

Attitude and Interest Junior High School Students: How Difference and Correlation in Science Learning

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Abstract: The purpose of this study was to compare the attitudes and interests of students at SMPN 34 Batanghari and MTsN 5 Batanghari. To find out the relationship between the attitudes and interests of junior high school students towards science subjects on environmental pollution. To find out the relationship between the attitudes and interests of MTs students towards science subjects on environmental pollution. The method used in this research is a quantitative method with a comparative type. The results of the description test can be concluded that SMPN 34 Batanghari is superior to MTsN 5 Batanghari. Based on the results of the T test, it can be concluded that there is a comparison between students' attitudes and interests towards environmental pollution material. From the results of the correlation test, there is a relationship between the attitudes and interests of the students of SMPN 34 Batanghari and there is a relationship between the attitudes and interests of the students of MTsN 5 Batanghari.

Keywords: Education; Science; Attitude; Interest

Introduction

Education is a very important thing in today's modern era. Education is a learning process for students so that they can know, evaluate and apply any knowledge gained. Education is an activity to optimize the development of potential, skills, and personal characteristics of students (Nurhidayatullah & Prodjosantoso, 2018; Oktafiani et al., 2017; Rerung et al., 2017). Education is directed at developing students' potential and skills so that they can be used in living life in society, nation and state (Asrizal et al., 2018; Diani et al., 2018; Elvanisi et al., 2018). Education can be said to be an educator if students participate in learning.

Students have the ability and speed in absorbing learning materials so that more than books are needed to be able to guide students to become active in learning independently (Doğan et al., 2019; Laila, 2019; Moitus et al., 2020). Learning is useful for making students gain insight and learning can be done effectively if teaching materials support learning activities (Nito et al., 2020;

Rochman et al., 2017; Sadiqin et al., 2017). One of the learning materials is science material, science learning includes basic concepts, understanding, methods related to natural phenomena (BACHRI, 2015; Prihatini, 2017; Şemin, 2019).

Natural Sciences is one of the subjects that study natural phenomena. Science subjects are one of the subjects whose learning process emphasizes providing direct experience to develop competencies in order to explore and understand the natural surroundings scientifically (Bellová et al., 2018; Hartini et al., 2018; Iswatun et al., 2017). Science as one of the subjects in school, can provide roles and experiences for students. (Camasso & Jagannathan, 2018; Firdaus & Wilujeng, 2018; Pamungkas et al., 2017). Science learning outcomes can also be greatly influenced by the motivation of students. Both internal motivation and external motivation (Adom et al., 2020; Mansouri & Moumine, 2017; Negoro, 2019). In the process of learning science, student interest is very important to encourage students to want to learn.

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Interest in learning is a form of liking or interest in doing a lesson. With the interest in learning students can better understand the learning that he is doing. The consequences of interest in learning can affect the value of learning and students' enthusiasm for learning (Dou et al., 2018; Kwarikunda et al., 2020; Høgheim & Reber, 2019). Broadly speaking, students are more interested in learning sports than mathematics, which only learns in the form of numbers (Habig et al., 2018; Luo et al., 2020; Swirski et al., 2018). However, for students who have an interest in mathematics, they will try to study the material until they can understand the material (Giglio et al., 2020; Jack & Lin, 2017; Hendrickson, 2021). When students have a high interest in learning, the student's attitude towards the lesson will be good.

Attitude is one of the terms in the field of psychology related to perception and behavior (Kurniawan, Astalini, Kurniawan, et al., 2019; Wahyudi & Lestari, 2019; Zarei et al., 2020). Attitude can be defined as the feelings that a person has about an object, his knowledge and beliefs about the object (Jufrida et al., 2019; Kurniawan, Astalini, Darmaji, et al., 2019; Mauliza et al., 2021). The attitude factors include: (1) Social Factors, (2) Direct Instruction, (3) Family, (4) Prejudice, (5) Personal Experience, (6) Media, (7) Educational and Religious Institutions, (8) Physical factors, and (9) Economic and Employment Status (Aithal & Aithal, 2019; Demirtaş & Aksoy, 2016; Kurniawati & Atmojo, 2017).

This study is in line with previous research on student attitudes. However, previous studies only related variables regarding student interest and motivation (Cain, 2020; Luo et al., 2020, Sari & Sarwanto, 2018). So that the previous researchers did not know the differences in the interests of students from various schools as well as the differences and relationships between students' attitudes and interests. In addition, previous research used to test students' attitudes towards science (Hidayati et al., 2017; Jufrida et al., 2019; Kurniawati & Atmojo, 2017). Therefore, the purpose of this study is to compare and relate the attitudes and

interests of junior high school students and MTs students towards the science of environmental pollution.

Method

This study uses quantitative associative and comparative research using a questionnaire distribution procedure. The sample in this study were 38 students of SMPN 34 Batanghari and 38 students of MTsN 5 Batanghari. The sampling technique is purposive sampling. Purposive sampling is a type of sampling in which research more a less handpicks case (Stommel & Wills, 2004). The population is the person who is the subject of research or the characteristics to be studied (Roflin et al., 2021; Tegeh et al., 2020; Banks et al., 2018). The reason for taking this technique is because not all samples have criteria that match the phenomenon being studied. The samples taken were students from grades 8A and 8B in each school, namely SMPN 34 Batanghari and MTsN 5 Batanghari.

Table 1. Research Sample Attitude and Interest

School	Class	Number of Student
SMPN 34 Batanghari	8A	38
	8B	38
MTsN5 Batanghari	8A	38
	8B	38

The instrument in this research is process skills. The assessment instrument is one of the most important assessment instruments for attitudes (Purwanti et al., 2020). Research data collection comes from research instruments derived from questionnaires (Cohen et al., 2013). The attitude instrument towards science is in the form of a questionnaire adopted from the research of Astalini and Kurniawan in (2019). There are 56 valid question items and this instrument uses a Likert scale. The scale consists of 5 points with a score of strongly agree that is 5, agree that is 4, quite that is 3, disagree that is 2, and strongly disagree that is 1.

Table 2. Grid of Student Attitude Questionnaire Instruments on Environmental Pollution Materials (Astalini & Kurniawan, 2019)

Variable	Indication	No. Statement Items	
		(+)	(-)
Students' attitudes towards science subjects	Social Implications of SCIENCE	1, 14, 27, 39	7, 20, 32,
	Scientist Normality	8, 21, 33, 46, 54	15, 40, 53
	Attitude Towards Science Investigation	2, 41, 45	9, 22, 34, 47, 55
	Adopt Scientific Attitude	3, 26, 28	10, 23, 35, 48
	Fun in Learning Science	4, 17, 29	11, 24, 36, 42, 49, 56
	Interest in increasing the time to study science	5, 18, 30	12, 25, 37, 43, 50
	Interest in a Career in Science	13, 19, 26, 38, 51	6, 31, 44, 52
Number of Statements		25	31

Each statement is representative of each attitude indicator. The focus of this research is on 7 dimensions of attitude, namely social implications of science, normality of scientists, attitudes towards science investigations, adoption of scientific attitudes, pleasure in science, interest in increasing science learning time, and interest in a career in science. Furthermore, for the interest instrument in the form of a questionnaire with 30 valid question items and this instrument uses a Likert scale. The Likert scale consists of 5 points with a very good score of 5, good 4, quite 3, not good 2, and very not good 1. For the research questionnaire grid and the categories of variables can be seen in the Table 2.

Table 3. Categories of Students' Attitudes towards Environmental Pollution Materials

Category	Indicator Intervals	
	Social Implications of Science	Scientist Normality
Very Not Good	7.0-12.6	8.0-14.4
Not good	12.7-18.2	14.5-20.8
Enough	18.3-23.8	20.9-27.2
Good	23.9-29.4	27.3-33.6
Very good	29.5-35.0	33.7-40.0

The Likert scale used in this study are: 1 (very bad), 2 (not good), 3 (enough), 4 (good), 5 (very good) with 56 questions regarding the attitudes of SMP/MTS students towards science on the material. environmental pollution.

Table 4. Grid of Student Interest Questionnaire Instruments on Environmental Pollution Materials

Variable	Indication	No. Statement Items
Students' interest in environmental pollution material	Attention in learning	1,2,3,4
	Student engagement	5,6,7,8,9
	Feeling happy	10,11,12,13,14
	Curiosity	15,16,17,18,19
	Learning Materials and Teacher Attitude	20,21,22,23,24,25
	Benefits of subjects	26,27,28,29,30
Number of Statements		30

Tabel 5. Category of Student Interest in Environmental Pollution Materials

Category	Indicator Intervals	
	Attention in learning	Student engagement
Very Not Good	4.0-7.2	5.0-9.0
Not good	7.3-10.4	9.1-13.0
Enough	10.5-13.6	13.1-17.0
Good	13.7-16.8	17.1-21.0
Very good	16.8-20.0	21.1-25.0

The Likert scale used in this study are: 1 (very bad), 2 (not good), 3 (enough), 4 (good), 5 (very good) with 30 questions about the attitude of SMP/MTS students towards science on the material. environmental pollution.

The sampling technique used in this study used simple random sampling. The sampling technique was adopted because it provides unbiased parameter estimates and is better if the population is homogeneous (Bankole & Nasir, 2020; Ning & Tao, 2020; Alhassan & Chen, 2019). Using random sampling can reduce the potential for bias in the selection of cases to be included in the sample. With the condition that random sampling is done because of the homogeneous population, the sampling frame is clear and general in nature.

The results of students' questionnaire answers regarding processing skills were analyzed using descriptive statistics. Descriptive statistics are often

referred to as frequency distributions that provide accurate measurements from the smallest to the largest data (Hartanto & Yuliani, 2019; Khosharay et al., 2018; Al Mutairi, 2018). By using this type of associative research to determine the relationship or type of the variables used. Therefore, differential statistics are used with assumption tests consisting of normality, linearity and homogeneity tests as well as hypothesis testing, namely T test and correlation test. The normality test aims to determine whether a data can be said to be normal or not, while the homogeneous test aims to determine whether the data of the two samples is homogeneous or not. Normality test if the result data in the population is normally distributed, the condition is that the sig value is greater than 0.05 (Dehadri & dehdari.2020; Awaludin et al., 2020; Kim et al., 2018). The first step in this research is to determine the normality and homogeneity of a data using normality test and homogeneity test. Normality test and homogeneity test if the result data in the population is normally distributed and homogeneous, then the condition is that the sig value is greater than 0.05.

In collecting data in the form of attitude activities carried out using descriptive statistics based on the categories given by the researcher. The data needed in this research were collected and obtained from SMPN 34 Batanghari and MTsN 5 Batanghari. There is also a procedure for collecting data in this research in accordance with the chart in Figure 1.

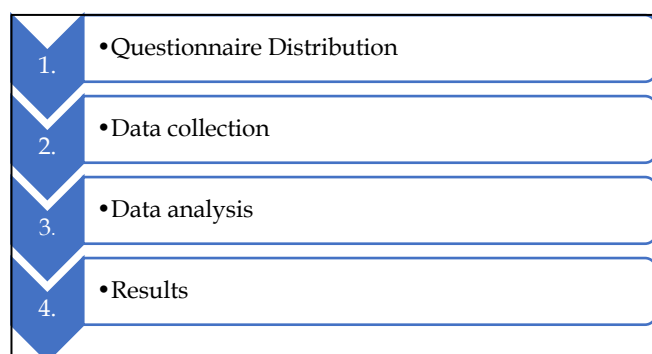


Figure 1. Step of research

Result and Discussion

Result

The results obtained from school data for SMPN 34 Batanghari and MTsN 5 Batanghari for grades 8A and 8B are as follows.

Descriptive Statistical Test

As for the descriptive attitude of junior high school students and MTs students towards science material environmental pollution on indicators of social implications of science.

Table 6. Descriptive attitudes of junior high school students and MTs students towards science on environmental pollution on indicators of social implications of science

Student Response	Class	Interval	F	%	Category	Mean	Median	Min	Max
SMPN 34 Batanghari	VIII A	7.0-12.6	0	0	Very Not Good	3.7838	4.0000	2.00	5.00
		12.7-18.2	2	5.4	Not good				
		18.3-23.8	10	27.0	Enough				
		23.9-29.4	19	51.4	Good				
		29.5-35.0	6	16.2	Very good				
	VIII B	7.0-12.6	0	0	Very Not Good	3.6216	4.0000	2.00	5.00
		12.7-18.2	2	5.4	Not good				
		18.3-23.8	14	37.8	Enough				
		23.9-29.4	17	45.9	Good				
		29.5-35.0	4	10.8	Very good				
MTsN 5 Batanghari	VIII A	7.0-12.6	0	0.0	Very Not Good	3.4865	4.0000	2.00	5.00
		12.7-18.2	5	13.5	Not good				
		18.3-23.8	12	32.4	Enough				
		23.9-29.4	17	45.9	Good				
		29.5-35.0	3	8.1	Very good				
	VIII B	7.0-12.6	0	0.0	Very Not Good	3.7297	4.0000	2.00	5.00
		12.7-18.2	1	2.7	Not good				
		18.3-23.8	13	35.1	Enough				
		23.9-29.4	18	48.6	Good				
		29.5-35.0	5	13.5	Very good				

Table 7. Descriptive attitudes of junior high school students and MTs students towards the science of environmental pollution on the scientist's normality indikator

Student Response	Class	Interval	F	%	Category	Mean	Median	Min	Max
SMPN 34 Batanghari	VIII A	8.0-14.4	0	0	Very Not Good	3.3243	3.0000	2.00	5.00
		14.5-20.8	2	5.4	Not good				
		20.9-27.2	24	64.9	Enough				
		27.3-33.6	8	21.6	Good				
		33.7-40.0	3	8.1	Very good				
	VIII B	8.0-14.4	0	0	Very Not Good	3.4324	3.0000	2.00	5.00
		14.5-20.8	2	5.4	Not good				
		20.9-27.2	18	48.6	Enough				
		27.3-33.6	16	43.2	Good				
		33.7-40.0	1	2.7	Very good				
MTsN 5 Batanghari	VIII A	8.0-14.4	0	0.0	Very Not Good	3.5135	3.0000	2.00	5.00
		14.5-20.8	0	0.0	Not good				
		20.9-27.2	19	51.4	Enough				
		27.3-33.6	17	45.9	Good				
		33.7-40.0	1	2.7	Very good				
	VIII B	8.0-14.4	0	0.0	Very Not Good	3.5946	4.0000	2.00	5.00
		14.5-20.8	2	5.4	Not good				
		20.9-27.2	15	40.5	Enough				
		27.3-33.6	16	43.2	Good				
		33.7-40.0	4	10.8	Very good				

Table 8. Descriptive interest of junior high school and MTs students towards science material on environmental pollution on indicators of attention in learning

Student Response	Class	Interval	F	%	Category	Mean	Median	Min	Max
SMPN 34 Batanghari	VIII A	4.0-7.2	0	0	Very Not Good	3.7568	4.0000	2.00	5.00
		7.3-10.4	3	8.1	Not good				
		10.5-13.6	8	21.6	Enough				
		13.7-16.8	21	56.8	Good				
		16.8-20.0	5	13.5	Very good				
	VIII B	4.0-7.2	0	0	Very Not Good	3.6486	4.0000	2.00	5.00
		7.3-10.4	3	8.1	Not good				
		10.5-13.6	14	37.8	Enough				
		13.7-16.8	13	35.1	Good				
		16.8-20.0	7	18.9	Very good				
MTsN 5 Batanghari	VIII A	4.0-7.2	0	0.0	Very Not Good	3.7838	4.0000	2.00	5.00
		7.3-10.4	3	8.1	Not good				
		10.5-13.6	10	27.0	Enough				
		13.7-16.8	16	43.2	Good				
		16.8-20.0	8	21.6	Very good				
	VIII B	4.0-7.2	0	0.0	Very Not Good	3.7838	4.0000	2.00	5.00
		7.3-10.4	1	2.7	Not good				
		10.5-13.6	15	40.5	Enough				
		13.7-16.8	12	32.4	Good				
		16.8-20.0	9	24.3	Very good				

Table 9. Descriptive interest of junior high school students and MTs students towards the science of environmental pollution on indicators of student involvement

Student Response	Class	Interval	F	%	category	Mean	Median	Min	Max
SMPN 34 Batanghari	VIII A	5.0-9.0	0	0	Very Not Good	3.5946	4.0000	2.00	5.00
		9.1-13.0	2	5.4	Not good				
		13.1-17.0	15	43.2	Enough				
		17.1-21.0	16	40.5	Good				
		21.1-25.0	4	10.8	Very good				
	VIII B	5.0-9.0	0	0	Very Not Good	3.4595	3.0000	2.00	5.00
		9.1-13.0	2	5.4	Not good				
		13.1-17.0	19	51.4	Enough				
		17.1-21.0	13	35.1	Good				
		21.1-25.0	3	8.1	Very good				
MTsN 5 Batanghari	VIII A	5.0-9.0	0	0.0	Very Not Good	3.6757	4.0000	2.00	5.00
		9.1-13.0	1	2.7	Not good				
		13.1-17.0	15	40.5	Enough				
		17.1-21.0	16	43.2	Good				
		21.1-25.0	5	13.5	Very good				
	VIII B	5.0-9.0	0	0.0	Very Not Good	3.6757	4.0000	2.00	5.00
		9.1-13.0	0	0.0	Not good				
		13.1-17.0	16	43.2	Enough				
		17.1-21.0	17	45.9	Good				
		21.1-25.0	4	10.8	Very good				

Based on Table 6, the attitudes of junior high school students and MTs students towards science material on environmental pollution on the indicators of social implications of science, it was found that on average, junior high school and MTs students chose the sufficient and good categories. Furthermore, the attitudes of junior high school students and MTs students towards the science of environmental pollution on the scientist's normality indicator.

Based on Table 7, the attitudes of junior high school students and MTs students towards the science of

environmental pollution on the scientists' normality indicator, it was found that on average, junior high school and MTs students chose the category enough and good. However, for SMPN 34 Batanghari students, on average, they choose the sufficient category. Furthermore, the interest of junior high school students and MTs students towards the science of environmental pollution is an indicator of attention in learning.

Based on Table 8, the interest of junior high school students and MTs students towards the science of Environmental Pollution on the indicators of attention in

learning, it was found that the average junior high school and MTs students chose the sufficient and good categories. But not a few junior high school students and MTs students chose the very good category. Furthermore, the interest of junior high school students and MTs students towards the science of Environmental Pollution material on the indicators of student involvement.

Based on Table 9, the interest of junior high school students and MTs students towards the science of Environmental Pollution material on the indicators of student involvement, it was found that the average junior high school and MTs students chose the sufficient and good categories. But not a few junior high school students and MTs students chose the very good category.

Next, test the normality of junior high school students and MTs students on the science of environmental pollution.

Normality Test

The data is normally distributed as seen from the significance value, if the significance value is > 0.05. The normality test of the attitudes of junior high school students and MTs students towards the science of environmental pollution is described in Table 10.

Based on the results of table 10, the normality test was obtained with the Kolmogorov-Smoniv test with a significance value > 0.05, it can be concluded that the data is normally distributed.

Table 10. Normality Test of Attitudes and Interests of Junior High School students and MTs students on the science of environmental pollution

Variable	School Name	N	Statistics	Sig.
Attitude	SMPN 34 Batanghari	38	0.978	0.675
	MTsN 5 Batanghari	38	0.942	0.753
Attitude	SMPN 34 Batanghari	38	0.941	0.668
	MTsN 5 Batanghari	38	0.983	0.724

Next, test the homogeneity of the attitudes of SMP and MTs students to the science of environmental pollution.

Homogeneity Test

This test is carried out in order to find out whether the x and y data are homohen or not. The requirement in this test is that if the significance value is > 0.05, it can be said that the x and y data are homogeneous (same). If the significance value is < 0.05 then the data is not homogeneous (not the same). The homogeneity test of the attitudes of junior high school students and MTs students towards the science of environmental pollution is described in Table 11.

Table 11. Test of homogeneity of attitudes of junior high school students and MTs students towards the science of environmental pollution

Variable	School Name	N	F	Sig.
Attitude	SMPN 34 Batanghari	38	0.128	0.751
	MTsN 5 Batanghari	38	0.098	0.453
Attitude	SMPN 34 Batanghari	38	0.162	0.792
	MTsN 5 Batanghari	38	0.141	0.763

Based on Table 11 obtained, the results of the homogeneity test obtained are a significance value of 0.751 for junior high school students and 0.453 for MTs students for attitude variables and 0.792 for junior high school students and 0.763 for MTs students on interest variables have met the requirements > 0.05, it can be concluded that the two variables are homogeneous. Furthermore, the linearity test of the attitudes of junior high school students and MTs students towards science material about environmental pollution.

Linearity Test

This test is carried out in order to see a linear relationship between two or more variables. The requirements for this test, if the significance value is > 0.05. The linearity test of the attitudes of junior high school and MTs students towards the science of environmental pollution is described as shown in the following Table 12

Table 12. Linearity test of the attitudes of junior high school students and MTs students towards the science of environmental pollution

Variable	School Name	N	F	Sig.
Attitude	SMPN 34 Batanghari	38	1.578	0.241
	MTsN 5 Batanghari	38	1.051	0.379
Attitude	SMPN 34 Batanghari	38	1.486	0.284
	MTsN 5 Batanghari	38	1.184	0.315

Based on table 12, the results of the linearity test obtained are a significance value of 0.241 for junior high school students and 0.379 for MTs students on the attitude variable and 0.284 for junior high school students and 0.315 for MTs students on the interest variable has met the requirements > 0.05, it can be concluded that there are there is a linear relationship between the attitudes of junior high school students and MTs students towards the science of environmental pollution. Furthermore, the T-test of the attitudes of junior high school students and MTs students towards the science of environmental pollution.

T Hypothesis Test

In this test, it is done in order to know the difference between the variables on the multiplication of fractions

material. The conditions in this test are if the significance value is < 0.05 , it can be said that these variables have differences. If the significance value is > 0.05 , then the variable does not have a significant difference. The results obtained are shown in the Table 13.

Table 13. T-test of the attitudes of junior high school students and MTs students towards the science of environmental pollution

Class	N	Mean	Sig.	Sig. (2-tailed)
SMPN 34 Batanghari	76	131.5	0.916	0.012
MTsN 5 Batanghari		128.12		

From the data on Table 13, it can be seen that there is a difference between the attitudes of junior high school students and MTs students towards the science of environmental pollution. This is evidenced by the value of Sig. (2-tailed) < 0.05 . Furthermore, the T-test of the interest of junior high school students and MTs students towards the Science of Environmental Pollution material.

From the data (Table 14), it can be seen that there is a difference between the attitudes of junior high school students and MTs students towards the science of environmental pollution. This is evidenced by the value of Sig. (2-tailed) < 0.05 .

Table 14. T-test of the interest of junior high school students and MTs students towards the science of environmental pollution

Class	N	Mean	Sig.	Sig. (2-tailed)
SMPN 34 Batanghari	76	120.14	0.742	0.006
MTsN 5 Batanghari		121.37		

The next step is to test the correlation between attitudes and interests of SMPN 34 Batanghari students towards the science of environmental pollution.

Correlation Test

In this test, it is carried out in order to determine the relationship of variables to the material of multiplication of fractions. The conditions in this test if the significance value is > 0.05 , it can be said that the variable has no relationship. If the significance value is < 0.05 , then the variable has a significant relationship. The results obtained are shown in the table.

Table 15. Correlation test of attitudes and interests of SMPN 34 Batanghari students towards the science of environmental pollution

SMPN 34 Batanghari	N	Pearson Correlation	Sig. (2-tailed)
Attitude Interest	76	0.624	0.006

From the data above, it can be seen that there is a relationship between attitudes and interests of SMP 34 Batanghari students. This is evidenced by the value of sig (2-tailed) < 0.05 .

Next, test the correlation between attitudes and interests of MTsN 5 Batanghari students.

Table 16. Correlation test of attitudes and interests of MTsN 5 Batanghari students towards the science of environmental pollution

MTsN 5 Batanghari	N	Pearson Correlation	Sig. (2-tailed)
Attitude Interest	76	0.784	0.003

From the data above, it can be seen that there is a relationship between attitudes and interests of MTsN 5 Batanghari students. This is evidenced by the value of sig (2-tailed) < 0.05 .

Discussion

Research on students' attitudes and interests towards the science of environmental pollution was carried out in class 8A and class 8B in two schools, namely SMPN 34 Batanghari and MTsN 5 Batanghari with 38 students in each class. The purpose of this study was to determine the relationship and differences in attitudes and interests of junior high school students and MTs students towards the science of environmental pollution. In this study, the researchers distributed a questionnaire on the attitudes and interests of students towards the science of environmental pollution with several indicators.

Descriptive statistics is one type of statistic that processes statistical analysis more towards data management, presentation, and classification. In this way, the processed data will become more interesting and easier to understand. In this study, researchers took two indicators of attitude and two indicators of student interest in the science of environmental pollution. To see the results of descriptive statistical tests for grades 8A and 8B at SMPN 34 Batanghari and MTsN 5 Batanghari. In the first indicator of attitudes regarding the social implications of science, it was found that the percentage of students' attitudes towards science about environmental pollution in all dominant classes was in the good category with the percentage for SMPN 34 class 8A 51.4%, and class 8B 45.9%, for MTsN 5 class 8A 45.9%, and class 8B 48.6%. In the second indicator of attitudes regarding the normality of scientists, it was found that the percentage of students' attitudes towards science on environmental pollution in all dominant classes except for class 8B MTsN 5 was in good category with percentages for SMPN 34 class 8A 64.9% and class 8B 48.6% , for MTsN 5 class 8A 51.4% and class 8B 43.2% good.

Furthermore, in the first indicator of interest in attention to learning, it was found that the percentage of students' interest in the science of environmental pollution in all dominant classes in the sufficient and good category with the percentage for SMPN 34 class 8A 56.8% good, and class 8B 37.8% quite, for MTsN 5 class 8A 43.2% is good and class 8B 40.5% is sufficient. In the second indicator of interest in student involvement, it was found that the percentage of students' interest in the science of environmental pollution at SMPN 34 was dominant in the sufficient category, while for MTsN 5 the dominant category was good with the percentage of SMPN 34 class 8A 43.2% sufficient and class 8B 51.4% sufficient. , for MTsN 5 class 8A 43.2% good and class 8B 45.9% good.

After conducting a descriptive test, the researcher also tested assumptions in the form of normality test, homogeneity test, and linearity test. In the normality test, seen from the table of students' attitudes and interests in the science of environmental pollution, it can be concluded that the distribution is normal, seen from the value of $\text{sig} > 0.05$. For the homogeneity test and linearity test, it can be seen from the data that students' attitudes and interests in the science of environmental pollution material can be concluded that the data is homogeneous and there is a linear relationship between students' attitudes and interests as seen from the value of $\text{sig} > 0.05\%$. In testing the hypothesis, the researcher conducted a T test and a correlation test. Based on the T test, it can be seen that there are differences in the attitudes of SMP students and MTs students, this is evident from the value of $\text{sig} (2\text{-tailed}) > 0.05\%$. Based on the T-test, it can be seen that there are differences in the interests of junior high school students and MTs students, this is evident from the $\text{sig} (2\text{-tailed}) > 0.05\%$. And finally the results of the correlation test can be seen that there is a relationship between the attitudes and interests of junior high school students and MTs students towards the science of environmental pollution. This is evident from the value of $\text{sig} (2\text{-tailed}) < 0.05\%$.

This research is in line with previous research on student attitudes. However, previous studies only related variables regarding student interest and motivation (Cain, 2020; Luo et al., 2020, Sari & Sarwanto, 2018). So that the previous researchers did not know the differences in the interests of students from various schools as well as the differences and relationships between students' attitudes and interests. In addition, previous research used to test students' attitudes towards science (Hidayati et al., 2017; Jufrida et al., 2019; Kurniawati & Atmojo, 2017). So that many variables carried out by other studies have not entered the stage of environmental pollution material studied by junior high school students and MTs students.

In this study, the researchers chose the attitudes and interests of students which aimed to understand the control, thought processes, motivational attitudes, and psychology faced by junior high school and MTs students in studying environmental pollution material. By testing this, it can be seen that the attitudes and interests of students have an influence on the development of student learning in science subjects. With good attitudes and interests, students can develop knowledge and skills regarding environmental pollution materials. Attitudes and interests can evaluate problems related to science subjects. In this way, good attitudes and interests are formed from each student.

Conclusion

Based on the results of research testing and data analysis, the conclusions of this study were 152 students from 2 schools, namely SMPN 34 Batanghari, and MTsN 5 Batanghari, with a total of 76 students in each school. With the results obtained, there is a comparison between each school in each indicator, it is obtained that students' attitudes towards environmental pollution material are categorized as moderate to good for each school, for the variable of student interest in environmental pollution material, each indicator is categorized as moderate to good. From the data generated in the test, it was found that the attitude and interest variables of students had a significant difference in the process skills of students between schools with evidence of $\text{sig} (2\text{-tailed}) > 0.05$ and there was a correlation between junior high school students and MTs students with attitude variables. and interest with evidenced by the value of $\text{sig} (2\text{-tailed}) < 0.05$.

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