Learning Methods and Learning Environment on Students' Interest in Learning through Learning Quality

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Abstract

This research aims to determine (1) The direct influence of learning methods and environments on the quality of learning, (2) The direct influence of learning methods, environment, and quality on learning interests, (3) the Indirect influence of learning methods and environments on learning interests through learning quality. This research was carried out at State Junior High School (SMPN) 25 Makassar with a sample of 110 class IX students. The analysis used is linear regression analysis to determine the influence of independent variables on dependent variables, then analyze paths or path analysis to determine the indirect influence of independent variables on dependent variables through intervening variables. This study shows that learning methods and learning environments directly influence the quality of learning, then learning methods, learning environments, and learning qualities have a direct but insignificant influence on learning interests. Furthermore, indirect learning methods do not influence learning interests through the quality of learning; otherwise, the learning environment influences learning interests through the quality of learning.

Keywords
Method, Environment, Quality, and Learning Interest

1. Introduction

Education is a conscious and systematically planned effort to realize an effective learning atmosphere and learning process so that students can actively develop their potential in the learning process. It is a process of interaction between teachers and students using learning resources carried out in the learning environment. The interaction in question is expected to be a stimulus for learners so that students can cultivate learning interest to follow the learning process. Several factors affect students' learning interests, classifying these factors into internal factors and external factors. Internal factors come from within the student himself, covering aspects of physiology and aspects of psychology. At the same time, external factors come from outside the student, social aspects (family influences, teachers, classmates, and the community environment). Then, non-social aspects (physical environment of the school, quality of learning, learning tools, school distance, learning methods and models used by Teachers).

SMPN 25 Makassar is a basic education institution with a full commitment to support and carry out learning well and quality. The shortcomings and advantages contained in every educational curriculum that has been applied are a challenge for every teacher in implementing the learning process. However, the improvement of the quality of learning and student learning interest is strongly supported by the learning methods and environment itself. The teachers of SMPN 25 Makassar, as the main implementers of learning, try as much as possible to understand and master the application of learning methods because learning methods are the key to the implementation of the learning process in the classroom, increasing student learning interest and the quality of learning.

Environmental factors also influence the success of learning at SMPN 25 Makassar. The environment can be either a family environment or a community environment, and the main thing is the school environment. These environments can affect social relationships, learning processes, and student psychology. Therefore, these environmental factors need to be considered to positively influence learners' quality so that they will have an impact on students' learning interests.

2. Literature Review

Learning methods are "a means used to implement a plan that has been drawn up in the form of real and practical activities to achieve learning goals." Establishing teaching methods to be used is very related to the development of student learning because the right learning methods will provide a stimulus in the development of good learning, accompanied by the ability to reflect will encourage students in the learning process. There are several classifications of learning method variables, including strategies for organizing the learning process, strategies for delivering learning materials, and strategies for managing learning classes. The right method will support the implementation of the interaction between teachers and learners so that the final goal of learning can be achieved. The role of learning methods in the learning process is considered important because learning methods can help teachers plan and present learning materials for students (Debby et al., 2021). Using good learning methods with systematic delivery of materials will allow students to absorb the subject matter presented so that it is easier to understand the material (Ilyas et al., 2021; Sam et al., 2021).

The environment has a great influence on students because individuals who live in an environment, then the environment where they live will affect students. A student who lives in a good environment will have a good influence on his development, and vice versa, students who live in a bad environment will also have a bad influence on the student. The codification of the learning environment will make students feel comfortable in the learning process and focus on the lesson so that the student can easily understand and absorb the lesson. Students will experience the opposite condition if the surrounding environment is not conducive; students will feel unfocused because their concentration of students will break, and they will not be able to follow the learning properly (Nasriani et al., 2021; Sahabuddin et al., 2019).

Interest has a very large influence on the teaching and learning process; if the material in the subjects taught does not match the interests of students, then the learner will not learn well because there is no stimulus to draw his attention to the subjects taught. Interest is a driving force that is believed to be effective in learning. Therefore, teaching should provide greater opportunities to develop a learner's interest. In the learning process, learners face learning situations that guarantee the achievement of quality or quality of education. Qualified learners have a view and can assess a problem so that in the learning process, students will be able to interact and ask weighty questions.

3. Methods
3.1 Sample Criteria
The sample in this study was students of SMPN 25 Makassar at the level of class IX, as many as 110 people consisting of 11 different classes. Determination of samples from each class using the lottery method minimizes unfairness in choosing samples. In addition, with the lottery method, it is expected that the sample used can represent the entire class IX evenly.

3.2 Measurement
The research method in this research is a method with a quantitative research approach; the quantitative research method is a planned and careful problem-solving method, with systematic and controlled data collection within the framework of empirical hypothesis proof. The type of research used is correlational research, which aims to examine the causal relationship between the influence of free variables on bound variables (Tamsah, Ilyas, et al., 2021). Research variables are divided into three, including the free variable of learning methods (X_1) and the learning environment (X2), the variable bound to learning interests (Y), and the intervening variable of learning quality (Z). Each variable will be divided into several assessment indicators in compiling research instruments.

Indicators - the indicators are further elaborated into items arranged into questions. Data collection is carried out using instruments in questionnaires given to predefined samples. This research instrument is adapted based on every aspect of the research variable. The questionnaire instrument in this study used the Likert scale with five alternative answers. The indicator can be seen in Table 1.

Table 1. Research Variable Indicators

No	Variable	Indicators
1	Quality of Learning	a. Subject teacher
		b. Climate/learning atmosphere
		c. Learning media
		d. Learning Materials
2	Learning Methods	a. Learning Organizing
		b. Learning Delivery
		c. Learning Management
		d. Variations of Learning Methods
3	Learning Environment	a. School Environment
		b. Family Environment
		c. Community environment
4	Learning Interests	a. Cognitive
		b. Affective
		c. Psychomotor

The data collected from the questionnaires' results are analyzed using multiple linear regression analysis to see the direct influence between free variables on bound variables, then used to test intervening variables. The results obtained from this path analysis will be used to compare the direct influence of free variables on bound variables and indirect influences on intervening variables. Based on these results, conclusions are drawn whether adding an invention variable will strengthen or weaken the influence of free variables on the bound variable.

4. Results
4.1 Regression Analysis
Multiple Linear Regression Analysis is with the help of the IBM SPSS Statistical 22 application. This analysis is used to determine the influence of some free variables on intervening variables and bound variables.

Table 2. Coefficients X1 – Z

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-2.073	.460		-4.504	.000
	Method	.984	.007	.997	132.039	.000

Table 2 can be known as the sig value. It Is 0.000 smaller than the probability of 0.05. The value of the t-count of 132.039 is greater than the t-table value of 1.982. It can be concluded that H0 is rejected and H1 is accepted, meaning that the learning method directly influences learning quality variables.

Table 3. Correlation Values X_1 to Z

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.997a	.994	.994	.469

Table 3 shows that the magnitude of the correlation /relationship value ® of the learning method variable and the quality of learning of 0.997 then obtained a determination coefficient value (R square) of 0.994, which contains the understanding that the learning method variable influences the learning quality variable of 99.4%.

Table 4. Coefficients X2 – Z

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.682	1.420		-.480	.632
	Milieu	.995	.024	.970	41.817	.000

The Table 4 obtained the result of a sig value. 0.000 is smaller than the probability of 0.05, and the calculated value of 41.817 is greater than the t-table value of 1.982. It can be concluded that H_0 is rejected and H2 is accepted, meaning that there is a direct influence of learning environment variables on learning quality variables.

Table 5. Correlation Values X_2 to Z

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.970a	.942	.941	1.442

Table 5 shows the magnitude of the correlation value /relationship ® of the learning environment variable and the quality of learning of 0.970, then obtained an R square value of 0.942. This shows that the learning environment variable influences the learning quality variable by 94.2%.

Table 6. Coefficients X1 – Y

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	73.818	5.699		12.952	.000
	Method	-.198	.092	-.202	-2.146	.034

In the Table 6, it can be known that the value of the sig. 0.034 this value is smaller than the probability of 0.05, then calculated 2.146 is greater than the tablet value of 1.982. So based on these results, it was concluded that H_0 was rejected. Then H3 was accepted, which means a direct influence of the learning method variable on the learning interest variable.

Table 7. Correlation Values X1 to Y

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.202a	.041	.032	5.810

In Table 7, the magnitude of the correlation/relationship value ® of the learning method variable and learning interest is 0.202. The R Square value obtained is 0.041, which explains that learning method variables influence the learning interest variable by 4.1%.

Table 8. Coefficients X2 – Y

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	76.336	5.665		13.475	.000
	Milieu	-.247	.095	-.243	-2.605	.010

The Table 8 shows that the sig value of 0.010 is smaller than 0.05. The calculation is obtained at 2.605, more significant than the t-table value of 1.982. So that H4 is accepted and H0 is rejected, the learning environment variable influences the learning interest variable.

Table 9. Correlation Values X2 To Y

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.243a	.059	.050	5.755

In Table 9, the magnitude of the correlation value /relationship ® of the learning environment variable and learning interest of 0.243 obtained the R Square value is 0.059, which explains that the learning environment variable influences the learning interest variable by 5.9%.

The direct influence of the Learning Quality Variable (Z) on the Learning Interest Variable (Y)

Table 10. Coefficients Z – Y

Type		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	74.148	5.473		13.548	.000
	Quality	-.214	.093	-.216	-2.296	.024

In the Table 10, it can be known that the sig value of 0.024 this value is smaller than the probability of 0.05 then the value of t-count 2.296 is greater than the table's t value of 1.982. So, it can be concluded that H0 is rejected and H_5 is accepted, meaning there is a direct influence of learning quality variables on learning interest variables.

Table 11. Correlation Values Z to Y

Type	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.216a	.047	.038	5.793

In Table 11, the magnitude of the correlation/relationship value (R) variable of learning quality and learning interest of 0.216 then obtained a determination coefficient value (R Square) of 0.047, which explains that the learning environment variable influences the learning interest variable of 4.7%.

4.2 Path Analysis
The learning environment variable affects the quality of learning with an influence value on the Standardized Coefficients Beta column of 0.970. In Table 2, the significance value obtained is 0.000. This value is smaller than the probability of 0.05, which means that the learning method variable affects the quality of learning with an influence value on the Standardized Coefficients Beta column of 0.997. Furthermore, in Table 4, the significance value of 0.000 is smaller than the probability of 0.05.

The magnitude of the R Square value is 0.996; this shows that the influence of the variable learning method and the learning environment on the quality of learning is 99.6%, while the remaining 0.4% is the contribution of variables outside of the research variables. To know the standard error or e1 obtained through the following calculation: e1 = $\sqrt{(1-0.996)}$ = 0.063.

In Table 6, find out the sig value. It is 0.034 less than the probability of 0.05. Then the learning method variable affects learning interest with an influence value in the Standardized Coefficients Beta column of -0.202? Next, Table 8 obtained a sig value. That is 0.010 less than the probability of 0.05 so that the learning environment variable affects learning interest with an influence value on the Standardized Coefficients Beta column of -0.243. Then in Table 10, sig values. Obtained 0.024 smaller than 0.0,5 means that the learning quality variable affects learning interest with an influence value in the Standardized Coefficients Beta column of -0.216.

The magnitude of the R Square score in table 4.38 is 0.082; this shows that the influence of variable learning methods, learning environment, and quality of learning together on learning interests is 8.2%.

To know the standard error or e2 is obtained through the following calculations: e2 = $\sqrt{(1-0.082)}$ = 0.958. Thus, the path diagram can be seen in Figure 1.
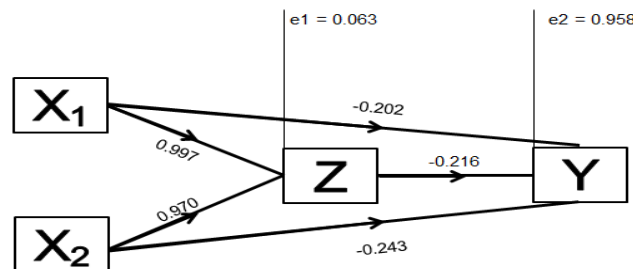

Figure 1. Path Diagram

1) The indirect influence of The Learning Method Variable (X1) on the Learning Interest Variable (Y) through the Learning Quality Variable (Z)
   Hypothesis test six is to test whether learning method variables indirectly influence learning interest variables through learning quality variables. It is known that the value of direct influence (X1) on (Y) is (-0.202). While the value of indirect influence between (X1) to (Y) through (Z) is 0.997*(-0.216) = (-0.215). Because the value of direct influence is greater than indirect influence, it can be summed up as H0 accepted and H6 rejected. It means that there is no indirect influence between learning methods on learning interests through the quality of learning.
2) The influence of non-existent Learning Environment Variables (X2) to Learning Interest Variables (Y) through Learning Quality Variables (Z)
   Hypothesis seven tests are for learning environment variables that indirectly influence learning interest variables through learning quality variables. It is well known that the value of direct effect (X2) on (Y) is (-0.243). While the indirect influence (X2) on (Y) through (Z) is 0.970*(-0.216) = (-0.209). Because the value of direct influence is smaller than indirect influence. It can be concluded that H7 is accepted, and H0 rejected means an indirect influence between the learning environment on learning interests through the quality of learning.

5. Discussion
5.1 Direct Influence
Based on the analysis of data that has been done, it is found that learning methods have a direct and significant influence on the quality of learning. The ability of teachers to master learning methods is an important factor that contributes directly to learning to students. Research is conducted by explaining that a teacher's ability to teach affects the quality of student learning. Teachers are the spearhead of the success of education. They must have adequate ability to teach in the classroom to create an optimal and pleasant learning climate for students. The methods that

teachers in the learning process will use must certainly be adequately presented so that students feel comfortable in the teaching and learning process so that the absorption of subject matter is more optimal (Firman et al., 2020; Sabrang et al., 2021). The accuracy of the learning methods is selected and used plays an essential role in improving the quality of learning.

Learning methods directly impact learning interests but are not as significant as their effect on the quality of learning. The variables of learning methods need to be maintained. Still, they must be improved because interest in learning is a strong encouragement if the stimulus provided can stimulate the impulse. Learning methods that act as a stimulus need to be improved so that their influence on students' learning interests can be significant. His research revealed that if the learning method is used as a medium of transformation in learning. The expected competence in the learning process will be achieved. Methods that vary according to the competencies will hopefully stimulate students' interest in learning (Ilyas et al., 2021; Tamsah, Haris, et al., 2021).

Furthermore, the learning environment, one of the research variables, is divided into three indicators: the school environment, family environment, and community environment. Regarding the quality of learning, the school environment indicator is the main indicator in influencing the quality of learning because the school environment indicator touches the student realm as a research sample and all aspects in the scope of the school. A school environment with adequate facilities and infrastructure can support the quality of learning. It is revealed that the family and community environment also contribute to improving the quality of learning. A good family environment is a very supportive situation in optimizing the child's personal social development (Nasriani et al., 2021).

Unlike its effect on the quality of learning, the influence of the environment on learning interests is insignificant. So, it is necessary to improve the learning environment variables, revealing that the better the student's learning environment, the better the student's learning interest. The learning environment in this study is divided into indicators: the school environment, family, and community have their respective roles in influencing students' learning interests. The school environment as the main environment during the student learning process focuses not only on the procurement of advice and infrastructure but also on the interaction between teachers and students (Tamsah & Yusriadi, 2022).

In line with the variables of learning methods and environments, it is known that the quality of learning directly affects students' learning interests. The study results are supported by research conducted that the quality of learning has a positive direct effect on learning interest. But the influence exerted is not significant; indicators used in the learning quality variables need to be maximized so that the effect on students' learning interests is more significant so that the learning process can be effective. His research states that improving the quality of learning means that efforts are made to realize or achieve the quality level of learning more and more effectively.

5.2 Indirect Influence

The results of the data analysis showed that there was no indirect influence of learning method variables on learning interests through the quality of learning. Learning interest, which encourages a student to follow the learning process, requires factors supporting the learning interest. Research revealed that students with a high interest in a subject matter tend to pay attention to the material to have a strong intention to follow the learning program. It is what needs to be raised by teachers so that students can feel comfortable and happy in taking lessons. Therefore, further analysis is needed to find other variables that can indirectly influence learning interests (Ansar et al., 2019; Awaluddin A et al., 2019; Sahabuddin et al., 2019; Yusriadi et al., 2019).

The learning environment as an independent variable and the quality of learning as an intervening variable have a relationship to affect students' learning interests; the variable needs to be maintained because if the variable is improved, then its effect on learning interests can also increase. In contrast to these results, the learning environment indirectly affects students' learning interests through the quality of learning. The conclusion is obtained based on statistical data results showing that the indirect influence is greater than the direct influence.

6. Conclusion

Hypothesis testing obtained several results, namely, directly learning methods and learning environments have a significant effect on the quality of learning. Furthermore, learning methods, learning environments, and learning qualities directly affect learning interests, but the influence exerted is not significant, so it needs improvement in these

independent variables to exert a significant influence on learning interest variables. The hypothesis test further obtained the results that the learning method does not indirectly influence the interest in learning through the quality of learning. In contrast to these results, the learning environment indirectly influences learning interest through the quality of learning. Further analysis is needed to find other intervening variables supporting the indirect influence of learning methods on learning interests.

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