

The Importance of Understanding Student Development in Increasing Student Interest in Learning

Andi Tenri Ampa¹

¹ University of Makassar, Makassar, Indonesia

Darmawati A²

² University Pejuang Republik Indonesia

Abdul Wahab³

³ University Pejuang Republik Indonesia

Andi Tonra Lipu⁴

⁴ University Patompo, Indonesia

Corresponding Author: a.tenriampa@unm.ac.id

Abstract

This research aims to find out a general picture of the importance of understanding student development in increasing student interest in learning. This research is qualitative research which aims to describe the understanding of the class teacher at SD Inpres Bontoloe. The subjects in this research were the homeroom teachers who were class IV educators at SD Inpres Bontoloe. The research results obtained are 1) Educators' communication skills in developing interest in learning at SD Inpres Bontoloe, namely the use of good language that is easy for students to understand. 2) Students' ability to communicate increases interest in learning at SD Inpres Bontoloe

Keywords: Interest in learning, student development

INTRODUCTION

Elementary school is a level of formal education that plays an important role in children's progress, both in improving children's information, physical, mental and character. Instruction means understanding obligations and a high degree of familiarity with their country. Learning is also a consistent interaction, the learning cycle shows that students have permanent abilities as friendly creatures. School is human work to develop and foster natural possibilities both seriously

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and in depth according to the qualities that exist in the eyes of society. Teaching is conscious and organized work to create an atmosphere of learning and developing experiences so that students effectively develop their abilities to have the strength, restraint, character, insight, honorable person, and rigorous otherworldly abilities necessary without the help of others, society, country, and state (Irman, I., & Silvianetri, S. (2022).

Discussing the nature of school cannot be separated from the experiences that develop in the homeroom. Homeroom learning combines two significant points of view, namely educators and students. Teachers have the task of educating and learning. Educating is conveying something to someone or an association with the aim of making them know or understand what the educator is showing them (Depdikbud in Suka, 1982). Meanwhile, learning can be interpreted as a series of changes in behavior through communication between people and their current situation (Hamalik, 1990). It needs to be understood that learning is a framework, where there are various parts that are interconnected with each other to achieve goals. Some of these parts include: (1) objectives, (2) presentation of materials/materials, (3) strategies, (4) instruments/media and, (5) assessment (Ali, 1992). Because learning is a framework, learning progress is not completely determined by the extent to which each of these communicating parts survives.

Media as one part of the framework, has the capacity for non-verbal correspondence purposes. As part of the framework, it implies that media must be present or must be used totally in every lesson. It is said that because if one part is missing then the results obtained will not be optimal. In this regard, Carpenter and Dale (in Darma, 1983) stated: "that learning requires support and practice". Learning is basically doing practice, so in the educational experience students need to take part in a lot. Students' interests must be enabled by listening, seeing, composing, feeling, and thinking. Related to this, Carpenter and Dale expressed how important learning media is in the way students learn. The presence of learning media in delivering material to the homeroom teacher will increase students' interest in learning.

Interest is a feeling of inclination and feeling of interest towards a thing or action, without anyone telling you (Slameto, 2010). Interest in learning is something vital that must exist in students so that they can learn, because interest can also determine the student's own learning achievement.

RESEARCH METHOD

This research is qualitative research which aims to describe the understanding of the class



teacher at SD inpres Bontoloe. The subjects in this research were the homeroom teacher who was a class IV educator at SD inpres Bontoloe. The reason this research subject was chosen is because the subject is seen as a source of information that can provide data related to the item being studied.

RESULT AND DISCUSSION

1. Educators' communication skills in developing interest in learning at SD inpres Bontoloe.

The educator's capacity to foster an uplifting perspective is an activity aimed at fortifying (support) for students, for this situation is all types of reactions, both verbal and nonverbal, which are part of the educator's change in student behavior, which plans to provide data or criticism to the beneficiary above goes about as a consolation or improvement. Support is also a reaction to a way of behavior that increases the likelihood of repeating that way of behavior. Support influences student learning interactions and points as follows, to build student attention about illustrations, enliven them, increase learning interest, and encourage student behavior. Providing appropriate rewards for student achievements is one of the instructor's capacities to foster an encouraging perspective that has gone very well even though sometimes instructors are generally insensitive to providing appropriate rewards to students for achievements achieved in learning practice. An educator's caution in giving appreciation to the achievements achieved by students is an improvement given by the teacher with the aim of making students more motivated to follow the example of those being educated, because students' need for appreciation during educational learning exercises can be satisfied, as stated by Desmita in The psychology of student improvement, that every student has requirements for an honor which must be seen from the student's tendency to feel further, is required by self-esteem. They need to have something, need to be known and need to be felt among others.

2. Students' ability to communicate increases interest in learning at SD Inpres Bontoloe.

Students' ability to speak Indonesian is still weak. Furthermore, it is true that students' language skills, especially in using Indonesian, are great and correct, bearing in mind that in their educational experience educators still often use non-standard language, making it difficult for SD Inpres Bontoloe students to convey correctly and accurately. this is very interesting to the student's advantage in studying and in case of good correspondence it is not interesting, it tends to be shown while studying occasionally if the student does not even entertain the thought of



offering his point of view in some cases silent because he cannot communicate in good and correct Indonesian. The psychological status of children depends greatly on the development and development of the mind and significantly influences the child's language abilities. What happens to students at SD Inpres Bontoloe are students who are not used to involving good and correct Indonesians in correspondence for the reason that: This is because educators provide ineffective displays in language that is good and correct so that when students enter a climate that requires them to using good and correct Indonesian, students feel below standard so there is no proper correspondence during the developing experience in the class. The educator's job for this situation is to build a good limit of relational abilities moreover, correcting and inspiring as well as preparing the child to speak is very important for children for the reason that to meet their needs to exploit the child's true capacity, continuously try to inspire the child- young people to speak Indonesian precisely and accurately with the correct bearings by the instructor. Direction for very young people. It is important to grow the potential of the Indonesian language. Instructors should often give models or models to children when children talk to friends, speak well that is easy for children to understand and educators are ready to provide correct analysis or assumptions in speaking, if the young person follows up with something wrong. Such directions must be continually completed in a continuous and reliable manner so that children do not experience problems when talking to other individuals.

CONCLUSION

1. Students' ability to speak Indonesian is still weak

This is fine considering that they are used to using languages that are not local standards, this is very persuasive if there is dynamic correspondence when learning is demonstrated occasionally if the student dares to communicate his point of view now and then it is quiet because he cannot communicate it in Indonesian well and correctly . The psychological status of children largely depends on the development and development of the mind and significantly influences the language capacity of young people. What happens to students at SD Inpres Bontoloe is that students are not used to using good and correct Indonesian correspondence so that when students enter a climate that requires them to use good and correct Indonesian, students feel subpar so there is no proper correspondence during the developing experience in the classroom.



2. **Different student capacities. Contrast and capacity limitations**

A student's scientific capacity for learning can actually hinder the directed educational and developmental experience. These barriers and obstacles to students' scientific capacity can cause students to have difficulty learning. Limitations and restrictions relate to the scientific capacity of students or college students, this is a normal or unavoidable part of nature. Nevertheless, the problem of barriers to students' scientific capacity is not strange, educators must have the option to recognize the extent of students' capacities and how much they can influence learning. From then on, he tends to look and make arrangements for how these obstacles can be endured or if nothing else is limited so as not to interfere and make achieving learning goals a disappointment.

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