
ONLINE LEARNING ANALYSIS OF STUDENTS' LEARNING INTEREST IN SD MUHAMMADIYAH 11 SURABAYA

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Abstract

The purpose of this research is to know the interest of students in distance learning in grade I of SD Muhammadiyah 11 Surabaya. The type of research used is qualitative research. Participants in the study were teachers, grade 1 students and parents with data collection techniques conducted, namely questionnaires, interviews, and documents. The results showed that students' interest in learning while participating in distance learning based on high achievement criteria is good enough because students enjoy learning, so they always actively ask their parents if they do not understand. The interest in learning students with moderate achievement criteria is also good enough because students are happy with the assistance from parents so that students show seriousness in learning. While students with achievement criteria are lacking, their learning interest is still lacking, this is due to the background of working parents.

Keywords – Distance learning, Interest in Learning, Students.

1. Introduction

The Corona virus or COVID-19 first appeared or was discovered in the Chinese city of Wuhan at the end of 2019. This virus has not been found an antidote until now out of control. More than 200 countries in the world have reported cases of the corona virus, one of which is Indonesia. This virus attacks the respiratory tract. Various countries have implemented lockdowns that are expected to reduce interactions with many people, where someone can be easily infected but has not been identified so that they are not isolated.

The COVID-19 pandemic has caused many countries to close their educational institutions and conduct distance learning, as face-to-face learning is abolished to prevent transmission of the virus. With the COVID-19 virus, it has had a serious impact on various sectors of life, one of which is the education sector. The learning process has changed from face-to-face to online learning, but in these circumstances the teacher still has to carry out his obligations as a teacher, where the teacher must ensure that students can gain knowledge to give to students (Susanto & Akmal, 2019).

Distance learning is done by online or online learning, which is better known as e-learning. According to Supramatman & Purwaningtyas (2018) E-learning is learning by utilizing technology because online e-learning media uses computer networks to provide information and communication where with the use of e-learning there can be changes in learning activities between teachers and students, and students can learn anywhere and anytime. Puspitasari et al., 2021).

With the distance learning model still unfamiliar to elementary school students, it is necessary for students to adapt to changes in the new learning process. Of course this is not easy to do for elementary school students in grade 1 who are used to interacting and playing together with their friends and teachers at school. With online learning, support from parents is needed,

because they themselves will accompany their children during online learning so that children follow the learning process well (Khurriyati et al., 2021).

In learning, it is also very necessary to have an interest in learning to get a good understanding of a learning process. As explained in a Hadith narrated by Ibn Majah: "For those who take a path to seek knowledge, Allah will make their path to heaven easy. Verily, the angels put their wings (towing their wings) on the seeker of knowledge because they are happy (willing) with what he demands.

Interest in learning according to Riamin (Butet et al., 2018) is one of the most important factors for the success of students' learning, interest arises from within the students themselves. Factors from outside the interest in learning are how the teacher teaches. Interest in learning is defined by the intentional desire and participation of activities that play an important role in the learning process, deciding how to successfully learn the parts chosen to be studied and the information provided (Arisanti & Subhan, 2018). Marimba revealed that interest in learning is a mental tendency to get something because in general interest in learning is fun (Ricardo & Meilani, 2017). Meanwhile, according to Renninger (Moore et al., 2011), interest in learning is a phenomenon that occurs through the interaction of individuals and the environment. The same thing was expressed by Krapp and Renninger & Hidi (Cahyani et al., 2020). Based on several explanations about the definition of interest in learning, it can be concluded that interest in learning is a motivating factor for students to learn based on interest or pleasure in learning and student motivation. Interest in learning is a phenomenon that is formed as a result of social interaction, it is also an aspect of building motivation and student participation in learning activities.

According to Safari experts in (Ricardo & Meilani, 2017), there are several indicators used to measure students' interest in learning; attention, interest, pleasure and involvement. According to Slameto in (Hidayat, 2019), students'

interest in learning is generally characterized by pleasure in learning, participation, and conscientiousness. According to Renniger, Hidi and Krapp (2014), explaining that there are several factors that explain student interest in learning, such as increased attention and concentration, enjoyment of learning, and increased motivation to learn. Meanwhile, Dan and Tod in (Irma et al., 2019), also revealed that students who are interested in learning have the following emotions: 1). Researched positive emotions; 2). Pleasure or comfort while studying; and 3). Politeness and ability to make learning decisions. From the descriptions above, this indicator of interest in learning can lead to conclusions which include interest, joy in learning, tendencies to pay attention and active participatory concentration, positive emotions and learning motivation and politeness during learning and have the ability to make decisions about the accepted study program..

Many definitions put forward by experts related to online learning, including Michael, say that learning is learning that is structured using electronic or computer systems to support the online learning process. According to Chandrawati online learning is a learning process. By combining the principles and skills of the learning process, on the other hand, according to Ardiansyah, Online can be defined as a learning system that is used as a means of teaching and learning processes that are carried out without the need for direct meetings between teachers. and students. (Kumalasari & Inayati, 2021).

Researchers obtained initial data that learning at home is done online, namely online learning and prepared by parents in the form of learning books from school for children at home with directions given by the teacher according to the learning material. This can be proven from research (Yunitasari & Hanifah, 2020) that online learning has an effect on student interest in learning, because students get bored easily when online learning takes place. Therefore, the success or failure of this learning depends on each parent because they themselves will accompany their child during the learning process. Parents are required to be creative in providing learning media that is used with the aim of

growing children's interest in learning. Because during this pandemic, children must learn from home and not as usual when they study at school with their friends and teachers. In accordance with the problems described above, the objectives to be achieved by the researchers in this study are: "To find out the analysis of online learning on the learning interest of grade I students during the Covid-19 period at SD Muhammadiyah 11 Surabaya".

2. Method

The form of research used in this study is a qualitative method. according to (Sugiyono, 2013), qualitative research is research that is descriptive and tends to use analysis. Characteristics of qualitative research are conducting research in natural conditions, exclusive to the origin of the data, researchers being the key instrument, presenting data in the form of words or pictures and not emphasizing numbers, conducting data analysis. This qualitative research method was not manipulated by the researcher, analyzing the data according to the information and coverage found in the field.

The subjects of this study were elementary school students who took part in learning during this pandemic, teachers and parents of students. Obtained a total of twenty respondents, one teacher, ten parents and ten children. Data collection through google form. To check the validity of the research, the researcher used reference techniques obtained during the study such as research journals, respondents' answers. To test and correct the results of research that has been done.

The technique used by the author in data collection is the technique of interview, observation and documentation. According to (Rowley, 2012), interview is a structured, semi-structured and unstructured data collection technique. Rowley's explanation is enhanced by an explanation from Winardi (2018), the interview is a data collection technique that can be carried out in a structured, semi-structured and unstructured manner. Unstructured interviews are more like casual conversations, in contrast to other types of interviews which

are often thought of as controlled conversations. Currently Observation according to (Sugiyono, 2013) explains that "through observation, researchers learn about the behavior and meaning of these behaviors". In this study, the researcher used direct observation and used the type of passive participation observation, where the researcher came directly to the place of activity but was not involved. Meanwhile, according to (Sugiyono, 2013) documentation is a record of an event that has passed. The author hopes to get information more easily from the parents and students who were interviewed and observed.

The data obtained were then analyzed with qualitative data analysis techniques. According to (Ridder, 2014) there are 3 activities in data analysis which include:

- a. Data reduction. Where data reduction or data reduction refers to the process of selecting, focusing, simplifying, abstracting and changing the data that appears in field notes or written transcripts. This research was conducted to determine children's learning interest when doing online learning.
- b. Presentation of data. In this study, the reduced data from field notes and interviews will be presented in a descriptive form. Data that reflects students' interest in learning during online learning.
- c. Conclusion. Conclusions in the analysis of interview data can be done through several techniques, including the use of content analysis and thematic analysis. "The content analysis process will separate the data from the interview context for analysis and place them in separate files, forming categories for further conceptualization and analysis". Based on this statement, it can be understood that data collection does not have limitations that can be taken from interviews because each interview result contributes to the subsequent analysis process.

3. Result and Discussion

Online learning that is carried out and applied is more likely to be in the form of assignments through applications. Students are given assignments to do and then corrected by the teacher as a form of assessment and given comments as a form of evaluation (Syarifudin, 2020). In contrast to the results of this research, the learning in schools that I studied in online learning used Zoom, Google Meet and Teams media.

The atmosphere in the learning process must generate interest in students, because student interest during the learning process is very important. If interest has emerged, students will begin to pay attention to the teacher during the learning process. Here are the results of the research:

Students' feelings when participating in online learning are very diverse. Based on the results of interviews and questionnaire results that most students feel happy to take part in online learning, but there are some students who miss learning directly with friends at school. The feeling of pleasure in participating in online learning cannot be separated from the influence of parents who directly accompany online learning. Assistance from parents is one of the factors that influence students to feel happy taking part in online learning. This is because when online learning parents will provide guidance again if students still do not understand. The results of this study are in accordance with the theory presented by (Febrianti et al., 2021) that parents need to guide or encourage children with love so that interest in learning arises.

Students' interest in the learning process does not appear by itself. The emergence of interest is marked by student interest in participating in online learning. Interesting learning media is also one of the students participating in online learning. If students feel interested in participating in online learning, students will immediately work on the assigned tasks and submit their assignments on time. The results of the interview were evidenced by student

statements from the questionnaire given to ten grade 1 students who stated that they did not delay doing the assignment. So that students can be said to have an interest in participating in online learning. Students who are interested in participating in online learning are characterized by students who do not delay the work given by their teacher. This is in accordance with what was conveyed by (Syaiful, 2014) interest is a sense of preference and a sense of interest in a thing or activity without anyone telling. If students are interested in participating in online learning, students will do the assignments given by the teacher and collect assignments on time.

Attention is one of the important things in student learning interest. Without the attention and focus of students, the learning process will not be optimal. Attention is a process in online learning where there is interaction between students and teachers. For example, if students ask questions when there are difficulties, the teacher will explain them again. Students who pay attention when the teacher gives material are marked by students who want to try to answer the questions in the book without being asked by the teacher. The attention of students in learning is one of the important things to foster student interest in learning, especially in online learning. This was conveyed by (Rusmiati, 2017) that attention is also one of the things that can increase student interest in learning. Based on the results of the interviews, most of the students were enthusiastic in participating in online learning because they could play using a cellphone or laptop after zooming in and after doing the assignments given by the teacher. Furthermore, students are excited because there is assistance from parents when online learning takes place.

Based on the results above, it can be concluded that students' learning interest in participating in online learning varies. Students' interest in learning is quite good because students love to learn, so they are always active asking their parents if they don't understand and immediately do the assignments they have received. Furthermore, because students feel happy with the

assistance from parents so that students show their seriousness in learning. Then students whose interest in learning is still lacking because students are too relaxed. This is due to the background of working parents, so students are too relaxed in participating in online learning. Based on this, the interest in learning encourages students to be enthusiastic in learning. The results of this study are in accordance with the theory presented by (Purwanto, 2010) that interest is an important basis for someone to do activities well, namely the encouragement of someone to do. In online learning students must still have a good interest in learning. The emergence of interest is an encouragement from oneself. In addition, interest can also come from external encouragement, for example in online learning the main encouragement is the family environment, namely parents.

Further conclusions based on research results from interviews with teachers during the implementation of online learning in grade 1 there are obstacles including inadequate student learning facilities, which are marked by the absence of cellphones for some students. Then the obstacles experienced by teachers when implementing online learning are teachers do not know the level of student understanding in the subject matter given. Teachers cannot monitor directly while studying at home so they cannot know for sure that students understand or not. The teacher's obstacles in the level of students' understanding of the subject matter have an impact on the learning process. Learning is not going well because the material presented by the teacher is not optimal, it also has an impact on student scores on the criteria for student achievement, because usually teachers in face-to-face learning provide assistance. Furthermore, the teacher's obstacle in implementing online learning is the difficulty in teaching because the teacher's habits in teaching online learning are different from face-to-face. Teachers are used to teaching directly so teachers have to adapt to teaching students online. This also has an impact on students, because not all students

are easily taught by parents when they do not understand the learning material. So that students only copy parents' answers when given assignments by the teacher.

4. Conclusion

Based on the results of the research that has been carried out, it can be concluded that the learning interests of students in grade I SD Muhammadiyah 11 Surabaya are very diverse. Students' learning interest in online learning is good enough because students love to learn, so they are always actively asking their parents if they don't understand and immediately do the assignments they have received. Furthermore, students' interest in learning when participating in online learning is also quite good because students feel happy with parental assistance so that students show their seriousness in learning. Then, students' learning interest in participating in online learning is still lacking because students are too relaxed. This is due to the background of working parents, so there is no assistance from parents.

Then the obstacle experienced by teachers when learning online is that the teacher does not know the level of student understanding in the material that has been given. The teacher's obstacles in the level of students' understanding of the subject matter have an impact on the learning process. Learning is not going well because the material that the teacher conveys is not optimal, it also has an impact on student scores on the criteria for poor student achievement, because usually teachers in face-to-face learning are more optimal in providing assistance. Furthermore, the teacher's obstacle in implementing online learning is the difficulty in teaching because the teacher's habits in teaching online learning are different from face-to-face learning.

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