

STUDENTS' INTEREST IN MAKING TABLE CLOTHS LEARNING USING FANTASY EMBROIDERY

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Abstract

This study started from the problem that students' interest in the competence of making tablecloths using fantasy embroidery was still lacking. The purpose of this study was to express students' interest in learning about the competence to learn the skills of making tablecloths using fantasy embroidery at MTsN Payakumbuh, Payakumbuh City. The method used in this research is the descriptive method. The population in this study was class VIII students, amounting to 198 students. The sample in this study is part of the population obtained by 40 students. The indicators in this study are the strength of students' motives, attention, and feelings of pleasure towards arts and culture subjects in learning the skills of making tablecloths using fantasy embroidery. This research instrument is in the form of a questionnaire, and the data analysis technique uses percentages. The results showed that the interest of class VIII students in arts and culture subjects in learning the skills of making tablecloths using fantasy embroidery at MTsN Payakumbuh was in the high category with an average score of 3.6 with an achievement rate of 72.5% of respondents. Student interest from the aspect of motive power obtained an average score of 3.36 with a respondent's level of achievement of 67.14%, including the high category, student interest from the aspect of attention with obtained an average score of 3.72 with a respondent's achievement level of 74.5% including the high category and student interest in terms of feeling happy with obtained an average score of 3.8 with an achievement level of 75.9% respondents included in the high category. It is recommended that students increase their interest in learning, and the teacher directs students more in growing students' interest in learning.

Keywords: *interest in learning, skill competence, tablecloth, fantasy embroidery*

Abstrak

Penelitian ini berangkat dari permasalahan bahwa minat siswa pada kompetensi membuat taplak meja menggunakan fantasy bordir masih kurang. Tujuan penelitian ini adalah untuk mengungkapkan minat belajar siswa tentang kompetensi belajar keterampilan membuat taplak meja menggunakan bordir fantasi di MTsN Payakumbuh Kota Payakumbuh. Metode yang digunakan dalam penelitian ini adalah metode deskriptif. Populasi dalam penelitian ini adalah siswa kelas VIII yang berjumlah 198 siswa. Sampel dalam penelitian ini adalah sebagian dari populasi yang diperoleh



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sebanyak 40 siswa. Indikator dalam penelitian ini adalah kekuatan motif, perhatian, dan perasaan senang siswa terhadap mata pelajaran seni budaya dalam pembelajaran keterampilan membuat taplak meja menggunakan fantasy bordir. Instrumen penelitian ini berupa angket, dan teknik analisis datanya menggunakan persentase. Hasil penelitian menunjukkan bahwa minat siswa kelas VIII mata pelajaran seni budaya dalam pembelajaran keterampilan membuat taplak meja menggunakan sulam fantasi di MTsN Payakumbuh berada pada kategori tinggi dengan skor rata-rata 3,6 dengan tingkat ketercapaian 72,5% responden. Minat siswa dari aspek daya motif memperoleh skor rata-rata sebesar 3,36 dengan tingkat ketercapaian responden sebesar 67,14% termasuk kategori tinggi, minat siswa dari aspek perhatian dengan memperoleh skor rata-rata sebesar 3,72 dengan tingkat ketercapaian responden sebesar 74,5 % termasuk kategori tinggi dan minat siswa dalam hal perasaan senang diperoleh skor rata-rata 3,8 dengan tingkat pencapaian 75,9% responden termasuk dalam kategori tinggi. Disarankan siswa meningkatkan minat belajar, dan guru lebih mengarahkan siswa dalam menumbuhkan minat belajar siswa.

Kata kunci: *minat belajar, kompetensi keterampilan, taplak meja, bordir fantasi*

Introduction

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual, religious, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. (Agus et al., 2021; Effendi & Usman, 2021; Sitepu & Amelia, 2021). Education is carried out consciously and planned to create a conducive learning situation and enable students to develop their potential and become human beings who are intellectual and intelligent and have noble character (Khaidir & Suud, 2020; Rohaeni et al., 2021; Tyas et al., 2020).

In response to students developing their potential and becoming intellectual and intelligent human beings, the government has tried to improve the quality of education. With plans and arrangements regarding content, teaching materials, and procedures used as guidelines for organizing teaching and learning activities, the curriculum will be used (Jahari, 2020; Muthohar, 2021; Tanveer et al., 2020). To replace the Education Unit Level Curriculum (KTSP), the latest and currently being applied in education in Indonesia is the 2013 curriculum. education programs (Sahroh, 2020; Wijaya et al., 2021; Yusnita et al., 2021). While the development of learning tools, such as syllabus and assessment system, is the authority of the education unit (school) under the coordination and supervision of the Regency / City Government.

According to PP No. 17 of 2010 article 35 paragraph 2, it is explained: "Regency and city governments implement or facilitate the piloting of educational programs or units that have or are close to meeting national education standards to be developed into international standard educational programs or units or based on local excellence." With this competence, the government hopes that students will become proficient in science so that later students can determine and decide wisely everything they think is true. With the meaning of the word that the government through the curriculum outlined through the competency-based program seeks to create a young generation that can empower themselves, environment and improve the quality of education as well as improve the quality of human resources to compete with other countries in the life of the nation and state. One of the subjects that are more directed at learning self-empowerment and the environment, also known as live conversation, is skills education as part of learning arts and culture at the education level.

Skills competence is part of art and culture lessons given to all levels of education, including in Junior High Schools (SMP) and Madrasah Tsanawiyah (MTs). Cultural arts



subjects contained therein fine arts, music arts, dance, and skills. Fine art is a human idea expressed through certain patterns of behavior with points, lines, planes, shapes, colors, dark and light textures arranged with certain principles to produce beautiful and meaningful works. (Akpang, 2021). While the art of Music is an art that composes sounds that produce a beautiful impression depending on the listener's understanding, including rhythm and regular tones. (London, 2017). The art of dance is rhythmic movements as an expression of the human soul in which there is an element of beauty (Purnamasari, 2020). And skills are works created by humans that are useful in everyday life both for others and for others.

The application of the curriculum is not fully used but can be used as a reference. Therefore, education units need to pay attention to the interests and peculiarities of the region, schools, and students. In curriculum development, it is necessary to integrate character education which is carried out through the stages of planning, implementation, evaluation, and development by each teacher so that each teacher can use the curriculum model as a reference by making changes and adjustments needed to improve the quality of education as expected.

The government has incorporated skills subjects into the curriculum, as regulated in the Indonesian Minister of National Education (PERMEN) No. 22 of 2006 concerning Subject Group Competencies (SK-KMP) consisting of subject groups. In addition, each education unit can offer other skills lessons by the interests and talents of students and local potential, cultural environment, economic conditions, and regional needs, with competency standards and essential competencies developed by themselves. The skills that have been given to MTsN Payakumbuh students include wall decoration, flower arrangement, decorating flower vases from clay, and fantasy embroidery. In skills subjects, there are several kinds of competencies, including:

1. Appreciate and make craft objects of fantasy embroidery techniques and manual shaping techniques for expression/decoration functions.
2. Appreciate and make craft objects with clay for appreciation/decoration functions.
3. Appreciate and make handicrafts using natural hard materials with various techniques for the function of expression.
4. Appreciate and make handicrafts using natural hard materials and cutting and carving techniques that apply traditional, foreign, and modified decorations. (PERMEN No. 23, 2006:23)

MTsN Payakumbuh is a Madrasah Tsanawiyah that chooses skills lessons in the subject section to make tablecloths using fantasy embroidery for class VIII. In this skill lesson, students are given material about making tablecloths using fantasy embroidery. It starts from the notion of fantasy embroidery, fantasy embroidery decorations, the characteristics of fantasy embroidery, tools and materials used to make tablecloths and fantasy embroidery, and providing materials related to basic decorative stitches.

In optimizing the quality of education, especially in arts and culture subjects in tablecloth-making skills using fantasy embroidery, many efforts have been made by schools and teachers, especially in facilitating the learning process in skills learning. Among them is the availability of practice rooms to follow cultural arts lessons at school, providing tools and materials that are by the skill material, especially materials and tools for making tablecloths using fantasy embroidery, namely thread, needle, etc. ram, cloth, and other supporting tools. In addition, the teacher has provided maximum motivation and stimulation, such as providing related materials and media.

Based on the author's experience and observations when teaching skills at MTsN Payakumbuh, such as making wall decoration skills, arranging flowers, and decorating flower vases, the students had no difficulties. Still, this has not achieved the expected results regarding the skills of making tablecloths using fantasy embroidery. This is illustrated because it is proven that the learning process has not been effective; namely, students often go in and out of class hours, make noise, tell stories with friends, play

games, don't even collect assignments on time, lack attention, and are less happy in doing the task of making embroidery Fantasy.

With that existence, the skill lessons of making tablecloths with fantasy embroidery were at a disadvantage. Several factors, namely cause this:

1. The skill lesson in making tablecloths with fantasy embroidery is a lesson that is at the umpteenth number of other fields of study.
2. The skill of making tablecloths with fantasy embroidery is considered a lesson that has no relevance to the core subjects in each major.
3. Some students lack confidence in their work.
4. A part student is unable to complete tasks on their own.
5. Lack of business students learns in following the skills lesson in making tablecloths with fantasy embroidery.
6. Students are less tenacious in trying and easily give up if they encounter problems.
7. Lack of supporting facilities and infrastructure.

Therefore, the authors are interested in researching students' interest in skills subjects at MTsN Payakumbuh with the research title " Students' Interest In Learning About Competence To Learn The Skills Of Making Tablecloths Using Fantasy Embroidery Class VIII At MTSN Payakumbuh".

Method

This type of research is descriptive research. The population in this study were all students of class VIII IN the 2020/2021 academic year at MTsN Payakumbuh, with as many as 198 students. In this study, the authors took a sample of 20% of the population. The number of samples in this study was 40 people. In determining the sample, the research was carried out using an ordinal random technique after determining the number of multiples to determine the next sample using the order of student absenteeism. For students who have a serial number of absences in multiples of 4, then the student is selected as a research respondent. Data collection techniques were carried out through a questionnaire. The data analysis technique used is descriptive analysis with the percentage formula of the respondent's answer category.

Result and Discussion

Data Description

1. Student Interest in Skills Competence

Students' interest in learning about the competence of making tablecloths with fantasy embroidery can be described in the distribution table below:

Table 1. Frequency distribution of scores about student interest in learning competence in making tablecloths with fantasy embroidery at MTsN Payakumbuh

No	Indicator	Alternative Answer										Average	Interpretasi average
		Always		Often		Sometimes		Seldom		Never			
		f	%	f	%	f	%	f	%	f	%		
1	Motive Power	11	27.67	7	18.57	12	28.39	4	9.46	6	15.89	3.36	67.14%
2	Attention	14	36.15	10	24.03	9	22.69	4	10.38	3	6.73	3.72	74.50%
3	Feeling happy	18	43.75	7	17.67	8	19.82	5	11.96	3	6.86	3.8	75.90%
Average		14	35.86	8	20.09	9	23.63	4	10.6	4	9.83	3.6	72.50%



From the table above, the average variable of student interest in learning is 3.6, while the respondent level is 72%. This means that overall, students' interest in cultural arts subjects in learning the skill of making tablecloths with fantasy embroidery is high.

2. Students' Interest in Learning Based on the Indicator of Motive Strength

The data for the motive power indicator is measured through a questionnaire with 14 statement items. The range of scores for the questionnaire is 1 to 5, which is distributed to 40 students. For more details, see the table below:

Table 2. Classification of Student Interest Scores on Competency in Making Tablecloths with Fantasy Embroidery at MTsN Payakumbuh on Motive Strength Indicators.

No	Alternative Answer										Average	Interpres tasi average
	Always		Often		Som etimes		Seldom		Never			
	f	%	f	%	f	%	f	%	f	%		
1	8	20	5	12.5	18	45	5	12.5	4	10	133	3.33
2	10	25	12	30	11	27.5	3	7.5	4	10	141	3.52
3	10	25	12	30	12	30	2	5	4	10	154	3.85
4	7	17.5	6	15	14	35	6	15	7	17.5	120	3
5	8	20	6	15	21	52.5	3	7.5	2	5	135	3.38
6	12	30	11	27.5	7	17.5	4	10	6	15	139	3.48
7	12	30	2	5	18	45	4	10	4	10	134	3.35
8	13	32.5	11	27.5	9	22.5	2	5	5	12.5	145	3.63
9	9	22.5	10	25	7	17.5	5	12.5	9	22.5	125	3.13
10	3	7.5	3	7.5	9	22.5	4	10	21	52.5	83	2.08
11	3	7.5	2	5	10	25	5	12.5	20	50	83	2.08
12	26	65	8	20	2	5	4	10	0	0	176	4.4
13	19	47.5	11	27.5	5	12.5	4	10	1	2.5	163	4.08
14	15	37.5	5	12.5	16	40	2	5	2	5	149	3.73
Total	155	387.5	104	260	159	397.5	53	132.5	89	222.5	1880	47.04
Average	11	27.67	7	18.57	12	28.39	4	9.46	6	15.89	134.28	3.36

Table 2 is obtained from the alternative answers of respondents who are on the indicator of the strength of learning motives with an average score of 3.36. 3.36 is a high category with a respondent's level of achievement of 67.14, so it is classified as high. For each alternative answer can be described as follows six people (15.89%) students never stated, four people (9.46%) students said rarely, 12 people (28.39%) students sometimes said, seven people (18.57%) students expressed often, and 11 people (27.67%) students stated always.

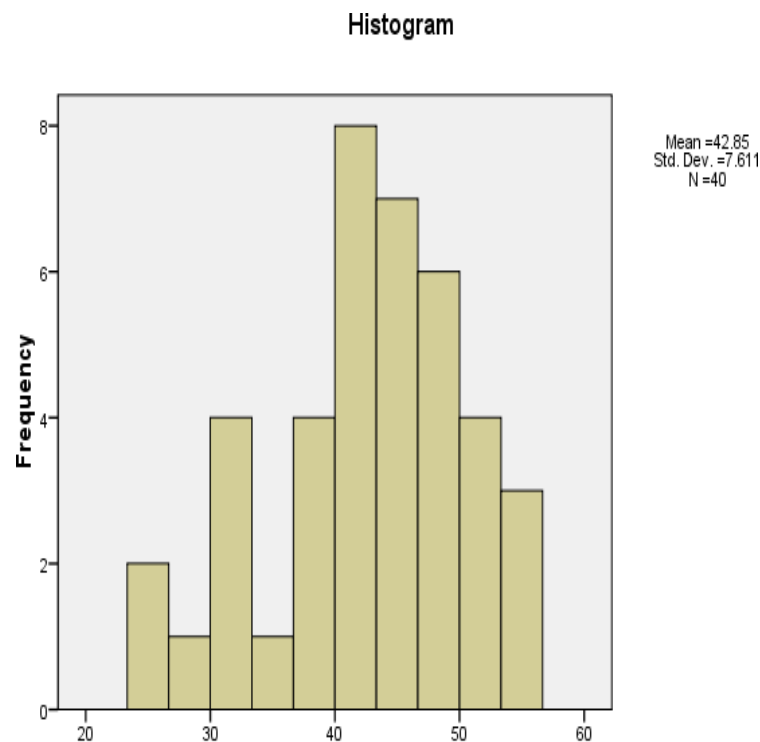
The description of the data about the interest of class VIII students about the competence of making tablecloths with fantasy embroidery can be seen in the table as follows:

Table 3. Statistics of Learning Motives Indicators (SPSS System version 21.00)

Statistics		
Motive Power		
N	Valid	40
	Missing	0
mean		42.85

median		44
Mode		43a
Std. Deviation		7,611
Variance		57.926
Range		30
Minimum		25
Maximum		55
Percentiles	10	31.1
	25	39
	50	44
	75	47.75
	90	52

From the table above, it can be seen that the average motive power score is 42.85, the median is 44.00, the mode is 43.00, the standard deviation is 7.61, the minimum score is 25, and the maximum score is 55, for more details, see the histogram below.



Following the research objectives, data from every aspect of the interest of class VIII students regarding the competence of making tablecloths with fantasy embroidery at MTsN Payakumbuh are described through a statistical table of indicators of learning motives. From the data above, it can be concluded that the interest of class VIII regarding the competence of making tablecloths with fantasy embroidery at MTsN Payakumbuh which is seen from the indicator of the strength of motifs on cultural arts subject matter that learns the skills of making tablecloths with fantasy embroidery is interpreted as high.

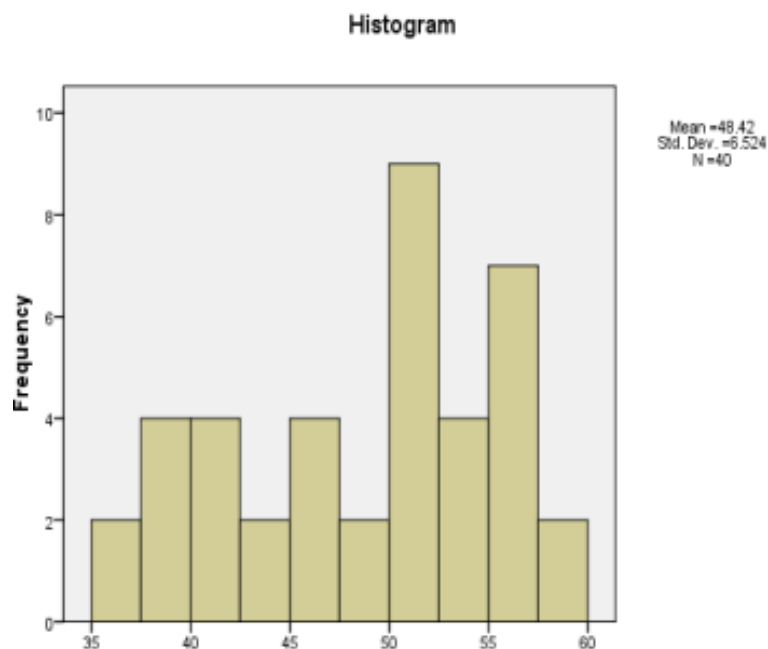


3. Students' Interest in Learning From Attention Indicators

Table 4. Calculation Results of Attention Indicator Statistics (SPSS System version 21.00)

Statistics Attention		
N	Valid	40
	Missing	0
mean		48.42
median		50
Mode		55
Std. Deviation		6,524
Variance		42,558
Range		23
Minimum		36
Maximum		59
Percentiles	10	39
	25	42.25
	50	50
	75	54

From the table above, it can be understood that the attention indicator in the study of students' interest in the competency of tablecloth making skills with fantasy embroidery with a mean score of 48.82, median 50.00, mode 55, standard deviation 6.54, a minimum score of 36 and maximum score 59 For more details, see the histogram chart below:



The interest of class VIII students in terms of students' attention to the competence of making tablecloths with fantasy embroidery at MTsN Payakumbuh was measured through a questionnaire with 13 statement items that had been declared valid

from the questionnaire test, the range of scores for the questionnaire was 1 to 5 which was distributed to 40 students, for more details can be seen in the table below:

Table 5. Classification of Student Interest Scores About Competency in Making Tablecloths with Fantasy Embroidery at MTsN Payakumbuh on Attention Indicators.

No	Alternative Answer										Average	Interpres tasi average
	Always		Often		Sometimes		Seldom		Never			
	f	%	f	%	f	%	f	%	f	%		
15	22	55	7	17.5	7	17.5	3	7.5	1	2.5	166	4.15
16	15	37.5	10	25	7	17.5	8	20		0	152	3.8
17	22	55	8	20	4	10	5	12.5	1	2.5	165	4.13
18	9	22.5	16	40	9	22.5	3	7.5	3	7.5	145	3.63
19	12	30	8	20	15	37.5	4	10	1	2.5	146	3.65
20	1	2.5	5	12.5	11	27.5	4	10	19	47.5	85	2.13
21	24	60	8	20	3	7.5	4	10	1	2.5	170	4.25
22	21	52.5	11	27.5	8	20	-	-	-	-	173	4.33
23	22	55	9	22.5	5	12.5	4	10	-	-	169	4.23
24	9	22.5	12	30	13	32.5	3	7.5	3	7.5	141	3.53
25	2	5	9	22.5	18	45	8	20	3	7.5	119	2.89
26	7	17.5	14	35	13	32.5	3	7.5	3	7.5	139	3.48
27	22	55	8	20	5	12.5	5	12.5	-	-	167	4.18
Total	188	470	125	312.5	118	295	54	135	35	87.5	1937	48.38
Average	14	36.15	10	24.03	9	22.69	4	10.38	3	6.73	149	3.72

Based on table 5 above, it can be seen from the indicators of students' attention to interest in making tablecloths using fantasy embroidery with an average score of 3.72 with a respondent's achievement level of 74.5% are categorized as high. For each respondent's answer seen indicators of attention to the competence of making table cloth skills using fantasy embroidery three people (6.73%) students who never stated, four students (10.38%) students who said rarely, nine people (22,69%) students who stated sometimes, ten people (24.03%) students often stated and as many as 14 students (36.15%) said always.

4. Students' Interest in Learning From the Happy Feeling Indicator

The learning interest of class VIII students about the pleasure of following the skill material on making tablecloths using fantasy embroidery at MTsN Payakumbuh was measured through a questionnaire with 14 statements, the range of scores for the questionnaire was 1 to 5, which was submitted to 40 students and the following is a description of the distribution the frequency of student interest from the indicators of feeling happy, namely:

Table 6. Classification of Student Interest Scores About Competency in Making Tablecloths with Fantasy Embroidery at MTsN Payakumbuh on Happy Feelings Indicator

No	Alternative Answer										Average	Interpres tasi average
	Always		Often		Sometimes		Seldom		Never			
	f	%	f	%	f	%	f	%	f	%		
28	12	30	11	27.5	8	20	7	17.5	2	5	144	3.6



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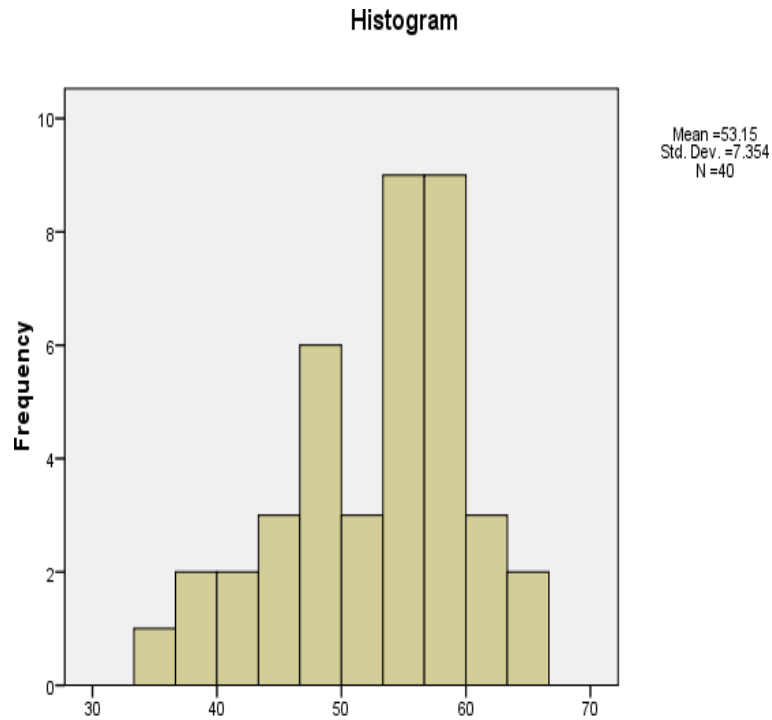
29	16	40	11	27.5	9	22.5	3	7.5	1	2.5	158	3.95
30	8	20	11	27.5	11	27.5	7	17.5	3	7.5	134	3.35
31	28	70	1	2.5	9	22.5	2	5	-	-	175	4.38
32	20	50	11	27.5	3	7.5	5	12.5	1	2.5	164	4.1
33	7	17.5	4	10	13	32.5	8	20	8	20	114	2.85
34	11	27.5	5	12.5	11	27.5	7	17.5	6	16	128	3.2
35	7	17.5	2	5	14	35	7	17.5	10	25	109	2.73
36	24	60	10	25	3	7.5	1	2.5	2	5	173	4.33
37	29	72.5	4	10	2	5	3	7.5	2	5	175	4.38
38	13	32.5	11	27.5	11	27.5	3	7.5	2	5	150	3.75
39	21	52.5	7	17.5	3	7.5	8	20	1	2.5	159	3.98
40	25	62.5	8	20	6	15	1	2.5	-	-	177	4.43
41	24	60	3	7.5	8	20	5	12.5	-	-	166	4.15
Total	245	612.5	99	247.5	111	277.5	67	167.5	38	96	2126	53.18
Average	17	43.75	7	17.67	8	19.82	5	11.96	3	6.86	151.9	3.8

Based on table 6 above, it can be seen from the indicators of students' feelings of pleasure about the competence of making tablecloths using fantasy embroidery with an average score of 3.8 with a respondent's achievement level of 75.9% which is categorized as very high. For each respondent's answer seen indicators of attention to the competence of making table cloth skills using fantasy embroidery three people (6.86%) students who never stated, five students (11.96%) students who said rarely, 8 people (19.82%) students who stated sometimes, 7 people (17.67%) students who stated often and as many as 17 people (43.75%) students stated always.

Table 6. Results of Calculation of the Good Feeling Indicator Statistics (SPSS System version 21.00)

Statistics		
Feeling happy		
N	Valid	40
	Missing	0
mean		53.15
median		55
Mode		55
Std.		7.354
Deviation		
Variance		54,079
Range		30
Minimum		35
Maximum		65
Percentiles	10	42.1
	25	48
	50	55
	75	59

From the table above, it can be understood that the indicators of feeling happy in the study of student interest in the competence of making tablecloths with fantasy embroidery with a mean score of 53.15, median of 55.00, mode 55, standard deviation of 7.35, a minimum score of 35 and maximum score 65. For more details, please refer to the histogram chart below:



The graph above has explained the size of students' feelings of pleasure in the section on students' interest in learning in the competence of making tablecloths using fantasy embroidery. From the data above, it can be concluded that students' interest in the competence of making tablecloths using fantasy embroidery at MTsN Payakumbuh seen from the indicators of feeling happy is interpreted as very high.

From the data description, it can be seen that students' interest in learning in the competence of making tablecloths using fantasy embroidery at MTsN Payakumbuh is categorized as high. This is obtained from the average variable of student interest in making table cloths using fantasy embroidery is 3.6. Meanwhile, the response rate is 72.5%. The overall explanation above needs to be maintained and improved. Students' interest in learning can grow and develop with the goods that have existed in the student before. At the initial stage, what needs to be done is an effort by the teacher who teaches by guiding to study harder and feel happy in following the skill material for making tablecloths using this fantasy embroidery. Students also understand that learning experiences will bring progress to themselves. According to opinion Basri (2021) which states that in motivating student learning, first, the teacher must know the right competencies for teaching, know the background of students and the character of the student; every teacher should have a plan before teaching, such as making lesson plans so that teaching later can be according to lesson plans.

Based on the opinion above, it can be explained that with student learning motivation, student interest will arise and be driven by a curiosity about the lesson so that students will pay attention to success in achieving a goal and generate feelings of pleasure towards the competence of making tablecloths using fantasy embroidery. After seeing students' interest in learning about the competence of making table cloths using fantasy embroidery as a whole, it can also be seen that interest is based on indicators following the theory in the previous chapter, namely:

1. Students' Interest in Learning is Seen from the Indicator of Motive Strength About Competence in Learning the Skill of Making Tablecloths with Fantasy Embroidery.



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The data analysis results for the motive power indicator obtained an average score of 3.36 with an achievement level of 67.14%, so it is classified as a high category using category grouping. This shows that the motive power for the competence of making tablecloths with fantasy embroidery depicts high student interest. Seeing the results of students' motive power in learning is in the high category, it is necessary to increase it to be even higher by motivating students both from within themselves and from outside students. According to Uno (2021), motivation occurs when someone has the desire and willingness to carry out an activity or action to achieve certain goals. Based on this, it can be seen that the higher the motive power of students in learning the skills of making tablecloths with fantasy embroidery, the higher their interest.

2. Students' Interest in Learning from Attention Indicators About Competence in Learning the Skill of Making Tablecloths with Fantasy Embroidery

From the results of data analysis for the attention indicator, an average score of 3.72 was obtained with an achievement level of 74.5%, so it was classified as a high category using the category according to grouping. This shows that attention to competence in making tablecloths with fantasy embroidery depicts high student interest. Similar to the power of motives, attention is also in the high category. So, it needs to be improved again. The improvement that will be made is related to the existing motivation, both intrinsic and extrinsic. For teachers, the role is extrinsic motivation or from outside, affecting students' interest in learning. From the results above, students' attention needs to be increased again by motivating students to improve their interests. The motivation carried out by the teacher is extrinsic. In view Prihartanta (2015) interpreted as motives that are active and functioning due to external stimuli.

3. Students' Interest in Learning Seen from the Good Feeling Indicators About Competence in Learning the Skills of Making Tablecloths with Fantasy Embroidery

From the results of data analysis for the attention indicator, an average score of 3.8 is obtained with an achievement level of 75.9%, so it is classified as a high category using category grouping. This shows that the attention to competence in learning the skill of making tablecloths with fantasy embroidery depicts students' interest is very high. Similar to the power of motives and attention, feelings of pleasure also need to be considered even though the category that has been achieved is very high. It can go down because it is not maintained. Therefore, motivation will also affect students' interest in the aspect of feeling happy about the competence to learn the skill of making tablecloths with fantasy embroidery. Based on the foregoing, the feeling of pleasure, that the data analysis has found that the category is very high. This must be maintained and improved again to reach the maximum and make students' interest in the competencies that learn the skill of making tablecloths using fantasy embroidery increase. So it can be concluded that the student's interest incompetence in learning the skills of making tablecloths with fantasy embroidery is inseparable from the motive power that must be possessed so that he can pay more attention to the competence of skills in making tablecloths with fantasy embroidery. In addition, feelings of pleasure also have a very important role in fostering student interest in learning about competencies that learn the skills of making tablecloths with fantasy embroidery.

Conclusion

Based on the results of the research and discussion presented in the previous chapter, conclusions can be drawn regarding student interest in learning about the

competency skills of MTsN Payakumbuh City class VIII for the 2020/2021 academic year as follows:

1. From the results of the analysis of data classification for the variable of student interest in learning about the competency skills of MTsN Payakumbuh, the average score of the student interest variable was 3.6, while the level of achievement of the respondents was 72.5%, meaning that the remaining less interested were 27.5%. This means that overall, students' interest in making tablecloths with fantasy embroidery depicts their high interest.
2. The results of the analysis of data classification on the indicator of motive strength obtained an average of 3.36. 3.36 is a high category with a respondent's level of achievement of 67.14, so it is classified as high. This means that students' interest in learning in following the skill material for making tablecloths with fantasy embroidery on the aspect of motive power is in the high category.
3. From the results of the analysis of data classification on the motive power indicator, an average of 3.72 was obtained with a respondent's achievement level of 74.5%. This means that students' interest in learning in following the skill material for making tablecloths with fantasy embroidery on the aspect of motive power is in the high category.
4. From the data classification analysis results on the motive power indicator, an average of 3.8 was obtained with the respondent's achievement level of 75.9%. This means that students' interest in learning in following the skill material for making tablecloths with fantasy embroidery on the aspect of motive power is in the very high category.

Students' interest in learning about competencies that learn the skills of making tablecloths with fantasy embroidery at MTsN Payakumbuh after being analyzed can be categorized as high.

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