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Analysis of the Learning Interest Profile of Fourth-Grade Students at MI Nurul Islahil Islami in the IPAS Subject in the 2024–2025 Academic Year

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Abstract: This study aims to examine the learning interest profile of fourth-grade students at MI Nurul Islahil Islami in the Integrated Science and Social Studies (IPAS) subject in the 2024–2025 academic year. The research employed a quantitative, descriptive method. The research subjects were all 29 fourth-grade students, determined using a total sampling technique. The data collection instrument was a closed-ended questionnaire with two response options ("Yes" and "No") for four indicators of learning interest, as outlined by Slameto (2010): enjoyment, student engagement, interest, and attention. Data were analysed descriptively using percentages and classification categories. The findings show that students' interest in IPAS is generally low, with 50% classified as low, 35% as medium, and 15% as high. Based on the indicators, enjoyment (55% low), interest (65% low), and attention (60% low) were in the low category, while student engagement (35% low, 40% medium, 25% high) was in the medium category. These results indicate that learning tends to be passive because the teacher predominantly uses lecture methods without support from learning media, resulting in students' engagement, enthusiasm, and focus not being optimal. The implications of this study highlight the need for more varied, interactive learning strategies supported by visual media to increase students' interest in IPAS.

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Introduction

Learning is a process that involves various individual activities and brings benefits to those who engage in it (Muliani, 2020). For the learning process to yield the desired outcomes, students must have an adequate level of learning interest. Learning interest is a crucial aspect to consider in the learning process, as without it, learning activities cannot run optimally (Sari, 2020). Learning interest arises from a learning atmosphere that provides motivation and freedom to acquire broad knowledge and learning experiences. It may be understood as a strong willingness to use one's mind and attention to develop and understand the scientific knowledge needed (Ndraha et al., 2022). Basic education constitutes an essential foundation for shaping students' character, knowledge, and basic skills. At this level, students are introduced to various fields of science, including Integrated Science and Social Studies (IPAS), which is designed to develop an understanding of the natural and social environment, as well as to instil scientific thinking and a caring attitude toward their surroundings (Kemendikbud, 2021).

Given the importance of learning interest in the learning process, teachers must pay attention to and foster students' interest in learning. Interest encourages students to be more diligent in learning (Hemayanti et al., 2020); when students' interest has emerged, the learning process becomes more enjoyable (Harianja & Sapri, 2022). Interest thus acts as a supporting factor that can lead to success in the learning process. If the learning process implemented by

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teachers does not align with students' interests, it may negatively affect students' learning outcomes (Putri & Safrizal, 2023). Therefore, efforts to enhance learning interest are essential for creating an effective learning process and supporting optimal academic achievement. Learning interest is one of the internal factors that plays a significant role in the success of the learning process. It can be defined as a tendency to pay attention to and feel attracted to an activity without compulsion (Slameto, 2010). High learning interest fosters enthusiasm for learning, increases students' engagement in classroom activities, and strengthens their understanding of the learning material (Apriyani et al., 2022). Conversely, low learning interest is often a primary cause of students' lack of participation and motivation in the classroom (Djamarah, 2018). Hurlock, as cited in Sukada et al. (2018), explains that a person's interest is formed by two aspects: cognitive and affective. The cognitive aspect concerns students' perceptions of the benefits of learning, while the affective aspect concerns positive emotions, such as enjoyment, that arise during the learning process. Therefore, teachers need to create a learning environment that is enjoyable, interactive, and relevant to students' lives to increase students' interest in learning (Apriyani et al., 2022).

Integrated Science and Social Studies (IPAS) is an integrative subject that combines elements of science and social studies in the context of everyday life. This subject aims to foster curiosity, critical thinking skills, and concern for the natural and social environment surrounding students (Kemendikbud, 2021). Because of its contextual and applied nature, IPAS learning requires active student engagement so that they can understand and relate the material to real-life situations (Damayanti & Yulistiana, 2021). However, the effectiveness of IPAS instruction is strongly influenced by students' level of learning interest in the subject. Learning interest plays a vital role in shaping students' attention, desire, and drive to be actively involved in the learning process (Slameto in Nanda et al., 2021). When students have a strong interest in IPAS, they tend to show enthusiasm, actively ask questions, and be motivated to explore the material through activities such as observation, experiments, and group discussions. Conversely, low learning interest in IPAS inhibits students' participation, reduces motivation, and can potentially lower learning outcomes (Safitri & Nurmayanti, 2018).

Students' learning interest in IPAS can be identified through indicators such as attention, interest, concentration, enjoyment, and involvement in the learning process (Sidiq et al., 2020). These five indicators serve as benchmarks for comprehensively describing students' learning interests. In addition, instructional strategies that align with the characteristics of elementary school students—such as visual media, educational games, or contextual approaches—have been shown to increase learning interest (Adnyana & Yudaparmita, 2023). However, preliminary observations in the fourth-grade classroom at MI Nurul Islahil Islami revealed that some students still exhibit low interest in IPAS. Several students appear less focused, passive during activities, and unenthusiastic in completing assigned tasks. This condition aligns with Suryabrata (2019), who states that low learning interest leads to a lack of internal motivation and difficulty achieving optimal learning outcomes. As a conceptual and contextual subject, IPAS requires active student engagement to help them connect the material to their surrounding environment. Therefore, mapping students' learning interest profiles is needed as a basis for designing appropriate learning strategies. As stated by Zainuddin and Muslich (2020), analysis of students' learning interests can help teachers adjust instructional approaches to better suit students' needs and potential.

Studies on students' learning interest profiles have been widely conducted at various educational levels, particularly at junior and senior high schools. Fatonah et al. (2020) investigated the learning interest of eleventh-grade students in Physics and found that most students demonstrated a good level of interest. Hemayanti et al. (2020) also reported that

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eleventh-grade students' interest in learning Chemistry was moderate to high, influenced by internal factors such as motivation and curiosity, as well as external factors such as the learning environment and teaching methods. Rondoni et al. (2022), in their study of ninth-grade students, found that teacher professionalism contributed to high science learning interest, with most students classified as having high interest. At the junior high school level, Masyitoh (2023) concluded that the indicators of learning interest include four main aspects: enjoyment, active involvement, attention, and interest in learning. Cahyana et al. (2023) examined the learning interest of madrasah students; however, their study focused on tenth-grade MAN students and the Guidance and Counselling subject. Thus, the educational level and context of that study differ markedly from the present research, which focuses on fourth-grade students at a Madrasah Ibtidaiyah (MI).

At the elementary school level, research analyzing learning interest has generally focused on instructional interventions using specific media or approaches, rather than on a descriptive analysis of students' learning interest profiles as an initial overview. For example, Kusumawardani et al. (2022) examined the improvement of fourth-grade students' learning interest through video media using a classroom action research approach. Such studies contribute to improving learning outcomes but have not yet addressed the fundamental question of students' initial learning interest profiles in a given subject before intervention. The present study seeks to fill this gap by describing the learning-interest profile of fourth-grade students in the IPAS subject at MI Nurul Islahil Islami in the 2024–2025 academic year.

Research Method

This research is a descriptive study. It was conducted at MI Nurul Islahil Islami, located in Praya Subdistrict, Central Lombok Regency, West Nusa Tenggara Province. The population comprised all fourth-grade students, totalling 29 learners, and the sampling technique used was total sampling. The data collection instrument was a closed-ended questionnaire with two response options ("Yes" and "No"), developed based on four indicators of learning interest according to Slameto (2010): (1) Enjoyment, (2) Student Engagement, (3) Interest, and (4) Attention. The questionnaire underwent validity and reliability testing before administration. The data analysis procedures included data collection, descriptive data processing, and the presentation of results in tables and figures.

Result and Discussion

In general, the findings show that the learning interest of fourth-grade students at MI Nurul Islahil Islami in the IPAS subject is in the low category. Based on the questionnaire results, 50% of students fall into the low category, 35% into the medium category, and only 15% into the high category. When viewed by indicator, attention, interest, and enjoyment are in the low category, while student engagement is in the medium category. The analysis of the four aspects of learning interest in the IPAS subject for fourth-grade students at MI Nurul Islahil Islami is presented in Table 1 and Figure 1.

Table 1. Distribution of Average Questionnaire Scores for Each Aspect of Learning Interest

Indicator	High	Medium	Low	Classification
Enjoyment	15%	30%	55%	Low
Student Engagement	25%	40%	35%	Medium
Interest	10%	25%	65%	Low
Attention	12%	28%	60%	Low

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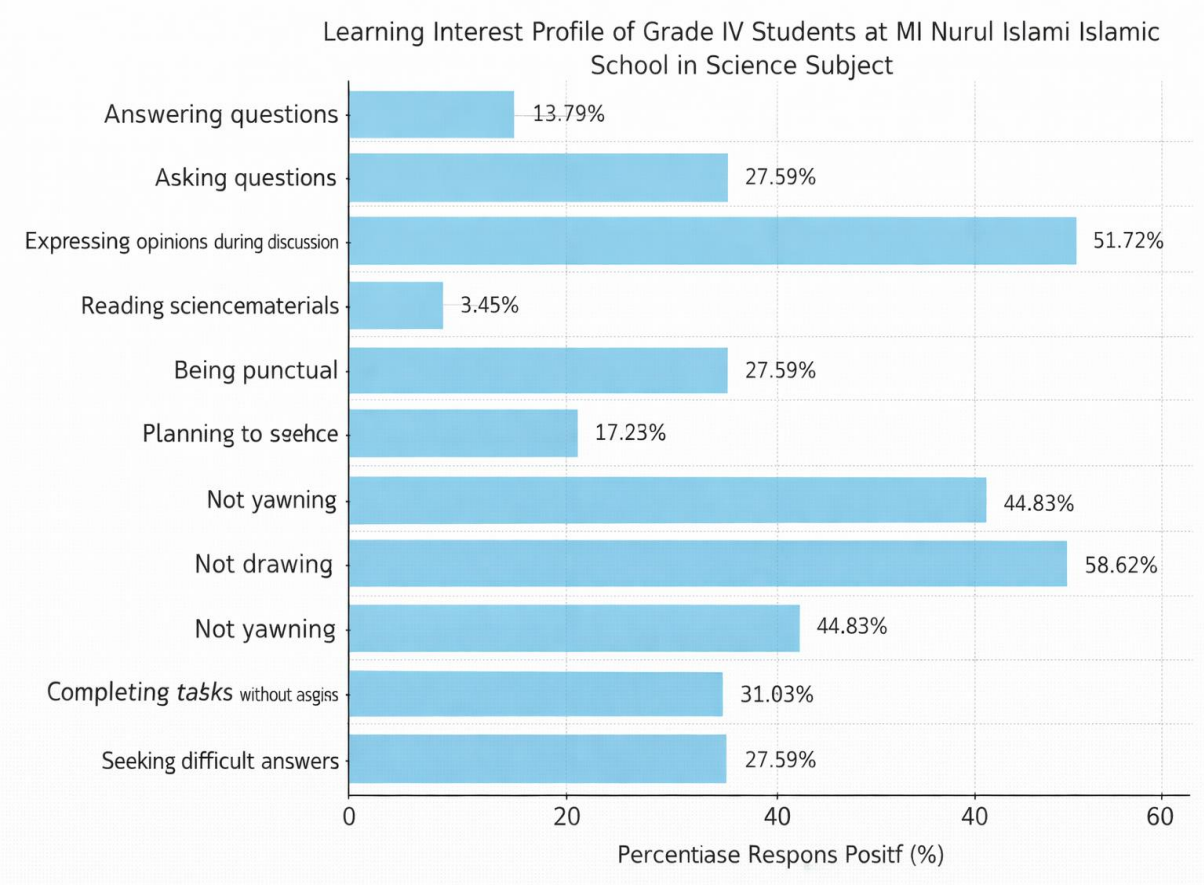

Figure 1. Diagram of learning interest profiles of fourth-grade students at MI Nurul Islahil Islami

The learning interest profile of fourth-grade students in the IPAS subject at MI Nurul Islahil Islami shows that 50% fall into the low interest category, 35% into the medium category, and 15% into the high category. Measurement was based on four indicators: enjoyment, student engagement, interest, and attention. Of these, student engagement falls into the medium category, with 25% in the high category, 40% in the medium, and 35% in the low. Meanwhile, enjoyment, interest, and attention are in the low category, with proportions of students in the low category of 55%, 65%, and 60%, respectively. These data indicate that, both emotionally and cognitively, most students have not yet demonstrated optimal enthusiasm and focus in IPAS learning.

The results further show that teachers predominantly employ one-way lecture methods without utilizing learning media, resulting in a passive classroom atmosphere. This is reinforced by the fact that only 9.30% of students dare to answer questions, and 18.60% actively ask questions during the learning process. This condition directly contributes to students' low learning interest in IPAS. Similar findings were reported by Rahmawati (2021), who found that monotonous lecture methods and minimal interaction between teachers and students led to low learning interest.

Students tend to feel bored and less motivated, which reduces their active involvement. Likewise, the study of Saputra and Ningsih (2022) indicates that learning that does not utilise media and interactive activities contributes to low attention and participation in the learning process. Logically, this condition arises because one-way lecture methods tend to create a passive classroom atmosphere and limit students' opportunities to express themselves and

engage in active learning. This is consistent with Hemayanti et al. (2020), who argue that the teacher's role also influences students' learning interest; teachers who employ methods and strategies that suit students' characteristics can foster interest and thereby increase learning interest. Nurlaila (2018) also states that teachers occupy the front line in education and are a key factor in supporting students' success in teaching and learning activities.

Teachers must therefore be creative and innovative in selecting instructional models, methods, strategies, and media that align with the subject matter to achieve learning objectives (Mangelep, 2021). In this regard, the use of learning media can improve the efficiency and quality of teaching and learning. Teachers are thus required not only to master the content but also the media used to deliver learning materials to achieve the intended instructional goals (Surani & Fricticarani, 2023). Without adequate stimulation through learning media or interactive activities, students may lose interest and intrinsic motivation to learn (Muliani, 2020). In addition, a passive classroom atmosphere can lead to boredom and reluctance to participate, which, in turn, can result in low enjoyment, interest, and attention to the material presented (Sari, 2020). Such unvaried instructional approaches also fail to meet students' need for active, exploratory, and experiential learning, which is essential for deeper understanding (Sutrisna & Nabil, 2020).

According to Slameto (2010), learning interest is strongly influenced by four aspects: attention, enjoyment, engagement, and interest. When most of these aspects are low, overall learning interest will also be low. This is consistent with the findings of Latifah et al. (2023), who stated that monotonous and unenjoyable learning is a major cause of low learning interest. In this study, the lack of media and interactive methods is a key factor behind students' low interest in IPAS.

These findings are also in line with previous research by Hemayanti et al. (2020), which showed that external factors such as teaching methods and classroom climate play an important role in fostering students' learning interest. The lack of variety in methods and the absence of contextual media make it difficult for students to understand IPAS material, which is largely abstract. For example, in the topic of energy transformation, students would find it easier to understand energy changes if the lesson were supported by visual media such as animated videos. In this regard, Apfani (2023) emphasises that the use of appropriate visual media can build better conceptual understanding and increase students' interest in the material.

Furthermore, Gede (2021) also notes that elementary school students need concrete and enjoyable learning experiences to develop learning interest. If instruction is passive and one-way, students tend to lose focus and feel emotionally disengaged. This condition is also evident in the present study, where students who fell asleep in class were not reprimanded, indicating a lack of classroom management and teacher involvement in creating a positive learning climate. Yet, teachers play a central role in shaping an active, interactive learning environment (Dalimunthe, 2022).

Other research has also shown that students who have difficulty understanding subject matter tend to lose interest. IPAS, which involves abstract concepts, requires both contextual and concrete approaches, as well as strategies that actively involve students. When learning does not align with elementary school children's cognitive characteristics, they tend to lose interest and may even exhibit passive behavior in class. This study is further supported by the findings of Timur et al. (2024), who state that one way to increase students' interest and motivation is to use appropriate and engaging learning media. The use of instructional media in teaching and learning can spark new interest and desire, stimulate motivation and learning activities, and even have psychological effects on learning. Based on the foregoing, it can be concluded that students' low learning interest in IPAS is influenced by a mismatch between teachers' instructional strategies and students' needs. Learning that does not directly involve students and provides minimal visual stimulation makes it difficult for them to understand the material, leading to a loss of motivation to learn.

The implications of these findings suggest that teachers need to be more reflective when selecting instructional strategies and classroom media. Teachers are required not only to master the content but also to deliver learning in ways that are engaging, interactive, and suited to the characteristics of elementary school students. The use of varied instructional models, group discussions, and visual media such as animated videos or manipulatives can serve as alternatives to students'students' interest in learning. In addition, support from schools, including training on media use and the development of innovative instructional strategies, is essential to create a learning environment that is conducive, enjoyable, and meaningful for students.

Conclusion

This study shows that the learning interest of fourth-grade students at MI Nurul Islahil Islami in the IPAS subject during the 2024–2025 academic year remains low. The main factors influencing their learning interest include a lack of enjoyment, low levels of interest, and limited attention during the learning process. These findings underscore the need to improve teaching methods to make them more enjoyable, interactive, and relevant students'ts' needs, thereby enhancing both learning interest and learning outcomes.

Recommendation

Based on the findings of this study, it is recommended that teachers at MI Nurul Islahil Islami develop and implement teaching methods that are more engaging, interactive, and relevant to students' experiences to increase students' interest in IPAS. Teachers can make use of a variety of instructional media and actively involve students in the learning process through group work, discussions, experiments, and contextual learning activities.

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