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Analysis of Students' Learning Interest During The Covid-19 Pandemic

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Abstract

This study aims to describe learning interest in social science subjects during the Covid-19 pandemic. The research method used was descriptive with a qualitative approach. The subjects of this study were eighth grade of G students of SMPN 15 Pontianak. The research indicators were the students' feelings, attention, interest, and involvement. Data were collected using observation, interviews, and documentation techniques. Data collection tools were in the form of observation guidelines, interview guides, and documentation tools. The informants in this study were students of eighth grade and social science teachers. The study showed that (1) during the learning process, students felt happy with the subjects; therefore, the learning atmosphere became fun. (2) Their attention on the lesson was quite good due to the lack of participation during learning via Google Meet. There were only some students who paid attention and took notes on the material. However, it was seen that students prepared the textbooks well. (3) The learners' interest in the social sciences subjects was good, seen from their enthusiasm in participating in an online class. (4) The involvement of students in social science learning was also quite good, seen from the activeness of students actively asking questions and doing assignments.

Keywords: Covid-19 Pandemic, Learning Interest, Qualitative

INTRODUCTION

In the activities of daily human life, it is almost never separated from learning activities, both when a person carries out his activities or in a particular group. According to Thorndike (Parwati et al. 2019, p.1), one of the most impressive aspects of a human being is his ability to learn because he can change himself with it and consciously and plan to direct himself to achieve specific goals. Understood or not understood. Most of the activities in our daily life are learning activities.

We can say that there is no space and time where humans can detach themselves from learning activities, which means that learning is never limited by age, place, or time because changes that require learning activities never stop. Learning becomes an activity that involves acquiring and modifying knowledge, skills, strategies, beliefs, actions, and behavior. A person can be said to be learning if he shows the results of these learning activities.

Interest is the driving force in achieving the desired goal. If there is no interest, the learning objectives will not be achieved. Learning will also not be successful if a high interest in learning does not support it. It is because interest is a tendency of students that determines whether the student wants to learn or does not want to learn. Usually, if students are not interested in the lessons delivered by the teacher, then the learning process will be in vain.

Great interest in learning tends to produce high achievement. Otherwise, a lack of interest in learning will result in low achievement. So it can be concluded that interest in learning is an essential factor in learning success.

Learning outcomes have an essential role in the learning process because learning outcomes are an indicator of achieving learning objectives in the classroom, which are used as indicators of the success of teachers and students. To improve learning outcomes, it is also necessary to have a good interest in the subject. Interest will encourage students' learning motivation so that students can lead to positive behavior.

The world is currently fighting the coronavirus and has even become a global pandemic. This outbreak first appeared in the Chinese city of Wuhan at the end of 2019 until it continues to plague the world now. Because this virus has a significant impact on health and can quickly transmit to the point of causing death, several countries have implemented a lockdown policy, closing all access in and out of an area. However, not all countries can implement this policy. One of these countries is Indonesia.

In Indonesia, the PSBB or Large-Scale Social Restrictions policy is implemented to prevent the spread of the coronavirus. The corona virus certainly has an impact on various fields, one of which has an impact in the field of education. Since the number of victims of the coronavirus has increased, in mid-March 2020, the government asked for teaching and learning activities to be diverted at home, where teaching and learning activities are carried out online at their respective homes. Studying at home is considered a step in deciding the spread of the coronavirus. However, not a few students feel burdened by this new activity.

During the pandemic, the learning system at SMPN 15 Pontianak was conducted online using the Google Meet and WhatsApp applications. Class VIII consists of 7 classes, namely eighth grade A-G. The study conducted in eighth grade of G, the applications used were Google Meet and WhatsApp with 29 students, namely 15 male students and 14 female students.

Based on the statement of the social science teacher at SMPN 15 Pontianak, that during the ongoing learning process at the school, there were still several problems that occurred, especially in eighth grade of G, namely the students' interest in social science subjects was not optimal. Students' learning interest can also be seen from the feelings of pleasure or displeasure of students, student attention, student interest and student involvement in teaching and learning activities such as listening teacher explanation well, active attitude in collecting assignments, asking and answering questions given by the teacher. During the learning process, the lack of activeness of students in participating in the learning process. Seen when students fill in absentia and collect assignments. Among 29 students in one class, only 9-13 students collected assignments, and some even didn't do it at all.

Hilgard (in Slameto, 2010) provided the following formulation of interest: "interest is persisting tendency to pay attention to and enjoy some activity or content." Slameto (2010) stated that interest is a tendency which permanent pay attention and in-memory of a number of activities. Activity which interested in someone noticed continuously accompanied by a sense of pleasure.

According to Reber (Parwati et al. 2019), interest is not a popular term in social psychology caused dependency to various other internal factors, such as concentration of attention, curiosity, motivation, and needs. However, free from its popularity, the same interest case with intelligence and motivation, for influencing study activity. Because if somebody has an interest in learning, they would not be enthusiastic or even unwilling to learn. Therefore, in the context of learning in the classroom, a teacher or other educator needs to arouse students' interest so that they are interested in their eyes lessons to be learned.

According to Sardiman (2014), learning is always a change in behavior or appearance with a series of activities, such as reading, observing, listening, imitating, etc. Meanwhile, according to

Slameto (2010), learning is a process of effort made by a person to obtain a new behavior change as a whole due to his own experience in interaction with his environment.

According to Thorndike (Parwati et al., 2019), one of the most impressive aspects of a human being is his ability to learn because he can change himself with it. Able to consciously and deliberately direct himself to achieve specific goals. Meanwhile, according to Gredler (Parwati et al. 2019), learning is an essential aspect of an individual and society.

According to (Syahputra 2020), interest in learning is a psychological aspect of a person that manifests itself in several symptoms such as passion, desire, enthusiasm, feeling, and likes to change behavior through various activities that include seeking knowledge and experience. In other words, interest in learning is the attention, liking, interest of a person (students) to the learning process that he undergoes and then shows through enthusiasm, participation, and activeness in following the existing learning process.

According to Slameto (Syahputra, 2020), interest is a sense of preference and interest in a thing or activity without anyone telling. Meanwhile, according to (Djaali 2008), interest is related to the style of motion that encourages a person to face or deal with people, objects, activities, and experiences stimulated by the activity itself.

Hilgard and Slameto, 2010 argue that interest is a person's tendency to pay attention to and remember some activities. According to Slameto (in Syahputra, 2020, p.14), a student interested in learning is characterized by (1) a preference for learning over other activities. (2) a sense of interest in learning activities. (3) likes academic activities, and (4) has high participation in learning. Interest can arise due to external attraction and also comes from the heart. A great interest in something is a significant capital to achieve or obtain the object or goal of interest.

Dalyono (Syahputra, 2020) stated that great interest in learning tends to produce high achievement. On the contrary, a lack of interest in learning will result in low achievement. Interest is needed to achieve something because the size of interest greatly affects the results obtained.

Based on the description above, learning interest is a sense of interest in learning activities influenced by internal and external factors. According to Slameto (Syahputra, 2020), indicators of interest in learning are as follows:

- a. Feeling happy
A student has feelings of pleasure or liking for a subject, and then the student will continue to study the science he likes. There is no feeling of compulsion for students to study the field.
- b. Student interest
It is related to the driving force that encourages people to feel attracted to people, objects, activities, or it can be an affective experience stimulated by the activity itself.
- c. Reception
Attention is the concentration or activity of the soul towards observation and understanding, to the exclusion of anything else. Students who have an interest in the object.
- d. Student engagement
The involvement of a person in an object causes the person to be happy and interested in doing or working on the activities of the object.

METHOD

This study used a descriptive qualitative approach which conducted to collect data and information that already exists or occurs in the field. According to Bogdan and Taylor (Darmadi, 2014, p.287), qualitative methodology is a research procedure that produces descriptive data in the form of written and spoken words from people and observed behavior.

This study aimed to describe, describe, or systematically about facts, descriptions of student interest in learning during the COVID-19 pandemic in social science learning of eighth grade of G at SMPN 15 Pontianak.

According to (Sugiyono 2019), the researcher himself in qualitative research is the research instrument or tool. Therefore, researchers as instruments must also be "validated" to what extent qualitative researchers are ready to carry out research which then goes into the field.

According to Nasution (Sugiyono, 2019), there is no other choice in qualitative research than to make humans the main research instrument. The reason is that things do not yet have a definite form. The problem, the research focus, the research procedure, the hypotheses used, even the expected results, all of which cannot be determined definitely and beforehand. Everything still needs to be developed throughout the research. There is no other choice in such an uncertain and unclear situation, and only the researcher himself is the only tool that can achieve it.

Referring to the statement, the researcher as an instrument must be ready to carry out all research processes from the initial stage to the final stage of the research. Techniques and Collection Tools are the most important steps in research because the main purpose of research is to obtain data. In this study, the data collection methods used are as follows:

1. Observation is a way to collect data done by observing and recording the symptoms that appear on the object of research which is carried out directly at the place where an event, situation, or situation is happening using guidelines and recording data in the form of observation guidelines. According to (Darmadi 2014), observation is one of the most effective data/fact collection techniques for studying a system. In this observation, the study conducted direct observations three times in eighth grade of G students at SMPN 15 Pontianak, namely on March 10, 2021, March 23, 2021, March 29, 2021, during social science learning through Google Meet and WhatsApp.
2. According to Setyadin (Gunawan, 2017), an interview is a conversation directed at a particular problem. It is an oral question and answer process where two or more people face each other physically. An interview is a conversation directed at a specific problem: it is a questioning process verbal response, where two or more people meet each other physically (Kartono, 1980). In this interview, the researcher hold a conversation with the data source as well as directly interviewed the Social Science subject teacher on March 29, 2021, three eighth grade of G students at SMPN 15 Pontianak on March 23, 2021.
3. According to (Sugiyono, 2019) documents are records of events that have passed in the form of writing, pictures, or someone's monumental work. Document study is a complement to the use of observation and interview methods. Research results will be more reliable if supported by documents. According to Bungin (Gunawan, 2017), the documentation technique is one of the data collection methods used in social research to track historical data. In this documentation technique, the researcher uses equipment from the use of observations and interviews. The documentation used was documentation of the learning activities of eighth grade students of SMPN 15 Pontianak on social science subjects through the Google Meet.

RESULTS AND DISCUSSIONS

Results

Observations were conducted three times, namely on March 10, 2021, 23 March 2021, March 29, 2021. It was done after going through various stages of approach, approval, and preparation in its implementation. The researchers also filtered the data obtained to match with the focus of research and the main target of this work, namely how students are interested in learning during the covid-19 pandemic in social science learning for eighth grade of G students at SMPN 15 Pontianak.

The observation phase was conducted on direct observations at SMPN 15 Pontianak eighth grade of G students when online learning activities for social science subjects were studied through the Google Meet and WhatsApp applications. Researchers carried out this observation, and researchers observed students and teachers during online learning activities. Observations were carried out to observe students during online learning, and these observations included: observing students' interest in learning, observing students' attention to the 38 materials being taught, observing student involvement during the online learning process as well as the activeness of students in filling out absences and doing work well.

The following will present the results of observations made by researchers, namely 1) The feelings of students in social science learning during the COVID-19 pandemic, 2) Students' attention to social science learning during the covid-19 pandemic, 3) Interest of students in social science learning during the covid-19 pandemic, 4) Involvement of students in social science learning during the covid-19 pandemic.

Discussions

The learning interest of students during the COVID-19 pandemic in social studies can be said to be good, this is indicated by the expressions of students during online learning through the Google Meet. Learners look happy when participating in social science learning, and the learning atmosphere is still fun even though during the covid-19 pandemic. The activities of students during class during social science lessons as observed were preparing textbooks, paying attention to teacher explanations, taking notes on the material presented by the teacher, being enthusiastic and enthusiastic in participating in learning, actively asking questions, and doing assignments seriously. However, some aspects seemed lacking during the lesson, such as only a few asking again and some not submitting their assignments.

Agree with that. According to Slameto (Syahputra, 2020), indicators of interest in learning are (1) feelings of pleasure, (2) student interest, (3) student attention, (4) student involvement. Based on the results of the research that the researchers have presented, the discussion that the researchers will discuss is in accordance with the order of the sub-problems in this study, which are as follows: a) The feeling of students in social science learning can be said to be good. It is in accordance with field observations that students look happy while participating in social science learning. The teacher's statement also reinforces this. Students looked happy when following the lesson and paid attention to the teacher when delivering the material. b) Students' attention on social science learning in the Covid-19 pandemic can be said to be sufficient. Due to the lack of student participation in Google Meet, only some students paid attention to and recorded the teacher's explanation. Still, it was seen that students were preparing social science subject books. It was reinforced by the results of the researchers' interviews with three informants, and the three informants said they paid attention to the teacher's explanation. Still, those who did not join Google Meet could not accept the material presented by the teacher. Likewise, the activity of students taking notes on the material can be quite good, and some informants said that when social science learning took place, they recorded the material presented by the teacher. Students who have an interest in social science subjects were shown to pay more attention to those subjects.

Therefore, students who have attention to subjects can be seen from the seriousness of students in participating in social science learning by remaining present for social science learning through Google Meet, preparing social science subject books, paying attention to teacher explanations, and taking notes on the material presented. c) Students' interest in social science learning during the covid-19 pandemic can be said to be good. The enthusiasm of students is quite good. Students remained enthusiastic in participating in online learning for social science subjects. It is reinforced by informants who stated that they still try to spend time learning social science. Students interested in social science subjects will be interested in finding challenges in the content of the lesson studied, especially in social science subjects, will continuously discuss those subjects, be serious when doing the assignments given by the teacher, and enthusiastically follow the lessons. d) The involvement of students in social science learning during the Covid-19 pandemic can be said to be quite good. At the end of the lesson, the teacher always provides opportunities for students to ask questions.

Students interested in social science subjects cause students to involve themselves more actively to carry out and work on activities in class when social science are taking place. The involvement of students can be seen from the activeness of students in asking questions and doing the tasks given. Students work on assignments and are sent directly via WhatsApp to social science subject teachers or collect directly at school while still implementing health protocols, namely using masks, and washing hands.

CONCLUSIONS

Conclusions

The conclusions based on the sub-problems of this research conclude as follows: 1) Based on the study results while participating in social science learning, students felt happy in social science subjects so that the learning atmosphere could be fun. From this statement, students' feelings when participating in social science learning can be categorized as good. 2) Students' attention to the social science lessons can be said to be quite good. Due to the lack of student participation in Google Meet, only some could pay attention and take notes on the teacher's explanation. Still, it was seen that students who attended Google Meet prepared social science subject books. 3) The interest of students in social science learning has been said to be good. The enthusiasm of students is quite good. Students were excited to follow online learning of social science subjects. It is reinforced by informants who stated that they still try to take the time to learn. 4) The involvement of students in social science learning can be said to be quite good. It was seen when students ask questions and do assignments.

Suggestions

Based on the results of the study, the researcher suggest: 1) Teachers should pay more attention to students and create a different learning atmosphere, such as a more pleasant atmosphere during the covid-19 pandemic; 2) The teacher should be able to control the students so that when the teacher explains the material, the students can accept the material presented well; 3) The teacher should also be a motivator in learning so that students remain enthusiastic and enthusiastic in participating in learning, and 4) Teachers can give appreciation to students who dare to ask questions and do assignments on time.

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