

Investigating the Impact of Learning Interest on Student Achievement in Javanese Language Courses at State Senior High Schools

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ABSTRACT

Learning interest is a critical factor influencing students' academic achievement. This study examines the relationship between students' interest in learning and their learning outcomes in Javanese language lessons, emphasizing its role in preserving cultural heritage. A quantitative approach with a correlational research design was employed. The study was conducted at State Senior High School 2 Purbalingga, involving a population of 368 eleventh-grade students. Using simple random sampling, 192 students were selected. Data were collected through interviews, questionnaires, and documentation and analyzed using simple regression and the product-moment correlation formula. The findings indicate a significant relationship between students' learning interest and their learning outcomes in Javanese language lessons, with a calculated r -value of 0.670 and a p -value < 0.05 (0.000). These results demonstrate a moderately strong positive correlation, suggesting that higher interest in learning is associated with better academic performance. The results highlight the importance of fostering interest in learning to improve academic outcomes and support the integration of cultural values through education. Internal factors, such as motivation, and external factors, such as teaching methods, are crucial in enhancing student engagement. This study underscores the positive impact of learning interest on academic achievement in Javanese language lessons. The findings contribute to strategies aimed at improving educational outcomes while preserving cultural heritage, emphasizing the need for innovative teaching methods and stakeholder collaboration.

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1. INTRODUCTION

Javanese language education is an integral part of the curriculum in schools across Central Java, including Purbalingga, which was mandated by the 2019 Regulation of the Governor of Central Java to preserve and promote Javanese cultural heritage. According to Handayani (2023), the implementation of Javanese language learning in schools is crucial for preserving and developing Javanese culture.

Students can gain deeper insight into Javanese culture by understanding the values, traditions, and customs embedded in the Javanese language. This understanding is essential, as it can influence students' interest in learning the Javanese language, ultimately helping them achieve their maximum learning potential.

Learning Javanese is important for students so that they are happy and interested in speaking Javanese. In the learning process, it is important to instill a sense of love or liking in students so that the values in Javanese can enter into them and they can understand the learning material well. According to Nisa and Arifin (2021), providing Javanese language teaching from the beginning is crucial because it is expected to preserve the Javanese language through formal channels at school. Teachers can do this by encouraging students to diligently read stories and listen to songs in Javanese, as well as actively practicing using new words learned. The application of Javanese language learning in local content subjects actually functions as a means of communication, cultural preservation, and personal development and provides informative, instrumental, and imaginative benefits. The same view from Cahyani and Subrata (2022), that in the acquisition of cultural values in personality formation, there are cultural functions and individual functions related to instrumental, imaginary, and informative functions. Therefore, Javanese language lessons are important to implement as the provisions that have become a decision in the applicable regulations.

Unfortunately, the implementation of Javanese language learning in schools often does not adhere to the established provisions. This discrepancy occurs due to the fluctuations in the development of the applicable curriculum, which often leads to a lack of synchronization between the curriculum and the contents of the set regulations. This is reinforced by Nurapriani et al. (2021), who stated that there are still many children's educational institutions that have not met the educational standards set out in existing regulations. For example, in terms of teacher qualifications, adequate facilities and infrastructure, appropriate curriculum, and effective teaching methods (Ramatni et al., 2023). According to Zafirah et al. (2021), teachers must be able to apply the right teaching methods. If this is not fulfilled, then the quality of education provided to students can be compromised. In other words, it is important to ensure that educational institutions can meet the educational standards that have been set so that students can receive quality education and in accordance with the subject achievements in the applied curriculum.

Despite existing regulations, the current state of Javanese language learning does not align with its intended purpose. Aryanti et al. (2023) found that Javanese language learning remains below expectations and has not seen significant progress, causing it to become marginalized. Although the goal is for students to apply Javanese in daily life, many are still reluctant to do so. This reluctance stems partly from difficulties in learning Javanese vocabulary, which students find unfamiliar or rarely encountered. Similarly, Cahyani and Subrata (2022) highlight issues with students' limited Javanese vocabulary, which impedes effective communication. For instance, students often lack the words to express their thoughts or feelings in Javanese, underscoring the need to expand their vocabulary for more fluent communication.

Based on the results of initial interviews conducted with one of the Javanese language teachers at State Senior High School 2 Purbalingga, information was obtained regarding problems found in Javanese language learning in the classroom. One of the main issues is the low student interest in learning Javanese language subjects. The system in the independent curriculum that gives students the freedom to choose subject matter based on their interests has increasingly led to Javanese being sidelined. This is also confirmed by the Minister of Education Nadiem Makarim, who has given students the freedom to choose lessons according to their own interests (in Suyitno et al., 2023). The level of interest in learning the Javanese language among students varies from low to high. According to Dampur et al. (2022), the level of interest in learning can be reflected through student behavior during classroom activities.

Students' low interest in learning Javanese can be observed during the learning process. In fact, only a few students dare to ask the teacher questions, and most seem less enthusiastic about learning

Javanese. Students who are enthusiastic about learning are shown by their active participation in answering questions posed by the teacher and their willingness to ask about material they find difficult to understand. Conversely, students who are not interested in learning tend to pay less attention to the material explained by the teacher. Among all the Javanese language materials at the high school level, students are more enthusiastic when studying *cerkak* stories, while students tend to be less interested in participating in Javanese language learning when they get Javanese script and song material. However, they tend to be less interested in participating in Javanese language learning when it involves Javanese script and song material, which they consider difficult to understand.

The issue of student interest in learning can significantly affect the success of their educational outcomes. According to Slameto (2010), interest is a form of preference and attachment to a subject or activity, even in the absence of external demands. A higher level of interest is reflected in students' attitudes and behaviors during the learning process. Natasya et al. (2021), identifies four indicators of learning interest: (1) experiencing pleasure when participating in the learning process, (2) student involvement during learning, (3) having a keen interest in following the course of learning, and (4) maintaining student attention to stay focused on observation and understanding, while disregarding other distractions. Therefore, a student can be said to have an interest in learning if there is an intrinsic awareness, such as feelings of pleasure, active involvement, interest, and sustained attention.

On the other hand, student success in learning is also related to their attitudes and behaviors at school. According to Atika and Junaidi (2019), learning outcomes are defined as a reflection of how well students can articulate the material obtained from the teacher's instruction. Similarly, Darwanto and Herdiansyah (2022), describe learning outcomes as the results obtained by students after participating in the learning activities. Essentially, student learning outcomes are an effort to change behavior through learning, encompassing cognitive, affective, and psychomotor domains (Rudiyana et al., 2021). The learning outcomes that students achieve depend on the extent of material they have mastered, and the success of learning in school is judged by the value of these outcomes.

Learning outcomes refer to the skills and knowledge acquired by students through learning activities (Setiawan et al., 2022). These outcomes are influenced by various factors, categorized into internal and external aspects (Muliani & Arusman, 2022). Internal factors involve individual traits like personal interest and intrinsic motivation, leading students to engage actively without external prompts. External factors, on the other hand, encompass influences like parental support and the surrounding environment. This classification is further supported by Marlina and Sholehun (2021), who emphasize that internal factors (e.g., interest, talent, motivation, and learning methods) and external factors (e.g., family and school environments) both shape learning outcomes. This study refers to theory of motivation in second language learning (Gardner, 1972), which underlines the impact of integrative and instrumental motivation in increasing student engagement and learning success.

Numerous studies have explored the relationship between learning interest and learning outcomes. For instance, Tanjung (2022) and Asyraf et al. (2023) found a significant positive correlation between students' learning interest and their academic performance. Both studies employed quantitative methods with a correlational approach to assess students' interest in learning. While the variables examined are similar—learning interest and learning outcomes—the studies differ in terms of their research settings and timelines. These earlier works provide a strong foundation for further investigation into students' learning interest.

Similarly, research by Rozikin et al. (2018) and Rosalina and Junaidi (2020) corroborates the existence of a significant relationship between learning interest and academic outcomes. These studies, which also adopted quantitative methods, focused specifically on high school students. However, they differ in terms of the research location and timing. Additional studies by Yuwono and Cholis (2023) and Fauziah et al. (2023) examined learning interest in the context of Javanese language education. Their work is distinct from the current study due to variations in methodology and the characteristics of the research subjects, which include high school students.

While numerous studies have examined the relationship between learning interest and learning outcomes, the findings are not always consistent. For instance, Ichسانی and Hizbullah (2024) highlight that low interest in learning Javanese among grade IV students can be attributed to psychological factors such as intelligence, attention, and interest, as well as external factors like monotonous teaching methods. However, prior research has not comprehensively analyzed the quantitative impact of learning interest on academic performance, particularly within the specific context of Javanese language learning. This study aims to fill that gap by exploring how students' interest in Javanese language learning influences their academic achievement. The findings are intended to offer valuable insights for educators and policymakers to develop more engaging teaching strategies, ensuring the relevance and appeal of Javanese language education. Ultimately, this research seeks to contribute to the preservation of Javanese cultural identity by fostering a deeper interest in the language among younger generations.

2. METHODS

2.1 Research Design

This research uses a quantitative approach with a correlational research design that aims to observe, assess, and describe the research subject through numerical data, thus allowing conclusions to be drawn from the phenomena observed during the research process. This research is focused on knowing the relationship between two variables which include, the independent variable (interest in learning) with the dependent variable (learning outcomes).

2.2 Population and Sampling

The population of this study comprised 368 students from class XI at SMA N 2 Purbalingga, distributed across 10 classes labeled A through J. The sampling process utilized a simple random sampling technique, where all class XI students were randomized through a lottery system using pre-assigned serial numbers. The sample size, representing the known population, was determined using the Taro Yamane formula, as outlined below:

$$n = \frac{368}{368.0,05^2 + 1}$$

Description :

n = Sample Size

N = Population Size

d = Precision set (95% confidence level)

A total of 192 students who became the research sample consisted of 36 regular class students (class XI F, A, D, E, C) and 12 sports class students (class XI I).

2.3 Data Collection

Data collection was carried out using techniques such as interviews, questionnaires, and documentation. Interviews were conducted by determining the topic and making a list of questions that aimed to explore information related to the causes of problems in Javanese language learning. Interviews were conducted directly with Javanese language teachers who were considered capable of understanding the learning conditions of students at SMA N 2 Purbalingga. Documentation in the form of written documents aims to comprehensively document student learning outcomes in Javanese language learning at SMA Negeri 2 Purbalingga semester 2023/2024. The questionnaire in this study was designed in the form of questions to get structured answers related to students' interest in Javanese language learning. Before use, the questionnaire was tested first with a smaller sample size than the

actual sample members to determine than the actual number of sample members to be able to determine the validity and reliability of the questionnaire that has been prepared previously. Determination of questionnaire answers is categorized in the form of a Likert scale as follows:

Table 1. Likert Scale

No	Statement	Score
1.	Strongly agree	4
2.	Agree	3
3.	Disagree	2
4.	Strongly disagree	1

Budiastuti and Bandur, (2018:32)

2.4 Instrument Validity and Reliability

The data validity technique was carried out using a product moment correlation test to test the validity and reliability of the instrument. Before conducting the research, the research instrument was prepared in the form of a 25 item learning interest questionnaire by referring to the learning interest indicators including feelings of pleasure, interest, student involvement, and attention. The questions used in the learning interest questionnaire adapt from previous research for piloted to refine the questions before the main study. According to Sugiyono (2021: 223), the instrument is said to be valid if the validity test results are greater than 0.3. The following are details of the validity test results.

Table 2. Validity Test

Variable	Item Nomor	Description
<i>Learning Interest</i>	1 2 3 4 5 6 7 8 10 11 12 13 14 15 16 17 18 20 21 22 23 24	Valid
	9 19 25	Invalid

The results of table 2, there are 22 item numbers of the learning interest instrument said to be valid because the r value > 0.3 and 3 item numbers were declared invalid. After the data validity test on the instrument has been carried out, then the reliability test is carried out by looking at the cronbach alpha value with a minimum cronbach alpha coefficient > 0.7 to be said to be reliable (Supriadi, 2021: 103). The results of the reliability test can be seen in Table 3.

Table 3. Reliability Test

Variable	Alpha Cronbach	Description
Learning Interest	0.928	Reliable

The results of the reliability test on the learning interest questionnaire stated a reliability value of $0.928 > 0.7$. Therefore, the instrument can be said to be reliable and can be used. After the data has been obtained, the characteristics of the data will be analysed through descriptive statistical tests, and prerequisite tests in the form of normality tests, linearity tests, heteroscedasticity tests, and hypothesis testing will be conducted by simple linear regression tests.

2.5 Data Analysis

The data analysis technique applied in this study is a simple linear regression test and t-test (hypothesis testing). The prerequisite test is carried out with the Kolmogorov-Smirnov type normality test because this test can directly conclude whether the existing data is statistically normally distributed or not. In addition, there is a linearity test and heteroscedasticity test with the Glejser method to test whether there is an inequality of variance or residuals from one observation to another. All prerequisite test results are used as a series in data analysis in this study. All data analysis in this study was carried out with the help of SPSS version 25.

3. FINDINGS AND DISCUSSION

This study discusses the existence of a positive relationship between learning interest and learning outcomes of grade XI students in Javanese language subjects at SMA N 2 Purbalingga. The implementation of Javanese language subjects in schools is still not as expected. Current conditions show that Javanese language has begun to be neglected and considered unimportant. This happens because many students feel that Javanese is a difficult subject to understand (Fatmawati and Wiranti (2023). If this continues, the use of Javanese as a regional language will slowly erode along with the development of increasingly modern times. Therefore, it is important for students to have a high interest in lessons so that the learning process becomes more effective and learning outcomes improve. This study presents the results of research and discussion conducted from the results of several tests, then the results obtained are discussed based on the results obtained and then discussed based on the findings in the field. More details of the analysis results can be seen in Table 4.

Table 4. Descriptive Statistics

Descriptive Statistics	Learning Interest	Student Learning Outcomes
Mean	67.42	84.48
Standard Deviation	6.225	3.207

Based on Table 4 descriptive analysis, the average (mean) value of student interest in learning is 67.42, with a standard deviation of 6.225. Meanwhile, the average value of student learning outcomes is 84.48, with a standard deviation of 3.207. In general, students' interest in learning is in the high enough category, but there is still a wide variation in the level of students' interest in learning. On the other hand, student learning outcomes show a relatively high average, with a relatively small spread. This confirms the positive correlation between learning interest and students' academic achievement. To obtain a more comprehensive picture of the categories of students' learning interest profile, a categorization analysis was conducted on the data obtained. Table 5 below presents the categories of the learning interest variables and student learning outcomes.

Table 5. Learning Interest Variable Category

No	Category	Score Range	F	%
1.	Very High	$X > 78.63$	13	7%
2.	Height	$71.16 < X \leq 78.63$	27	14%
3.	Medium	$63.69 < X \leq 71.16$	106	55%
4.	Low	$56.22 < X \leq 63.69$	41	21%
5.	Very Low	$X < 56.22$	5	3%
TOTAL			192	100%

Table 5 shows a fairly varied profile category. The majority of students (55%) are in the "Medium" learning interest category. Students who had a "Low" interest in learning amounted to 21%, while 14%

of students were in the "High" category. Nevertheless, there were a number of students who had a very good interest in learning, namely 7% who fell into the "Very High" category and on the other hand, 3% of students were recorded as having a "Very Low" interest in learning. While most students were in the moderate learning interest category, there was still a wide variation in learning interest profiles among students, indicating the need to develop learning strategies that can attract and increase students' overall learning interest.

Table 6. Learning Outcome Variable Categories

No	Category	Score Range	F	%
1.	Very High	$X > 90.25$	1	1%
2.	Height	$86.40 < X \leq 90.25$	42	22%
3.	Medium	$82.56 < X \leq 86.40$	86	45%
4.	Low	$78.71 < X \leq 82.56$	63	33%
5.	Very Low	$X < 78.71$	0	0%
TOTAL			192	100%

A descriptive analysis of students' learning outcomes in Javanese language learning reveals a generally positive profile. As presented in Table 6, the majority of students (45%) achieved scores in the "Medium" category. Additionally, 33% of students fell into the "Low" category, while 22% achieved scores in the "High" category. Notably, 1% of students were classified in the "Very High" category of learning outcomes, and there were no students in the "Very Low" category. This overall distribution suggests that students' academic performance in Javanese language learning is relatively satisfactory. The predominance of students in the "Medium" category reflects a sufficient understanding and ability in learning the Javanese language and culture. However, the presence of students in the "Low" category highlights the need for improvement. Implementing more innovative and engaging teaching methods could enhance students' overall academic performance and foster a stronger connection to Javanese cultural heritage.

After obtaining the results of descriptive statistical analysis, prerequisite tests were carried out, including normality, linearity, and heteroscedasticity tests. According to Supriadi (2021:47), the normality test is used to assess whether the distribution of values for research variables X and Y is normally distributed. This test was conducted using the Kolmogorov-Smirnov approach. The criteria for data to be considered normally distributed is if the Asymp Sig. value is greater than 0.05 or (2-tailed) 0.05 (Sahir, 2022: 69). Table 7 shows the results of the normality test calculation using SPSS version 25.

Table 7. Normality Test

X	Y	Asymp. Sig. (2-tailed)	Description
Learning Interest	Students Learning Outcomes	0.200	Normal

Based on the results of the normality test, the significance value of Asymp. Sig (2-tailed) of 0.200 is greater than 0.05. In accordance with this result, it can be concluded that the data is normally distributed. After ensuring that the data is normally distributed, the next step is to conduct a linearity test. Fulfilling the assumption of normality in data can make calculations more accurate and unbiased. With normally distributed data, the statistical analysis performed will produce unbiased parameter estimates and valid conclusions. This is important to ensure the reliability of the analysis results.

The linearity test is carried out to determine whether the relationship between two variables is linear. According to Sahir (2022: 67), it can be assumed that if the significance value in the deviation

from linearity is above 0.05 ($p > 0.05$), the relationship is linear. Below is a table of linearity test calculation results.

Table 8. Linearity Test

Variable	Deviation from Linearity	Description
Learning Interest on Student Learning Outcomes	0.155	Linear

Based on the linearity test results, the deviation from linearity value is 0.155, which is greater than 0.05. This indicates a significant linear relationship between the variables of interest in learning (independent) and learning outcomes (dependent). The fulfillment of the linearity assumption in data analysis is important because it ensures that parameter estimates and conclusions generated in regression analysis are free from bias. A significant linear relationship between the independent and dependent variables ensures that the regression analysis conducted will produce unbiased parameter estimates and valid conclusions. This contributes to the reliability of the results of the analysis conducted.

According to Sahir (2022: 69-70), the heteroscedasticity test is used to determine whether the absolute residual variation is the same or different for observations, with the decision determined by the significance value. If the significance value is greater than 0.05, then the variable does not exhibit symptoms of heteroscedasticity. This test was carried out using the geyser method. The results of the heteroscedasticity test can be seen in Table 9.

Table 9. Heteroscedasticity Test

Variable	Sig.	Description
Learning Interest	0.181	No symptoms of heteroscedasticity

The results in Table 9 indicate that the significance value for the learning interest variable is 0.181. Since this value is greater than 0.05, it confirms the absence of heteroscedasticity in the regression model. Meeting the homoscedasticity assumption ensures that the regression parameter estimates are BLUE (Best Linear Unbiased Estimator), enabling the model to generate accurate predictions and unbiased conclusions. This condition is crucial for maintaining the reliability and validity of the analysis results.

After completing all prerequisite tests, hypothesis testing was conducted using simple regression analysis techniques. This approach was employed to address the previously formulated hypothesis and to assess the relationship between variables X and Y, as well as the extent of influence the independent variable exerts on the dependent variable. The first step involved performing a determination test. As noted by Sahir (2022:54), the coefficient of determination is used to measure the proportion of variation in the dependent variable that can be explained by the independent variable. The calculation results for this analysis are presented in Table 10.

Table 10. Determination Test (R^2)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
Learning Interest*Students Learning Outcomes	0.670	0.449	0.446	2.386

The analysis of the coefficient of determination (r square) produces a value of 0.449 or 44.9%, indicating that the learning interest variable contributes 44.9% to the variation that occurs in learning

outcomes. The determination value of 44.9% is in the moderate category, indicating that interest in learning has a fairly strong influence on learning outcomes. The remaining 55.1% is influenced by other factors outside the model. These results indicate that interest in learning has a fairly strong influence on learning outcomes. The calculation results of the t-test are presented in Table 11.

Table 11. T-Test

Variable	coefficient	t count	t table	Sig.
Learning Interest	.345	12.448	0.197246	0.000

Based on table 11 of the t test analysis results, the regression coefficient value (unstandardized coefficient) for the learning interest variable is 0.345. The resulting t value is 12.448, greater than the t table value of 0.197 (with $df = 191$ and $\alpha = 0.05$). In addition, the significance value obtained is 0.000, smaller than the significance level set at 0.05. This result shows that the learning interest variable has a significant influence on the learning outcome variable. The regression coefficient of the learning interest variable of 0.345 means that every time there is an increase in the learning interest variable, it will increase the value of learning outcomes by 0.345, assuming other variables are constant. This finding indicates that interest in learning has an important role in improving the learning outcomes of students in grade XI of SMA Negeri 2 Purbalingga.

Table 12. Correlation Test

		Learning Interest	Students Learning Outcomes
Learning Interest	Pearson correlation	1	0.670
	Sig.		0.000
Students Learning Outcomes	Pearson correlation	0.670	1
	Sig.	0.000	

Based on the correlation analysis, the correlation coefficient (r) value is 0.670, indicating a strong positive relationship between the learning interest variable and student learning outcomes. The significance value (p) obtained is 0.000, smaller than the set significance level ($\alpha = 0.05$), indicating that the relationship is statistically significant. This finding confirms the importance of paying attention to and optimizing the learning interest factor in an effort to improve students' academic performance. Thus, it is expected to encourage an increase in optimal learning outcomes.

Discussion

The results of this study indicate a significant correlation between students' interest in learning Javanese and their academic performance. With a correlation coefficient (r -count) of 0.670, this finding shows a strong positive relationship between the two variables, where an increase in learning interest will enhance students' academic achievement. This aligns with Lutfiwati (2020), who argues that developing learning motivation, both extrinsic and intrinsic, is essential as it can influence students' academic success. The higher the students' interest and motivation in a subject, the better their academic outcomes in achieving success. High interest can drive students in Javanese learning to study vocabulary, grammar, and the cultural nuances within the language more diligently, ultimately improving their academic achievements. Meanwhile, inferential analysis using the t-test to examine the effect of students' learning interest on academic achievement showed a t-count value of 12.448 with a significance level of 0.000, providing empirical support for the research hypothesis. Wahid et al. (2018), also emphasize the importance of contextual factors, such as a conducive learning environment, in

fostering and maintaining student interest. Schools and teachers strategically create engaging, interactive Javanese learning environments connected to students' cultural realities to sustain their enthusiasm for cultural heritage learning.

The positive impact of learning interest on academic performance underscores the importance of prioritizing strategies to enhance students' interest in learning Javanese, particularly in regions with a predominantly Javanese population. Such efforts in curriculum development and instructional strategies are not only expected to improve academic outcomes but also play a vital role in preserving Javanese culture. Various factors influence students' interest in learning Javanese, encompassing both internal elements, such as attention and motivation, and external influences, including teaching methods and family support. Internal factors significantly shape students' enthusiasm and persistence in learning, while external factors like engaging instructional methods and parental encouragement further contribute to fostering their interest.

This study reveals that less diverse teaching approaches and limited parental support negatively impact students' learning interest, as reflected by an R square value of 44.9%, leaving the remainder influenced by other factors. Empirical evidence indicates that 44.9% of students exhibit low interest in learning Javanese. This finding aligns with research by Susanti et al. (2024), which highlights the adverse effects of monotonous teaching methods and insufficient parental involvement on student motivation.

The study concludes that there is a positive and significant correlation between students' learning interest and their academic performance in Javanese language education. This suggests that increasing learning interest can directly enhance academic achievement. Internal factors such as motivation and attention, alongside external factors like innovative teaching strategies and family engagement, are key determinants of students' interest in learning. With nearly half of students' academic outcomes in Javanese learning influenced by their interest, these findings emphasize the need for more engaging, student-centered teaching strategies. Approaches such as Project-Based Learning (PjBL) could increase student involvement through creative activities related to Javanese culture, such as developing digital comics or audio recordings.

Moreover, fostering collaboration with parents through educational programs and consultations can reinforce learning interest in the home environment. Local governments are encouraged to strengthen the position of Javanese language in the curriculum by incorporating adaptive, contextual teaching materials that not only enhance academic competence but also deepen cultural understanding. Additionally, teacher training in innovative pedagogical methods is critical for enabling educators to design relevant and captivating lessons.

By implementing these recommendations, schools and policymakers can boost students' interest in learning Javanese, ultimately preserving the region's cultural heritage while advancing educational goals focused on national competencies and character development.

4. CONCLUSION

This study highlights the critical role of fostering student interest as a core educational strategy. The findings reveal that innovative, student-centered teaching methods, such as Project-Based Learning (PjBL) activities connected to Javanese culture, can enhance students' engagement and strengthen their connection to the subject. Collaboration between schools and parents also emerges as a key factor, with parental involvement playing a significant role in supporting learning at home. For policymakers, embedding Javanese language learning into a culturally contextual curriculum and investing in teacher training for innovative instructional methods could sustain students' interest in their cultural heritage while improving academic performance. However, the study's focus on a single high school in Purbalingga limits the generalizability of its findings to other regions or educational levels. Future research should expand to diverse school settings and explore additional factors influencing student

interest, such as community involvement and the role of extracurricular activities. Investigating the long-term effects of parental and community engagement on sustaining interest in Javanese studies could also provide valuable insights. These efforts are essential for advancing educational practices that not only improve academic outcomes but also preserve cultural heritage, supporting a comprehensive approach to education in Indonesia.

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