Analyzing the reason for students' lack of interest in learning arts and culture as subjects in Class IV C at SDN 210 Babakan Sinyar

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Abstract

The study entitled "Analysis of the Influence of Students' Lack of Interest in Cultural Arts Subjects in Class IV C at SDN 210 Babakan Sinyar Kota Bandung" aims to analyze the factors that influence the lack of interest in learning among students of class IV C at SDN 210 Babakan Sinyar in the cultural arts subject. The subjects of this study were 25 students of class IV C, consisting of 15 females and 10 males. The research methods used in data collection were interviews, observations, and documentation. The data analysis technique in this study was descriptive qualitative using purposive sampling technique through interviews with 1 homeroom teacher and the distribution of questionnaires to students of class IV C as the data collection method. The theory used in this study was the learning environment theory (Nurdiana, 2023). The results of this study indicate that students' interest in the cultural arts subject is influenced by four factors: (1) the quality of cultural arts learning, (2) learning facilities, (3) intrinsic and extrinsic motivation, and (4) social support.

Keywords: Influence, Lack of, Interest in Learning, Cultural Arts Subject

Introduction

There is an interesting problem that arises at SDN 210 Babakan Sinyar, especially in class IV C, namely the lack of student interest in learning in Arts and Culture subjects. Students' lack of interest in learning can be a serious obstacle in the educational process. This phenomenon not only indicates challenges at the individual level, but can also reflect overall educational success or failure. One of the integral elements in the education curriculum is the Arts and Culture subject, which opens the door to students' insight and creativity. However, the reality in the field often shows that students' interest in learning about this subject is not

always optimal. This research focuses on analyzing the influence of students' lack of interest in learning in Arts and Culture subjects, especially in class IV C at SDN 210 Babakan Sinyar.

Literature Review

Student Learning Interests

According to Heriyati (2017, p. 8), interest is a relatively fixed and consistent tendency in a person to give attention and time to a particular activity or subject. Interest can develop if it is supported by learning facilities and infrastructure.

Sholehah (2018, p. 20) also stated that interest is a feeling of pleasure and interest in certain things. Interest can develop if it is supported by learning facilities and infrastructure, for example in this case facilities and infrastructure related to the teaching and learning process of music arts subjects.

Also supported by Cahyani's theory (2021, p. 65) which states that interest is an important factor in helping students develop skills and achieve high achievement in learning. Therefore, the interests developed by students can influence their motivation and involvement in the learning process.

Intrinsic and extrinsic motivation are two types of motivation that influence students' interest in learning. Intrinsic motivation lies in students' desire to learn and develop their skills, while extrinsic motivation lies in the benefits students obtain from learning, such as language proficiency or academic achievement (Azis, 2017 p. 10). The learning environment also influences students' interest in learning. A consistent, creative and inclusive learning environment can enable students to be more confident and more motivated to learn (Rahmiati & Azis, 2023 p. 120). Effective teaching methods also influence students' interest in learning. Teaching methods that are educational, inclusive, and focus on student skills can help increase student interest in learning (Korompot, et al., 2020 p. 20) .

Social interaction between students and teachers also influences interest in learning. Good and consistent interaction can help make students feel more confident and motivated to learn (Vandini, 2016 p. 27). In an educational context, students' interest in learning can be gained through various strategies, such as turning learning into interesting and informative activities, using interesting and effective teaching methods, and ensuring a consistent and creative learning environment.

Teaching Arts and Culture

Branch cultural arts are arts that express human artistic experiences through two-dimensional and three-dimensional objects (Pitriani, 2020). Cultural Arts is a branch of art that expresses human artistic experiences through two-dimensional and three-dimensional objects (Daryanti, et al., 2019 p. 75). Factors that influence students' interest in learning can be divided into two large groups, namely internal factors and external factors. Internal factors include attention to learning, curiosity, needs (motives), and motivation. External factors include

encouragement from parents, encouragement from teachers, availability of infrastructure and facilities, and environmental conditions (Matondang, 2018 p. 22).

The field of music itself has characteristics that are in accordance with the principles of musical art (Syakhruni, 2018 p. 83). In the context of arts education, artistic activities must be able to accommodate this uniqueness by providing experiences that can develop students' conceptions, appreciation and creation.

There are many strategies that can be used in arts and culture learning, such as integrated arts and culture learning *and* operational strategies for fine arts learning in the integration of arts and culture. This operational strategy covers theoretical, practical and appreciative domains. Arts and culture learning strategies can include an integrated approach (*integrated learning*) and fine arts operational strategies in integrated arts and culture learning. This operational strategy covers theoretical, practical and appreciative domains. Apart from that, developing arts and culture learning designs can also utilize local sources of knowledge of regional cultural excellence (*localgenius knowledge*) using an integrated learning approach *(* Zulkifli, 2012 p. 71).

Art and culture is one of the diversity that provides moral values, education and is an identity for society regarding the wisdom of character through the richness of art and culture that is owned. Moral values are instilled in arts and culture learning to build students' character which is the main foundation for the formation of a social order. civilized and prosperous (Miranti, et al ., 2021 p. 44). Several regions with intact cultures have been able to successfully overcome the process of extinction (Ali, 2018). Therefore, cultural awareness of the wider community is needed in responding to sustainability. A sense of belonging must be awakened and instilled so that the artistic works of the ancestors can be appreciated again.

Arts education plays an important role in education. Through arts education, students' attitudes and behavior can be formed in a better direction and can introduce students to the values and norms that exist in society (Desyandri, 2019 p. 66). Apart from that, art has an important role, namely that it can influence students' growth and development both physically and mentally (Nurhayati et al., 2020 p. 79). Arts education such as music can contribute to the learning process, for example it can make the learning atmosphere more enjoyable, making students more active, foster self-confidence and adjust thoughts, feelings and actions (Salu & Triyanto, 2017 p. 83).

In the educational environment, especially in elementary schools, the art of music is no longer used as an additional subject which can be removed at any time or as a fill in free time for children taking music courses (Salu & Triyanto, 2017 p. 90).

Therefore, music education is an important thing to help students develop the potential that exists within them. Related to this, to make this happen, educators have the duty and responsibility to guide students to have awareness, especially of the art of music.

The concept of interest in learning in the context of arts and culture

Interest in learning in the context of arts and culture has several dimensions and special characteristics. These dimensions include students' interest in cultural aspects, the desire to

understand and appreciate art, and the desire to be actively involved in learning arts subjects. Specific characteristics of interest in learning in the context of Arts and Culture include developing creativity, understanding cultural values, and developing critical and analytical thinking skills. Apart from that, learning environmental factors, teaching methods, and social interactions can also influence students' interest in studying Arts and Culture subjects (Revilla, 2023 p. 87).

Theories Related to Students' Learning Interests

In understanding the factors that influence students' interest in learning, it is important to consider the various theories that have been developed. Several theories that are relevant in this context include Constructivism Theory, Learning Environment Theory, Self-Determination Motivation Theory (SDT Theory), and Social Support Theory. Each of these theories provides a different view of how students' learning interests can be formed and maintained in the context of Arts and Culture learning.

Constructivism Theory

This theory emphasizes the idea that learning occurs through a cognitive process where individuals produce knowledge based on their personal experiences (Sunanik, 2014 p. 81). In the field of Arts and Culture education, effective learning requires students' active involvement in the learning process and the development of their own understanding of arts and culture (Wiliandani et al., 2016 p. 165). Adopting a constructivist approach in the study of Arts and Culture is essential as it allows students to incorporate their cognitive processes to understand the idea of Arts, which is inherently linked to a particular cultural environment. Integrating local culture into Arts and Culture education will foster a deeper and more applicable learning experience for students (Atmojo & Lukitoaji, 2020 p. 98).

Learning Environment Theory

This theory emphasizes the idea that the physical environment of an educational setting has a major impact on student motivation and academic performance. A helpful and engaging atmosphere has the potential to increase student engagement in the learning process, whereas a less supportive environment can reduce their interest and capacity to learn (Andy, 2021 p. 14). This is in line with findings from research conducted by Noviana (2014, p. 23) showing that learning facilities and the learning environment have a significant impact on student motivation in the APK skills program at Taruna Jaya Gresik Vocational School. The findings of this study validate the idea that the presence of adequate educational resources and an environment that supports learning can increase students' willingness to learn. Together, these two characteristics provide a significant influence in fostering students' drive to learn and achieve their educational goals . Therefore, allocating resources for learning facilities and providing a conducive learning environment in the educational environment can significantly increase student motivation and student achievement in the APK skills program.

An organized and conducive classroom environment can improve the quality of learning. These factors include cleanliness, sufficient lighting, and a pleasant temperature (Nurdiana, 2023 p. 76). The presence of a comfortable and well-organized classroom environment not only impacts students' comfort levels during study sessions, but also has the potential to increase their concentration and involvement in the educational process (Munalisa et al., 2022 p. 97).

Providing comprehensive and relevant teaching tools and materials can facilitate students' understanding of topics and enable them to apply the knowledge gained effectively. Teaching tools and materials include a variety of comprehensive resources, such as textbooks, practical equipment, and digital learning materials (Amirudin & Widiati, 2017 ; Yahya & Sidin, 2023 p. 134).

Utilizing technology and media in education can increase student engagement with learning content. The use of computers, tablets, and digital learning programs fall into this category. The use of technology and media has the potential to increase the interactivity and attractiveness of the learning process, thereby increasing student interest and involvement (Melati et al., 2023 p. 42). Sports and health facilities, including fitness centers and health facilities, have the potential to improve students' physical and emotional well-being (Bangun, 2016 p. 65). This can improve student well-being and foster greater motivation for learning.

Self-Determination Motivation Theory (SDT Theory)

The three main categories of motivation, as proposed by Edward L. Deci and Richard M. Ryan, are intrinsic motivation, extrinsic motivation, and amotivation. Intrinsic motivation refers to the internal drive that originates from within a person, which includes factors such as inherent satisfaction that comes from the learning process, satisfaction that comes from the results achieved, and satisfaction that comes from the acquisition of skills and abilities. Extrinsic motivation refers to external sources of encouragement, such as praise, rewards, or monetary gain, that originate from outside the individual. And amotivation refers to a state where individuals experience a lack of motivation to engage in certain activities, which originates from intrinsic or external factors (Santana et al., 2017 ; Ahmadiansah, 2016; Prayugo, 2013; Afiah, 2012).

Intrinsic motivation has an important meaning in the realm of learning because it includes satisfaction obtained from the learning process itself, thereby increasing student involvement and self-control. The acquisition of qualities that align with an individual's basic psychological needs, such as competence (belief in one's own abilities), relatedness (belief in relationships with others and goals), and autonomy (belief in one's ability to make decisions and take action), has the potential to increase intrinsic motivation among students (Supriani et al., 2020; Adnyana & Suyanto, 2013 p. 89). This includes educational experiences that offer students opportunities to develop abilities, understand principles, and investigate their own thinking.

Extrinsic incentives, although important, must be used wisely in the learning process. Dependence on material rewards or praise as the primary way to motivate children has

the potential to reduce intrinsic motivation and lead to a state of amotivation (Garum, 2017; Marstiyaningtiyas, 2014). However, in certain cases, extrinsic incentives can be a powerful instrument to stimulate children who have lower levels of initial motivation. Utilizing technology or digital learning tools that allocate points or levels based on achievement of learning objectives can be a powerful method for motivating less motivated students.

To increase students' inherent drive, educators can use a variety of tactics, including providing opportunities for students to engage proactively in the learning process, offering valuable feedback, and establishing a conducive atmosphere that encourages exploration and discovery. In addition, teachers can use extrinsic motivation wisely, such as offering incentives or rewards to achieve educational goals, while ensuring that this does not replace or reduce the motivation that already exists within students (Bunis, 2022 p. 101).

Social Support Theory

This theoretical framework places significant emphasis on the importance of social support originating from the surrounding environment, including peers, educators and parents, in improving a person's psychological well-being and academic achievement (Prasetyo, 2023; Ardiyansah, 2019). Positive social support can provide encouragement and emotional assistance to students, thereby increasing their enthusiasm for studying in the field of Arts and Culture.

Social support has a multifaceted impact on students, including increased self-confidence, refinement of interpersonal skills, and increased motivation to acquire knowledge (Pohan, 2023 ; Fatimah, 2021) . In the field of Arts & Culture, providing social support by peers and teachers can provide opportunities for students to deepen and grow their interest in arts and culture. Additionally, it can provide valuable feedback that helps improve their skills and understanding.

To increase social support in the context of Arts and Culture education, educators have the ability to use a variety of tactics. One of these strategies is to build a classroom climate that encourages increased interaction and collaboration among students.

a) It is recommended to organize group activities that facilitate student communication and collaboration in the context of art projects.
b) To foster creativity and discovery, it is essential to provide constructive and encouraging feedback to students.
c) Conduct interviews with students' parents and classmates to gain insight into their interests and needs, so educators can adjust teaching methodologies accordingly.

Social support can be incorporated into Arts and Culture education to facilitate the exchange of ideas, exploration of experiences, and receipt of feedback from peers and teachers. This not only increases their inclination towards Arts and Culture, but also facilitates the development of important social and emotional competencies. By understanding and applying the principles of Social Support Theory, educators have the

capacity to build educational environments that promote students' psychological well-being and academic performance, thereby increasing their engagement in Arts and Culture.

Factors that Influence Interest in Learning in Arts and Culture

Interest in learning is a student's desire or curiosity to study a material or topic (Kurniasari et al., 2021 p. 21). Interest in learning is very important in the learning process because it can influence the extent to which students understand and absorb the information being taught (Rahim et al., 2021 p. 84). In the context of Arts and Culture subjects, interest in learning can be influenced by various factors.

According to Agustiana (2010, p. 113) factors that influence students' interest in learning in arts and culture subjects include interest factors from activities during the subject, frequency of seeing art exhibitions, activeness factors in extracurricular activities and art studios, personal desire factors, family environmental support factors, demographic support factors. , student learning achievement factors, punctuality factors for entering lessons, as well as activeness factors in doing class assignments and homework ; and the most dominant factor influencing students' interest in learning in arts and culture subjects is the factor of doing class assignments and homework (PR).

Similar Case Studies in the Indonesian School Context

Classroom Teacher Innovation in Developing the Talents and Interests of Elementary School Students in Arts, Culture and Crafts Subjects

Findings in research conducted by Qori'ah Purwaji1& Fitri Puji Rahmawati (2022) show that talent and interest are important factors in supporting quality in students. The research results show that class teachers' efforts to develop students' talents and interests can be done through providing knowledge about arts, culture and crafts material. Innovation in implementing development is carried out by teachers by providing facilities and media for students to develop their talents and interests in the field of dance, such as providing dance extracurricular activities. Barriers experienced by teachers in developing students' talents and interests include low interest in learning dance, lack of parental understanding regarding talents and interests, parents' lack of support in financial capacity, inadequate facilities and infrastructure. The similarity with this research lies in the type of qualitative research with a case study design. The data collection technique was carried out through three stages, namely interviews, observation and documentation.

Implementation of the Project Based Learning (PjBL) Model to Improve Arts, Culture and Crafts (SBdP) Learning Outcomes for Class IV UPT SDN 18 Binamu Students, Binamu District, Jeneponto Regency

Research conducted by Nur Alif, Hikmawati Usman & Hartoto (202 3) with the title Application of the Project Based Learning (PjBL) Model to Improve Arts, Culture and Crafts (SBdP) Learning Outcomes for Class IV UPT SDN 18 Binamu Students, Binamu District, Jeneponto Regency. The results of the research show that there is still a lack of student interest in learning arts and culture and crafts at SDN18 Binamu, Binamu District, Jeneponto Regency.

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This is caused by students' lack of understanding of the learning material and a lack of variety in teaching methods . So it can be concluded that by implementing the Project Based Learning (PjBL) model in Arts, Culture and Crafts (SBdP) subjects, it can improve the learning process and outcomes of class IV students at UPT SDN 18 Binamu, Binamu District, Jeneponto Regency.

An analysis of the factors causing students ' low interest in traditional dance , arts , culture and crafts subjects in SD N 3 Donorojo .

Research created by W ati& D iana A mbar (2022 , p 65) with title Analysis of the factors that cause students' low interest in traditional dance in arts, culture and crafts subjects at SDN 3 Donorojo discusses the factors that influence students' interest in learning, which includes internal and external factors. Therefore, the results obtained show that better attention is needed from teachers and the surrounding environment to increase students' interest in learning. Apart from that, parents also need to provide sufficient attention and supervision and provide opportunities for children to learn well. This is shown from the results of learning evaluations given by teachers through written and oral evaluations to see students' abilities.

Teacher Development Strategies Students ' Interests and Talents in Cultural Arts Subjects and Music Arts Material Skills in Class IV SDN 2 KEKERI.

The next research is research conducted by Z ahratul F aiza H umaira (202 3, p. 98) who discusses teacher strategies in developing students' interests and talents in arts and culture subjects and music arts material skills in class IV SDN 2 Kekeri, it can be concluded that in developing students' interests and talents arts, culture and skills teacher prepare several learning preparation strategies, namely planning strategies, learning management strategies, and learning media use strategies. In addition to the above strategies, obstacles can be found in teaching cultural arts and skills, especially musical arts material, including a lack of media or props in teaching musical arts, a lack and lack of quality expertise of teaching staff so that it is possible to use external trainers in teaching musical arts, a lack of available time. used in teaching music and there is no special room for teaching music.

Factors that Influence Students' Interest in Learning Dance at SDN Randusari Kotagede Yogyakarta.

Based on research conducted by Irene Shita Putriandewi (2013, p. 107), this aims to describe the factors that influence students' interest in learning dance at SD N Randusari Kotagede Yogyakarta related to students' external and internal factors. This research uses quantitative research supported by qualitative data. Data collection techniques through questionnaires. The data analysis technique used is descriptive quantitative with steps from the data that have been collected then data presentation or data preparation is carried out, the data presented is in the form of percentages. The results of this research show that the most important factors are internal factors, namely factors from within oneself and factors Supporting factors are external factors, encouragement from outside the student.

Research Methods

This research uses a qualitative research design with a field approach as an effort to obtain the truth and find answers to the problems that occur, so this research aims to understand the phenomena that occurred in this case, by collecting data from various sources, such as interviews, observations and documents (Fadli , 2021 p. 71). The collected data is then analyzed qualitatively to produce a deeper understanding of the cases studied. Because this research uses field studies which attempt to collect data in the form of information, through observation, interviews and documentation. The data obtained by the researcher was directly from the field where the researcher conducted the research, namely through learning activities at SDN 210 Babakan Sinyar, Bandung City. This approach was chosen to understand in depth the influence of students' lack of interest in learning in Arts and Culture subjects in class IV C at SDN 210 Babakan Sinyar.

Results/Findings

Quality of Arts and Culture Learning (Teaching Methods, Learning Materials, Teacher Presentation)

The quality of learning is very important because it forms the basis for student development. When learning is done well, students can gain a deep understanding of the various concepts and skills needed to succeed in the real world. Based on the results of interviews with IV C students at SDN 210 Babakan Sinyar, several views regarding the learning delivered by the teacher are explained in the following table:

Table 1. Student Interview Results (Quality of learning)

No.	Question	Alternative answer		
1	Students' views regarding the learning that has been carried out in class	**Very pleasant**	**Pleasant**	**Just normal**
	Amount	3(12%)	14(56%)	8(32%)

$$P = \frac{F}{N} \times 100$$

Information:
P = Percentage Searched
F = Answer Frequency
N = Number of Samples

Based on the results of interviews with 25 students in class IV C at SDN 210 Babakan Sinyar, it was stated that the majority of students answered that learning was enjoyable, namely 14 people or 56% of students, while 8 people, 32% of students felt that learning arts and culture was just an ordinary thing and 3 people or 12 % of students feel learning is very enjoyable.

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Therefore, there is a great need for learning that involves interaction between teachers and students, as well as between students and each other, to make learning more interesting and increase student interest. This is supported by the statement of the class IV C teacher at SDN 210 stating that to obtain good quality arts and culture learning, the class teacher has prepared a separate learning method that is appropriate to the material to be taught.

Quality learning helps students understand concepts better. so that good quality learning can motivate students to learn and create a sense of satisfaction when achieving learning goals. Therefore, learning that involves interaction between teachers and students, as well as between students and each other, can make learning more interesting and increase student interest. However, based on the results of student interviews, it is known that arts and culture learning has difficult material, making learning activities boring. which can be seen through the following table:

Table 2. Student Interview Results (Quality of Learning)

No.	Question	Alternative answer		
		Lots	**There is**	**There isn't any**
1	There are difficult things that make the learning process boring			
	Amount	9(36%)	12(48%)	4(16%)

P = $\frac{F}{N}$ X 100

Information:
P = Percentage Searched
F = Answer Frequency
N = Number of Samples

Based on the results of interviews, it showed that as many as 12 people or 48% of students stated that there were difficult things that made students feel bored with arts and culture subjects and 9 people or 36% of students, answered that there was a lot of boredom in studying arts and culture and 4 people or 16% of students felt don't get bored studying arts and culture. Therefore, teachers have a role to manage the class effectively and create good strategies to ensure that each student no longer feels bored to the point of eliminating students' interest in learning arts and culture.

Learning Facilities (Classroom Equipment, Learning Tools and Teaching Materials)

The importance of learning facilities is to create an environment that supports, facilitates and enables effective and meaningful learning for all students. With appropriate facilities, students can have adequate learning experiences and support their overall growth and development. The following are the results of student interviews regarding learning facilities (equipment, tools and teaching materials) for arts and culture:

Table 3. Student Interview Results Learning Facilities

No.	Question	Alternative answer			
1	What if you were told to memorize regional songs?	**Like**	**Spirit**	**Just normal**	**Do not like**
	Amount	5(20%)	8(32%)	9(36%)	3(12%)
2	Do students use the musical instruments provided?	**Always**	**Sometimes**	**Seldom**	
	Amount	8(32%)	9(36%)	8(32%)	

P = $\frac{F}{N}$ X 100

Information:
P = Percentage Searched
F = Answer Frequency
N = Number of Sample

Based on the results of interviews with 25 students in class IV C, they explained that regarding learning facilities, if the teaching materials provided were only for memorizing regional songs, the majority of students' responses thought it was normal, namely 9 people or 36% of students who thought that memorizing songs was normal, the remaining 8 people or 32% were enthusiastic, 5 people or 20% of students were happy while 3 people or 12% of students didn't like this because they didn't like learning arts and culture. Based on the results of the interview , it can be seen that students' interest will decrease if they only memorize regional songs.

The students' responses regarding the available facilities were that the majority answered that the facilities were only provided sometimes, being the largest number of students' answers, namely 9 people or 36%, while the remaining 8 people or 32% of students answered always and 8 people or 32% of students answered rarely. This difference of opinion is because only some students can experience the facilities for learning.

Based on the results of the interview, it can be seen that the facilities provided by the school are still inadequate because they still have quite limited media and musical instruments.

Intrinsic and Extrinsic Motivation (Relevance, Encouragement from Parents and the Surrounding Environment)

Motivation has a role and function related to learning because motivation can determine the learning efforts made by students. The concept of intrinsic motivation in the concept of student interest in learning at the elementary school level includes natural curiosity, a sense of pride in personal achievement abilities, and student creativity.

Meanwhile, extrinsic motivation refers to encouragement or influence from outside the student, for example the influence of the peer environment which is a factor in students' lack of interest in learning. Motivation is able to inspire a person's personal growth and development

so that, when a person feels motivated to achieve higher goals, he will tend to look for opportunities to continue learning and developing.

The food consumed by students can also influence their energy levels and focus during the learning and teaching process. Healthy food brought from home can provide stable energy and improve study concentration. On the other hand, random snacks tend to disrupt students' focus and interest in learning.

Food can also influence mood which is related to the overall atmosphere of the class. Healthy food can improve students' mood and evoke a sense of comfort, which can contribute to an effective learning atmosphere. On the other hand, indiscriminate consumption of snacks that are less nutritious or excessive in sugar can cause excessive fatigue or a tendency to become sleepy often, which can reduce interest in studying.

Thus, intrinsic and extrinsic motivation can influence students' lack of interest in learning. Based on the results of interviews with class IV C students, it is known that students have several opinions regarding motivation in learning arts and culture which can be seen in the following table:

Table 4. Results of Student Motivational Interviews

No.	Question	Alternative answer			
1	Motivated to Pursue Arts and Culture	**Highly Motivated**	**Motivated**	**Just normal**	**Less Motivated**
	Amount	13(52%)	6(24%)	4(16%)	2(8%)
2	If you don't understand when studying arts and culture	**Ask**	**Find out**	**Shut up**	**Pretending to Understand**
	Amount	18(72%)	4(16%)	2(8%)	1(4%)
3	Students repeat lessons at home	**Always**	**Sometimes**	**Seldom**	**Never**
	Amount	9 (36%)	7(28%)	5(20%)	4(16%)
4	Things that make you enthusiastic about learning arts and culture	**Sing**	**Playing Musical Instruments**	**Writing Material**	**Listening to the Master**
	Amount	2(8%)	18(72%)	4(16%)	1(4%)

$$P = \frac{F}{N} \times 100$$

Information:
P = Percentage Searched
F = Answer Frequency
N = Number of Samples

Based on the table above, it shows that the majority of students answered that they were most motivated towards learning arts and culture, namely 13 students or 52%, while the least were 2 people or 8% who were less motivated in taking arts and culture lessons. Apart from that, the majority of students, namely 18 people or 72% of students, also stated that they always ask questions when they don't understand during learning, while the remaining 4 people or 16% find out independently, 2 people or 8% are silent and 1 person or 4% pretend to understand. lessons.. As for the students who repeat lessons at home as many as 9 people or 36% while the remaining 7 people or 28% sometimes and 5 people or 20% rarely and 4 people or 16% never repeat lessons at home.

Most of the students also said that the activities that motivated students towards arts and culture lessons were playing musical instruments, totaling 18 students or 72%, while the remaining 4 people or 16% wrote material, 2 people or 8% sang and 1 person or 4% listened. explanation from the teacher. Based on these interviews, it can be seen that the majority of students already have quite good learning motivation in arts and culture lessons.

Social Support (Peer Support and Teacher and Parent Support)

Social support can contribute to students' interest in learning. Support from family, teachers and peers is very helpful support in teaching and learning activities. By paying attention to these factors teachers can be more effective in designing learning programs that support student learning growth and development. Based on the results of interviews with class IV C students at SDN 210 Babakan Sinyar, there are various opinions regarding students' social support for arts and culture learning which can be seen in the following table:

Table 5. Student Interview Results (Social Support)

No.	Question	Alternative answer		
1	Do parents support if there are additional arts and culture lesson activities?	**Very Supportive**	**Just normal**	**Does not support**
	Amount	12(48%)	10(40%)	3(12%)

$$P = \frac{F}{N} \times 100$$

Information:
P = Percentage Searched
F = Answer Frequency
N = Number of Samples

Based on the results of the interview above, it is clear that there were 12 students or 48% who received support from their parents regarding additional activities in arts and culture lessons. Meanwhile, 10 people or 40% of students had parents who were neutral and 3 people or 12% of students did not receive support regarding arts and culture lessons. This difference is because the students' parents do not fully support arts and culture lessons. This is also supported by the explanation of the class IV C teacher regarding the influence of parents in fostering student involvement with Arts and Culture subjects. The interview excerpt is as follows:

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"Parent support is very influential in this learning, for example currently in our school there is a shortage of musical instruments. Therefore, support and involvement from parents is needed."

Based on the results of the interview above, it shows the importance of parental support/involvement in the teaching and learning process. However, there are quite a few parents who do not fully support students in learning arts and culture. So this can have an impact on the achievements produced by students as explained in the following interview table:

Table 6. Student Interview Results (Social Support)

No.	Question	Alternative answer			
		Once	**Often**	**Seldom**	**Never**
1	Are there any achievements that have been achieved after taking arts and culture lessons?				
	Amount	8(32%)	1(4%)	12(48%)	4(16%)

P = F X 100
  N
Information:
P = Percentage Searched
F = Answer Frequency
N = Number of Samples

Based on the results of the interview above, it is clear that students rarely achieve or participate in activities that can produce achievements in the field of arts and culture. This can be seen from the most answers: 12 people or 48% said rarely, 8 people or 32% answered never, 4 people or 16% answered never, and 1 person or 4% answered often. Thus, this shows the importance of support from both parents and teachers to further increase students' interest in arts and culture lessons. This is because arts and culture activities have great potential to help students achieve achievements in various aspects such as participating in art competitions or art exhibitions locally, nationally, or international.

Conclusion

Based on research carried out by researchers, it can be concluded that students' interest in learning in arts and culture subjects in class IV C at SDN 210 Babakan Sinyar, Bandung city is influenced by several factors, namely:

1). The quality of learning or methods of teaching arts and culture by teachers to students is a factor that influences students' lack of interest in learning, which plays a very important role in the learning process. Based on the results of calculating the questionnaire for class IV students, it can be concluded that many students feel that learning tends to be boring, especially on material that is quite difficult. So the role of teachers is really needed to always improve the quality of good learning in the teaching and learning process by implementing

learning strategies and methods that are able to increase students' enthusiasm and interest in arts and culture lessons.

2). Lack of facilities or completeness of teaching media such as musical instruments can affect students' interest in learning. This becomes an obstacle in developing the potential of students who have interest and talent in art. Without adequate access to musical instruments, gifted students may not have the opportunity to optimally develop their musical abilities. Based on the results of interviews with the fourth grade homeroom teacher, it can be concluded that the facilities provided by the school are still inadequate because they still have quite limited media and musical instruments.

3). Intrinsic motivation and extrinsic motivation play an important role in students' interest in learning in arts and culture subjects in the classroom. It is important for educators and related parties to create a learning environment that supports these two types of motivation, by paying attention to the student achievement process. Thus, these two types of motivation can work together to increase students' interest in learning at school.

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