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## **Analysis of Students' Learning Interest on Online Learning in High School**

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### **Abstract**

The goal of this research was to understand more about the learning styles of high school students taking the online course. This was a descriptive technique to study that resembles a survey in certain respects. Social science students from 11th-grade serves as the research sample, with a total of 45 pupils being surveyed. Random sampling was used to draw the sample. Online learners are curious in data collection methods and technology, which attract their interest. Based on the results of data analysis on students' learning interest on online learning class as a whole reached 79.74% with the category "High" with variable aspects of learning interest on online learning reached 75.60% with high categories, internal factors that affect learning interest on online learning reached 80.55% with high categories, external factors that affect learning interest on online learning reached 82.77% with a high category, and the efforts that teachers have made guidance and counseling reached 79.72% of high categories .

**Keywords:** Learning Interest, High School Students, Descriptive

### **INTRODUCTION**

The COVID-19 virus outbreak has been spreading around the world since the early 1990s. Therefore, the Indonesian government has advised its citizens to start the practice of social exclusion on March 16, 2020, to ensure that no human activity, including education, is accessible to them (online).

Thorne in Kuntaro (2017) argues that "online learning is learning that utilizes multimedia technologies, such as virtual courses and films and animated online texts, email and voice messages as well as telephone conferencing and online video streaming." online learning can be considered the importance of communication between students and teachers, students and other students, teachers and parents, and parents and children. They are all expected to make a positive contribution to the creation of superior successors.

"Your interest is in the acceptance of the connection between yourself and something outside of yourself," says Marleni (2016), "hence it plays an important role in students' lives." The level of students' learning interest varies, and this is an important factor in terms of learning conditions. Students will become dissatisfied and doubt their talents if the subjects they study do not interest

them.

Interest in learning, according to Pangesuti (2012), is characterized by "awareness and capacity to learn something with pleasure", as well as "having higher attention focused on what he values" and "active participation in activities".

Students' motivation to learn is very important in increasing the level of teaching they receive, both in person and online. Students who are eager to learn or improve their existing skills are more likely to gain new insights or talents. When the world is grappling with the covid-19 virus outbreak which has pushed the education system to shift to an online structure, we need to motivate students to be more enthusiastic in learning so that they can get optimal learning outcomes through their own efforts.

When conducting pre-research at State Islamic High School (MAN) 1 Pontianak, researchers saw a challenge with students' learning motivation, which may be an indication of whether the COVID-19 pandemic is suitable for students to study online or not, they said.

There are students who do not take online learning, students who are not equipped to receive online learning, and students who pay less attention to learning when given assignments by subject teachers. We can begin by noting the fact that these students exist. Despite the fact that many students no longer care about completing assignments or engaging in online learning, there are still some who do. However, this is not a view that the students of 11th-grade in social science class have low or high interest in learning. Therefore, the author wants to analyze and describe the learning interest of students in online learning. This study aimed to describe the learning interest of students in online learning in 11th-grade of social science class in MAN 1 Pontianak.

## **METHOD**

The approach in this study uses a quantitative approach in the descriptive method in the form of a survey. Kerlinger in Sugiyono (2018) suggests about the survey method "In survey research, a sample of the population is selected and analyzed to identify the relative occurrence, distribution, and interrelationships of sociological and psychological characteristics in large and small populations (or universes)". The survey method was used to conduct research on large or small populations, but the data analyzed is a sample taken from that community. This allows researchers to uncover distributions and correlations between various social and psychological characteristics.

The population in this study were 114 students in 11th-grade of social science class in MAN 1 Pontianak. A representative sample of 40 percent of the student body yielded a final total of 45 students. Arikunto (2006) stated "if the subject population is smaller than 100... the research should be conducted as a population study" whenever possible. However, if the number of subjects is large, 10-15%, 20%-25%, or even more subjects can be taken.

The data was collected through indirect communication methods. As a means of obtaining information, direct communication strategies use media tools, widely available instruments, or tools built for a specific purpose to obtain information.

To collect information for this study, an online learning interest questionnaire student was sent via email to class members. The researcher conducted a trial with 20 people who were not participants in the first group to assess the validity or reliability of the questionnaire. SPSS version 16.0 software program should be used to perform validity and reliability testing.

To analyze the questionnaire data that has been collected using percentage data analysis techniques. The percentage formula according to Purwanto (2013) is as follows:

$$NP = \frac{R}{SM} \times 100$$

Information:

- NP : Expected or sought percent value
- R : Raw scores obtained by students
- SM : Ideal maximum score of the test

## RESULTS AND DISCUSSIONS

### Results

#### Research Preparation

#### Develop Research Instruments

The researcher determined the variables, aspects, and indicators to be studied by compiling an instrumentation grid. Using the instrument grid as a starting point, the researcher generated 46 statements, each of which had four possible responses.

#### Validity test

Statistical product and service solution (SPSS) version 16.0 for Windows was used to validate the questionnaire. Using Pearson's Product Moment Correlation approach, which connects each individual item with a total score, researchers can assess whether the measuring instrument can be used to measure accurately or not.

It was determined that a sample of 20 people with features similar to the sample, but who did not offer the same response as the actual response, had an  $r$  (table) of 0.468, which is statistically significant at the 0.05 level of significance. The statement is valid if the  $r$  count is more than 0.468, but it is not valid if the  $r$  count is less than 0.468. In addition, the statement must be revised or omitted if any component is found to be incorrect.

Table 1. Results of the Validity Test of Students' Learning Interest Questionnaire in Online Learning

No	$r_{\text{count}}$	$r_{\text{table}}$	Information
1	0.501	0.468	Valid
2	0.629	0.468	Valid
3	0.639	0.468	Valid
4	0.608	0.468	Valid
5	0.741	0.468	Valid
6	0.536	0.468	Valid
7	0.589	0.468	Valid
8	0.730	0.468	Valid
9	0.752	0.468	Valid
10	0.499	0.468	Valid
11	0.626	0.468	Valid
12	0.684	0.468	Valid
13	0.699	0.468	Valid
14	0.632	0.468	Valid
15	0.650	0.468	Valid
16	0.516	0.468	Valid
17	0.656	0.468	Valid
18	0.679	0.468	Valid
19	0.351	0.468	Not Valid
20	0.394	0.468	Not Valid
21	0.744	0.468	Valid
22	0.602	0.468	Valid
23	0.619	0.468	Valid
24	0.873	0.468	Valid
25	0.752	0.468	Valid
26	0.780	0.468	Valid
27	0.128	0.468	Not Valid
28	0.689	0.468	Valid
29	0.582	0.468	Valid
30	0.083	0.468	Not Valid

31	0.146	0.468	Not Valid
32	0.561	0.468	Valid
33	0.609	0.468	Valid
34	0.263	0.468	Not Valid
35	0.676	0.468	Valid
36	0.666	0.468	Valid
37	0.578	0.468	Valid
38	0.507	0.468	Valid
39	0.672	0.468	Valid
40	0.688	0.468	Valid
41	0.830	0.468	Valid
42	0.235	0.468	Not Valid
43	0.224	0.468	Not Valid
44	0.067	0.468	Not Valid
45	0.829	0.468	Valid
46	0.748	0.468	Valid

To the best of our knowledge (and based on Table 1), nine of the 46 statement items were deemed invalid, meaning they would be excluded from consideration. The following are statements 19 to 44. This is because r count is greater than r table. Therefore, the total number of questions about online learning used in this study is a total of 37 statement items.

#### *Reliability Test*

The reliability test is related to determining whether or not the measuring instrument can be used and trusted in this study. This is done by using the Cronbach's Alpha method together with SPSS version 16.0 for Windows based on the results of the validity test which contains 46 statement items with a total of 20 respondents. Table 2 summarizes the results of the online learning interest questionnaire reliability test, which reveals the following conclusions.

Table 2. Learning Interest Reliability Test in Online Learning

<b>Reliability Statistics</b>		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.962	.964	37

It can be seen in Table 2 how the reliability test was carried out, which has a Cronbach's Alpha value of 0.96 and an r value (table) of 0.68, with a significance of 0.05 on the data quantity  $N-2=20+2=18$ . For research purposes, Cronbach's Alpha score above r (table) indicates that the item statement of interest on online learning is reliable.

#### *Data Analysis Techniques*

According to statistical analysis, students' interest on online learning has been established. To solve the first sub-problem, the following answers are obtained using percentages:

$$X \% = n/N \times 100$$

The results of the analysis of students' learning interest on online learning as a whole are as follows:

Ideal maximum score = 6660

Ideal average = 3330

Ideal S = 833

Encouraged by these results, benchmarks can be found to find the percentage categories listed in Table 3 below:

Table 3. Benchmark Category of Students' Learning Interest on Online Learning

No.	Score Range	Percentage	Category
1.	4164– 6660	66,67% - 100%	Tinggi
2.	2497–4163	33,33% - 66,66%	Sedang
3.	0 – 2496	00,00% - 33,32%	Rendah

Table 3 includes standards for calculating the percentage of students who are interested in online learning. Based on category benchmarks, the percentage of student interest on online learning is shown in Table 4.

Table 4. Percentage of Students' Learning Interest Analysis on Online Learning

Variable, Variable Aspect and Indicator	Actual Score	Ideal Score	Percentage (%)	Category
Learning Interest on Online Learning	5311	6660	79,74%	High
A. Characteristics of Learning Interest on Online Learning	1633	2160	75,60%	High
1. Paying attention and remembering something that is learned continuously	397	540	73,51%	High
2. There is a sense of liking and pleasure in something that they enjoys	278	360	77,22%	High
3. Get a pride and pleasure from what they are interested in	261	360	72,50%	High
4. Like something that interests them	275	360	76,38%	High
5. Participate in learning	422	540	78,14%	High
B. Internal Factors Affecting Students' Learning Interest on Online Learning	1305	1620	80,55%	High

1. Physiological	457	540	84,63%	High
2. Psychological	848	1080	78,52%	High
C. External Factors Affecting Students' Learning interest on Online Learning	2086	2520	82,77%	High
1. Social Environment	1195	1440	82,98%	High
2. Non-Social Environment	891	1080	82,5%	High
D. The Efforts That Guidance and Counselling Teachers Have Made During Online Learning	287	360	79,72%	High
1. Provide motivation in classical service	287	360	79,72%	High

## Discussion

Interest on online learning is quite large among the students who have completed their studies; In fact, 79.74 percent showed an interest on online learning in general and online learning in particular after their studies were completed. With Google Classroom and WhatsApp, students can continue to learn while maintaining a high level of love and dedication in their learning activities. This makes it easier for students to collect school assignments.

A high rating in this category, however, implies that there are still many areas of improvement to be made. Here are a few things to keep in mind:

### 1. Characteristics of Students' Learning Interest on Online Learning

The characteristics of learning interest on online learning for 11th-grade students were in the high category. It can be seen from the high sense of pleasure, curiosity and learning as well as the high participation in online learning. According to "Kawet (2017) said the characteristics of individuals who have an learning interest are: creative, always want to know, study diligently, have a high will. If a student is truly motivated in learning, they will be more likely to be diligent, persistent, and enthusiastic in pursuing knowledge, never give up in achieving goals, and perceive every obstacle as a challenge that must be overcome (Tambanan, 2016).

### 2. Internal Factors Affecting Students' Learning Interest on Online Learning

The internal factor of learning interest was in the very high category. This can be seen from the physiological and psychological aspects that support and remain interested in increasing knowledge when learning online. Students were motivated by "internal drives" that come from within themselves. According to Mesra et al. (1921), only a few examples include students' focus, interest, and motivation. In line with the opinion of Rohmalina Wahab (2015) stated that "internal factors that influence students' learning interest are physical condition, intelligence, motivation, interests, attitudes, and talents."

### 3. External Factors Affecting Students' Learning Interest on Online Learning

External factors of learning interest were in the very high category. It can be seen from aspects of the social environment and aspects of the non-social environment that support online

learning. External influences are "things that attract students from the outside world", such as encouragement from parents and teachers, as well as the surrounding environment, in the words of Mesra et al. (2021)." The natural environment and instrumental variables are also referred to by Rohmalina Wahab (2015) as "external components that influence children's learning interest in the surrounding environment, family, school, and social environment".

4. Efforts Have Been Made by Guidance and Counseling Teachers to Increase Students' Learning Interest on Online Learning

The teacher in 11th-grade of social science majoring in Guidance and Counseling is widely considered to be outstanding in this field. Therefore, there are conventional services that can be used to help students who are involved in online learning become more enthusiastic. Classical guidance is not a teaching activity for subjects in the school education curriculum, but a means of delivering information that can influence the achievement of optimal development results in all aspects as well as the acquisition and maintenance of students' independence (Mukhtar, 2016). When it comes to adjusting to life, making decisions, adapting to their group, and improving self-esteem and self-concept and being able to receive and provide support, classical advice can be beneficial for students (Amalliah & Sabriana, 2017).

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the results of research and discussion, it can be concluded that: The results of students' learning interest on online learning reached 79.74% in the high category with sub-problems:

1. The characteristics of students' learning interest on online learning achieved 75.60% results in the high category. It means that students have a high learning interest even though they are studying in online learning conditions.
2. Internal factors of students' learning interest reached 80.55% in the high category. It means that students have internal factors of high learning interest so that students can participate in online learning well.
3. External factors that influence students' learning interest on online learning reached 82.77% in the high category. It means that students have high external factors so that these students can take part in online learning well.
4. Efforts have been made by Guidance and Counseling teachers to increase students' learning interest on online learning achieved 79.72% results in the high category. It means that students are motivated and enthusiastic in learning with the existence of classical services during online learning so that students remain interested in learning.
- 5.

### Suggestions

Based on the conclusions of the study, the following suggestions can be submitted:

1. Learners  
For students there is still a percentage of 20.26% so that students' learning interest on online learning becomes 100%. Therefore, students must study hard and be able to increase their learning interest both in online learning and not.
2. For Guidance and Counseling Teachers  
Guidance and Counseling teachers still get a share of 20.28 percent, ensuring that their efforts are utilized to the fullest. Students' enthusiasm for learning must be preserved and protected by guidance and counseling teachers, so that their learning interest increases.

Based on the research findings, the authors provide recommendations in this section. It is hoped that the ideas offered here will assist future research in producing results that are more in line with their intended purpose.

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