\sum(Me-X1)^2}}{N-1}$$

$$= \frac{\sqrt{1812}}{30}$$

$$= \sqrt{60,4}$$

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= 7,77

Based on these data, a table of variable quality tendencies can be compiled as follows:

Table 7
Distribution of variable qualities of interest in learning

Category	Class Intervals	F	%
Very High	>64,71	3	9.7
Tall	56,94 - 64,71	17	54.8
Low	49,16 -56,94	6	19.4
very low	<49,16	5	16.1
	Sum	31	100

Looking at the results from the table above, it can be seen that the average interest in learning Economics for students of the MIA specialization group is in the very high category, namely 9.7% or 3 students, the high category is 54.8% or 17 students, the low category is 9.4% or 6 students and the very low category is 16.1%.

3. Overview of Cross-Interest Learning Economics in MIA (IPA) request program students in Class XI MIA 1

In the Cross-interest Questionnaire compiled by researchers, there are four indicators that are used as guidelines for making questionnaires as research instruments. The indicators for cross-interest learning in the cross-interest economy are:

1) The pleasure of students choosing a specialization program in economics.
2) The willingness of students to choose a program of specialization in economics.
3) Student awareness of choosing an economic specialization program.
4) Students' attention to choosing a specialization program in economics.

Then the researcher compiles these indicators into statement items in the questionnaire. In the initial stage, researchers tested the instrument to 31 students outside the sample class who had the same characteristics as the research class. From the results of the analysis and statistical calculations of cross-interest questionnaires on cross-interest economic subjects have 2 invalid statements, 28 valid statements and have a reliability value of 0.90. Invalid questions are deprecated in research . Cross-interest questionnaires that have passed the validity and reliability test are used as research instruments to be distributed on research samples.

The results of the study can be more clearly seen in the data description as:

Table 8
Cross-Interest Learning Questionnaire Results Table

Number	Respondents	Value Y
1.	R-01	64
2.	R.02	81
3.	R.03	86
4.	R.04	89
5.	R.05	85
6.	R.06	87
7.	R.07	86
8.	R.08	93
9.	R.09	85
10.	R.10	91
11.	R.11	76
12.	R.12	82
13.	R.13	89
14.	R.14	87
15.	R.15	90

Number	Respondents	Value Y
16.	R.16	100
17.	R.17	90
18.	R.18	83
19.	R.19	98
20.	R.20	80
21.	R.21	90
22.	R.22	92
23.	R.23	61
24.	R.24	66
25.	R.25	92
26.	R.26	79
27.	R.27	79
28.	R.28	58
29.	R.29	31
30.	R.30	31
31.	R.31	31

Based on the results in the table above, it is known that the highest score in Cross-Interest Economics learning for class XI MIA 1 students at SMAN 3 Sumbawa Besar is 100 and the lowest score is 31. The data can be presented in the form of a frequency distribution Through the frequency distribution table above we can see whether the distribution of data is centered on one area or spread throughout the area. Based on the frequency distribution table above, it can be seen that the number of interval classes is 6 with a width of class 6, the questionnaire value with an interval of 79-90 has the largest frequency of 17 and the questionnaire value with an interval of 43 -54 has no frequency at all.

4. Overview of Cross-Interest Economic learning achievement in MIA request program students

In this study, economic learning achievements were taken from the documentation of the results of the October test scores for the 2022/2023 school year, which can be seen from the following table.

Table 9
Cognitive values of students of class XI MIA 1

No.	NIS	Student Name	Value	KKM	Information
1.	7059	R-01	65	75	Incomplete
2.	7060	R.02	73	75	Incomplete
3.	7061	R.03	76	75	Complete
4.	7062	R.04	71	75	Incomplete
5.	7063	R.05	70	75	Incomplete
6.	7064	R.06	74	75	Incomplete
7.	6856	R.07	72	75	Incomplete
8.	7065	R.08	78	75	Complete
9.	7066	R.09	74	75	Incomplete
10.	7067	R.10	70	75	Incomplete
11.	7068	R.11	72	75	Incomplete
12.	7069	R.12	72	75	Incomplete
13.	7070	R.13	60	75	Incomplete
14.	7071	R.14	69	75	Incomplete
15.	7072	R.15	65	75	Incomplete
16.	7073	R.16	79	75	Complete
17.	7074	R.17	76	75	Complete
18.	7075	R.18	65	75	Incomplete
19.	7077	R.19	73	75	Incomplete

No.	NIS	Student Name	Value	KKM	Information
20.	7078	R.20	70	75	Incomplete
21.	7079	R.21	75	75	Complete
22.	7080	R.22	67	75	Incomplete
23.	7081	R.23	49	75	Incomplete
24.	7082	R.24	76	75	Complete
25.	7083	R.25	76	75	Complete
26.	7345	R.26	69	75	Incomplete
27.	7084	R.27	70	75	Incomplete
28.	7086	R.28	76	75	Complete
29.	7087	R.29	77	75	Complete
30	7088	R.30	70	75	Incomplete
31..	7089	R.31	70	75	Incomplete

Based on this data, the highest score was obtained by students of 79 and the lowest score of 49%, student learning completion was 29% with the number of students being above KKM of 9 students and students who were not complete or under KKM as many as 22 students or by 71%.

5. Normality test results

The data normality test used in this study used the Shapiro wilk technique, this technique is generally used for a small number of samples (less than 50 data). While for a large number of samples (more than 50 data) the normality test used is the kolmogorov smirnov technique.

Based on the results of the normality test, it can be seen that the sig value of each variable of 0.719 for X1, 0.157 for y of 0.94 indicates a > value of 0.05, then as the basis for decision making according to the shapiro wilk technique, the data is classified as normal distribution.

6. Linearity Test Results

Table 10
The results of the linearity test of interest in learning

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Pembelajaran Lintas Minat (Y) * Minat belajar(X1)	Between Groups	(Combined)	3300.635	18	183.369	.879	.609
		Linearity	216.703	1	216.703	1.039	.328
		Deviation from Linearity	3083.933	17	181.408	.870	.614
	Within Groups		2503.300	12	208.608		
	Total		5803.935	30			

Based on the results obtained from the linearity test through the SPSS version 22 application, it can be seen that the deviation value from linearity sig was obtained. is 0.614 greater than 0.05 then it can be concluded that there is a significant linear relationship between the learning interest variable (X1) and the Cross-Interest Learning variable (Y)http://www.spssindonesia.com/2014/02/uji-linearitas-dengan-program-spss.html.

7. Linearity Test of learning achievement

This test is used to see the extent to which the dependent variable (X) and the Independent variable (Y) have a linear relationship .researchers have conducted a linearity test of Learning achievement as a variable X to Learning across economic interests as variable Y through the spss program version 22 as shown in the following figure below.

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Table 11
The results of the learning presattion linearity test

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Pembelajaran Lintas Minat * Prestasi Belajar	Between Groups	(Combined)	5953.811	14	425.272	1.516	.211
		Linearity	2124.282	1	2124.282	7.573	.014
		Deviation from Linearity	3829.529	13	294.579	1.050	.456
	Within Groups		4487.867	16	280.492		
	Total		10441.677	30			

Based on the results obtained from the linearity test through the SPSS version 22 application, it can be seen that the deviation value from linearity sig was obtained. is 0.456 greater than 0.05 then it can be concluded that there is a significant linear relationship between the learning achievement variable (X) and the Cross-Interest Learning variable (Y).

8. Multicholinerity Test Results

The Multicollinerity test was performed to test whether there was a correlation between free variables in the regression model. Multicholinerity means the existence of a perfect linear relationship between some or all of the variables that explain the regression model(Ajija, 2012). Whether or not multicholinearity can be known from the correlation coefficient of each independent variable, the multicholinearity test is carried out with the aim of knowing whether in a regression model there is a correlation between independent variables or free variables(Ghozali, 2016). A good regression model should not have a correlation between free variables or no symptoms of multicorinearity.

9. Hypothesis Test Results

Hypothesis testing in this study was carried out using multiple linear regression analysis, to facilitate data processing, researchers used spss version 22 Hypothesis testing in this study was carried out using multiple linear regression analysis, to facilitate data processing, researchers used spss version 22. 1.Test F (simultaneous regression coefficient test) Test F is used to see how the influence of all its free variables together on its bound variables ,Test F can be carried out by comparing F count with F table.

Table 12
Multiple regression test results

ANOVA[a]						
Type		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	3379.841	2	1689.921	6.700	.004[b]
	Residual	7061.836	28	252.208		
	Total	10441.677	30			
a. Dependent Variable: Pembelajaran Lintas Minat						
b. Predictors: (Constant), Prestasi Belajar (X2), Minat Belajar(X1)						

Based on the table above the calculated F value of 6.7 , Ho is accepted if F counts < from F of the table and H0 is rejected if F Count > F Table . To find out whether our research hypothesis is rejected or accepted then we must calculate the F value of the table .to find the F value of the table then we must look for the values of dfN1 and dfN2 first .with the formula as follows:

dFn1 = number of Free variables

dFn2 = N sampel – DFn1 – 1

= 31 -2 -1

= 28 (see F table)

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Then the value is 3.34. So that the conclusions that we can get are based on the value of F Count and F of the table then H0 is rejected because the value of F Calculate > F table where the research data shows F Count of 6.7 and F table of 3.34.

10. t-test

The t test is known as the partial test, which is to test how each of its own free variables affects the bound variables. The IMI test can be done by comparing the t count with the t table or by looking at the significance column on each t count https://www.statistikian.com/2013/01/uji-f-dan-uji-t.html.

Table 13
Multiple regression test results

Coefficients[a]						
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	-15.570	34.803		-.447	.658
	Interest in Learning (X1)	-1.012	.453	-.416	-2.231	.034
	Learning Achievements (X2)	2.135	.585	.681	3.652	.001
a. Dependent Variable: Cross-Interest Learning						

In the table, the sig value for learning interest (X1) is 0.034 and the sig value for learning achievement (X2) is 0.001 less than 0.05 so it can be concluded that H0 is rejected so that H1 is accepted.

11. Test Determination (R2)

The determination test ahsil can be seen from the coefficient value in the summary model table Using the SPSS Version 22 application (Getut Pramesti, 2014) as can be seen below.

Table 14
Determination test results (R2)

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.569[a]	.324	.275	15.88107
a. Predictors: (Constant), Prestasi Belajar (X2), Minat Belajar(X1)				

Based on the table, the figure R2 (R square) was obtained by 0.324 or (32.4 %). This suggests that the percentage that the contribution of the influence of the variable x in explaining the variable y is only 32.4 % the rest is influenced by other variables.

12. Calculation results of Effective Donations (SE) and Relative Donations (SR)

Effective donation (SE) is a measure of the contribution of an independent variable to the dependent variable in the reggression analysis .the summation of the effective contribution to all independent variables is equal to the sum of the values present at the coefficient of determination or R square (R2). The requirement to be able to calculate SE and SR is to have the results of correlation and regression analysis. http://www.spssindonesia.com/2018/02/cara-menghitung.

The summary of the results of the correlation and repression analysis of this study can be seen in the following table:

Table 15
Results of correlation and regression analysis

	koefisien Regresi	Koefisien Korelasi	R square
variabel	(Beta)	r	
X1	0,416	0,040	0,324
X2	0,681	0,451	

Based on the table we can calculate the magnitude : Effective contribution of learning interest variables (X1) to learning Cross economic interests (Y) SE (X1) % = Beta X1 X rxy X 100 % 0.416 x 0.040 x 100 %

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1.664 % Effective contribution of learning achievement variables (X2) to learning Cross-Interest economics (Y) SE (X2) % = Beta X2 X rxy X 100 % =0.681 x 0.0451 x 100 % 30.71% Effective sumbanagan total SE Total = SE (X1) % + SE (X2) % =1.664 % + 30.71 % = 32.4 %.

1) Based on the results of these calculations, it can be seen that the effective sumbanagn (SE) of the learning interest variable (x1) to learning across economic interests is 1.67% while the effective sumbanagn (SE) of the learning achievement variable (x2) to learning across economic interests is 30.71% thus it can be concluded that the variable X2 has a more dominant influence on variable Y than variable X1. For total SE is 32.4 % or equal to the coefficient of determination (R square) of repression analysis which is 32.4 %.
2) Relative donation (SR) is a measure that shows the magnitude of the contribution of an independent variable to the sum of the squares of regression .the relative contribution amount of all independent variables is 100 % or equal to 1.

So it can be concluded that based on the calculations above, it can be seen that the contribution of the SR of the learning interest variable (X1) to learning across economic interests (Y) is 5.2% while the relative contribution of learning achievement (X2) to learning cross-interest learning (Y) is 94.8%. for total SR is 100 % or equal to 1.

Discussion

1. The effect of cross-interest learning on economic interest in learning

Refers to the results of the linearity test conducted to determine whether two variables have a significant liniear relationship or not between the learning interest variable (X) and the Cross-Interest Learning variable Economics (Y) using the spss program version 22 shows the result that the deviation value from linearity sig is 0.715 greater than 0.05 this indicates that there is a linear relationship between learning across economic interests as dependent variables and interest in learning economics as independent variables, then the results of the t test of these 2 variables showed a sig value of 0.034 < from alpha research of 0.05 meaning that reject H0 and accept H1 this means that the hypothesis accepted in this study is the influence of cross-interest learning in economics on interest in learning economics.

Learning success is determined by several factors, learning across economic interests is one of the internal factors that can affect a person's interest in an object, where the lesson material that interests the student will often be studied by the student concerned otherwise the subject matter that does not interest the student will certainly be ruled out by the student, as stated by slamento(Slameto, 2015) Interest has a very big influence on learning , because if the subject matter studied does not match the student's interest then the student will not learn well because there is no attraction for him. If a person has an interest in a certain activity then that person can enjoy and pay attention to the activity with pleasure without any coercion ,according to the statement of Syaiful Bahri Djamarah (syaiful Bahri Djamarah, 2012) Another factor that can influence is the learning media as revealed by Elisabeth (Warniningsih, 2019) In his research, he stated that the use of mind mapping media can increase learning achievement, the increase occurs in teacher and student interactions, interactions between students in affective and cognitive aspects of students.

2. The effect of cross-economic interest learning on Achievement

Based on the results of research that has been carried out, it is known that the results obtained from the linearity test through the SPSS version 22 application show that deviation values from linearity sig are obtained. is 0.456 greater than 0.05 then it can be concluded that there is a significant linear relationship between the learning achievement variable (X) and the Cross-Interest Learning variable (Y), then the results of the t test of these 2 variables show a sig value of 0.001 < from the alpha of the study of 0.05 meaning that reject H0 and accept H1 this means that the hypothesis accepted in this study is the influence of learning across economic interests on learning achievement economics, in accordance with previous research by Harisandi which stated that cross-interest learning has a significant effect on student learning achievement in economics subjects

(Harisandi , Nuraini Asriati, Sastrawan, 2015), More in Harisandi in his research suggests that the selection of cross-interest lessons carried out by students themselves without external coercion will affect the achievement of the students themselves a lot if students choose cross-interest lessons according to their abilities and expertise, automatically the abilities that exist in them will be able to be channeled and developed properly so that later it will produce outstanding students according to the skills they have. In this case, economic learning achievement indicates student success during the economic learning process at a certain period and at the same time shows student learning progress. One of the measuring instruments of learning achievement is the learning achievement test, the learning achievement test is a tool or procedure used to measure or find out students' ability for the achievement of learning outcomes that can be done through a formative or summative test test.(Djamarah, 2018).This research has been carried out in accordance with scientific procedures, but still has limitations including: Factors that can affect student learning achievement are very much, but what is discussed in this study only uses variables of learning interest Learning achievement variables in lessons across economic interests obtained from cognitive values alone while affective and psychomotor aspects are not included in this study. Cognitive scores are derived from the average scores of daily test scores and odd midterm scores for the 2022/2023 academic year.

3. The effect of learning on economic interest and economic learning achievement

Based on the results of research that has been carried out that there is a simultaneous influence of two variables free of interest in learning and achievement of learning economics on the dependent variable in this case is learning across economic interests. from the results of the Anova column F test conducted with the spss version 22 application, a significant value for learning interest of 0.034 and a significance value for learning achievement of 0.01 were obtained, both of which are the significance values of free variables smaller than 0.05 which is the reference value, while the provisions of the F test are as follows, (Ghozali, 2016).

1) If the significant value of F < 0.05 then H0 is rejected and H1 is accepted. This means that all independent/free variables have a significant influence on dependent/bound variables.
2) If the significant value of F > 0.05 then H0 is accepted and H1 That is, all independent/free variables have no significant influence on the dependent/bound variable.

In this study, Ho's weight was rejected and H1 means that all independent variables have a significant influence on dependent/bound variables.

Interests and achievements have a very close relationship, without high interest, student learning achievement cannot be achieved as expected, achievement can develop if students can find interests that are advantages in themselves, in this case learning across economic interests is one of the internal factors that can affect interest a person towards an object.the selection of cross-interest learning that is in accordance with the interests of students will affect student learning achievement this is in accordance with the day(Harisandi , Nuraini Asriati, Sastrawan, 2015) In previous research that said "the selection of cross-interest lessons conducted by students themselves without any coercion from outside parties will affect the student's own achievement a lot".

Achievement is the result of an activity that has been carried out, created both individually and in groups (Djamarah, 2018) One of the forms of learning achievements pursued that can be achieved by students through the field of education is economic learning achievement, where Economics is a science that studies human efforts in meeting unlimited needs with limited or scarce resources(Alam.s, 2013).

CONCLUSION

Based on the results of the study, it can be concluded that there is an influence of cross-economic interest learning on student interest and learning achievement in class XI MIA 1 SMAN 3 Sumbawa Besar Academic Year 2022/2023.

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