

INCREASING MADRASAH STUDENTS' LEARNING INTEREST AND UTILIZATION OF NAGARI-BASED LIBRARY INFORMATION SERVICES: COMMUNITY STRATEGY

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Abstract

The problem in this research is how to increase students' interest in learning after being given information services at MAN Sawahlunto. The purpose of this study was to increase students' interest in learning classes XII A and XII S at MAN Sawahlunto in a better direction through the implementation of information services. The research method used in this research is Action Research, where the author is the implementer of Information Services and the homeroom teacher of class XII A and XII S MAN Sawahlunto is an observer of information services provided to students who have a lack of interest in learning. The condition of students' interest in learning before being given action is that there are still many students who do not pay attention to the teacher who is giving subject matter, cheat, and daydream until they make noise during the teaching and learning process. In addition, students lack interest in learning. The results obtained in cycle I show that student interest in learning has not increased evenly because there are still students who have an interest in learning in the low and very low categories. In cycle II, students' interest in learning still did not increase evenly because there were still students who had an interest in learning in the low category. The results of cycle III research are very good compared to the previous cycle because, in this cycle, the average student interest in learning has increased, and there are no students in the low category who have an interest in learning. The increase in student interest in learning and the learning process can be seen in the attitude of students toward learning and their activeness in the classroom. because there has

been an increase in student interest in learning, this research is only held three cycles.

Keywords: *Community Strategy; Information Services; Library Community; Reading Interest; Students.*

Abstrak

Permasalahan dalam penelitian ini adalah bagaimana peningkatan minat belajar siswa setelah diberikan Layanan Informasi di MAN Sawahlunto. Tujuan penelitian ini adalah untuk meningkatkan minat belajar siswa kelas XII.A dan XII.S di MAN Sawahlunto ke arah yang lebih baik melalui pelaksanaan Layanan Informasi. Metode penelitian yang digunakan dalam penelitian ini adalah Penelitian Tindakan (Action Research), dimana penulis sebagai pelaksana Layanan Informasi dan Wali Kelas XII.A dan Wali kelas XII.S MAN Sawahlunto sebagai pengamat layanan informasi yang diberikan kepada siswa-siswa yang memiliki minat belajar yang kurang. Kondisi minat belajar siswa sebelum diberi tindakan adalah masih banyak siswa yang tidak memperhatikan guru yang sedang memberikan materi pelajaran, mencontek, melamun hingga sampai membuat kegaduhan ketika proses belajar mengajar. Di samping itu siswa memiliki minat belajar yang kurang. Hasil yang diperoleh pada siklus I minat belajar siswa belum meningkat secara merata, karena masih terdapat siswa yang memiliki minat belajar pada kategori rendah dan sangat rendah. Pada siklus II minat belajar siswa masih belum meningkat secara merata, karena masih terdapat siswa yang memiliki minat belajar pada kategori rendah. Hasil penelitian siklus III sangat baik dari siklus sebelumnya karena pada siklus ini rata-rata terlihat minat belajar siswa sudah meningkat, tidak ada siswa yang memiliki minat belajar pada kategori rendah. Peningkatan minat belajar siswa tersebut dalam proses belajar terlihat dari sikap siswa dalam belajar dan keaktifan siswa di dalam kelas. karena sudah terjadi peningkatan minat belajar siswa, maka penelitian ini cukup diadakan tiga siklus.

Kata Kunci: *Strategi Masyarakat, Layanan Informasi, Perpustakaan Nagari, Minat Baca, Siswa.*

A. Introduction

Learning is a way to gain knowledge for students at school. The term learning has been recognized by the general public¹. But perhaps not many people understand the true meaning of learning². Almusharraf and Khahro suggest that there needs to be interest in every student because interest is one of the main factors for success in study³. Ismail et al., say that interest is related to the forces that encourage a person to face or deal with people, objects, activities, and experiences, which are stimulated by the activity itself⁴.

Students who have an interest in learning will be seen in their daily activities, namely: attention, concentration, not being easily distracted by outside distractions, easy attachment to learning materials in memory, and minimizing boredom in learning⁵. If students feel interested or interested in doing these activities, they show good attitudes and behaviors as well, in the form of students showing high passion in carrying out learning activities, being diligent and resilient in carrying out learning activities even for a long time, being active, creative and productive in carrying out activities and completing learning tasks, not knowing tired when bored in learning, happy and fun in learning, learning activities are

¹ Ashraf Alam, "Investigating Sustainable Education and Positive Psychology Interventions in Schools towards Achievement of Sustainable Happiness and Wellbeing for 21st Century Pedagogy and Curriculum," *ECS Transactions* 107, no. 1 (2022): 19481.

² Andrew J Kompel et al., "Intra-Articular Corticosteroid Injections in the Hip and Knee: Perhaps Not as Safe as We Thought?," *Radiology* 293, no. 3 (2019): 656–63.

³ Norah Almusharraf and Shabir Khahro, "Students Satisfaction with Online Learning Experiences during the COVID-19 Pandemic," *International Journal of Emerging Technologies in Learning (IJET)* 15, no. 21 (2020): 246–67.

⁴ Ismail Ismail et al., "Student Motivation to Follow the Student Creativity Program," *Rimayat: Educational Journal of History and Humanities* 5, no. 2 (2022): 351–60.

⁵ Erik Peper et al., "Avoid Zoom Fatigue, Be Present and Learn," *NeuroRegulation* 8, no. 1 (2021): 47.

considered a hobby and part of life⁶. Conversely, students who do not have an interest in learning will show bad learning attitudes and behaviors as well in the form of an indifferent attitude toward learning, learning activities considered a burden, getting tired and bored quickly in learning, and others⁷.

Information services aim to equip individuals with various knowledge and understanding of various things that are useful for knowing themselves, planning, and developing life patterns as students, family, and community members⁸. The understanding obtained through information services is used as reference material in improving learning activities and achievements, developing goals, organizing daily life, and making decisions⁹. It is hoped that the information services received by students can increase their understanding of learning interests so that it can affect their learning outcomes or achievements later¹⁰.

Along with the above opinion, the purpose of information services according to Bebasari, et.al., consists of general and specific goals, the general purpose of this information service is the mastery of certain information by service participants¹¹. The information is then used by participants for their daily needs (in the

⁶ Geneva Gay, "Connections between Classroom Management and Culturally Responsive Teaching," in *Handbook of Classroom Management* (Routledge, 2013), 353–80.

⁷ Ellen Quintelier, "Differences in Political Participation between Young and Old People," *Contemporary Politics* 13, no. 2 (2007): 165–80.

⁸ Marilyn Cochran-Smith, "Color Blindness and Basket Making Are Not the Answers: Confronting the Dilemmas of Race, Culture, and Language Diversity in Teacher Education," *American Educational Research Journal* 32, no. 3 (1995): 493–522.

⁹ Don Nutbeam, "Health Literacy as a Public Health Goal: A Challenge for Contemporary Health Education and Communication Strategies into the 21st Century," *Health Promotion International* 15, no. 3 (2000): 259–67.

¹⁰ John Dunlosky et al., "Improving Students' Learning with Effective Learning Techniques: Promising Directions from Cognitive and Educational Psychology," *Psychological Science in the Public Interest* 14, no. 1 (2013): 4–58.

¹¹ Mardiani Bebasari, Nurhizrah Gistituati, and Mega Iswari Biran, "The Role Of Guidance and Counseling Information Services Through Interprofessional Education," *Bisma The Journal of Counseling* 6, no. 3 (2022).

framework of affective daily living) and self-development¹². While the specific objectives are related to the function of counseling, the most dominant understanding function is directly carried out by information services¹³. Service participants understand information with various subtleties as the content of the service¹⁴. Mastery of this information can be used for problem-solving, preventing problems, developing and maintaining existing potential, and enabling the participants concerned to open themselves up in actualizing their rights¹⁵.

The author takes information services also based on the understanding function of the specific objectives of information services because interest in learning is a cognitive aspect that is included in understanding¹⁶. In addition, Fauziah and Iswari's information service material includes information provision activities in the form of late developmental tasks, especially about personal abilities and development, the need to develop habits and attitudes in faith and devotion to God Almighty, efforts that can be made in recognizing talents, interests, and forms of coaching, development, and distribution, the need for healthy living and efforts to implement it, and efforts that can be made through

¹² Reijo Savolainen and Jarkko Kari, "Placing the Internet in Information Source Horizons. A Study of Information Seeking by Internet Users in the Context of Self-Development," *Library & Information Science Research* 26, no. 4 (2004): 415–33.

¹³ Steven C Hayes, "Acceptance and Commitment Therapy, Relational Frame Theory, and the Third Wave of Behavioral and Cognitive Therapies," *Behavior Therapy* 35, no. 4 (2004): 639–65.

¹⁴ Gail Dovey-Pearce et al., "Young Adults'(16–25 Years) Suggestions for Providing Developmentally Appropriate Diabetes Services: A Qualitative Study," *Health & Social Care in the Community* 13, no. 5 (2005): 409–19.

¹⁵ Mark L Savickas et al., "Life Designing: A Paradigm for Career Construction in the 21st Century," *Journal of Vocational Behavior* 75, no. 3 (2009): 239–50.

¹⁶ Roberta Lamb and Rob Kling, "Reconceptualizing Users as Social Actors in Information Systems Research," *MIS Quarterly*, 2003, 197–236.

guidance and counseling in helping students face the transition from adolescence to early adulthood which is full of challenges¹⁷.

From the above opinion, the author chooses information services by the material at the point which explains that information service material can be in the form of efforts to develop interest¹⁸. From that the author will provide information service material concerned about interest in learning, aiming to develop students' interest in learning at MAN Sawahlunto. In connection with the objectives to be achieved through these information services, it is necessary to plan carefully, so that it will be effective. The author predicts some advantages of information services to increase students' interest in learning compared to other types of counseling services because this service is more efficient and practical to serve a large number of students, as well as in the form of information in a classical manner. The information services also open up opportunities for counselors to be able to work with other competent parties to help provide relevant services through the program.

In connection with interest in learning, based on preliminary studies at MAN Sawahlunto when associated with the characteristics of students who have an interest in learning, there are indications that students' interest in learning has not been created properly. As previously stated that students who have an interest in learning will be seen in their daily activities, namely diligent and resilient in carrying out learning activities even for a long time, active, creative, and productive in carrying out activities and completing learning tasks, not getting tired when bored in learning, happy and engrossed in learning and learning activities are considered a hobby and part of life, while what happened at MAN Sawahlunto was the opposite.

¹⁷ Restu Fauziah and Mega Iswari, "Basic Concepts Of Career Counseling In The World Of Education In High Schools And Vocational High Schools," *Literasi Nusantara* 2, no. 2 (2022): 624–44.

¹⁸ Tom D Wilson, "On User Studies and Information Needs," *Journal of Documentation* 37, no. 1 (1981): 3–15.

Based on the phenomenon that occurred at MAN Sawahlunto, information was obtained from the subject teacher and also the curriculum teacher that 17 students from class XII were less active in learning, often came in and out when the teacher explained the lesson, daydreaming in class, did not ask questions to the teacher related to the material presented and often talked with friends in class. This makes the grades and learning outcomes of class XII students low. The phenomenon seen is an indication of a lack of student interest in learning. One of the factors that cause a lack of interest in learning is a lack of information about something related to triggering increased interest in learning. For example, students who lack information about the benefits and objectives of learning will not understand the purpose and benefits of learning so interest in learning tends to be lacking. In addition, the learning interest of class XII students is known to be not well based on the distribution of questionnaires before the action, which was carried out on July 15, 2021, which is described as follows:

Table I. Overview of Student Learning Interest Before Services at Nagari Library

No	Student Learning Interest Category	Score	Frequency
1	Very high	126-150	0
2	High	102-125	5
3	Medium	78-101	1
4	Low	54-77	8
5	Very low	30-53	3
Total			17

From the processing of the questionnaire given to students, it was illustrated that students' interest in learning at the time before the action was given, most of the 17 students had an interest in learning under the high category, including 5 students have an interest in learning in the high category, 1 student in the medium category, 8 students in the low category and 3 people in the very low category.

Factors that influence students' interest in learning that comes from the community environment are friends hanging out,

community social organizations, and so on¹⁹. Students who hang out with friends who are not in school and friends who only play and rah-rah or the term is called thugs, students will be carried away in the daily lives of these thugs²⁰. They spend time playing and having fun without thinking about school, which causes students to be disinterested in learning, every time they are at school to study students will feel bored and want to be with their friends to play and have fun²¹.

In addition, the environment around the house also greatly affects students' interest in learning, the environment around the house that consists of families who come from backgrounds that do not receive education and do not care about education will affect students' interest in learning²².

From the description given above, it is clear that a student's interest in learning is greatly influenced by many factors, both those that come from within the student himself and those that come from outside him, all of which can have a great influence on students' enthusiasm for learning²³. Therefore, every student must pay attention to and understand all these factors. In addition to students, parents, and teachers are also important to pay attention

¹⁹ Liz Thomas, "Student Retention in Higher Education: The Role of Institutional Habitus," *Journal of Education Policy* 17, no. 4 (2002): 423–42.

²⁰ Dorothy Bottrell, "Dealing with Disadvantage: Resilience and the Social Capital of Young People's Networks," *Youth & Society* 40, no. 4 (2009): 476–501.

²¹ Shaheen Ara, "Use of Songs, Rhymes and Games in Teaching English to Young Learners in Bangladesh," *Dhaka University Journal of Linguistics* 2, no. 3 (2009): 161–72.

²² Pamela E Davis-Kean, "The Influence of Parent Education and Family Income on Child Achievement: The Indirect Role of Parental Expectations and the Home Environment.," *Journal of Family Psychology* 19, no. 2 (2005): 294.

²³ Paul R Pintrich, Ronald W Marx, and Robert A Boyle, "Beyond Cold Conceptual Change: The Role of Motivational Beliefs and Classroom Contextual Factors in the Process of Conceptual Change," *Review of Educational Research* 63, no. 2 (1993): 167–99.

and understand these factors so that children have a high interest in learning²⁴.

Humans are creatures of God who are born by nature, and who have positive potential²⁵. This positive potential must be developed properly to achieve humans who are beneficial to the country, and the nation, and all of that cannot be separated from the role of information²⁶. Information services are a process of assistance or help provided by counselors to individuals referred to as clients through face-to-face meetings to provide information needed by clients which the information will later be used by clients in their lives²⁷. Information services are a systematic process of assistance from counselors to clients through face-to-face meetings or reciprocal relationships between the two to provide information²⁸. It is hoped that the information is mastered by the client and can be used in the client's life properly²⁹.

According to Rajab, there are three components of information services, namely counselors, participants, and information³⁰. Information services can be held directly and openly by the supervising teacher or counselor with a variety of techniques

²⁴ Peter J Collier and David L Morgan, "Is That Paper Really Due Today?: Differences in First-Generation and Traditional College Students' Understandings of Faculty Expectations," *Higher Education* 55, no. 4 (2008): 425–46, <https://doi.org/10.1007/s10734-007-9065-5>.

²⁵ Eniwati Khaidir and Fitriah M Suud, "Islamic Education in Forming Students' Characters at as-Shofa Islamic High School, Pekanbaru Riau," *International Journal of Islamic Educational Psychology* 1, no. 1 (2020): 50–63.

²⁶ Edward Diener and Eunkook M Suh, *Culture and Subjective Well-Being* (MIT press, 2003).

²⁷ James P Sampson Jr, Robert W Kolodinsky, and Brian P Greeno, "Counseling on the Information Highway: Future Possibilities and Potential Problems," *Journal of Counseling & Development* 75, no. 3 (1997): 203–12.

²⁸ Annie Irvine et al., "Are There Interactional Differences between Telephone and Face-to-Face Psychological Therapy? A Systematic Review of Comparative Studies," *Journal of Affective Disorders* 265 (2020): 120–31.

²⁹ Irvine et al.

³⁰ Muhammad Rajab, "Increasing Student Motivation in Completing School Assignments Through Information Services," *Siber Journal of Advanced Multidisciplinary* 1, no. 1 (2023): 8–15.

used by the supervising teacher where the technique is adjusted to the type of information and characteristics of the service participants³¹. According to Syakir, et.al., the techniques commonly used in information services are lectures, discussions, field trips, guidebooks, and career conferences³². While Tohirin, et.al., adds to it with special event techniques, namely information services carried out in connection with special events at school such as the Independence Day of the Republic of Indonesia, which the event is given information services about the struggle of heroes to defend the independence of the State which is the spirit and motivation for students to study hard to achieve their goals³³.

Information services aim to equip individuals with various knowledge and understanding of various things that are useful for knowing themselves, planning, and developing patterns of life as students, as members of families, and as communities³⁴. From information services, it is hoped that there is an understanding of the information provided³⁵. According to Abdurrahman, et.al., the understanding gained through information services is used as

³¹ Amparo Escartí et al., "Tool for Assessing Responsibility-Based Education (TARE) 2.0: Instrument Revisions, Inter-Rater Reliability, and Correlations between Observed Teaching Strategies and Student Behaviors," *Universal Journal of Psychology* 3, no. 2 (2015): 55–63.

³² Muhammad Syakir, Alimuddin Mahmud, and Arifin Achmad, "The Model of ICT-Based Career Information Services and Decision-Making Ability of Learners.," *International Journal of Environmental and Science Education* 11, no. 13 (2016): 5969–79.

³³ Risnawati Tohirin, Dicki Hartanto Sohiron, and Ramon Zubaidah Amir, "Indigenous Counseling and Multiculture Learning at Secondary Schools in 3T Region (Left behind, Frontier, and Outermost) in Indonesia," in *The First HISPIST's International Conference on Humanities, Education, Law, and Social Sciences "New Findings during Pandemic in Social Science, Humanities, Education and Law"* (Universitas Negeri Jakarta, 2021), 1.

³⁴ Agustinus Hermino and Imron Arifin, "Contextual Character Education for Students in the Senior High School.," *European Journal of Educational Research* 9, no. 3 (2020): 1009–23.

³⁵ Susan A Pickett-Schenk et al., "Improving Knowledge about Mental Illness through Family-Led Education: The Journey of Hope," *Psychiatric Services* 59, no. 1 (2008): 49–56.

reference material in improving learning activities and achievements, developing goals, organizing daily life, and making decisions³⁶.

From this opinion, it is concluded that information services can improve student achievement because from the information provided, students will gain an understanding of learning interests and if students already have an interest in learning, their learning outcomes and achievements will be good³⁷. For students to have an understanding of the information provided, it is necessary to make material related to learning interests³⁸. Providing guidance and counseling service material must be considered the match between the material and the type of service to be provided³⁹.

In information services in Lubis, et.al., the material concerns the developmental tasks of late adolescence, namely about personal abilities and development, efforts that can be made in recognizing talents, interests, and forms of distribution and development, school rules, how to behave, manners, and social values, customs, and efforts that apply and develop in society, subjects and their divisions, such as core programs, learning facilities/resources, how to prepare and study at school, the requirements for entering a position, the conditions of the position/career and its prospects, the steps that need to be taken to determine a position/career, entering college in line with career aspirations, and the

³⁶ Abdurrahman Abdurrahman, Yusuf Hadijaya, and Muhammad Latif Sipahutar, "Implementation Of Group Guidance Program Management in Improving Cooperation Learning," *Nidhomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (2021): 548–58.

³⁷ Dana L Mitra, "The Significance of Students: Can Increasing 'Student Voice' in Schools Lead to Gains in Youth Development?," *Teachers College Record* 106, no. 4 (2004): 651–88.

³⁸ Abbas Pourhosein Gilakjani, "The Significant Role of Multimedia in Motivating EFL Learners' Interest in English Language Learning," *International Journal of Modern Education and Computer Science* 4, no. 4 (2012): 57.

³⁹ Vincy Jing Sun and Mantak Yuen, "Career Guidance and Counseling for University Students in China," *International Journal for the Advancement of Counselling* 34 (2012): 202–10.

implementation of assistance services for personal, social, learning and career problems⁴⁰.

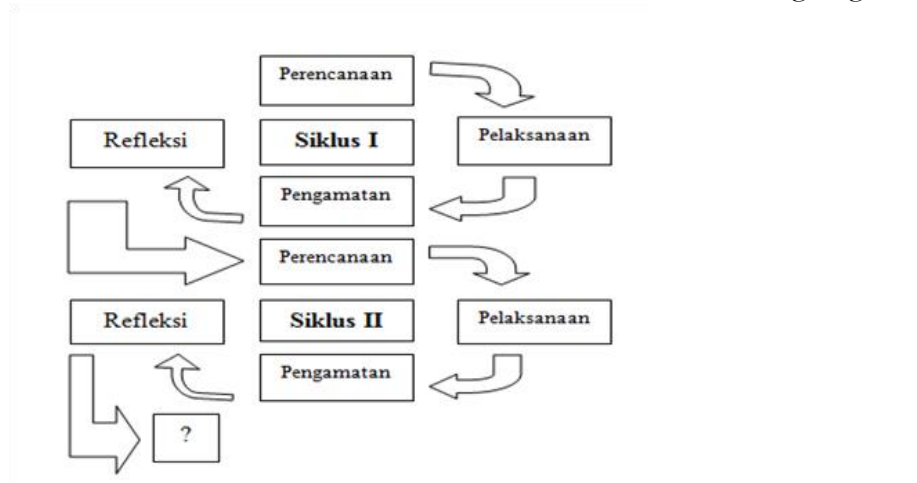
Based on the above opinion, it is explained that the information service materials contain efforts made in recognizing talents, interests, and forms of distribution and development. to increase students' interest in learning, the appropriate service material provided is about understanding learning, good learning tips, learning to achieve success in the future, the importance of interest in learning, and so on. From the information service material provided to students, it is hoped that students will understand and master the material. If students already understand and master the material, it will generate interest in them and if students already have an interest in learning, this will affect their learning outcomes.

B. Method

The type of research is action research, where the author directly implements information services to students who experience problems with understanding interest in learning at MAN Sawahlunto. According to Suharsimi, classroom action research (PTK) is research that looks at learning activities in the form of an action that is deliberately raised and occurs in a class together. The location of this research was carried out in class XII A and XII S MAN Sawahlunto with 17 students with details of 6 male and 11 female students. The reason for conducting research in this school is because researchers want to increase student interest in learning at the school action research with different charts, but broadly speaking four stages are commonly passed, namely (1) planning, (2) implementation, (3) observation, (4)

⁴⁰ Lahmuddin Lubis, Yusuf Hadijaya, and Sri Wardani, "Implementation of Guidance and Counseling Service Management," *Nidbomul Haq: Jurnal Manajemen Pendidikan Islam* 6, no. 3 (2021): 559–69.

reflection. More details can be seen in the following figure.



Picture 1. Picture of the Action Research Model

C. Discussion

Before the information service activities or actions were carried out, the researcher distributed questionnaires to obtain an overview of students' interest in learning given to 17 students of class XII A and XII S MAN Sawahlunto. Of the 17 students who filled out the questionnaire, 5 students had an interest in learning in the High category, 1 student had a moderate interest in learning, 8 people in the Low category, and 3 people in the Very Low category, as previously explained.

Based on the student's problems above, it is understood that to increase students' interest in learning, action is needed, one of which is through information services, because information services aim to equip individuals with various knowledge and understanding of various things that are useful for knowing themselves, planning and developing life patterns as students, family, and community members⁴¹.

According to Rosmawati and Donald understanding obtained through information services is used as reference material in

⁴¹ Richard M Felder and Rebecca Brent, "Understanding Student Differences," *Journal of Engineering Education* 94, no. 1 (2005): 57–72.

improving learning activities and achievements, developing goals, organizing daily life, and making decisions⁴². It is hoped that the information services received by students can increase their understanding of learning interests so that it can affect their learning outcomes or achievements later.

1. Cycle I

At this stage, action is planned to increase students' interest in learning through information services. The planning carried out is to determine the subjects who will be participants in information services. The author determines that the participants of information services are XII A and XII S MAN Sawahlunto class students as many as 17. then determine and prepare information service materials that will be given to students, which materials include understanding learning interest, factors that affect learning interest, how to increase learning interest, the importance of learning to achieve success in the future, good learning tips, prepare the completeness of information service administration such as Absen, and information service observation guidelines, and researchers prepare facilities that will be used during information services such as laptops and books that support the provision of information services.

By the steps planned at the planning stage, the next activity is to implement the service or action. This information service activity was held on August 15, 2021. This information service was given to 17 students in class XII A and XII S MAN Sawahlunto. This activity is directly presented by the author for approximately 90 minutes and collaborates with the homeroom teacher to observe information service activities.

Before the material was given, the speaker asked the participants to express their knowledge about interest in learning that they knew so far, but from the stimuli given, only one person answered that interest in learning is interest in lessons. From the

⁴² Rosmawati Rosmawati and Donal Donal, "Implementation of Guidance and Counseling at Schools," in *Proceedings of the UR International Conference on Educational Sciences*, 2018, 77–87.

answers given by the students, the speaker delivered the material which included the definition of interest in learning, factors that influence interest in learning, how to increase interest in learning, the importance of learning to achieve success in the future, and good learning tips. After delivering the material, before ending the speaker asked the participants to ask questions and ended by filling out the sheet that had been provided.

Observation or observation aims to see the service process take place. Researchers as presenters in information services get things that are noticed by homeroom teachers as observers or observers. Observers pay attention to everything that is displayed by presenters and service participants during the service process.

From the results of the observations made, the observer said that the speaker looked excited in delivering the material by inviting service participants to play an active role in following the material presented in the hope that service participants could understand their interest in learning. When delivering the material, the speaker looks like he is trying to give a good explanation to the service participants. The existence of a sense of mutual need has not been seen between the speaker and the service participants so the speaker looks like talking to himself.

At the time of the service, participants looked serious and polite when listening to the speaker's explanation, but no one had responded and asked about the material presented, although there was already a sense of wanting to ask questions seen from participants who asked fellow friends.

During the information service, there were no service participants who showed upset faces, but there were still service participants who discussed or talked when the speaker delivered the information service material.

Reflection is remembering and reflecting on an action exactly as it has been recorded in the observation sheet. This reflection stage is to see if the next cycle is needed. It turns out that the results in the field show still a need for the next cycle, according to the assessment that the author uses with observation guidelines and looks at the results of the immediate assessment (Laiseq) and also

the questionnaire filled out by the participants after the service takes place.

The results of the immediate assessment (Laiseq) that the author collected, from 17 service participants who participated in information service activities, 6 of them stated that they felt happy after getting information services. And they also get a new understanding of learning interests. The other 11 people stated that their feelings were mediocre after getting information services. They also gained a new understanding of learning interests. Service participants recognize in the immediate assessment (Laiseq) that the material discussed is related to their problems, the problems they experience can be resolved, and service participants can develop themselves by trying to increase their interest in learning.

The results of the interpretation of questionnaire data show that of the 17 service participants, 5 participants have an interest in learning in the very low category, 2 people have an interest in learning in the low category, 8 people in the medium category, and 2 people in the high category.

The results of homeroom teacher observations conducted from July 15 to August 15, 2019, on students' interest in learning in the classroom, it appears that there is still a lack of improvement when students learn, both in the aspects of attention, willingness, and feelings, the data can be seen in the following table:

Table 2. Table of Homeroom Teacher Observation Results on Student Learning Interest

No	Learning Interest Indicator	Activity Many Students	Number of Students
1.	A. Attention	1. Attention to the lesson being discussed	5
		2. Attention to tasks	6
		3. Attention to exams	9
2.	B. Willpower	1. Willingness to prepare learning stationery	6
		2. Willingness to ask questions	5
		3. Willingness to answer questions	7
		4. Willingness to be active in group discussions	8

		5. Willingness to perform in front of the class, both assigned and unassigned	3
		6. Willingness to do assignments	9
		7. Willingness to do the exam correctly	10
3.	C. Feelings	1. Feeling happy and calm in learning	6
		2. Focused in learning	
		3. Doing tasks with a sense of responsibility	8
		4. Take exams calmly	7
			10

Based on the results of the reflection above, the increase in student interest in learning that occurred was uneven. So the researcher decided to continue this research in cycle II.

2. Cycle II

Based on the results of the reflection from cycle I, it can be concluded that increasing students' interest in learning through information services in cycle I showed less than optimal results. Based on these problems, cycle II is pursued to further increase students' interest in learning, while the actions taken in cycle II are the same as the implementation of cycle I.

Moving on from the reflection on cycle I, the planning carried out in cycle II is to determine the subjects who will be participants in information services, where the subjects are students who are in cycle I. Then prepare and determine the information service material about student interest in learning, where the material is how to deal with boredom in learning, good learning tips, and making learning a hobby. The above material is given to students according to their needs and also based on the results of observations during information services during cycle I and the results of homeroom teacher observations of student interest when following lessons in the classroom. In addition, it also determines and prepares service facilities such as laptops and LCD to support service delivery and other formats needed in service delivery, and designs the right way that service participants actively participate in the service process so the material conveyed can be understood.

By the steps planned in the planning stage, information services for the second time were held on September 12, 2019, this activity lasted approximately 2 hours with consideration in cycle I, for a presentation that lasted 90 minutes was considered too short.

As in cycle I, this second meeting before the presentation of the material begins with question and answer activities about the service material. From the question and answer session, it was illustrated that not all the material was understood by the students, this could be seen from the students who could not answer the questions asked by the speaker. Based on the above conditions, the implementation of service actions is provided with material on how to deal with boredom in learning, good learning tips, and making learning a hobby.

In general, the steps taken by the speaker are the same as in the previous meeting. In this cycle II, the speaker provides more affirmation that service participants understand about interest in learning and can apply it in everyday life.

From the observations made by the observer, when the information service took place, some of the service participants looked enthusiastic about participating in the service, the service participants had started asking questions about the material presented and curiosity was seen by not being shy anymore asking questions with a clear voice. Between the presenters and service participants, there is already a unity that needs each other and it is no longer seen that the presenters talk to themselves without any response from the service participants, besides that, the warmth and intimacy between the presenters and some service participants have been well established.

After conducting two cycles it turns out that the results in the field show still needs the next cycle", by the assessment that the author uses with observation guidelines and looks at the results of the immediate assessment (Laiseq) and also the questionnaire filled out by the participants after the service takes place.

The results of the immediate assessment (Laiseq) that the author collected at the second meeting showed that of the 17 students who participated in the information service, 10 students

stated that they felt happy after getting information services and 7 students stated that their feelings were mediocre and they gained a new understanding of learning interest, the material discussed was by the problem, and the problems experienced could be resolved and service participants could develop themselves by trying to change low learning interest to high.

The results of the interpretation of questionnaire data show that of the 17 service participants, only 4 people have an interest in learning that is in the low category and there are no service participants who have a very low interest in learning, and there are already 2 service participants who have an interest in learning that is in the very high category.

The results of homeroom teacher observations conducted from August 15 to September 12, 2021, on students' interest in learning in the classroom, an increase has been seen when students are learning, both in the aspects of attention, willingness, and feelings, but the improvement that has occurred has not been evenly distributed and has not produced satisfactory results, the data can be seen in the following table:

Table 3. Table of Classroom Teacher Observation Results on Student Learning Interest at

No	Learning Interest Indicator	Activity Many Students	Number of Students
1.	A. Attention	1. Attention to the lesson being discussed	9
		2. Attention to tasks	12
		3. Attention to exams	10
2.	B. Willpower	1. Willingness to prepare learning stationery	11
		2. Willingness to ask questions	10
		3. Willingness to answer questions	11
		4. Willingness to be active in group discussions	13
		5. Willingness to perform in front of the class, both assigned and unassigned	9
		6. Willingness to do assignments	14
		7. Willingness to do the exam correctly	13

3.	C. Feelings	1. Feeling happy and calm in learning	9
		2. Focused in learning	
		3. Doing tasks with a sense of responsibility	11
		4. Take exams calmly	11
			13

Based on the results of the reflection above, the increase in student interest in learning that occurred was uneven. So the researcher decided to continue this research in cycle III.

3. Cycle III

At this stage, action is planned to increase students' interest in learning through information services, the planning that the author does is to determine the subjects who will be participants in information services, where the subjects are students in cycles I and II. Then prepare and determine the information service material about students' interest in learning, where the material is achievement starts from the desire to learn, foster an interest in learning to achieve high achievement. The above material is given to students according to their needs and also based on the results of observations during information services during cycle II as well as the results of homeroom teacher observations of student interest when following lessons in the classroom. In addition, determining and preparing service facilities such as laptops and LCD to support service delivery as well as other formats needed in service delivery, and designing the right way so that service participants actively participate in the service process so that the material presented can be understood.

By the steps planned in the planning stage, information services for the third time were held on September 17, 2019, which lasted approximately 2 hours the same as in cycle II.

As in cycles I and II, this third meeting before the presentation of the material begin with question and answer activities about the service material. From the question and answer session, it was illustrated that all students had begun to understand the material presented by the speaker, all seen from students who could explain and answer questions asked by the speaker. After that the speaker delivered the information service material, the material

was achieved starting with learning and growing interest in learning to achieve high achievement.

In cycle III, the steps taken are the same as the previous cycle, namely providing affirmation so that service participants can understand more about the material presented, namely interest in learning so that students can apply it in their daily lives so that service participants can achieve good learning outcomes and achievements.

From the observations made by the observer, when the information service takes place, the service participants look enthusiastic in participating in the service, the service participants have asked about the material presented and curiosity has been seen by not being shy anymore asking questions with a clear voice. Between the speaker and the service participants there is already a unity that needs each other and it is no longer seen that the speaker talks to himself without any response from the service participants, besides that, the warmth and intimacy between the speaker and the service participants have been well established.

Based on the observers' observations, negotiations were held with the presenters. Judging from the existing observation sheets, it can be seen that student behavior that was not illustrated at the first meeting has been illustrated at the second meeting such as service participants who have asked questions and responded to the speaker. In addition, the speaker has been communicative with service participants which is reflected in the immediate assessment filled out by service participants.

The results of the immediate assessment (Laiseq) that the author collected at this third meeting showed that of the 17 students who participated in the information service, all participants stated that they felt happy after getting information services about learning interests and they gained a new understanding of learning interests, and the material discussed was by their problems. The problems experienced can be resolved and service participants can develop themselves by trying to change low to high interest in learning.

The results of the interpretation of the questionnaire data show that of the 17 service participants, 6 service participants have an interest in learning in the very high category, 11 service participants have an interest in learning in the high category and none of the service participants have an interest in learning in the medium, low and very low categories. The results of the homeroom teacher's observation of students' interest in learning, which was carried out from September 12 to September 17, 2021, have shown an increase when students are learning, both in the aspects of attention, willingness, and feelings, the data can be seen in the following table:

Table 4. Table of Homeroom Teacher Observation Results of Student Learning Interest

No	Learning Interest Indicator	Activity Many Students	Number of Students
1.	A. Attention	1. Attention to the lesson being discussed	15
		2. Attention to tasks	17
		3. Attention to exams	17
2.	B. Willpower	1. Willingness to prepare learning stationery	15
		2. Willingness to ask questions	14
		3. Willingness to answer questions	16
		4. Willingness to be active in group discussions	16
		5. Willingness to perform in front of the class, both assigned and unassigned	14
		6. Willingness to do assignments	17
		7. Willingness to do the exam correctly	17
3.	C. Feelings	1. Feeling happy and calm in learning	16
		2. Focused in learning	15
		3. Doing tasks with a sense of responsibility	17
		4. Take exams calmly	17

Seeing the results that have been obtained, the researcher considers that there has been a very high increase in students'

interest in learning after being given information services, therefore this research can be ended.

D. Conclusions

Based on the findings of researchers on increasing student interest in learning in class XII A and XII S MAN Sawahlunto which amounted to 17 students who had problems with their interest in learning, then after the actions and services were provided, it can be seen that the improvement occurred as follows, the condition of student interest in learning before being given action, such as: in the classroom there are still many who do not pay attention to the teacher who is giving the subject matter, cheating, daydreaming to make noise during the teaching and learning process. In addition, students who have less interest in learning can also be seen in the learning results and the results of processing the questionnaire distributed, out of 17 students who filled out the questionnaire, 5 students who had an interest in learning in the High category, 1 student who had a moderate interest in learning, 8 people in the Low category and 3 people in the Very Low category. The results obtained in cycle I are: the increase in students' interest in learning has not been evenly distributed, and service participants have not been active in participating in the service, this is obtained from the results of observers' observations, immediate assessment (Laiseq), questionnaire processing results and also the results of homeroom teacher observations of the student learning process in the classroom. The results obtained in cycle II are: the increase in student interest in learning is still uneven, this is obtained from the results of observers' observations, immediate assessment (Laiseq), and also questionnaire processing. Service participants have responded to information from the speaker, and they have been enthusiastic about participating in the service. The results of cycle III research are very good from the previous cycle because in this cycle the average of all students has increased, both seen from the results of the observer's observations during the information service, the results of the immediate assessment filled in by the service participants after the information service, the results of the

questionnaire processing which shows that there is no student interest in learning in the low category and also the results of the homeroom teacher's observation of the student learning process in the classroom which shows an increase in both the areas of attention, willingness, and feelings.

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