THE EFFECT OF LEARNING INTEREST AND LEARNING RESOURCE UTILIZATION ON ECONOMICS ACADEMIC ACHIEVEMENT OF GRADE XI STUDENTS AT PEMATANGSIANTAR TELADAN PRIVATE HIGH SCHOOL

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Abstract

This study aims to determine the effect of learning interest and the utilization of learning resources on students' academic achievement in economics among Grade XI students at SMA Swasta Teladan Pematangsiantar. The background of this research stems from the low scores in the odd semester final exam for economics, indicating a lack of interest in learning and suboptimal use of available learning resources. This study employs a quantitative approach with a descriptive research design. The population consists of all Grade XI students at SMA Swasta Teladan Pematangsiantar for the 2024/2025 academic year, totaling 243 students. A proportional sampling technique was used to select 90 students as the sample. Data were collected using questionnaires for the variables of learning interest and the utilization of learning resources, as well as documentation of midterm exam (UTS) scores in economics as an indicator of academic achievement. Data analysis techniques include simple linear regression, multiple linear regression, t-test, F-test, and the coefficient of determination. The prerequisite test used chi-square normality tests, and the results showed that the data were normally distributed. The analysis results showed a positive and significant effect of learning interest on academic achievement (tcount=7.946 > ttable=1.987) and a positive and significant effect of the utilization of learning resources on academic achievement (tcount=6.124 > ttable=1.987). The F-test results also showed that both variables simultaneously had a significant effect on students' academic achievement (Fcount=24.627 > Ftable=3.10). The coefficient of determination (R^2) was 0.361, indicating that 36.1% of the variation in students' academic achievement was influenced by learning interest and the utilization of learning resources, while the remaining 63.9% was influenced by other factors not examined in this study.

Keywords: *Learning Interest, Utilization of Learning Resources, Academic Achievement*

INTRODUCTION

Education plays a strategic role in developing quality human resources as the main pillar of national development. To achieve national education goals, an effective and efficient learning process is required, resulting in optimal learning outcomes. One indicator of educational success can be seen in student learning achievement, which reflects mastery of the material, attitudes, and skills acquired during the learning process. Learning achievement encompasses the cognitive, affective, and psychomotor domains, each of which contributes to the achievement of learning outcomes. However, various obstacles remain in the implementation of student learning achievement. One of the main problems facing schools is low student learning outcomes, including in economics. Observations at Pematangsiantar's Exemplary Private High School indicate that the majority of students have not yet achieved the Learning Objective Completion Criteria (KKTP). Based on data from the Odd Semester Final Exam for the 2024/2025 academic year, 72.42% of 11th-grade students scored below the KKTP. This reflects a lack of mastery of the material and a lack of student engagement in the learning process. This low learning achievement requires further study of the contributing factors. Factors influencing academic achievement can generally be classified into two groups: internal and external. Internal factors include an individual's psychological and biological conditions, such as interest in learning, motivation, and attention to the lesson. External factors, on

the other hand, include the learning environment, family support, availability of learning facilities, and teaching methods. In this context, interest in learning and utilization of learning resources are two relevant factors to examine because they both play a direct role in the student learning process. Therefore, it is important to identify and measure the extent to which these two factors influence student achievement. Interest in learning is a student's tendency to enjoy and engage in learning activities without coercion. Students with a strong interest in learning are more focused, active, and motivated in participating in the learning process. Several studies have shown that interest in learning is positively related to student academic achievement (Khairani, 2014; Darmadi, 2017). However, in reality, at SMA Swasta Teladan Pematangsiantar, many students still exhibit passive attitudes, lack enthusiasm, and are not actively involved in economics lessons. This indicates the need for interventions to foster student interest in learning to improve their learning outcomes.

In addition to learning interest, the utilization of learning resources also has a significant influence on academic achievement. Learning resources include all forms of materials, media, and environments used to support the learning process, such as textbooks, worksheets, libraries, the internet, and digital media. Unfortunately, students in the schools studied still tend to rely solely on textbooks, without exploring other learning resources. Limited facilities and a lack of teacher and student initiative in exploring alternative learning resources also pose obstacles. Limited utilization of learning resources can lead to low material enrichment and in-depth conceptual understanding. The low interest in learning and the suboptimal utilization of learning resources are pressing issues that require systematic research. Therefore, a quantitative approach was used in this study to determine the extent of influence of these two variables on students' economics learning achievement. The results are expected to provide strategies for increasing interest in learning and utilizing learning resources more effectively. This research also aims to contribute to improving the quality of learning for teachers, students, and schools. Specifically, the results are expected to strengthen the literature on the determinants of learning achievement in secondary schools.

Based on these issues, the researcher is interested in examining the influence of learning interest and utilization of learning resources on the economics learning achievement of 11th-grade students at SMA Swasta Teladan Pematangsiantar. This research is relevant because it targets two fundamental aspects of the learning process that are interrelated and can be developed interventionally. Through this research, it is hoped that applicable recommendations can be formulated to improve the quality of economics learning. Thus, student learning outcomes can be improved and optimally achieved in accordance with learning objectives. This is in line with efforts to improve the quality of national education by strengthening pedagogical aspects at the educational unit level.

LITERATURE REVIEW
Learning achievement

Learning achievement is the result achieved by students after participating in the learning process, encompassing the cognitive, affective, and psychomotor domains (Sugihartono, 2007; Bloom in Sudjana, 2009). Indicators of this achievement can be seen from exam scores, attitudes, and skills. According to Tu'u (2004), achievement is influenced by intelligence, interest, motivation, and the learning environment. In this study, learning achievement was measured based on the odd-numbered final exam scores in economics.

Interest in Learning

Interest in learning is a student's inner drive to enjoy and actively participate in the learning process without coercion (Slameto, 2013; Djaali, 2015). Interested students tend to be focused, persistent, and active. Factors influencing interest include internal motivation, social influences, and emotions (Taufani, 2008). Indicators include feelings of enjoyment, interest, attention, and engagement in learning (Lestari & Mokhammad, 2017).

Utilization of Learning Resources

Learning resources include all media or facilities that support the learning process, such as books, the internet, libraries, and instructional videos (Degeng, 2013; Warsita, 2008). Their utilization is crucial to supporting student understanding and skills. According to Sudjana & Rivai (2009), utilization indicators include the use of books, the internet, digital media, and the initiative to seek other resources. Optimal learning resources will positively impact academic achievement.

METHOD

This research uses a quantitative approach with descriptive methods. The goal is to determine the influence of learning interest and utilization of learning resources on students' economics learning achievement. This method allows researchers to analyze the relationship between variables through statistical data. The research was conducted as a correlational study. The results are interpreted objectively based on numerical data processing. The research was conducted at SMA Swasta Teladan Pematangsiantar during the even semester of the 2024/2025 academic year, from March to May 2025. This school was selected because it had available final exam (UAS) score data and access to suitable respondents. Observations and data collection were conducted directly on the school premises. Coordination was carried out with the economics teacher and the principal. The population in this study was all 243 eleventh-grade students. The sampling technique used was proportional random sampling. A total of 90 students from six different classes were selected. The sample size was based on the proportion of students per class. This selection aimed to achieve a balanced representation of the entire population.

RESULTS AND DISCUSSION

Hypothesis Testing

Simple Linear Regression Test

1. The Influence of Learning Interest on Economics Learning Achievement (X1)

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$
$$a = \frac{(7.457)(608.673) - (7.385)(613.583)}{90 \times 608.673 - (7.385)^2}$$
$$a = \frac{4.538.874.561 - 4.531.310.455}{54.780.570 - 54.538.225}$$
$$a = \frac{7.564.106}{242.345}$$
$$a = 31.212$$

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$
$$b = \frac{90 \times 613.583 - (7.385)(7.457)}{90 \times 608.673 - (7.385)^2}$$
$$b = \frac{55.222.470 - 55.069.945}{54.780.570 - 54.538.225}$$
$$b = \frac{152.525}{242.345}$$
$$b = 0.629$$

From the results of the calculations a and b, the following regression equation can be written:
Y = 31.212 + 0.629X1

The complete calculation can be seen in attachment 20

Thus, the simple linear regression equation regarding learning interest towards economic learning achievement of class XI students at SMA Swasta Teladan Pematangsiantar. This means that if the social condition has a score of 84, then the estimated student learning achievement score is Y = 31.212 + 0.629(84) = 84.048, meaning that if learning interest is higher, the learning achievement is higher. Other scores can be calculated in the same way for each given X1 score.

2. The Influence of Learning Resource Utilization on Economics Learning Achievement (X2)

The influence of the use of learning resources on students' economic learning achievement is described by the regression equation Y = a +bX2 where a and b can be calculated using the following formula:

$$a = \frac{(\sum Y)(\sum X^2) - (\sum X)(\sum XY)}{n \sum X^2 - (\sum X)^2}$$
$$a = \frac{(7.457)(556.731) - (7.041)(585.119)}{90 \times 556.731 - (7.041)^2}$$
$$a = \frac{4.151.543.067 - 4.119.822.879}{50.105.790 - 49.575.681}$$
$$a = \frac{31.720.188}{530.109}$$
$$a = 59,837$$

$$b = \frac{n \sum XY - (\sum X)(\sum Y)}{n \sum X^2 - (\sum X)^2}$$
$$b = \frac{90 \times 585.119 - (7.041)(7.457)}{90 \times 556.731 - (7.041)^2}$$
$$b = \frac{52.660.710 - 52.504.737}{50.105.790 - 49.575.681}$$
$$b = \frac{155.973}{530.109}$$
$$b = 0.294$$

From the results of the calculations a and b, the following regression equation can be written:
Y = 59.837 + 0.294X2
The complete calculation can be seen in attachment 20

Thus, the simple linear regression equation regarding the utilization of learning resources on the economic learning achievement of class XI students at SMA Swasta Teladan Pematangsiantar. This means that if social

conditions have a score, the estimated student learning achievement score is $Y = 59.873 + 0.294(95) = 87.803$, meaning that if the utilization of learning resources is higher, the learning achievement will be higher. Other scores can be calculated in the same way for each given X2 score.

Multiple Linear Regression

The purpose of multiple linear regression analysis is to determine the direction and extent of influence of the independent variable on the dependent variable. $Y = a + b1X1 + b2X2$. Next, the influence of the independent variable on the dependent variable is tested with a 95% confidence interval ($\propto = 5\%$). To determine the extent of influence of the independent variable on the dependent variable, the calculations in the appendix yield a = 26.491 b1 = 0.542 b2 = 0.152 X2.

Thus, the multiple linear regression equation is as follows:
$$Y = 26.491 + 0.542 X1 + 0.152 X2$$

This means that if a student has a learning interest score (84) and utilization of learning resources (95), then we can estimate the student's economic learning achievement score (Y) is:
$$Y = 26.491 + 0.542 (84) + 0.152 (95) = 86.459$$

The others can be calculated in the same way for each given X1 and X2 score. So, the higher the X1 and X2 scores, the higher the academic achievement.

t-Test (Partial)

The t-test is used to determine whether there is a relationship between the independent and dependent variables. The t-test in this study was also conducted to determine whether the hypothesis used was accepted or rejected, with a 95% confidence level or $\propto = 5\%$. Next, we look at the t-table for N = 88 with a significance level of 0.05, obtaining an r-table value of 1.987. To determine whether the independent variable partially influences the dependent variable, the following t-test is conducted:

1. Learning Interest (X1) on Learning Achievement (Y)

$$r = \frac{n\left(\sum X_1 Y\right) - \left(\sum X_1\right)\left(\sum Y\right)}{\sqrt{\left[n\left(\sum X_1^2\right) - \left(\sum X_1\right)^2\right]\left[n\left(\sum Y^2\right) - \left(\sum Y\right)^2\right]}}$$

$$r = \frac{90\,(613583) - (7385)\,(7457)}{\sqrt{\left[90\,(608673) - (7385)^2\right]\left[90\,(621121) - (7457)^2\right]}}$$

$$r = \frac{55.222.470 - 55.069.945}{\sqrt{\left[54.780.570 - 54.538.225\right]\left[55.900.890 - 55.606.849\right]}}$$

$$r = \frac{152.525}{\sqrt{(242.345)(294.041)}} = \frac{152.525}{\sqrt{71.259.366.145}}$$

$$r = \frac{152.525}{266.944} = 0{,}571$$

To test whether the hypothesis is accepted or not, it is tested using the following formula:

$$t = \frac{r\sqrt{n - 2}}{\sqrt{1 - r^2}}$$

$$t = \frac{0{,}571\sqrt{90 - 2}}{\sqrt{1 - 0{,}571^2}}$$

$$t = \frac{0{,}571\sqrt{88}}{\sqrt{1 - 0{,}326}}$$

$$t = \frac{0{,}571\sqrt{88}}{\sqrt{0{,}674}}$$

$$t = \frac{0{,}571\,(9{,}381)}{0{,}674}$$

$$t = \frac{5{,}356}{0{,}674} = 7{,}946$$

From the calculation results above, it is known that t count is 7.946 and t table is 1.987. Therefore, t count > t table, meaning that Ho is rejected and Ha is accepted. It can be concluded that learning interest (X1) has a significant influence on learning achievement (Y).

2. Utilization of Learning Resources (X2) on Learning Achievement (Y)

$$r = \frac{n\left(\sum X_2 Y\right) - \left(\sum X_2\right)\left(\sum Y\right)}{\sqrt{\left[n\left(\sum X_2{}^2\right) - \left(\sum X_2\right)^2\right]\left[n\left(\sum Y^2\right) - \left(\sum Y\right)^2\right]}}$$

$$r = \frac{90\,(585119) - (7041)\,(7457)}{\sqrt{\left[90\,(556731) - (7041)^2\right]\left[90\,(621121) - (7457)^2\right]}}$$

$$r = \frac{52.660.710 - 52.504.737}{\sqrt{\left[50.105.790 - 49.575.681\right]\left[55.900.890 - 55.606.849\right]}}$$

$$r = \frac{155.973}{\sqrt{(530.109)(294.041)}} = \frac{155.973}{\sqrt{155.873.780.469}}$$

$$r = \frac{155.973}{394.808} = 0,395$$

So the calculation is as follows:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1 - r^2}}$$

$$t = \frac{0,395\sqrt{90-2}}{\sqrt{1 - 0,571^2}}$$

$$t = \frac{0,395\sqrt{88}}{\sqrt{1 - 0,395}}$$

$$t = \frac{0,395\sqrt{88}}{\sqrt{0,605}}$$

$$t = \frac{0,395\,(9,381)}{0,605}$$

$$t = \frac{3,705}{0,605} = 6,124$$

From the calculation results above, it is known that t count is 6.124 and t table is 1.987. Therefore, t count > t table, meaning that Ho is rejected and Ha is accepted. It can be concluded that the use of learning resources (X2) has a significant influence on learning outcomes (Y).

3. Significance Test of Learning Interest (X1) and Utilization of Learning Resources (X2)

$$r_{1.2} = \frac{n\left(\sum X_1 X_2\right) - \left(\sum X_1\right)\left(\sum X_2\right)}{\sqrt{\left[n\left(\sum X_1{}^2\right) - \left(\sum X_1\right)^2\right]\left[n\left(\sum X_2{}^2\right) - \left(\sum X_2\right)^2\right]}}$$

$$r_{1.2} = \frac{90\,(579297) - (7385)\,(7041)}{\sqrt{\left[90\,(608673) - (7385)^2\right]\left[90\,(556731) - (7041)^2\right]}}$$

$$r_{1.2} = \frac{52.136.730 - 51.997.785}{\sqrt{\left[54.780.570 - 54.538.225\right]\left[50.105.790 - 49.575.681\right]}}$$

$$r_{1.2} = \frac{138.945}{\sqrt{(242.345)(530.109)}} = \frac{138.945}{\sqrt{128.469.265.605}}$$

$$r_{1.2} = \frac{138.945}{358.426} = 0,387$$

To test the closeness of the correlation, it can be tested using the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1 - r^2}}$$

$$t = \frac{0,387\sqrt{90-2}}{\sqrt{1 - 0,387^2}}$$

$$t = \frac{0,387\sqrt{88}}{\sqrt{1 - 0,387}}$$

$$t = \frac{0,387\sqrt{88}}{\sqrt{0,613}}$$

$$t = \frac{0,387\,(9,381)}{0,613}$$

$$t = \frac{3,630}{0,613} = 5,922$$

From the calculation results above, it is known that t count is 5.922 and t table is 1.987.

So thitung > ttabel, meaning Ho is rejected and Ha is accepted. It can be concluded that learning interest (X1) has a significant influence on learning achievement (Y).

4. Significance Test of Multiple Correlation Coefficients

$$R_{1.2} = \sqrt{\frac{r^2 y_1 + r^2 y_2 - 2ry_1 ry_2 r_{1.2}}{1 - r^2 12}}$$

$$R_{1.2} = \sqrt{\frac{(0,571)^2 + (0,395)^2 - 2(0,571)(0,395)(0,387)}{1 - (0,387)^2}}$$

$$R_{1.2} = \sqrt{\frac{(0,326) + (0,156) - 2(0,087)}{1 - 0,150}}$$

$$R_{1.2} = \sqrt{\frac{(0,482) - (0,174)}{1 - 0,150}} = \sqrt{\frac{0,308}{0,85}} = \sqrt{\cancel{0,362}} = 0.602$$

To test the closeness of the correlation, it can be tested using the following formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

$$t = \frac{0,602\sqrt{90-2}}{\sqrt{1-0,602^2}}$$

$$t = \frac{0,602\sqrt{88}}{\sqrt{1-0,602}}$$

$$t = \frac{0,602\sqrt{88}}{\sqrt{0,398}}$$

$$t = \frac{0,602\,(9,381)}{0,398}$$

$$t = \frac{5,647}{0,398} = 14,188$$

From the calculation results above, it is known that t count is 14.188 and t table is 1.987. So t count > t table, meaning that Ho is rejected and Ha is accepted. It can be concluded that Learning Interest (X1) and Utilization of Learning Resources (X2) have a significant influence on Learning Achievement (Y).

f-test (Simultaneous)

The f test is carried out to determine whether the independent variables together have an influence on the dependent variable. In this case, the calculated f is compared with the ft table with the condition that if the calculated f > ft table then Ho is rejected and Ha is accepted. Conversely, if the calculated f < ft table then Ho is accepted and Ha is rejected. Determining the ft table value is to first find the numerator value (N1) with the formula: df (N1) = k-1 and for the denominator (N2) namely: df (N2) = nk. So for N1 it is = 3-1 = 2 and for N2 = 90-3 = 87. Then, we look at the ft table df for the numerator (N1) = 2 and df for the denominator (N2) = 87 with a significance level of 0.05, the ft table value is 3.10. To find out whether the independent variable simultaneously influences the dependent variable, this is done through the F sampling distribution with the formula:

$$F = \frac{JK\,(reg)/k}{JK - (n-3)}$$

With the statement that:

JK (reg) = $b_1 \Sigma X_{1.y} + b_2 \Sigma_{2.y}$

JK (R) = Σy^2

Jk (S) = JK (R) – JK (reg)

So we get the following:

JK (reg) = (0.542)(1.694) + (0.152)(1.733)

= 918,148 + 263,416

= 1.181

JK(R) = 3.267

JK(S) = 3.267 – 1.181

= 2,086

$$F_{hitung} = \frac{1.181/2}{2.086/90 - 3}$$

$$F_{hitung} = \frac{590,5}{23,978}$$

$$F_{hitung} = 24,627$$

Based on the calculation above, the F count value (24.627) > F table (3.10). This indicates that the research results reject Ho and accept Ha. Thus, together, learning interest and utilization of learning resources influence the economic learning achievement of class XI students at SMA Swasta Teladan Pematangsiantar, with a significant influence. This gives meaning to the hypothesis which states that learning interest and utilization of learning resources influence together the variable of economic learning achievement of class XI students at SMA Swasta Teladan Pematangsiantar.

Coefficient of Determination Test

The coefficient of determination test was used to measure the extent to which learning interest and utilization of learning resources influence the economics learning achievement of 11th-grade students at SMA Swasta Teladan Pematangsiantar. To measure the percentage value, the coefficient of determination test was conducted as follows:

Kd = r2 x 100%

The contribution of learning interest to students' economics learning achievement was obtained with data r = 0.571, then r2 = 0.326. Thus, the influence of learning interest on students' learning achievement is expressed in percentage form as follows: 0.326 x 100% = 32.6%. Therefore, the contribution of learning interest to students' learning achievement is 32.6%. The contribution of learning resource utilization to students' economic learning achievement was obtained with data r = 0.395, so r2 = 0.138. Thus, the effect of learning resource utilization on students' learning achievement is expressed in percentage form as follows: 0.138 x 100% = 13.8%. Therefore, the contribution of learning interest to students' learning achievement is 13.8%. The contribution of learning interest and utilization of learning resources to students' economic learning achievement was obtained with data r = 0.601, then r2 = 0.361. Thus, the influence of learning interest on student learning achievement is expressed in percentage form as follows: 0.361 x 100% = 36.1%. Therefore, the contribution of learning interest to student learning achievement is 36.1%.

The results of the correlation calculations above can be seen in the following table:

No	Regression	R	R^2 x 100%
1	Y over X1	0.571	32.6%
2	Y over X2	0.395	13.8%
3	Y over X1 and X2	0.601	36.1%

(Source: Data processed manually by researchers, 2025)

RESEARCH DISCUSSION

This research was conducted at SMP Swasta Teladan Pematangsiantar. This study aims to determine the Effect of Spinning Wheel Learning Media on Learning Outcomes in Social Sciences Subjects for Grade VII of

THE EFFECT OF LEARNING INTEREST AND LEARNING RESOURCE UTILIZATION ON ECONOMICS ACADEMIC ACHIEVEMENT OF GRADE XI STUDENTS AT PEMATANGSIANTAR TELADAN PRIVATE HIGH SCHOOL

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SMP Swasta Teladan Pematangsiantar. The material taught in this study is material on the role of society in the economic chain, demand and supply, as well as social status and roles, differentiation, and social stratification. The sample used consisted of 2 classes, namely the control class and the experimental class. The class used for the experimental class was class VII A and the control class was class VII B. Several factors contribute to the success of any teaching and learning process. One such factor is the use of appropriate learning media. Media is anything used to convey messages or information from teachers to students, thereby helping them better understand the material. Furthermore, in the control class, the caramah method was carried out without the aid of media during the teaching and learning process, while in the experimental class, the lecture method was carried out with the aid of Spinning Wheel learning media during the teaching and learning process. Before being given the learning media treatment, students were first given an initial test in the form of a pre-test, but previously the questions had been tested on class VII C students. The pre-test given to the sample consisted of 25 multiple-choice questions, after being given the pre-test, two different learning methods were given, the lecture method without the aid of media for the control class and the lecture method with the aid of Spinning Wheel learning media for the experimental class. After being given the learning media treatment, the next step was to give students a final test in the form of a post-test consisting of 25 multiple-choice questions. After getting the students' social studies learning results, the scores were then tested with a normality test to see whether the questions were normally distributed or not.

Based on the results of the Normality test, the significance value of the pretest of the experimental class was 0.108 and the posttest of the experimental class was 0.110, and the pretest of the control class was 0.104 and the posttest of the control class was 0.172. In the Kolmogorov Smirnov column >0.05, it can be concluded that the data is normally distributed. In the Homogeneity test, the pretest results from the control and experimental classes were 1.563 and the homogeneity test results from the posttest results from the control and experimental classes were 0.053, meaning that the data is homogeneous because it is <from Ftable of 1.882 at a significance level of 0.05. In the hypothesis test, the pretest value of the experimental and control classes, the t-count obtained was 2.555 and for the hypothesis test, the posttest value of the experimental and control classes, the t-count was 1.712 with a t-table value of 1.672. If compared to t-count > t-table, it can be concluded that Ha is accepted and Ho is rejected, which means there is an influence of Spinning Wheel learning media on student learning outcomes. The results of the n-gain test of 0.553 in the control class with the conventional model are included in the moderate category and 0.566 in the experimental class with Spinning Wheel media are included in the moderate category. With the Determination Coefficient test, it is known that the determination coefficient value or R square is 0.611, which means that it is close to the value of 1, so the Spinning Wheel Learning Media greatly influences learning outcomes. Thus, the Spinning Wheel learning media is effective in improving student learning outcomes in social studies subjects.

CONCLUSION

Based on the research results as described above in chapter IV, the following conclusions can be drawn:

1. Where the interest in learning is stated as valid with $r_{hitung} > r_{tabel}(0.3\,44)$ and its reliability is stated as reliable with $r_{hitung}(1,041)\,Cronbach\,Alpha\,(0,6)$, the interest in learning is stated as valid with $r_{hitung} > r_{tabel}(0.344\ )$ and its reliability is stated as reliable with $r_{hitung}(1,042) > Cronbach\,Alpha\,(0,6)$.

2. Simple linear regression test for learning interest $Y = 31.212 + 0.629X_1$ This means that if the interest in learning (X1) is higher, the learning achievement will also be higher and a simple linear regression test for the use of learning resources $Y = 59.837 + 0.294X_2$ means that if the utilization of learning resources (X2) is higher, the learning achievement will also be higher. Multiple regression test for learning interest and utilization of learning resources on student learning achievement $Y = 26.491 + 0.542\,X_1 + 0.152\,X_2$ which means that interest in learning and the use of learning resources both have an influence on student learning achievement .

3. Partial test (t-test) for learning interest in Student learning achievement was stated as significant with the $_{calculated}$ t $(7.946) > $ t $_{table}$ (1.662) , for the use of learning resources for student learning t_{hitung}achievement where (6.124) $> t_{tabel}(1.66\,2)$.

4. The simultaneous test (F test) for X1 and X2 against Y was declared significant with $F_{hitung}(\,24.627\,) > F_{tabel}(3.10\,)$.

5. The coefficient of determination test for learning interest and utilization of learning resources on student learning $r^2\%$ =achievement obtained data. 36.1 % which means significant.

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