

Factors Affecting The Learning Interest Of Natural Papua Students Towards Mathematics At Sdn Inpres Bertingkat Of Waena

¹Yan Dirk Wabiser

¹Cenderawasih University, Jayapura, Papua, Indonesia, Email: yandirkwabiser@kip.uncen.ac.id

Abstract

The purpose of this study is to describe what factors influence the interest of native Papuan students in mathematics at SDN Inp. Graded Academic Year 2019/2020. The benefit of this research is that it can be used as a reference and information for stakeholders who are interested in developing the interest of native Papuan students in learning mathematics. The type of research used is descriptive research with a qualitative approach, where the researcher is the key instrument, the sampling of data sources is done purposively and snowball, the data collection technique is triangulation (combined), the data analysis is inductive or qualitative, the researcher describes all events and interprets data from questionnaires and interviews in the form of qualitative descriptions. The subjects of this study were all students of class IV, V, VI native Papua, totaling 84 children (source: Dapodik Data SDN Inpres Bertingkat Waena). Based on the results of research that has been carried out on students IV, V, VI SDN Perumnas 1 Waena, it can be concluded as follows. Students' interest in learning mathematics is still low, which is around 70%. Students who like mathematics are influenced by several factors, namely: (a) Students have an interest in learning mathematics, (b) Students have motivation to learn mathematics, (c) Teacher explanations are easy to understand by students, (e) A comfortable learning atmosphere, both at school and at home, (f) Families always support students in learning mathematics, and (g) Students have study groups at home. Meanwhile, students who do not like mathematics are influenced by several factors, namely: (a) Students do not have an interest in learning mathematics, (b) Students do not have the motivation to learn mathematics, (c) Teachers who teach are very 'fierce', (d) Explanation the teacher is difficult for students to understand, (e) the class atmosphere is noisy, (f) parents do not support students in learning mathematics, (g) students often play cellphones or watch TV at home.

Keywords: Learning Interest, Learning Motivation, Teacher Explanation, Learning Atmosphere, Family Support.

Introduction

Education is a very important part of the development process of a nation and state, because without the support of education, it is impossible for the development of a nation and the country can develop properly. The educational results obtained by each citizen are expected to improve the quality of Indonesian human resources individually or as a whole in the present and future. These quality Indonesian human resources have these characteristics in the objectives of national education, namely: "National education functions to develop abilities and form a dignified character and civilization of

the nation in order to educate the nation's life, aiming to develop the potential of students to become human beings who have faith and piety in God Almighty, have a noble character, healthy, knowledgeable, capable, creative, independent, and being a democratic and responsible citizen. ". (Constitution of the Republic of Indonesia National Education System, 2003).

Thus this shows that the importance and strategic role of education in shaping and building the next generation of the nation. To achieve the national education goals, the school education path and the out-of-school education path are taken. School pathway education has objectives related

to national educational goals, institutional goals, curricular goals to instructional goals. Meanwhile, out-of-school pathway education has objectives related to the institution that organizes.

Nowadays, education in Indonesia is still considered very low, especially for mathematics lessons. Though mathematics is the main lesson taught from Elementary School to College. Soejadi (2000) stated that mathematics as a basic science, both applied and reasoning aspects, has a very important role in mastering science and technology. Through mathematics learning, students are expected to be able to develop critical, logical, systematic, creative, effective, and efficient thinking skills in solving problems. Ironically math includes unwelcome lessons. Many learners consider that the subject of mathematics is a difficult, unpleasant, and even frightening subject for most learners. For them math is like a terrifying enemy that they are eager to avoid. Not a few students complained about the existence of mathematics lessons. So important is the lesson of mathematics for the future of the nation, it must make mathematics an interesting, fun lesson for the learners.

Schools as a place for learning activities are expected to be able to make improvements and changes so that the wrong view of mathematics as a difficult lesson can be changed. Education is said to be successful if there is a positive change in students both in terms of knowledge, skills, behavior, and attitudes that can be used in social life through the teaching and learning process at school.

The learning process can be carried out anywhere, anytime and with anyone, but in the world of education, especially formal education, the learning process must be carried out in a formal educational institution. People who want to succeed in learning must know the factors that can affect the learning process, especially for students who want to get good learning outcomes at school, they must know what factors can facilitate and hinder the learning process. Factors that influence the learning process consist of internal factors (within the self) and external factors (outside the self). One of the things that affects internal factors is interest.

Psychologically, students when participating in learning and learning activities will be influenced by motivation, concentration, reaction, organization, understanding and test factors. To spur the excitement of students' interest in learning and train students to think creatively, a special medium is needed to stimulate students to learn. A good and healthy environment can encourage learners to have the desire and excitement to learn. In addition to the environment, the desire and excitement of learning are influenced by the condition of the learners themselves at the time of learning, if the conditions faced are not supportive, usually students will tend to be less interested in learning or lack concentration in following each lesson given.

SDN Inpres Bertingkat Waena is one of the elementary schools located in the Jayapura city area. Based on the results of an interview with one of the teachers, it was stated that students considered that mathematics lessons were different from other lessons. Mathematics lessons are described as difficult and unpleasant lessons. This is also experienced by indigenous Papuan students who affect their learning outcomes. The impact has also had an effect on universities. Based on the observations of researchers, the average indigenous Papuan children who choose exact fields are still very lacking, especially choosing the field of mathematics, especially at the Faculty of Teacher Training and Education, University of Cenderawasih. In the elementary school mathematics competition activities in the Jayapura City, Keerom Regency, and Jayapura Regency areas organized by the Cenderawasih University Mathematics Education Study Program for the past two years, it shows that the average representation of students from schools who take part in the competition activities is students who are not native Papuans. This indicates that indigenous Papuan children's interest in mathematics subjects is still very low.

Spurring interest in learning in every learning is important, especially in the implementation of mathematics learning which for some students is less interested. If students are less interested in learning mathematics, the ability of students in

the field of mathematics will be hampered. Mathematics is an exact and certain knowledge so that it goes directly to the goal and can cause the emergence of discipline in the mind, so that if mathematics is taught in the right way then mathematics can develop the ability to think and reason, for this reason, students should have a high desire and be happy to learn mathematics.

Literature Review

The research carried out by Handayani (2016) entitled "The Influence of Parental Attention and Interest in Learning Mathematics on Students' Mathematics Learning Achievement". The results showed that data analysis with descriptive statistical methods, double correlation coefficient, coefficient of determination and regression analysis. The results of the hypothesis test, namely (1) Together the role of parental attention and student interest in learning does not have a significant effect on mathematics learning achievement, (2) The role of parental attention does not have a significant effect on mathematics learning achievement, (3) Student learning interest has a significant effect on mathematics learning achievement [3]. The next research was Purnama (2016) with the title "The Influence of Emotional Intelligence and Interest in Learning on Mathematics Learning Achievement in SMAN South Jakarta". Data analysis by descriptive statistical methods and path analysis. The results showed that: (1) there was a significant direct influence of Emotional Intelligence on Mathematics Learning Achievement. (2) There is a significant direct influence of Interest in Learning Mathematics on Mathematics Learning Achievement. (3) There is a significant direct influence of Emotional Intelligence on the Interest in Learning Mathematics. (4) There is a significant indirect influence of Emotional Intelligence on Mathematics Learning Achievement through Interest in Learning Mathematics. Students' emotional intelligence can be improved through self-awareness of their social environment so that students' emotional ingenuity increases and students' interest in learning mathematics also increases. In addition to high emotional intelligence that can increase students' interest in learning mathematics, the methods that teachers

use in teaching can also increase interest in learning mathematics [4]. Further research by Christ Sarah (2021) with the title "Factors Influencing Students' Learning Interest in Mathematics Subjects in Cluster III Chakranegara". The research is a type of qualitative research with descriptive methods. The samples in this study were all class V students and homeroom teachers at SDN 21 Cakranegara and SDN Model Mataram, totaling 37 people who were taken using purposive sampling techniques. The data collection techniques used are filling out questionnaires and interviews. The factors that influence it are internal factors, 1) students' curiosity in the form of interesting material, easy-to-understand teacher explanations and mathematics being a favorite subject, 2) student motivation such as students wanting to prove that students are capable of achieving and willing to get good grades, 3) physical factors. Meanwhile, external factors are 1) the family environment in the form of parental attention, family member relationships, home atmosphere and family economic conditions, 2) school environment factors, teacher teaching strategies, student relationships with facilities and infrastructure at school, 3) community environmental factors in the form of mass media and environmental conditions such as friends. Meanwhile, this research entitled "Factors Affecting the Learning Interest of Indigenous Papuan Students towards Mathematics Subjects at SDN 1 Abepura for the 2019/2020 Academic Year" is a descriptive research with a qualitative approach, namely key instruments, sampling of data sources is carried out purposively and snowball, data collection techniques with triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research suppress meaning more than generalization. The researcher describes all the events and interprets the data from questionnaires and interviews in the form of qualitative descriptions.

By having a high interest in learning, it is hoped that indigenous Papuan students will be able to learn and practice mathematics well, so that it will be easier to be trained in thinking critically, creatively, carefully and logically which makes

them able to perform well in mathematics lessons.

Research Methodology

The type of research used by researchers is descriptive research with a qualitative approach. According to Sugiyono (2015: 15), states that, qualitative research methods are research methods based on the philosophy of postpositivism, used to examine the condition of natural objects, (as opposed to experiments) where the researcher is as a key instrument, sampling of data sources is carried out purposively and snowball, data collection

techniques with triangulation (combined), data analysis is inductive or qualitative, and the results of qualitative research suppress meaning more than generalization. The researcher describes all the events and interprets the data from questionnaires and interviews in the form of qualitative descriptions. In this study, the researcher described the factors that influence the interest of indigenous Papuan students in mathematics lessons at SDN Inpres Bertingkat Waena. The subjects of this study were all students of class IV, V, VI native to Papua, totaling 84 children (source: Dapodik Data SDN Inp Bertingkat Waena). The instruments in this study were through questionnaires and interviews

Table 1. Questionnaire Sheet Grids Factors Influencing Learners' Interest in Learning Mathematics
The questionnaire is used to find out what factors out the subject's open questionnaire. The

Indicator	Item	Questionnaire Questions
Learners love math lessons		Do You Like Math Lessons? Let's Tell Me Why That's The Case
		Since When Did You Start Liking Or Dislike Math Lessons? Let's Tell Me Why That's The Case
		What about the teacher who taught you now? Is it fun? Try to tell me
Learners' views or perceptions of mathematics		Do you think mathematics is important or not? Let You Explain
		Do you think mathematics lessons are easy or difficult? Let's Tell Me
Student achievements in mathematics learning		What about your math lesson scores until now? Does it include good, moderate or less grades? Please tell me!
Students know the benefits of mathematics in everyday life		Do you study at home before attending math lessons at school or not? Let's Tell Me
		Does the family (Father or Mama or You) Help You In Doing the Homework That Teachers Give You At School? Let's Tell Me
		Due to the Covid-19 Pandemic Situation, Do You Think It's Better to Study At Home Or At School? Let's Tell Me
		Have You Always Liked To Repeat Math Lessons After Coming Home From School? Let's Tell Me
		Are You There Following Tutoring Or Tutoring?

cause the interest in learning indigenous Papuan students in mathematics lessons at SDN Bertingkat Perumnas 1 Waena in an outline which is presented in the form of open-ended questions. Learners are asked to describe the answers based on the actual experience experienced in mathematics lessons.

In this technique, researchers will conduct in-depth interviews based on data obtained on filling

interview questions are adjusted or will develop based on the subject's answers. The interview guidelines used by researchers are the result of a questionnaire of learners (subjects) of research on factors that influence students' interest in mathematics lessons. The interview technique that will be used is an unstructured interview, where the researcher does not know exactly what data will be obtained so that the researcher must listen a lot to what the respondents tell. Based on

the analysis of each answer from the respondent, the researcher will ask the next question that is more directed at the goal.

Data analysis in this study was carried out during and after data collection, namely by analyzing the answer results of students on the answer sheet for the critical thinking ability test and analyzing the results of interviews with students to obtain information on the difficulty of students in mastering the volume material of rotating objects. Where the process of analyzing the interview results was carried out by following the concepts given by Miles and Huberman (1992), namely data reduction (data reduction), data presentation (data display), and drawing conclusions or verification. To be clear as follows: (1) Data Reduction, there is this stage, the researcher selects which data is relevant and less relevant to the objectives and problems of the study, then summarizes, codes, then groups (organizes) according to the existing themes. (2) Presentation of Data, in the form of a set of information that is neatly arranged and organized so that it is possible to draw conclusions from the data. The form of presenting data is in the form of narrative text. (3) Conclusion Drawing, i.e. prosing taking the quintessence of an organized presentation of data in the form of statements of sentences and or formulas that are short and concise but contain a broad sense. Drawing conclusions is carried out by comparing the conformity of the subject's statement with the meaning contained in the problem of the study under study.

Results and Discussion

Data Analysis Results

1. Questionnaire Result Data Analysis

The filling of the questionnaire was carried out once, which was distributed to students in grades IV, V, VI totaling 84 students. The type of questionnaire used is an open questionnaire. This means that students are free to have an opinion in filling out a questionnaire based on what the subject actually experienced while taking a math lesson.

Data based on the results of the student questionnaire, it can be seen that the answers of students vary with their respective reasons.

From the table of student answer categories previously presented, it can be seen as follows: learners state that mathematics is a very easy lesson (5%), an easy lesson (4%), a very interesting lesson because it can count (17%), an interesting lesson (12%), a fun lesson (12%), a very difficult lesson because of its many formulas (40%), as well as a difficult lesson because of a lot of counting (60%). This is because there are students who like to learn mathematics and there are students who don't like to learn mathematics.

Most of the learners stated mathematics is a difficult lesson with the following details: math is a difficult subject because of laziness to learn (4%), mathematics is a very difficult lesson (43%), mathematics is a difficult subject (25%). Only a small percentage of learners stated that mathematics is easy, for example, mathematics is an easy lesson (4%), math is an easy lesson but difficult to understand the teacher's explanation and many formulas (40%).

There are some subjects who have liked mathematics since the 1st grade of elementary school, but not a few subjects who have not liked mathematics since the 3rd grade of elementary school even though when they were in 1st and 2nd grade they liked mathematics lessons. There are several reasons that cause the subject to dislike mathematics including the material getting harder, not understanding the teacher's explanation when explaining, the teacher who teaches is considered "fierce" so that the subject is "inferior", afraid, and embarrassed to ask questions. Based on the results of interviews with class teachers, data were obtained that subjects who like mathematics score well on average and subjects who do not like mathematics average not so good grades. Although most students do not like mathematics and consider mathematics to be a difficult lesson, but all subjects state that it is more preferable to learn mathematics at school than at home during the Covid 19 pandemic and also mathematics is important and very beneficial for its future (100%). Based on the data from the questionnaire

results, it was also obtained that those who helped the subjects at home to complete homework tasks were their mother and brother.

2. Analysis of Interview Data

Student interview activities were carried out online via telephone to 5 students as representatives of existing research subjects. The analysis of the interview results of the five learners is as follows:

a. Subject 1

The subject states that mathematics is such an easy and easy subject that he likes mathematics. The subject is happy to study mathematics at school as well as at home. At school there are several friends of the subject who enjoy learning mathematics, so the subject is inspired to learn mathematics. The subject has liked mathematics since elementary school in grade I on the grounds that the explanation from the teacher is easy to understand, the teacher is very good, and the math scores are good so that the subject likes mathematics. In addition, the subject loves mathematics because it aspires to be a teacher. Even though at home parents do not remind the subject of learning mathematics, but the subject still enjoys learning mathematics. Karena when experiencing difficulties, the subject is always helped by her brother, it just so happens that her brother is also happy with mathematics.

b. Subject 2

The subject states a very difficult subject mathematics. The subject did not like mathematics from the beginning. The teacher's explanation is also difficult to understand and mathematics has so many formulas that the subject does not like mathematics. The subject's math scores are also not good because they are lazy to learn mathematics at school and at home. The atmosphere of the classroom is noisy, and the atmosphere of the house is also not supportive of learning mathematics.

c. Subject 3

The subject states mathematics is a very interesting lesson. The subject likes mathematics from the second grade of elementary school. The teacher's explanation is very interesting and easy to understand. The comfortable atmosphere of the classroom makes the subject happy to study mathematics at school. The subject always asks the teacher or friends when they have difficulty learning mathematics. The subject also always gets home study support even though at home the subject rarely learns mathematics. When having difficulty learning mathematics at home, the subject is often helped by his brother or mother.

d. Subject 4

The subject does not like mathematics. For the subject of mathematics is a very difficult subject. Because it is difficult to understand the explanation from the teacher. In addition, the subject is difficult to understand mathematical concepts. The subject has not liked mathematics since the third grade of elementary school. In learning the subject pays less attention to the explanation of the teacher. However, in school the subject likes to learn mathematics because when doing problems, they can discuss with friends. The subject has an intention in learning mathematics. Because they feel that they are heavy and do not understand mathematics, the subject is lazy to find out when they have difficulty in learning mathematics. the subject also malas studying mathematics at home.

e. Subject 5

For the subject of mathematics is a very interesting subject. The subject likes to learn mathematics since elementary school grade I. Mathematics teachers are very good and the teacher's explanation is also easy to understand. However, grade III elementary schools do not like mathematics because the teacher's explanations are sometimes not understood. The subject does not like the 'fierce' teacher, for fear of asking

questions when having learning difficulties. The subject likes to study mathematics both at school and at home. At school, you can ask directly to teachers and friends when there are difficulties.

Discussion

1. Questionnaire and Interview Data

The data of this study is qualitative data. The qualitative data referred to in this study is the interest of students in learning mathematics. Because of the type of qualitative descriptive research, all data from the results of questionnaires and student interviews will be analyzed and discussed qualitatively. In this study, the factors that make students like or dislike mathematics will be discussed, seen from the students' interest in learning mathematics. For this reason, the interests of students will first be discussed based on data analysis from the results of the questionnaire and student interviews above. Based on the data from the questionnaire results and the data from interviews that have been reviewed before, the results were obtained that students' interest in mathematics lessons varied greatly. Some like math and some don't like math. There are students who like mathematics since elementary school grade I while Grade III or IV do not like mathematics and vice versa. Students who love mathematics state that mathematics lessons are easy, very easy, interesting, and very interesting lessons.

Students like to learn mathematics at school and at home with the following reasons:

- a. At school: the teacher's explanation is easy to understand, the math teacher is good, the teacher does not like to "get angry" with students, a comfortable class atmosphere.
- b. At home: when experiencing learning difficulties, it is always helped by parents (mother) and brother.

Students who do not like mathematics state that mathematics is a lesson that is easy and difficult, mathematics is a very difficult lesson, a difficult and boring lesson that

makes students do not like to learn mathematics at school or at home for the reasons that are:

- a. At school: the math teacher is "fierce", the teacher's explanation is difficult to understand, the classroom atmosphere is noisy, rarely do homework because he has no discussion friends and mathematics has many formulas.
- b. The attention of parents is very lacking, often playing cellphones and watching TV. From the results of the student interviews above, we can see that teachers have a very big influence in learning mathematics. Learners like or dislike mathematics very much depends on the math teacher. The learning interest of learners is about 70% influenced by teachers. Students have an interest in learning mathematics because they easily understand the teacher's explanation, there is support from parents or siblings, have a study group at home, and the math teacher is not "fierce" so that students are motivated to learn mathematics both at school and at home.

So there are several factors that influence students to like mathematics. There are several factors that influence students to like mathematics, namely: 1) Students have an interest in learning mathematics. 2) Students have the motivation to learn mathematics. 3) Teacher training is easy to understand. 4) A comfortable learning atmosphere both at school and at home. 5) Families who are interested in learning mathematics. 6) Friends who are supportive in learning mathematics. There are several factors that affect students not to like mathematics. There are several factors that make students dislike mathematics, namely: 1) Do not have an interest in learning mathematics. 2) Do not have the motivation to learn mathematics. 3) Teachers who teach are very 'fierce'. 4) The teacher's explanation is difficult for learners to understand. 5) The noisy atmosphere of the classroom. 6) Parents are less supportive of learners in learning. 8) Students often play cellphones or watch TV at home.

If the causative factor is sorted from the largest to the smallest in a row is the teacher, the level of ability is low due to the increasingly difficult subject matter (material), the care of the family (father or mother or sibling). These three things are interrelated with each other. Teachers have a vital role in the teaching and learning process. Teaching that is less creative, fierce, and long-winded will make children dislike mathematics lessons, make children afraid to ask questions, to the emergence of "inferior" feelings both to the teacher and to friends who he considers smarter. When the child no longer likes mathematics lessons, at the next level the child will still not like mathematics lessons. Stigma about mathematics is difficult, the child's lack of confidence in his abilities will be carried over at the next level which causes the child's learning outcomes to be unsatisfactory. Therefore, the learning carried out by teachers must be as interesting and creative as possible, especially elementary school children who have a concentration range not too long because they are still in the stage of concrete thinking according to piaget's stages of cognitive development. Pedagogic abilities, content knowledge, and also technology must absolutely be mastered by a teacher so that he can understand the characteristics of children and can facilitate children who have diverse abilities and needs in the teaching and learning process. The family also has a central role in developing the child's interest in mathematics lessons. If the family (parents) have assessed mathematics as a difficult lesson and many formulas, it will automatically also carry over to children who learn mathematics. In addition, the importance of the father's role to help his son in completing homework tasks is not only left to his mother or siblings.

Conclusion

Based on the results of research that has been carried out on students IV, V, VI of SDN Bertingkat Perumnas 1 Waena, it can be concluded as follows. Students' interest in learning mathematics is still low, which is around 70%. Students who like mathematics are influenced by several factors, namely: (a) Students have an interest in learning

mathematics, (b) Students have the motivation to learn mathematics, (c) Teacher explanations are easy for students to understand, (e) Suasana comfortable study, both at school and at home, (f) The family always supports students in learning mathematics, and (g) Learners have a study group at home. Meanwhile, students who do not like mathematics are influenced by several factors, namely: (a) Students do not have an interest in learning mathematics, (b) Students do not have the motivation to learn mathematics, (c) Teachers who teach are very 'fierce', (d) Teacher explanations are difficult for students to understand, (e) Noisy classroom atmosphere, (f) Parents do not support students in learning mathematics, (g) Students often play cellphones or watch TV at home.

References

- [1] Miles, M., Huberman, A. M., dan Saldana, J. (2014). *Qualitative Data Analysis - Matthew B. Miles, A. Michael Huberman, Johnny Saldaña - Google Books*. In Sage Publications.
- [2] Handayani, S. (2016). Pengaruh Perhatian Orangtua dan Minat Belajar Matematika Terhadap Prestasi Belajar Matematika Siswa. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6 (2), 141–148. <https://doi.org/10.30998/formatif.v6i2.948>
- [3] Indriani, A., Junarti, J., dan Hidayah, U. L. (2020). Penerapan Permainan Ular Tangga pada Operasi Bilangan Bulat Siswa Sekolah Dasar. *Jurnal Pendidikan Edutama*. <https://doi.org/10.30734/jpe.v7i1.713>
- [4] Jufri, A. W., Setiadi, D., dan Sripatmi. (2016). Scientific reasoning ability of prospective student teacher in the excellence program of mathematics and science teacher education in University of Mataram. *Jurnal Pendidikan IPA Indonesia*, 5(1), 69–74. <https://doi.org/10.15294/jpii.v5i1.5792>
- [5] Purnama, I. M. (2016). Pengaruh Kecerdasan Emosional dan Minat Belajar Terhadap Prestasi Belajar Matematika di SMAN Jakarta Selatan. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(3), 233–245. <https://doi.org/10.30998/formatif.v6i3.995>
- [6] Retnowati, E., dan Aqiilah. (2017). The Effectiveness of Dyad Strategy During

- Mathematics Learning Based on Core Model. *Jurnal Cakrawala Pendidikan*, 1, 13–23.
- [7] Sarah, C., Karma, I. N., dan Rosyidah, A. N. K. (2021). Identifikasi Faktor Yang Mempengaruhi Minat Belajar Siswa Pada Mata Pelajaran Matematika Di Kelas V Gugus III Cakranegara. *Progres Pendidikan*, 2(1), 13–19. <https://doi.org/10.29303/prospek.v2i1.60>
- [8] Sirait, E. D. (2016). Pengaruh Minat Belajar Terhadap Prestasi Belajar Matematika. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 6(1), 35–43. <https://doi.org/10.30998/formatif.v6i1.750>
- [9] Soedjadi, R. (2014). Inti Dasar – Dasar Pendidikan Matematika Realistik Indonesia. *Jurnal Pendidikan Matematika*. <https://doi.org/10.22342/jpm.1.2.807>.
- [10] Suwarsito, S. (2017). Analisis Pengaruh Minat Dan Motivasi Belajar Terhadap Prestasi Belajar. *Wanastra: Jurnal Bahasa Dan Sastra*, 9(2), 89–98. <https://doi.org/10.31294/w.v9i2.2094>