The Relationship of Curiosity, Confidence, and Kinesthetic Learning Styles with Interest in Science Learning

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A R T I C L E   I N F O

A B S T R A K

Rasa ingin tahu, rasa percaya diri, dan minat belajar IPA yang dimiliki oleh siswa masih rendah. Keadaan ini juga didukung oleh cara guru dalam mengajar yang kurang menarik sehingga siswa merasa pelajaran IPA begitu membosankan. Tujuan penelitian ini yaitu menganalisis Hubungan Rasa Ingin Tahu, Percaya Diri, Dan Gaya Belajar Kinestetik Dengan Minat Belajar IPA. Jenis penelitian yang dilakukan merupakan jenis penelitian ex post. Populasi ini berjumlah 326 siswa. Penentuan sampel pada penelitian ini adalah menggunakan teknik random sampling dengan jumlah sampel yang diperlukan sebanyak 167 siswa. Metode yang digunakan dalam penelitian ini adalah metode non tes. Instrumen yang digunakan adalah kuesioner. Teknik analisis data yaitu digunakan yaitu analisis statistik inferensial. Hasil penelitian yaitu signifikansi rasa ingin tahu yaitu 0,000< 0,05, sehingga rasa ingin tahu berhubungan positif secara signifikan dengan minat belajar IPA. signifikansi percaya diri yaitu 0,024< 0,05, sehingga percaya diri berhubungan positif signifikan dengan minat belajar IPA. Signifikansi gaya belajar kinestetik (x3) 0,047< 0,05, sehingga gaya belajar kinestetik berhubungan positif secara signifikan dengan minat belajar IPA. Disimpulkan bahwa rasa ingin tahu, percaya diri, dan gaya belajar kinestetik bersama-sama berhubungan positif secara signifikan dengan minat belajar IPA.

A B S T R A C T

The student's curiosity, self-confidence, and interest in learning science are still low. This situation is also supported by the teacher's way of teaching, which is less attractive so that students feel that science lessons are so boring. This study analyzes the relationship between curiosity, self-confidence, and kinesthetic learning styles interested in learning science. The type of research conducted is the type of ex-post research. This population is 326 students. Determination of the sample in this study using a random sampling technique with the required number of samples, as many as 167 students. The method used in this research is the non-test method. The instrument used is a questionnaire. The data analysis technique used is inferential statistical analysis. This research shows that the significance of curiosity is 0.000 < 0.05, so curiosity has a significant positive relationship with interest in learning science. The significance of self-confidence is 0.024 <0.05, so self-confidence has a significant positive relationship with interest in learning science. The significance of the kinesthetic learning style (x3) is 0.047 < 0.05, so the kinesthetic learning style is significantly positively related to the interest in learning science. It was concluded that curiosity, self-confidence, and kinesthetic learning styles had a significant positive relationship with interest in learning science.

1. INTRODUCTION

The implementation of education in Indonesia aims to develop the potential of all Indonesian people so that they have superior natural resources, are faithful, capable, creative, and independent, and can become democratic citizens. The achievement of educational goals can be seen in today's curriculum, namely the 2013 curriculum (Fitriani et al., 2020; Maskur et al., 2020). Implementing the 2013 curriculum emphasizes knowledge-based competencies, skills, and attitudes (Maharani, 2015; Subagia & Wiratma, 2016). The learning gained by students in this curriculum is thematic learning that combines competencies from various subjects in themes (Maryani & Martaningsih, 2017; Wardoyo et al., 2020). Natural Science is one useful subject for students'

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daily life (Tanti, Kurniawan, Perdana, et al., 2020; Tanti et al., 2020; Zulherman et al., 2021). This subject discusses the state of nature in the form of ideas, principles, facts, discoveries, and ways of thinking according to the rules of natural science (Jampel et al., 2018; Subali et al., 2019). Implementing science learning in elementary schools allows students to explore themselves in various ways (Anwar, 2018; Rizki Umi Nurbaeti, 2019). In the learning process, students must also be interested in participating in learning. Interest will encourage students to participate in ongoing learning and learning activities properly (Mujahadah et al., 2021; Suciyati & Mariamah, 2018). Interest in learning is a student's interest in a particular subject to encourage students to master knowledge and experience (Syahrial et al., 2019). Students' interest in learning is shown through the activeness and participation of students in seeking knowledge when learning activities are carried out. It can be concluded that the participation and activeness of students is an indication of student interest in learning. However, current student interest in learning is still low. Previous research also found that students' curiosity was still low (Effendi et al., 2021; Saadah & Isnaeni, 2020). This situation is also supported by the teacher's teaching, which is less attractive so that students feel that science lessons are boring (Dewi et al., 2020; P. Wulandari et al., 2018). Other research findings also state that students feel less interested in learning because students are required to memorize, so students think science is a difficult subject (Anwar, 2018; Prasedari et al., 2019). Other studies also state that students' low interest in learning is caused by different student learning styles (Sari, 2014; Syarifuddin et al., 2021). It can be concluded that interest in learning contributes greatly to student learning success, and lack of interest in student learning will have a major effect on student achievement. Based on the results of observations made at the Gugus Budi Utomo Elementary School, it was found that students' learning interest in science lessons was very low. This is seen from the first; the lack of interaction, such as student curiosity, makes learning boring. Second, students do not have confidence in their abilities. Third, students feel shy, nervous, and afraid when they come forward to answer questions. Fourth, students do not know the learning style that dominates them, so that student's interest in learning is low. Fourth, when given a task, the students did not do it well. It causes students to be less focused on learning and show a curative attitude. The lack of interest in student learning is also caused because students think learning science is difficult. Based on these problems, looking at the relationship between curiosity, self-confidence, and learning styles, especially kinesthetics, with an interest in learning science is necessary. Students' curiosity can be formed in students through the strategies used in learning (M. Wulandari et al., 2020; Yang et al., 2018). In addition, teachers are also required to be like scientists who can build student interest and be further involved in science learning activities. Previous research findings also stated that curiosity could affect students' interest in learning (Kwok et al., 2022; Lee et al., 2022; Peterson, 2020). Elementary school students have a strong curiosity and are interested in the environment around students. This curiosity is also needed to encourage students to be interested in and like science learning. Curiosity is an attitude to seek and deepen what is learned through hearing and seeing (Karcher et al., 2022; Lamnina & Chase, 2019). It is supported by research stating that the dominant factors influencing student interest in learning are high curiosity and a more conducive environment (Margolis et al., 2016; Powell et al., 2017). Curiosity is one of the students' initial capital in learning. Efforts that can be made to increase curiosity are discussing with friends and teachers or asking the teacher directly. In addition to curiosity, another indicator that can increase student interest in learning is self-confidence.

Confidence will determine students' interest in learning because students will be more motivated to explore knowledge and increase their understanding of learning materials (Sobri et al., 2020; Sugiartini et al., 2019). Self-confidence is a student's belief in his competence to interact positively with the environment to provide a successful experience that will encourage students' interest in learning (E.MacQuillan, 2018; Guerrero et al., 2022). Interest in learning can also be formed based on what is happening around the student's environment. Previous research has also stated that a conducive environment affects students' interest in learning (Arianti, 2017; Pahlawati & Sofyan Zain, 2021). If the teacher does not pay attention to student learning styles, it will affect students' interest in learning (Mashurwati, 2018; Syarifuddin et al., 2021). Previous research findings also stated that learning styles and interest in learning had a significant relationship (Noervadila & Misriyati, 2020; Nurlia et al., 2017). It can be concluded that learning style is also one of the keys to developing students' interest in learning. Learning style is the way students do in capturing information easily. There are three learning styles: audio-visual and kinesthetic (Ningrat & Sumantri, 2019; Wahyuni, 2017). In learning science in elementary schools, many students use kinesthetic learning styles. Kinesthetic learning style is a learning style by working, moving, and touching. The characteristics of the kinesthetic learning style are that students like to move, learn by doing physical actions, and remember while walking or watching (Prayekti, 2018; Salam et al., 2020). Previous research findings stated that a high attitude of student curiosity could improve student learning outcomes (Kwok et al., 2022; Lee et al., 2022; Peterson, 2020). Other findings also state that self-confidence can increase students' interest in learning (E.MacQuillan, 2018; Guerrero et al., 2022). Another finding states that students who know their learning style will easily understand the learning material and have a high enthusiasm for learning (Nurasma' Shamsuddin & Kaur, 2020; Zulfiani et al., 2020). There is no study on the relationship between curiosity, self-confidence, and kinesthetic learning styles interested in learning science. The advantage of this research is that it will examine students' curiosity, confidence, and learning styles in depth

to help students and teachers in science learning activities. This study aims to analyze the relationship between curiosity, self-confidence, and kinesthetic learning styles with an interest in learning science. Hopefully, this research can help students increase their interest and enthusiasm for learning science.

2. METHOD

The type of research carried out is an "ex post facto" type of research because there is no treatment or manipulation of the research variables in this study. Also, this research only discloses data or information fairly from the respondents. (Iskandar & Rizal, 2018). This research was conducted on fourth-grade students of SD Gugus Budi Utomo. The variables in this study consisted of curiosity (X1) as the independent variable, self-confidence (X2) as the independent variable, kinesthetic learning style (X3) as the independent variable, and Science Learning Interest (Y) as the dependent variable. The target population of this study was limited to public elementary schools in the Budi Utomo cluster, which consisted of 7 public elementary schools, namely SD Negeri 1 Kesiman, SD Negeri 2 Kesiman, SD Negeri 5 Kesiman, SD Negeri 6 Kesiman, SD Negeri 8 Kesiman, SD Negeri 11 Kesiman, SD Negeri 14 Kesiman totaling 326 students. Determination of the sample in this study using a random sampling technique with the required number of samples, as many as 167 students. The method used in this study is a non-test or questionnaire method. The list of questions (questionnaire) in question is a list of questions about students' curiosity, confidence, students' kinesthetic learning styles, and interest in learning science. The instrument used is a questionnaire. The form of the questionnaire used is a closed questionnaire. The answer to each instrument item that uses a Likert scale has a very positive to very negative gradation, in the form of very appropriate, appropriate, inappropriate, and very inappropriate words. The research instrument testing includes constructing validity, item, and reliability. The results of the science learning interest questionnaire were 0.978 (very high), the curiosity questionnaire was 1 (very high), the self-confidence questionnaire was 1 (very high), and the kinesthetic learning style questionnaire was 1 (very high). So that all instruments are suitable for use. The questionnaire grid is presented in Table 1, Table 2, Table 3, and Table 4.

Table 1. Questionnaire of Interest in Learning Science

Dimension	Indicator	Description	Statement Positive	Statement Negative	Number of items
Student Interests	Feeling happy	Student opinion about science learning Student's impression of science teacher Students feelings while participating in science learning	3,4,5,36,38,39,43,45,47	1,2,6,34,37,40	15
	Attention	Attention when following science lessons The attention of students during the discussion of science lessons	8,10, 12,14,26,31,33, 41	7,9,11,13,15,28,32	15
	Interest	Students' interest in learning science Acceptance of students when given assignments/homework by the teacher.	16,17,20,21 22,23,25,27,30, 35,42,44,46	18,19,24,29	17
		Total number			47

(Modified from Prihatini, 2017)

Table 2. Curiosity Questionnaire in Science Learning

No.	Dimension	Indicator	Description	Item Number Positive	Item Number Negative	Number of Items
1.	**Curiosity**	Dare to ask *(questioning)*	Dare to ask questions to answer their curiosity	11,17,18 ,20,	1,28,36, 39,40,	9
		Excited to find answers *(explorer)*	Have an interest in the problems at hand	4, 6, 14,38,	13,23, 26,41,	8

No.	Dimension	Indicator	Description	Item Number Positive	Item Number Negative	Number of Items
		Observing the research object *(discover)*	Observing science learning seriously	12,16,	27,29,30,31,32,34,	8
		Enthusiasm in the process of searching for science *(adventurous)*	Have an interest in the science learning process	19,22,37	5,8,9,24,35,	8
		Show 3M skills *(absorption)*	Able to demonstrate skills in learning science	7,10,21,33	2,3,25,15	8
		TOTAL STATEMENT POINTS				**41**

(Modified from Prihatini, 2017)

Table 3. Self-Confidence Questionnaire in Science Learning

No.	Dimension	Indicator	Description	Item Number (+)	Item Number (-)	Number of Items
1	Self-confident	Self-confidence	Believe in your abilities.	1	6	8
			Have a positive attitude about yourself.	11	16	
			Dare to ask questions and express opinions	21	26	
			Do something seriously	31	36	
2		Optimistic	Have a positive attitude in view	2	7, 17	8
			Have a positive attitude about hope	12	27	
			Have a positive attitude about abilities	22, 32	37	
3		Objective	Looking at the problem or something following the proper truth	3, 23	8, 28	8
			Able to differentiate fact and opinion	13, 33	18,38	
4		Responsible	Bearing everything that has become the consequence	4,24	9, 29	8
			Act independently in making decisions	14, 34	19, 39	
5		Rational and realistic	Analyzing an event using thoughts that can be accepted by reason	5, 25	10, 30	8
			Analyzing an event by using thoughts that are by reality.	15, 35	20, 40	
		Total				**40**

(Modified from Sugiartini et al., 2019)

Table 4. Kinesthetic Learning Style Questionnaire in Science Learning

No	Dimension	Indicator	Description	Items +	-	Total

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1		Speak slowly	Students tend to read or say something slowly	4,10, 21, 32, 36	23	6
2		Moving a lot	Students are active	11,13,17,31	7,24	7
3		Learning with practice or movement	Students like to learn by practicing or doing something	14,16,18,22,29,34,38	1,15	8
4	Kinesthetic Learning Style	Memorizing by looking and then walking around	Students are easier to memorize by doing movements such as walking	2,9,12,19,35	28	7
5		Reading by using a finger as a pointer	Students use their fingers while reading material	3,20,37,39	5	6
6		It uses a lot of body cues.	Students use a lot of body gestures when explaining or speaking	6,25, 26,27,30,40	8	7

The data analysis technique used is inferential statistical analysis because the data obtained in this study is in the form of quantitative data. The data analysis method is carried out to test whether the data that has been obtained meet the requirements for analysis using simple linear regression analysis techniques and multiple linear regression analysis techniques (Ismail, 2018). Testing the normality of the data in this study used the Kolmogorov-Smirnov test, and the calculations used the SPSS for Windows facility. Testing the linearity of the data in this study used a linearity test with the help of the SPSS for Windows facility. Multicollinearity test in this study using SPSS for Windows. Heteroscedasticity and autocorrelation test using SPSS for Windows. Hypothesis testing using the SPSS for Windows facility. A significance level of 0.05 was used to determine the significance, with the rule that if the value of Sig. smaller than 0.05, Ho is rejected, meaning there is a significant effect. If the value of Sig. greater than 0.05, then Ho failed to be rejected (accepted), and this means that there is no significant effect

3. RESULT AND DISCUSSION

Result

Based on the data obtained, the highest value obtained was 155, while the lowest value obtained was 94. Based on the calculation results, the average science learning interest variable score was 126,683, from 121.77 to 131.60. These results indicate interest in learning science in the sufficient category. The calculation results of the average price obtained on the curiosity variable are 109.425, in the range 103.13 -> 115.72. This result shows that curiosity is in the sufficient category. The average price obtained on the curiosity variable amounted to 101.383, in the range of 97.73 to 105.04. This result shows that curiosity is in the sufficient category. Based on the calculation, the average value obtained for the kinesthetic learning style variable is 93.090, meaning 90.78 -> 95.40. These results show that the kinesthetic learning style is in the sufficient category. Hypothesis testing is done through statistical methods with the formula of multiple regression analysis followed by simple analysis. From the results of the normality of data output using SPSS, it can be seen that the Asymp value. Sig (2-tailed) exceeds 0.05 (5%), which is significant (Asymp. Sig 2-tailed) for variable Y is 0.200, variable X1 is 0.200, variable X2 is 0.065, and variable X3 is 0.200 so that the error spreads normally and assumes normality fulfilled. Based on the results of data analysis, the significance value of Linearity shows a number less than 0.05 (5%) 0.000 so Accept H_0. It can be concluded that there is a linear relationship between Science Learning Interest with Curiosity (Y, X1), Science Learning Interest with Confidence (Y, X2), and Science Learning Interest with Kinesthetic Learning Style (Y, X3). The VIF value is less than 10, so the Non-multicollinearity assumption is met. It can be concluded that in the regression between the independent variables and the dependent variable, there is no multicollinearity between the independent variables. Based on the results of data analysis, all predictors with residual values > 0.05, so it can be said that the regression model obtained is free from heteroscedasticity cases. The significance value of 2-tailed X1 is 0.914, X2 is 0.621 and X3 is 0.423 > from 0.05. It shows that the residual variance of this regression model is homogeneous or the obtained regression model is free from heteroscedasticity cases. Based on the results of autocorrelation analysis, the Durbin Watson value (1.785) is between two (1.7836) and 4-du (2.2164). The value of du can be found in the distribution of the Durbin Watson table values based on k/independent variables (3) and N (167) with a significance of 5 %. It states that there are no symptoms of autocorrelation.

Testing the hypothesis about curiosity with interest in learning science, calculated using a simple regression formula, simple linear regression test, namely linear regression with one predictor variable (independent). The significance value in the column Sig. is 0.000 <0.05, so it can be concluded that the curiosity

variable affects the science learning interest variable (Y). Based on the t-count value of 5.022 and the t-table value with a significance level of 5% with a df of 165) of 1.654. Therefore, if the value of tcount exceeds ttable or 5.022 > 1.654, the interpretation is that there is an influence between curiosity and interest in learning science. The coefficient of determination is calculated, which is assisted in its calculation using SPSS for windows to determine the contribution of the independent variable (X1) with the dependent variable (Y). Based on the results of the data analysis, the value of the correlation or relationship (R) is 0.36. From the output, the coefficient of determination (R square) is 0.133, which implies that the influence of the independent variable (curiosity) on the dependent variable (interest in learning science is 13.5%. This means curiosity can affect students' interest in learning science). 13.5%, while variables outside the equation model influence the rest. Testing the hypothesis about self-confidence with interest in learning science, calculated using a simple regression formula, simple linear regression test, namely linear regression with one predictor variable (independent). Based on data analysis, the significance value in the column Sig. is 0.008 < 0.05, so it can be concluded that the self-confidence variable affects the variable of interest in learning science (Y). Based on the t-count value that can be seen in the Coefficients table in the t column, the t-count value is 2.702, and the t-table value with a significance level of 5% with a df of 165) is 1.654. Therefore, the t-count value exceeds the t table or 2.702 > 1.654. The interpretation is that there is an influence between self-confidence and interest in learning science. The coefficient of determination is calculated, which is assisted in its calculation using SPSS for windows To determine the contribution of the independent variable (X2) with the dependent variable (Y). Based on data analysis, the value of correlation or relationship (R) is 0.206. From the output, the coefficient of determination (R square) is 0.042, which implies that the influence of the independent variable (confidence) on the dependent variable (interest in learning science is 4.2%. It means that self-confidence can affect students' interest in learning science by 4 2%, while variables outside the equation model influence the rest.

It is testing the hypothesis about kinesthetic learning styles with interest in learning science, calculated using a simple regression formula, simple linear regression test, namely linear regression with one predictor variable (independent). Based on data analysis, the significance value in the column Sig. is 0.015 < 0.05, so it can be concluded that the kinesthetic learning style variable affects the science learning interest variable (Y). Based on the t-count value that can be seen in the Coefficients table in the t column, the t-count value is 2.469, and the t-table value with a significance level of 5% with a df of 165) is 1.654. Therefore, the value of the t count exceeds the t table or 2,469 > 1,654. The interpretation is that there is an influence between kinesthetic learning styles on interest in learning science. Based on data analysis, the value of correlation or relationship (R) is 0.189. From the output, the coefficient of determination (R square) is 0.036, which implies that the effect of the independent variable (kinesthetic learning style) on the dependent variable (science learning interest) is 3.6%. This means that kinesthetic learning styles can affect students' interest in science learning by 3.6%, while variables outside the equation model influence the rest. It tests the hypothesis about curiosity, confidence, and kinesthetic learning style with interest in learning science, calculated using the multiple regression formula. The results of the t-test coefficients are presented in Table 5.

Table 5. Table of t-Test Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	48.305	17.178		2.812	0.006
Kinesthetic Learning Style (X3)	0.304	0.152	0.143	2.002	0.047
Self-confident (X2)	0.219	0.096	0.163	2.281	0.024
Curiosity (X1)	0.254	0.056	0.326	4.520	0.000

Curiosity variable (x1) has a positive and significant effect on interest in learning science (y). This can be seen from the significance of curiosity (x1) 0.000 <0.05, and the t-table value with a significance level of 5% and df 163 is 1.975. It means that the value of the t count is greater than the t table, which is 4,520 > 1,975. Then H0 is rejected, and H1 is accepted so that the hypothesis which reads that there is a significant positive relationship between curiosity and interest in learning science is accepted. The self-confidence variable (x2) positively and significantly affects an interest in learning science (y). It can be seen from the significance of confidence (x2) 0.024 <0.05, and the t-table value with a significance level of 5% and df 163 is 1.975. It means that the value of the t count is greater than the t table, which is 2.281 > 1.975. Then H0 is rejected, and H1 is accepted so that the hypothesis that there is a significant positive relationship between self-confidence and interest in learning science is accepted. The kinesthetic learning style variable (x3) positively and significantly affects an interest in learning science (y). It can be seen from the significance of the kinesthetic learning style (x3) 0.047 < 0.05, and

the t-table value with a significance level of 5% and df 163 is 1.975. It means that the value of the t count is greater than the t table, which is 2.002 > 1.975. Then H0 is rejected, and H1 is accepted so that the hypothesis that there is a significant positive relationship between kinesthetic learning styles and interest in learning science is accepted.

After performing a partial or t-test, the F test is carried out to identify the degree of relationship between X1, X2, X3, and Y, which can be calculated by applying the correlation coefficient (Rx1x2,x3y) using SPSS for windows. Based on the test results, the calculated F value is 11.866 with a table value of 2.66 so that the calculated F value > F table or 11.866> 2.66, and a significant level of 0.000 <0.05, then h0 is rejected, and H4 is accepted, so it can be concluded that there is a jointly positive relationship There is a significant correlation between curiosity, self-confidence, and kinesthetic learning styles with interest in learning science. The value of correlation or relationship (R) is 0.423. From the output, the coefficient of determination (R square) is 0.179, which implies that the effect of the independent variable (X1 X2, X3) on the dependent variable (Y) is 17.9%. This means that curiosity, confidence, and kinesthetic learning styles can simultaneously affect students' interest in science learning by 17.9%, while variables outside the equation model influence the rest.

Discussion

First is the relationship between curiosity and interest in learning science. Based on the results of data analysis, it was found that there was a significant positive relationship between curiosity and interest in learning science. Curiosity is divided into two things, namely: a). The curiosity that is active in looking for new things, b). Curiosity to explore a certain thing concretely. The importance of curiosity can stimulate interest in learning science about something new and the opportunities it creates in obtaining the truth of concrete information (Wulandari et al., 2020; Yang et al., 2018). Curiosity requires every student to actively respond to stimuli and activities related to something new and useful and requires complex thinking skills (Karcher et al., 2022; Lamnina & Chase, 2019). Children's curiosity can measure how motivated and interested students are in learning, especially in science class. Curiosity can increase interest in learning, especially in science class. In addition, it allows students to achieve high academic achievement. The role of the teacher in the science learning process is also very important. Teachers must be highly interested in student learning (Rahmawati & Suryadi, 2019; Ramdan & Fauziah, 2019). The teacher's encouragement in increasing students' interest in learning can make the learning objectives achieved maximally. When learning, the teacher always motivates students to develop a spirit of learning and self-confidence in learning. Second is the relationship between self-confidence and interest in learning science. The data analysis showed a significant positive relationship between self-confidence and interest in learning science. Believing in your abilities will generate motivation. Confidence can grow self-awareness, think positive, be independent, and achieve what you want (MacQuillan, 2018; Guerrero et al., 2022). Confidence will determine students' interest in learning because students will be more motivated to explore knowledge and increase their understanding of learning materials (Sobri et al., 2020; Sugiartini et al., 2019). Confidence means belief in one's abilities. Self-confidence also includes students' mental attitude in evaluating themselves, so they are confident in their abilities to do something (Aristiani, 2016; E.MacQuillan, 2018; Guerrero et al., 2022). Students with a high level of self-confidence will use their abilities to deal with various problems during learning. If students have low levels of self-confidence, students feel unable to deal with problems around them. The self-confidence possessed by students makes students productive, so self-confidence needs to be developed (Noervadila & Misriyati, 2020; Nurlia et al., 2017). Students who have good self-confidence will also fight for the desire to achieve achievements that will give success. It can be concluded that self-confidence is very important and greatly affects students' lives, so it is necessary to build self-confidence.

The third is the relationship between Kinesthetic Learning Style and Science Learning Interest. The data analysis results state a significant positive relationship between kinesthetic learning styles and interest in learning science. Students have different types or types of learning styles, namely visual, auditory, and kinesthetic learning styles (Costa et al., 2020; Dantas & Cunha, 2020; Lwande et al., 2021). Student learning style is a combination of how to absorb information easily and process the information it gets (Priyaadharshini & Vinayaga Sundaram, 2018; Rasheed & Wahid, 2021). Every student uses all three types of learning, but one of the three tends to stand out more. Because of these differences, teachers need to consider the needs of their students in the learning process activities (Weng et al., 2019). When learning science, students tend to use a kinesthetic learning style. Kinesthetic learning styles tend to process information through the limbs. Sensory-motor students learn by moving, working, and touching (Salam et al., 2020; N. Shamsuddin & Kaur, 2020). It can be concluded that the kinesthetic learning style is an activity of receiving and processing information through movement, touch, and behavior. In science learning, learning activities are carried out by direct practice, such as touching, observing, and analyzing objects. Activities like this can stimulate students to increase their interest in learning science. Fourth, the relationship between Curiosity, Confidence, and Kinesthetic Learning Style with Science Learning Interest. Based on the results of data analysis, it was concluded that there was a significant positive relationship between curiosity, self-confidence, and kinesthetic learning styles with interest in learning science. The calculation results obtained are 82.1%. This indicates that not only curiosity, confidence, and kinesthetic learning styles affect interest in learning science, but also other factors that influence interest in learning science

in fourth grade SD Gugus Budi Utomo, such as learning facilities, environment, and parenting style. Teacher readiness in teaching, as well as many other factors that the teacher must consider. A strong interest or interest in learning science allows students to pay close attention to maximize their achievements. When learning takes place, good achievement and learning outcomes also require a strong interest in learning (Berutu & Tambunan, 2018; Hasanah et al., 2019). Students' curiosity can measure children's interest in learning science to react to something related to learning (Awe & Benge, 2017; Sidiq et al., 2020). In addition, self-confidence is very important for students to have an increased interest in learning science.

The student's learning style also determines confidence in absorbing information. A good learning style will increase the child's self-confidence. As a result, the child will be more interested in learning (Aristiani, 2016; E.MacQuillan, 2018; Guerrero et al., 2022). Students using a kinesthetic learning style will be highly interested in learning science. This is because the characteristics of science learning tend to involve experimental activities (Lai et al., 2019; Suryawati & Osman, 2018). Students' curiosity can be formed through the strategies used in learning (M. Wulandari et al., 2020; Yang et al., 2018). It is supported by research stating that the dominant factors influencing student interest in learning are high curiosity and a more conducive environment (Margolis et al., 2016; Powell et al., 2017). Other research findings also state that learning styles and interest in learning have a significant relationship (Noervadila & Misriyati, 2020; Nurlia et al., 2017). The findings of previous studies also stated that learning styles and interest in learning had a significant relationship (Noervadila & Misriyati, 2020; Nurlia et al., 2017). This research implies that teachers can carry out appropriate learning activities for students. Knowing students' learning styles, both the teacher and the parents, is important. Because knowing these learning styles, students can maximize the learning process. Thus, students with curiosity, confidence, and appropriate learning styles will have more interest or high interest in learning science.

4. CONCLUSION

Curiosity has a significant positive relationship with interest in learning science. Self-confidence has a significant positive relationship with interest in learning science. Kinesthetic learning style has a significant positive relationship with interest in learning science. It was concluded that curiosity, self-confidence, and kinesthetic learning styles had a significant positive relationship with interest in learning science.

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