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**Article**

# Increasing Interest in Science Through Motivation, Media, and Parental Support

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**ABSTRACT**

Interest in science plays a very important role in the learning process, because interest generates enthusiasm, joy, perseverance, and sincerity in students' learning. Students' interest in learning is influenced by two main factors, namely internal and external factors. External factors include parental support and learning media, while internal factors relate to learning motivation that comes from within the students themselves. This study aims to examine the role of motivation, learning media, and parental support in increasing interest in science. It uses a descriptive quantitative approach and data collected using a survey method with a questionnaire distributed to students. The results of this study indicate that high learning motivation, access to interesting educational media, and active support from parents tend to increase students' interest in learning. These findings emphasize the importance of support from the family, school, and media environments in fostering curiosity about natural sciences. The implications of this study can be used as a strategy to nurture a generation that is ready to face future challenges.

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## INTRODUCTION

Interest in science plays a very important role in the learning process, because interest generates enthusiasm, joy, perseverance, and sincerity in students' learning (Sobari et al., 2022). Students' interest in learning can be influenced by internal and external factors. According to Hapnita, internal factors are all causes that arise from one's own desires, including physical and psychological factors. Meanwhile, external factors are all causes that originate or arise from outside oneself, including family, school, and society. These two factors influence each other and have an inseparable relationship (Hapnita., 2018).

One of the internal factors that students must have is motivation to learn. Motivation to learn is a component that influences psychology, which functions to create enthusiasm, enjoyment, and excitement for learning and is not directed towards intellectual pursuits (Octavia, 2020). In addition, learning motivation is the efforts made to nurture and encourage

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students to carry out and organize their learning activities in a more structured manner. Thus, learning motivation has an important influence on the success of students in learning, as it can generate and direct their activities (Lestari et al., 2019).

In order to motivate students to learn, it is necessary to spark their interest in the subject being taught by using learning media. Learning media encompasses everything used to convey messages or lessons from teachers to their students in order to improve students' thinking, feelings, attention, interest, and desire to achieve learning objectives effectively. Learning media come in various types, ranging from digital to physical forms, such as learning applications for digital media and learning books for physical media (Bachas et al., 2022). With the help of learning media, it is hoped that students will find it easier to enjoy the learning process.

In addition to the learning media provided by schools, there is another factor that is closely related to students' lives, namely parental support. The role of parental support is to educate, nurture, and provide sufficient guidance so that a certain level can be achieved in order to prepare children to enter society. If this factor is ignored, it can cause students to feel lazy and unmotivated to enjoy the lessons provided by teachers at school (Fadhilla et al., 2023). In addition, parental support in educating or encouraging children at home can increase their motivation to learn, because support and encouragement have a positive impact on children. These three factors enable students to develop an interest in the learning process, especially in science subjects. Motivation to learn, learning media, and parental support play an important role in shaping students' interest and enthusiasm for learning.

Therefore, this study focuses on analyzing the extent to which these three factors influence students' interest in science learning. The results of this study are expected to contribute to schools, teachers, and parents in improving the quality of learning and serve as a reference for further research related to learning motivation, learning media, and parental support for student interest.

## METHOD

This study uses a descriptive quantitative approach with the aim of measuring predetermined variables based on the data obtained. The data obtained came from data collection using a survey method with instruments in the form of questionnaires distributed to students. Then the data obtained was analyzed using statistical methods using SmartPLS to obtain measurable results. The population used in this study was eighth-grade students at SMPN 2 Kediri in the 2024/2025 academic year. The sampling technique used was simple random sampling, which was chosen to ensure that all members of the population (students) had an equal chance of becoming respondents. The number of samples used was based on the Krejcie-Morgan table, resulting in 90 respondents. The research was conducted to visualize the characteristics of the research variables based on the data collected. In addition to explaining, analyzing, and visualizing, the research was also used to determine the relationship between the dependent and independent variables.

## RESULT AND DISCUSSION

The research was conducted at SMP Negeri 2 Kediri with 90 respondents from grade VIII. The data obtained through questionnaires using a Likert scale were analyzed using the Partial Least Squares Structural Equation Modeling (PLS-SEM) method using SmartPLS 4.0.

### Validity and Reliability Tests

The validity test results show that most indicators have an outer loading value > 0.7, which means they are valid. However, several indicators (X2.2, X5.1, and X6.3) were removed because their loading values were below the standard. The Average Variance Extracted (AVE) value > 0.5 indicates that convergent validity is fulfilled, and the Composite Reliability value

> 0.7 indicates good construct reliability. Meanwhile, the Cronbach's Alpha value shows that most constructs meet adequate internal reliability.

**Structural Model Test (Inner Model)**

The $R^2$ value shows that the Students Interest variable is substantially influenced by other variables with an $R^2$ value of 0.489, which means that 48.9% of the variation in student interest can be explained by learning motivation, learning media, and parental support. The $R^2$ value for Learning Motivation and Learning Media is 0.286 (high category), while Learning Media and Parental Support and Learning Motivation and Parental Support are 0.249 and 0.187 (low category), respectively.

**Hypothesis Testing**

The bootstrapping test results show the following relationships between variables:

**Tabel 1.** Bootstrapping results

| Relationships between Variables | t-Statistik | P-Value | Explanation |
|---|---|---|---|
| Learning Media → Students Interest | 0.860 | 0.390 | Not Significant |
| Learning Motivation → Students Interest | 3.189 | 0.001 | Significant |
| Learning Motivation and Learning Media → Students Interest | 1.761 | 0.078 | Not Significant |
| Learning Media and Parental Support → Students Interest | 2.399 | 0.016 | Significant |
| Learning Motivation and Parental Support → Students Interest | 1.363 | 0.173 | Not Significant |

These results indicate that learning motivation and collaboration between learning media and parental support have a significant effect on students' interest in science lessons, while other variables do not have a significant effect.

The findings indicate that there is a significant influence between learning motivation and student interest ($p = 0.001 < 0.05$). This is in line with Self-Determination Theory, which states that intrinsic motivation can foster curiosity and enthusiasm in learning. Students with high motivation are more enthusiastic in participating in science lessons because they feel challenged and derive personal satisfaction from the learning process (Ryan & Deci, 2017).

Meanwhile, the influence of learning media on student interest was not significant ($p = 0.390 > 0.05$). This may be due to the lack of interactive learning media in schools. The media used by teachers is not yet fully technology-based or in line with students' learning styles, so it has not been able to generate high interest in learning. This finding is consistent with research that confirms that the effectiveness of media depends on the creativity of teachers in using it (Lubis et al., 2023).

Parental support also did not have a strong influence on student interest. The results of the study showed insignificant results and were even excluded from further analysis because the indicators did not meet validity. This condition indicates that parental support at SMPN 2 Kediri is still low, especially in the form of moral support and direct involvement in children's learning activities. Parents provide more material support, such as facilities, but do not pay enough attention to the emotional and motivational aspects of their children.

However, the combination of learning media and parental support had a significant effect on student interest ($p = 0.016$). This means that when the learning media used by teachers was reinforced by parental support and guidance at home, students showed a higher interest in learning. This reinforces the importance of collaboration between teachers and parents in increasing student engagement in science subjects.

This study confirms that increasing students' interest in science can be achieved by strengthening their internal motivation to learn and through cooperation between schools and families. Teachers need to design learning activities that foster independence, a sense of competence, and connectedness among students, while parents need to strengthen their role in guiding and providing full support at home.

## CONCLUSION

Based on the results of research conducted at SMP Negeri 2 Kediri, it can be concluded that learning motivation has a significant effect on students' interest in science lessons, while learning media and direct parental support do not show a significant effect. This shows that internal factors in the form of learning motivation are still the main determinants in increasing students' interest in science learning. However, when learning media are used in an engaging manner and supported by parental involvement at home, students' interest in science lessons increases significantly. Therefore, collaboration between teachers and parents is needed to create an interactive, supportive learning environment that can foster students' enthusiasm for learning.

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