

The Students' Interest and Motivation in Learning English of Seventh Grade Students at MTs An-Nur 1 Bululawang

Moch. Arief Naszar^{*1}, Tyas Alhim Mubarak², Ahmad Saifuddin³

^{1,2,3} Universitas Nahdlatul Ulama Blitar, Indonesia

e-mail: ^{*1}ariefnaszar24298@gmail.com

Abstract

The purpose of this study was to determine the level of student interest in learning and motivation towards learning English at MTs An-Nur Bululawang. The type of research used by researchers is qualitative research, namely research that focuses on in-depth observation of a problem. The method used is field research, which is a data collection method that aims to observe, interact, and understand people when they are in the natural environment. In the world of education, interest and motivation are needed because it includes an attitude or encouragement that is carried out continuously in order to achieve something that is desired. According to the results of the analysis above, MTs An-Nur Bululawang students have high enthusiasm to take part in learning English at school. They try to answer the teacher's questions and ask the teacher if there is material that they don't understand. However, when they are given assignments from the teacher, they prefer to just copy their friends rather than do it themselves. they also don't really review English lessons at Islamic boarding schools. one of the factors that influence them are individual students, the school environment, and the pesantren environment.

Keywords: Interest Learning, MTs An-Nur, English

1. INTRODUCTION

In this day and age, we have been required to be able to master foreign languages, namely English as a communication tool in the era of globalization. Currently English has been included in one of the school subjects and received positive responses from the general public. In addition, the existence of English subjects in schools is also aimed at improving the quality of education. In an effort to improve the quality of education, it is necessary to have cooperation between parties, both starting from parents, students, the community, and also the government to achieve the final goal of learning, namely quality human resources (Handayani, 2016).

The level of success in English learning activities can be influenced by several factors both internal and external. Internal factors can influence learning activities are students themselves such as the desire to learn. Interests are not brought from birth but are obtained in a few times later because of a stimulation of the desire to know a thing or object as an insight into knowledge (Juitania & Indrawan, 2020).

In addition, one of the factors that influence student success in learning is motivation. With motivation, it can have an impact on student learning outcomes. Each of the students certainly has a goal in their activities. So that he will have a strong motivation to push him to achieve his wish. Trying to use all

efforts for its achievement. If students do not have motivation to learn, they will not be active in their learning (Saptono, 2016).

At MTs An-Nur Bululawang there are also English subjects. Even in an effort to make a quality MTs An-Nur school, English is used as a superior program by implementing various activities. Among other things are English Day activities are English learning activities held every Thursday morning with a memorization of word memorization and also the practice of speaking. This received a positive response from some students, some were not so interested in participating in learning. it may be necessary to also need motivation in learning English so that students are encouraged to follow it enthusiastically. In the problems described above, according to the researcher there needs to be an effort to increase student talent interest in learning English. On the other hand we must also recognize some of the factors that are the cause of students' lack of interest in learning English. By finding out, we will be easy to find the best solution to overcome the problem.

Regarding research on student talent interests in English previously there have been conducting research including "Increasing Student English Learning Interest through Audio Visual Media in SMP Negeri 1 Klaten"(Ariastuti et al., 2014) by Anik Ariastuti et al, "Impact of the Use of Youtube Content on Student English Learning Interests Pamulang University " (Juitania & Indrawan, 2020)by Juitania et al, and" Efforts to Increase Learning Interest in Pandemic through online English training". (Nurchaerani et al., 2021) by Meiyanti Nurchaerani et al.

In following up on the existing research, the researcher will conduct a study that is more focused on the factors that make children or students lack interest in learning English. In this study, researchers used seven-grade students of MTs An-Nur Bululawang as the object of research. With this research, researchers are expected to find a solution that can increase student interest in English learning with the research title "The Students' Interest in Learning English of Seventh Grade Students at MTs Annur 1 Bululawang".

2. RESEARCH METHODOLOGY

This type of research is Field Research which is research that is carried out intensively, regarding the background of the current situation and environmental interactions according to social units such as individuals, groups, institutions, or society. This research was conducted at MTs Annur Bululawang school. The aim is to study intensively about the background and factors regarding interest in English in the school environment. This research is descriptive in nature, namely a research method that seeks to describe and interpret objects according to what they are. So thus, the research that will be carried out by researchers includes qualitative research with a descriptive approach which describes the visible symptoms of the object under study in accordance with what is there and looks for facts, especially regarding the

issues to be studied in this study, namely "Interest in Learning English for Grade VII Students of Mts Annur 1 Bululawang". The data source is a subject where the data is obtained. This study uses several data sources, namely in the form of primary data and secondary data.

Primary Data Source

Primary data sources are the main data in a study. Primary data sources are sources that directly provide data to data collectors either through interviews, observations, or reports in the form of unofficial documents which are then processed by researchers. The primary data source in this study was the MTs Annur Bululawang school residents by interviewing them directly. The categories that can be represented are class VII students, class VII English teachers, and school principals.

Secondary Data Sources

Secondary data sources are data sources that are not directly given data to data collectors, for example through other people or in the form of documents. Secondary data sources can be obtained from existing sources. Usually obtained from the library or previous research reports. The secondary data that we have used in the preparation of this research is derived from books and journals related to research titles that have been made by researchers. The research entitled "The Students' Interest In Learning English Of Seventh Grade Students At Mts Annur 1 Bululawang" was conducted for 3 months at MTs Annur Bululawang Malang, East Java.

Data collection techniques are methods or methods used in data collection which can be in the form of recording events, matters, descriptions or characteristics of some or all elements of the school community. (Emzir, 2014) Data collection was carried out with the aim of obtaining the information needed in order to achieve research objectives. As for some of the techniques used by researchers in collecting research data, namely: observation, interview, and documentation.

Validity is a measure that shows the level of validity or validity of an instrument. An instrument that has a high validity value can be said to be valid or valid, whereas when an instrument has a low validity value, the instrument can be said to be less valid. Instruments that are able to measure what is desired and can adequately disclose data from the variables studied are valid instruments. The level of validity of an instrument shows the extent to which the data collected does not deviate from the description of the intended validity.

The instrument validity test was carried out in two stages, namely content validity and construct validity. Content validity Relates to the content and format of the instrument. Construct validity is the same as logical validity or validity by definition (Sutrisno Hadi, 1982). If an instrument can be used to measure symptoms according to what is defined, it means that the instrument has construction validity.

Validity testing can be done by consulting supervisors and experts (Experts Judgment) on the instrument items that have been made, to obtain an assessment of whether the meaning of the sentences in the instrument can be understood by the respondent and the items. can describe the indicator variable. This is done to systematically review and evaluate instruments, so that these research instruments are valid and can be used to collect the necessary data.

Based on the description above, content and construct validity tests were carried out in consultation with experts (Expert Judgment) in the field of education, namely English Education Lecturers at Nahdlatul Ulama University, Blitar. The results of the validity test with the expert judgment instrument are said to be valid. According to Masri Singarimbun (1995), the number of respondents to the instrument trial is at least 30 people, so that the distribution of scores (values) will approach the normal curve. To calculate the validity test, the Product Moment correlation formula from Karl Pearson is used, namely:

$$r_{xy} = \frac{N \sum XY - (\sum X) (\sum Y)}{\sqrt{\{N \sum X^2 - (N \sum X)^2\} \{N \sum Y^2 - (N \sum Y)^2\}}}$$

Description :

- r_{xy} = Correlation coefficient between X and Y
- N = Number of Respondents
- $\sum X$ = Number of Question Item Scores
- $\sum Y$ = Total Score Total Question
- $\sum X^2$ = Number of Squares of Question Items Score
- $\sum Y^2$ = Total Squared Score Total Question
- $\sum XY$ = Sum of X and Y

Items are said to be valid if rcount is equal to or greater than rtable with a significance level of 5%. Meanwhile, when rcount is smaller than rtable, then the item is declared invalid. From the results of the validity test, it is known that rcount > rtable so that the instrument is said to be valid. And To find out the level of student interest in learning, you can use the following formula:

$$P = \frac{F}{N} \times 100\%$$

Description :

- P = presentage number
- F = frequency
- N = number of case

3. RESULT AND DISCUSSION

Result

Interest Learning

As the results of observations made by researchers, these indicators really influence the interest and learning motivation of class VII students in the English subject at MTs An-Nur Bululawang. Overall, class VII students of MTs An-Nur Bululawang consist of 3 male classes. The researcher has provided a questionnaire instrument for students' interest in learning English as many as 30 people in each class, represented by 10 people. By giving this statement questionnaire to 30 students of MTs An-Nur Bululawang it can be concluded with the following results:

Table 3.1. Questions

NO	QUESTIONS	1	2	3	4
1	I am interested in learning English	-	3	23	4
2	I concentrate fully when learning English	-	4	19	7
3	I feel happy when English lessons begin	-	6	24	-
4	I follow English lessons without getting bored	-	6	20	4
5	I note important points when the teacher explains	-	6	15	9
6	I was active when the English discussion started	-	15	12	3
7	I do my English class assignments on time	-	3	18	9
8	I am excited about learning English because it is fun	-	12	12	6
9	I asked the teacher when I didn't understand	-	3	18	9
10	After the lesson is over, I repeat the lesson again	6	15	9	-

Description:

1 = strongly agree

2 = agree

3 = disagree

4 = don't agree

If the results are presented then it becomes :

Table 3.2. Questions

NO	QUESTIONS	1	2	3	4
1	I am interested in learning English	-	10%	76,7%	13,3%
2	I concentrate fully when learning English	-	13,3%	63,3%	23,4%
3	I feel happy when English lessons begin	-	20%	80%	-
4	I follow English lessons without getting bored	-	20%	66,7%	13,3%
5	I note important points when the teacher explains	-	20%	50%	30%
6	I was active when the English discussion started	-	50%	40%	10%
7	I do my English class assignments on time	-	10%	60%	30%
8	I am excited about learning English because it is fun	-	40%	40%	20%

9	I asked the teacher when I didn't understand	-	10%	60%	30%
10	After the lesson is over, I repeat the lesson again	20%	50%	30%	-

Based on the percentage results above, it can be concluded that many class VII students of MTs An-Nur Bululawang are interested in learning English. When learning begins they concentrate fully on their learning. They feel happy when learning begins because it is not boring. Not forgetting the important points when the teacher explained, the students also noted and asked about lessons that had not been understood. They also do the assignments given by the teacher in a timely manner. however, when learning in class is over, few of them repeat their learning again.

Motivation Learning

In addition to giving questionnaires about interest in learning English to students, the researcher also distributed several questionnaires about motivation to learn English which consisted of the following questions. By giving this statement questionnaire to 30 students of MTs An-Nur Bululawang it can be concluded with the following results:

Table 3.3. Questions

NO	QUESTIONS	1	2	3	4
1	I learn English because of my own will	-	2	21	7
2	I learn English not because of coercion from the teacher	-	2	18	10
3	I study first before learning English begins	-	-	28	2
4	I pay attention when the teacher explains learning English	-	2	14	14
5	I try to ask if there is English learning that is not understood	-	1	18	11
6	I try to get the best score in English subject	-	1	25	4
7	I am looking for additional English learning outside the classroom	2	5	15	8
8	I feel sad when learning English is not implemented	2	2	20	6
9	I tried to do the practice questions outside of class even though I had not been given an assignment	-	5	19	6
10	I submit English assignments on time	-	5	14	11

Description:

1 = strongly agree

2 = agree

3 = disagree

4 = don't agree

If the results are presented then it becomes :

Table 3.4. Questions

NO	QUESTIONS	1	2	3	4
1	I learn English because of my own will	-	6,7%	70%	23,3%
2	I learn English not because of coercion from the teacher	-	6,7%	60%	33,3%
3	I study first before learning English begins	-	-	93,3%	6,7%
4	I pay attention when the teacher explains learning English	-	6,7%	46,7%	46,6%
5	I try to ask if there is English learning that is not understood	-	3,3%	60%	36,7%
6	I try to get the best score in English subject	-	3,3%	83,3%	13,4%
7	I am looking for additional English learning outside the classroom	6,7%	16,6%	50%	26,7%
8	I feel sad when learning English is not implemented	6,7%	6,7%	66,6%	20%
9	I tried to do the practice questions outside of class even though I had not been given an assignment	-	16,6%	63,4%	20%
10	I submit English assignments on time	-	16,6%	46,6%	36,7%

In accordance with the results of the percentage of instruments above, students of class VII MTs An-Nur Bululawang are more likely to study with their own will, not coercion from their teacher. Before learning begins they study the material themselves that will be studied later in class. When learning begins, the students pay close attention to the teacher's explanation and ask questions about material that they do not understand. This is done because you want to get the best grades in English subject. Some of them also look for subject matter outside the classroom and try to find references to questions related to English.

MTs An-Nur Students Learning Interest

According to Hilgrad (2010) interest is a persistent tendency to pay attention to something and be able to enjoy the activity.(Slameto, 2010) Meanwhile, according to Syah (2011) interest is a tendency and high enthusiasm for something that is desired.(Sari, 2014) Safari (2010) provides an explanation of several indicators that can influence student learning interest, namely: a sense of interest, feelings of pleasure, which are no less important elements for students in the lessons taught by the teacher attention, participation, and desire or awareness.

Interest is the beginning of an individual to take an interest, so that humans will be interested in something that is attracted by them. feeling happy is an element that is no less important for students to the lessons taught by the teacher. By having a happy feeling towards a lesson, a student will be enthusiastic to continue learning it.

Attention in the opinion of Ghazali (2010) is the activeness of a soul that is elevated as if it is focused on a certain object. In order to guarantee good learning, students must have great attention to the lessons they learn. If there is no attention, then the lesson will quickly lead to boredom which makes it lazy to study it. Participation is the participation of students in a lesson. Students who have an interest in learning will involve themselves to be active in all matters relating to the learning they are interested in. A learner will try to learn as best he can and have curiosity with an awareness to learn on his own without any coercion (Laia et al., 2018).

Regarding the interest of MTs An-Nur Bululawang students, school institutions have tried to provide adequate facilities, the school has also made several activities to develop students' English including the English camp. "At MTs An-Nur Bululawang, there are several activities to develop English learners, one of which is the English camp". said Mr. Fathur Rahman as the principal of the school. He also explained that English is one of the superior lessons at MTs An-Nur school, so the school pays close attention to it. English camp activity is an activity outside the classroom that contains English conversation practice. In this activity, students are invited to interact with their friends using English. Besides that, each student also makes a deposit of English vocabulary memorization to the tutor.

In addition to learning in the classroom there are also many methods in teaching. teachers who teach English at MTs An-Nur Bululawang school try to provide different learning methods so as not to make students feel bored. "For learning English, learning a foreign language is rather difficult to learn, so we try to provide various learning methods such as games that can make it easier for students to understand and also not feel bored while learning" said the English teacher Mr. Mufid. Not a few students feel happy and exciting when learning English. they also like it a lot when learning takes place. "The learning is fun, there are lots of games when learning English". said Farel, a class VII student.

Fathan also felt this. he explained that the teacher who teaches English learning is very creative, there are many ways that he does during learning that makes students interested in English. Besides that, the researcher made observations and gave questionnaires to students with the result that some students were interested in learning English. As many as 76.7% answered agree, 13.3% strongly agreed and 10% did not agree. More students concentrate fully when learning English. As many as 63.3% of students answered that they agreed, 23.4% answered that they strongly agreed, and only 13.3% of students answered that they did not agree. Students also feel more happy when learning English begins. As many as 80% of students answered agree and 20% did not agree.

Most of them also do not feel bored when participating in learning English. Students answered agree as much as 66.7%, strongly agree 13.3% and disagree as much as 20%. Students also note important pieces of information

when the teacher explains. As many as 50% of students answered agree, 30% answered strongly agreed and 20% answered disagree. When the discussion began, some students actively participated, as many as 40% agreed, 10% answered strongly agreed, and 50% answered disagree. They also do more assignments in a timely manner, as many as 60% answered agree, 30% answered strongly agree, and 10% disagreed.

Most students also enjoy learning English, as many as 40% answered that they agreed, 20% answered that they strongly agreed, and 40% of students answered that they did not agree. When they have a lesson they don't understand, many ask their teacher. As many as 60% answered agree, 30% answered strongly agreed and 10% answered disagree. After learning is over, only a few students want to repeat their learning. As many as 30% agreed, 50% disagreed, and 20% disagreed.

Learning Interest Factor

Students' interest in learning greatly determines their success in the learning process. The level of student learning interest is influenced by several factors which are divided into internal factors and external factors.

Internal Factors

Internal factors, namely factors of interest in learning that come from oneself. These factors consist of:

1. Physical

One of the factors that influence students' interest in learning is physical or physical condition regarding the health of the students themselves. Healthy physique can make students more enthusiastic in learning. However, if there is interference with the individual's physique, students can reduce student interest in learning.

1. Psychology

According to Sardirman, psychological factors include attention, observation, fantasy, response, thinking, talent, and motives. However, only part of it can affect student learning interest.

External factors

External factors are factors that come from outside the individual students consisting of:

1. Family

Family is the first educational institution for a child. The family has a very big role in creating children's interest in learning. The way parents teach can affect children's learning interest. As a parent, you must always be ready when your child needs help with their child's learning. In addition, parents need to pay attention to their children by knowing their child's learning progress. Not only that, the atmosphere of the house can also affect children's learning. Calmness and comfort need

to be created in the family so that a child feels comfortable and can easily form concentration on his learning.

2. School

Which includes school factors which include learning methods, curriculum, learning facilities and infrastructure, learning resources, learning media, the relationship between students and their places, teachers and school staff as well as extracurricular activities. Experience and knowledge provided through schools must be implemented with a good learning process. An educator must always pay attention to the condition of his students. In this way, children will create a pleasant and not boring atmosphere in learning.

3. Community environment

The community environment can also affect student learning interest. The community environment includes association with friends, activities in the community, and the environment in which they live. Academic activities are more effective when balanced with activities outside of school. Many community activities can foster children's interest in learning. Among them are youth organizations that can grow their internal organization. However, parents also need to pay attention to their children's activities outside of school. This is because excessive participation in extracurricular activities will also reduce the enthusiasm of students to participate in learning at school.

Regarding the internal factors of MTs An-Nur Bululawang students if adjusted to the explanation above it is quite good. Regarding the physical condition of the students, none of them had problems with their physical condition so that students' interest did not decrease. regarding student psychology, some of them did have thoughts or responses that were rather slow, but these factors did not reduce the interest of MTs An-Nur students in learning English. While the internal factor that has more influence on the learning interest of MTs An-Nur Bululawang students is the school. the more adequate facilities for students, the greater the student's interest in learning. MTs An-Nur Bululawang school has tried to improve facilities regarding learning English. many activity programs that support learning English so that it makes students' interest in English great.

Motivation to Learning

Discussing motivation, there are many mentions of the word motivation, including needs, urges, desires, and encouragement. The word motivation can be interpreted as a person's personal situation that can encourage the individual's desire to carry out certain activities to achieve goals. Motivation is a force that exists in a person to encourage a behavior to achieve the goal of self-satisfaction.

Motivation discusses how to encourage one's work enthusiasm, so that they are able to work by providing optimality and expertise. This stimulus can create encouragement in someone who does the activity. According to Bimo Walgito, motivation means to move. Thus, motivation is a force in an organism that stimulates it to act or is a driving force. In religious language, according to Tayar Yusuf, the term motivation is not much different from "intention" (innamal a'malu binniat = indeed an action depends on intention), namely the tendency of the heart that encourages someone to do something (Abas Erjati, 2017).

Thus it can be understood that the basic understanding of motivation is the internal state of the organism that motivates it to do something. Many terms refer to motivation or motive, including needs, desires, desires, and motivation. Motivation in a person is the driving force that manifests behavior to achieve self-satisfaction goals. Siagian explained that motivation is the driving force that creates the desire and willingness of members of the organization to mobilize skills in the form of expertise or skills and time for various activities that are their responsibility and carry out their duties to achieve the goals that have been determined.

According to Greenberg and Baron, motivation is defined as a series of processes that move, direct, and maintain individual behavior to achieve various goals. Mathis and Jackson found that motivation is a goal-driven drive and rarely exists in a vacuum. The terms "need", "want", "want" are synonymous with "motive", which is where the word "motive" comes from. Understanding motivation is important because responses to rewards and other people are related to motivation. Motivation is about encouraging one's enthusiasm to work so that one can do their best, using their talents and abilities to achieve goals (Sunyoto Danang Burhanudin, 2011). This stimulus encourages someone to act. According to Berelson and Steiner mentioned by Wahjosumidjo, motivation is a conscious effort to influence one's behavior in a way that leads to the attainment of organizational goals. According to Terry, motivation is someone's desire that inspires them to act.

This understanding concludes that motivation is motivation that arises from a person's desire to do an act. Basically this motivation is different from the motivation that a person has. Motivation is the desire or passion to do something. Without motivation there is no action, because without motivation people become passive. That's why every company needs motivation. To want to develop further, humans also need motivation. Understanding motivation is not easy. It is something that is inside a person and cannot be seen from the outside, and it becomes visible only through one's own behavior, which is visible. Its role is very large in helping work efficiency (Sunhaji, 2011).

In his book, Sardiman explains intrinsic motivation and external motivation as follows:

Internal motivation

Intrinsic motivation is a motive that becomes active or functional. External stimulation is not needed because there is already in every individual the desire to do something. Given the purpose of learning activities, intrinsic motivation is the desire to achieve a goal is part of the learning itself, so the motivation comes from there. Beliefs with important goals, not just symbols and ceremonies.

External motivation

Extrinsic motivation refers to motives that are active and therefore work external stimuli. For example, someone is studying because tomorrow is a test. I wish for good grades and praise. So it's not because you want to learn, you know something, but you want good grades or praise. Because, extrinsic motivation can also be described as a form of motivation. Learning activities are initiated and continued based on external motivation, even though this is not the case, no doubt related to learning activities (M.Pd et al., 2021).

The motivation that many students of MTs An-Nur Bululawang feel is external motivation, namely motivation that comes from external stimuli. At school has made several activities related to English. This can motivate students to be passionate about learning English. With the emergence of these activities, students will also think about the important goals of learning English.

4. CONCLUSION

After the researcher explains or describes the research entitled 'The Students' Interest and Motivation In Learning English Of Seventh Grade Students At MTS Annur 1 Bululawang', researcher can conclude that based on the percentage results above, it can be concluded that the interest of class VII students of MTs An-Nur Bululawang in learning English is very high. When learning begins, they concentrate fully on their learning. In accordance with the results of the percentage of instruments above, class VII students of MTs An-Nur Bululawang have great motivation towards learning English. They are more likely to learn on their own accord, not coercion from the teacher. Some of them also look for subject matter outside of class and try to find references to questions related to English.

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