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THE INFLUENCE OF INTEREST IN LEARNING MATHEMATICS ON BASIC ARITHMETIC OPERATION SKILLS AMONG GRADE 1 MADRASAH IBTIDAIYAH STUDENTS

Salsabila Adwitiya Sarwahita[1*], Budi Usodo[2], and Sri Yamtinah[3]
[123] Universitas Sebelas Maret, Surakarta, Indonesia
E-mail: [1]adwitiyasarwahita29@student.uns.ac.id*, [2]budi_usodo@staff.uns.ac.id ,
[3]jengtina@staff.uns.ac.id

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ABSTRACT
This study aims to determine the effect of interest in learning mathematics on the ability of basic arithmetic operations in grade 1 students of Madrasah Ibtidaiyah. The background of this study is the low basic ability of students in mathematical operations, which is thought to be closely related to the low interest of students in learning the subject. The method used in this study is a quantitative approach with a correlational research type. Data were collected through a questionnaire on learning interests and tests on basic arithmetic operations. The sample in this study were grade 1 students from one of the Madrasah Ibtidaiyah who were selected purposively. The results of the data analysis of this study indicate that there is a positive and significant relationship between interest in learning mathematics and the basic arithmetic operations of grade 1 students of Madrasah Ibtidaiyah. The correlation analysis conducted indicates that students with a high level of interest in learning obtain better average scores on the arithmetic operations test compared to students with low interest in learning. This finding is supported by the results of the significance test which shows that the significance value is smaller than the $\alpha = 0.05$ level, so the research hypothesis is accepted. Thus, it can be concluded that interest in learning mathematics plays an important role in improving students' basic abilities in completing simple addition, subtraction, multiplication, and division arithmetic operations.

Keywords: *Learning Interest, Arithmetic Operations, Basic Arithmetic, Grade 1 Students*

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INTRODUCTION

The ability to perform basic arithmetic operations is one of the essential competencies that must be possessed by students at the elementary education level, particularly in Grade 1 of Madrasah Ibtidaiyah (MI). This competency includes mastery of addition and subtraction of whole numbers, which serves as a fundamental foundation for learning mathematics at higher levels (Natalia, 2024). Without a solid grasp of these basic concepts, students will struggle to comprehend more advanced topics such as multiplication, division, measurement, and complex mathematical problem-solving. Therefore, early mathematics instruction should not only aim to introduce concepts but also to cultivate logical, systematic, and structured thinking

skills. However, field observations reveal that students' mastery of basic arithmetic operations remains at a concerning level. Preliminary observations conducted at a Madrasah Ibtidaiyah in the Sukoharjo area found that more than 50% of Grade 1 students had not met the Minimum Mastery Criteria in mathematics (Arifin, 2023).

This outcome indicates a gap between the expected competencies and the actual abilities demonstrated by students in the classroom. Students frequently make errors in solving simple addition and subtraction problems, which may stem from misunderstandings of number concepts or a lack of procedural skills in solving mathematical problems. Some students also struggle to recognize mathematical symbols and have not yet developed efficient calculation strategies, such as using number lines, fingers, or concrete objects (Fitriani & Prasetyo, 2021).

The phenomenon of low proficiency in basic arithmetic operations suggests deeper and more complex issues in early-grade mathematics instruction. One significant factor suspected to contribute to this condition is the low level of student interest in learning mathematics. The apparent lack of interest in first-grade students is often caused by several factors, including the transition from a playful kindergarten environment to a formal elementary school environment. At this stage, most students are still in the preoperational cognitive development phase, requiring a more concrete, engaging, and child-friendly learning approach.

However, when mathematics lessons are presented in a monotonous, abstract manner, or focused solely on memorization, students quickly become bored and reluctant to actively engage. This is evident in students' behavior, who are less enthusiastic about participating in lessons, easily distracted, and reluctant to try problems without prompting from the teacher (Hidayat & Lestari, 2022). If this situation is allowed to continue, not only will numeracy skills be left behind, but a positive attitude toward mathematics will also be hindered from developing properly from an early age. Therefore, low interest in learning in early grades can be a serious obstacle to mastering basic mathematics skills, which should be an important foundation for learning at the next level. Learning interest is a psychological condition that drives individuals to pay attention to and engage with a particular subject (Solehah et al., 2022). In the context of education, students' interest in learning influences their level of engagement, activeness, and perseverance in classroom activities. Interested students tend to be more active, inquisitive, exploratory, and resilient in facing challenges. Conversely, students with low interest are likely to give up easily, remain passive, and rely on rote memorization rather than understanding concepts (Lutfiwati, 2020).

Students with a high interest in mathematics generally exhibit positive behaviors during the learning process, such as enthusiasm in attending lessons, a desire to complete practice exercises, and a willingness to ask questions and explore topics they

do not yet understand (Salsabila, 2023). In contrast, students with low interest in learning tend to display passive attitudes, become easily bored, and show little initiative in completing academic tasks. As a result, this lack of learning interest may directly contribute to poor academic performance, including in basic arithmetic skills. Over time, such a condition may lead to the development of negative perceptions of mathematics as a difficult, tedious, and irrelevant subject in everyday life (Novianto et al., 2024).

Several previous studies have confirmed the relationship between learning interest and mathematics achievement. Research conducted by Ndraha (2022) found a positive correlation between students' level of interest in learning and their academic performance in mathematics at the elementary school level. Students with a high level of interest tend to achieve better scores compared to those with low interest. Meanwhile, a study by Rahmawati (2024) revealed that the influence of learning interest on academic achievement is more prominent in upper elementary grades (Grades 4 to 6) than in lower grades (Grades 1 to 3). These findings highlight a research gap in examining the influence of learning interest on mathematics competence among early-grade students, particularly regarding basic arithmetic operations.

The early phase of elementary education is a critical period in shaping students' attitudes, study habits, and perceptions toward specific subjects, including mathematics (Hildani & Safitri, 2021). If, during this phase, students are not guided to develop a positive interest in learning, it may lead to negative attitudes toward mathematics at later stages. An unsupportive learning environment, monotonous teaching methods, and the lack of concrete media or activities in mathematics instruction further exacerbate this issue (Yuliana et al., 2025).

Teachers play a crucial role in fostering this interest by employing engaging, enjoyable teaching approaches that align with the developmental characteristics of early childhood learners. Additionally, parental involvement in supporting children's learning at home is another important factor in developing a positive learning interest (Rizkiyana & Kodri, 2023). This is where the novelty of the present study lies. This research specifically examines the relationship between students' interest in learning mathematics and their ability to perform basic arithmetic operations, with a focus on Grade 1 students at Madrasah Ibtidaiyah. This study not only supports previous findings that indicate a relationship between learning interest and academic achievement but also expands the scope of research by providing relevant empirical data from early grade levels, which have been relatively underexplored in similar studies (Syahrial, 2023). The focus on Grade 1 MI is significant because this stage marks the transition from preschool learning to structured formal education, making it essential to establish an initial understanding of mathematical concepts through appropriate instructional approaches.

Thus, this study makes an important contribution to enriching the educational literature, particularly in the field of early-grade mathematics education (Rajagukguk, 2024). In addition, the study is expected to provide practical implications for teachers in designing more engaging, interactive, and student-centered mathematics learning strategies, thereby fostering interest in learning from an early age. Further implications may also extend to the development of professional training programs for teachers, aimed at enhancing their skills in managing early-grade classrooms, especially in delivering arithmetic operations material in a contextual, enjoyable, and meaningful manner for students (Lubis, 2020).

Based on the background and research gap outlined above, the purpose of this study is to examine the influence of students' interest in learning mathematics on their ability to perform basic arithmetic operations in Grade 1 of Madrasah Ibtidaiyah. This research is expected to serve as a reference for the development of mathematics learning at the elementary level by emphasizing the importance of cultivating learning interest from the beginning of formal education (Fahmiyah et al., 2025). With a deeper understanding of the relationship between learning interest and basic mathematical abilities, it is hoped that educational stakeholders will be able to formulate more targeted policies and instructional strategies to improve the quality of elementary mathematics education in Indonesia.

RESEARCH METHOD

This study employed a quantitative approach with a correlational research design. The quantitative approach was chosen because the study aims to measure the strength of the relationship between two variables: students' interest in learning mathematics (variable X) and their basic arithmetic operation skills (variable Y) (Nurhidayat et al., 2023). The correlational design was used to determine the extent and direction of the relationship between these two variables (Asrulla, 2023).

The population of this study consisted of all Grade 1 students at a Madrasah Ibtidaiyah (MI) located in Sukoharjo Subdistrict, Sukoharjo Regency, Central Java Province. The sampling technique used was purposive sampling, a method in which the sample is selected based on specific criteria (Suryani et al., 2023). The criteria included: Grade 1 students who had received instruction in basic arithmetic operations for at least one semester, and a school environment that provided a representative setting for the study.

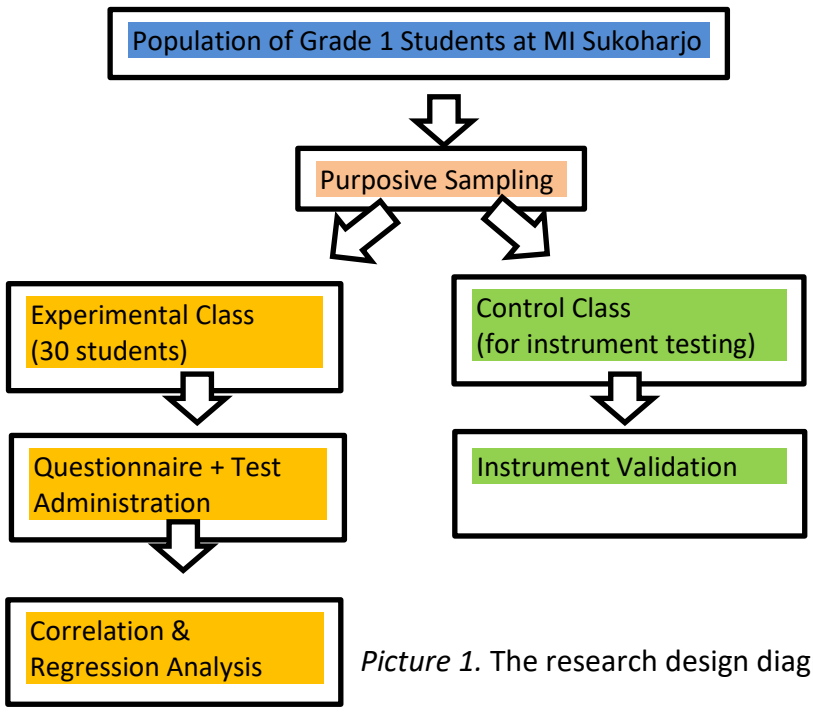
The total sample consisted of 30 Grade 1 students from MI Negeri 3 Sukoharjo. The independent variable was students' interest in learning mathematics (X), while the dependent variable was their basic arithmetic operation skills (Y). Data collection techniques included a learning interest questionnaire to assess students' interest in mathematics. The questionnaire was structured using a Likert scale with two response options: Agree (A) and Disagree (D). A multiple-choice test was used to measure

students' mastery of basic arithmetic operations, focusing on addition and subtraction of whole numbers in accordance with the Grade 1 MI curriculum.

The data analysis techniques included instrument validity and reliability tests. The validity of the questionnaire was tested using Pearson product-moment correlation, while the reliability was tested using Cronbach's Alpha for the questionnaire and split-half (or other applicable forms) for the test. Prerequisite tests included a normality test using the Kolmogorov–Smirnov method to ensure data followed a normal distribution, and a linearity test to examine whether the relationship between variables X and Y was linear. To determine the influence of learning interest on arithmetic skills, Pearson product-moment correlation analysis was used. To determine the magnitude of the effect and the regression equation between the two variables, simple linear regression analysis was applied.

The research procedures consisted of: (1) preparation, which involved developing the questionnaire and test instruments, validating the instruments through expert review, and conducting pilot testing; (2) implementation, which included administering the questionnaire to assess students' interest in mathematics and the test to evaluate their basic arithmetic skills; and (3) data processing, which involved scoring the questionnaire and test results and analyzing the data using statistical software. The research design used a correlational design with two groups, a control class and an experimental class.

The experimental class was given treatment in the form of a learning interest questionnaire and a basic arithmetic test, while the control class was used to compare the results without additional treatment (only a basic arithmetic ability test). The research design diagram is presented below in picture 1.



Picture 1. The research design diagram

Based on the theoretical foundation and conceptual framework, the following hypotheses are proposed: Null Hypothesis (H_o): There is no significant relationship between interest in learning mathematics and basic arithmetic operation skills of first-grade Islamic elementary school students.Alternative Hypothesis (H_1): There is a significant relationship between interest in learning mathematics and basic arithmetic operation skills of first-grade Islamic elementary school students.

RESULTS AND DISCUSSION

Research Results

Descriptive Statistical Analysis

This study was conducted on 30 Grade 1 students at MI Negeri 3 Sukoharjo with the aim of identifying the relationship between students' interest in learning mathematics and their basic arithmetic operation skills. Data analysis was carried out using SPSS version 27. The results of the data analysis regarding the relationship between students' interest in learning mathematics and their basic arithmetic skills are presented in the following tables 1.

Table 1. Interest in Learning Mathematics (x)

Statistics	Value
N	30
Minimum	12
Maximum	20
Mean	16,40
Std. Deviation	2,310

Table 2. Arithmetic Operation Skills (Y)

Statistics	Value
N	30
Minimum	55
Maximum	95
Mean	76,80

Statistics	Value
Std. Deviation	10,520

Based on the data in Table 1, the questionnaire analysis results showed that students' interest scores ranged from 12 to 20, with a mean of 16.4, a standard deviation of 2.31, a minimum value of 12, and a maximum of 20. Most students were in the moderate to high interest category, indicating that, in general, students had a fairly strong interest in learning mathematics.Based on the data in Table 2, the test results showed that students' arithmetic operation scores ranged from 55 to 95, with a mean of 76.8, a standard deviation of 10.52, a minimum value of 55, and a maximum of 95. This indicates that most students had moderate to high skill levels in basic arithmetic operations, although individual differences in ability were still observed.

Validity and Reliability Tests

Table 3. Validity Test

Item	r-count	r-table (df=28, α=0.05)	Remarks
1	0,654	0,361	Valid
2	0,712	0,361	Valid
3	0,613	0,361	Valid
4	0,590	0,361	Valid
5	0,668	0,361	Valid

The validity test results showed that all items in the learning interest questionnaire were declared valid because the r-count values were greater than the r-table value (0.361) at α = 0.05 and N = 30. This means each item in the questionnaire accurately measured aspects of learning interest.

Table 4. Reliability Test

a. Learning Interest Questionnaire

Statistics	Value
Cronbach's Alpha	0,826
N of Items	10
Remarks	Highly Reliable

b. Arithmetic Operation Test

Statistics	Value
Split-Half Reliability (Spearman-Brown)	0,792
N of Items	20
Remarks	Reliable

Based on the data in Table 4, the reliability test for the learning interest questionnaire yielded a Cronbach's Alpha value of 0.826, indicating that the instrument is highly reliable. The arithmetic operation test obtained a split-half reliability value of 0.792, which falls under the reliable category. Thus, the instruments used in this study were proven to be appropriate tools for data collection.

Prerequisite Tests for Analysis

Table 5. Normality Test

Variable	K-S Statistics	Sig. (p-value)	Remarks
Learning Interest	0,144	0,186	Normal
Arithmetic Operation	0,129	0,200	Normal

Based on the data in Table 5, the Kolmogorov–Smirnov test results show that the significance value for learning interest is p = 0.186 and for arithmetic operation ability is

p = 0.200. Since the p-values for both variables are greater than 0.05, the data are considered to be normally distributed.

Table 6. Linearity Test

Aspect	F	Sig.	Remarks
Deviation from Linearity	1,733	0,142	Linear Relationship

Based on the data in Table 6, the result shows a p-value of 0.142, which is greater than 0.05. Therefore, it can be concluded that the relationship between learning interest and arithmetic operation ability is linear and suitable for further analysis using correlation and regression tests.

Correlation Test

Table 7. Pearson Product Moment Correlation Test

Variable X	**Variable Y**	**r**	**Sig. (2-tailed)**	**Remarks**
Learning Interest	Operasi Hitung	0,673	0,000	Significant (strong positive)

Based on the data in Table 7, the Pearson product-moment analysis yielded the following results:

r = 0.673

p = 0.000 (p < 0.05)

These results indicate a significant and positive relationship between students' interest in learning mathematics and their basic arithmetic operation skills. The correlation coefficient (r) falls into the strong category, meaning that learning interest has a considerable influence on students' arithmetic performance.

Simple Regression Analysis

The resulting regression equation is: Y = 42,316 + 2,107X

This means that each 1-point increase in learning interest corresponds to an increase of 2.107 points in arithmetic operation ability. The coefficient of determination (R^2) = 0.453, indicating that 45.3% of the variation in arithmetic operation skills can be explained by learning interest in mathematics, while the remaining 54.7% is influenced by other factors not examined in this study.

Discussion

The results of this study reveal a significant and strong relationship between students' interest in learning mathematics and their basic arithmetic operation skills among Grade 1 students at MI Negeri 3 Sukoharjo. This finding reinforces the understanding that learning interest is one of the key factors influencing student achievement, particularly in mathematics (Danika Pranata, 2025). High learning interest leads to greater motivation to engage in lessons, active participation in the learning process, and enthusiasm in solving mathematics problems, including basic arithmetic operations. This aligns with the view of (Kurnia Sari, 2020), who stated that interest is an internal force that encourages individuals to learn actively and continuously.

This study also supports the findings of Widiati (2022) , which showed that students with high learning interest tend to achieve better outcomes in mathematics. This implies that interventions aimed at increasing learning interest hold great potential for improving students' academic performance. However, the contribution of learning interest, which accounts for 45.3%, indicates that other factors also play a role in determining students' arithmetic abilities. These factors may include the quality of teaching methods used by the teacher, the type of learning media employed (concrete, visual, interactive), family environment support, and the emotional and psychological condition of the student.

Therefore, increasing learning interest must be accompanied by enjoyable, contextual learning strategies that are appropriate to the developmental characteristics of young children (Suhandri & Syahwela, 2024). For example, the use of concrete media such as real objects, educational games, and thematic approaches that are relevant to the daily lives of Grade 1 students can serve as effective alternatives. A preliminary conclusion can be drawn that there is a significant and strong relationship between students' interest in learning mathematics and their basic arithmetic operation skills; learning interest contributes 45.3% to students' arithmetic abilities. Consequently, attention must also be given to other influencing factors beyond interest, along with the development of instructional strategies that foster student interest and active engagemen.

CONCLUSION

Based on the results of the study, it can be concluded that there is a significant and positive relationship between students' interest in learning mathematics and their basic arithmetic operation skills among Grade 1 students at MI Negeri 3 Sukoharjo. This study confirms the hypothesis formulated in the Introduction, namely that learning interest plays a role in enhancing arithmetic skills, which has been empirically validated in the Results and Discussion section. With a strong correlation value (r = 0.673) and a

coefficient of determination of 45.3%, this research clearly illustrates that learning interest is an important factor to consider in mathematics education at the early elementary level. The findings highlight the importance of designing learning processes that foster and sustain students' interest in learning, as increased interest has been shown to improve cognitive outcomes, particularly in mastering basic arithmetic operations. Thus, the results of this study serve not only as a theoretical foundation but also as practical guidance in designing effective mathematics learning strategies that are oriented toward students' characteristics and interests. These findings highlight the importance of designing learning processes that encourage and maintain student interest in learning, as increased interest has been shown to improve cognitive outcomes, particularly in mastering basic arithmetic operations. Teachers, as facilitators, are expected to create engaging and meaningful learning environments by utilizing learning media aligned with the characteristics of Grade 1 students and by implementing interactive and contextual teaching methods. The contribution of this research lies in two main aspects. First, this study provides an empirical basis for the relationship between learning interest and students' cognitive achievement in basic arithmetic skills, thus strengthening theories that emphasize the importance of the affective aspect in mathematics learning (Wahyuni & Ramadhan, 2024). Second, this study provides practical recommendations for teachers to develop more varied, interactive, and contextual learning strategies, which in turn can improve the effectiveness of the teaching and learning process in lower elementary school grades.

However, this study has several limitations. The limited sample size of Grade 1 students in one school limits the generalizability of the findings. Furthermore, the variables studied focused more on learning interests, so other factors that also influence numeracy skills, such as logical-mathematical intelligence, family background, and differences in teaching strategies between teachers, have not been widely explored. The measurement instruments used are also still limited to cognitive tests and observations, so they are not fully able to capture students' affective and motivational dynamics in depth. The prospects for developing this research are very open, both in the form of developing interest-based learning models and further research that explores other factors that influence numeracy skills, such as logical-mathematical intelligence, teaching strategies, or parental support. Future research is also recommended to involve a larger sample size and cover a wider range of grade levels to broaden and deepen the generalizability of the findings. Thus, the results of this study serve not only as a theoretical foundation but also as a practical guide in designing effective mathematics learning strategies that are oriented towards student characteristics and interests.

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DECLARATION

Author Contributions	This article was prepared through equal teamwork. Each author was fully involved in the entire process, including formulating ideas, collecting empirical data, analyzing research results, and preparing the final manuscript. All authors have equal responsibility, both for content contribution and validation of the manuscript, and have approved the final version submitted for publication.
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Additional Information	All data and information used as the basis for this research are included in this article. No additional information is disclosed. The authors have presented all data transparently and responsibly, in accordance with academic ethics and principles.

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