

# The Effect of Online Learning on Learning Interest During The Covid-19 Pandemic

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## Article Info

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## Abstract

The purpose of this study was to ascertain students' interest in learning during their time spent online. The method used in this study is ex post facto quantitative research. The population of this study was approximately 307 students, which corresponds to the total number of PGSD fourth-semester students. This study's sample consisted of 40 individuals. A researcher gathered data via a google form questionnaire. The descriptive and inferential data analysis techniques used in this study are descriptive and inferential. The study's findings indicate a 0.562-degree relationship between online study and student interest in learning. This is the degree to which a moderate correlation exists with a positive relationship. With a 0.05 significance level, the result of  $r_{count} = 0.562$  from  $N = 40$  and a 1% error level, it can be stated that  $r_{count} > r_{table}$ . As a result of this survey, it has been determined that there is a correlation between online study and student interest-based learning. With a high degree of interpretation, the online study does not affect student motivation to learn.

## Abstrak

Penelitian ini dilakukan dengan tujuan untuk mengetahui minat belajar mahasiswa selama pembelajaran dilakukan secara daring. Metode yang digunakan dalam penelitian ini yaitu penelitian kuantitatif jenis ekspos facto. Populasi penelitian ini berjumlah 307 mahasiswa yang merupakan jumlah seluruh mahasiswa semester 4 PGSD. Sampel dalam penelitian ini berjumlah 40 orang mahasiswa. Peneliti melakukan pengumpulan data dengan menggunakan angket berupa google form. Teknik analisis data dalam penelitian ini yaitu analisis deskriptif serta analisis inferensial. Hasil yang diperoleh dari penelitian ini yakni terdapat hubungan antara pembelajaran daring dengan minat belajar mahasiswa sebesar 0,562, derajat hubungan yaitu korelasi sedang dengan bentuk hubungan positif. Pengujian hipotesis dengan taraf signifikansi 0,05, diperoleh  $r_{hitung} = 0,562$  dari  $N = 40$  dan taraf kesalahan 1% dapat disimpulkan  $r_{hitung} > r_{tabel}$  maka ada hubungan antara pembelajaran daring dan minat belajar mahasiswa dengan tingkat interpretasi sangat kuat, yaitu pembelajaran daring tidak mengurangi minat mahasiswa dalam belajar.

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## INTRODUCTION

The pandemic in early 2020 has a significant impact on people's lives in a variety of ways. In addition to the economy, tourism, social, and educational sectors, covid-19 has had a significant impact. The spread of this virus initially only affected the sluggish economic sector, but this pandemic also had a significant effect on the educational sector. For this pandemic, the government and educational institutions must be able to offer various options for both learners and students so that educational activities cannot be disrupted to stop the spread of covid-19. Because of this pandemic, Indonesia must implement a policy that halts all educational activities in the nation (Dewi, 2020).

The government recommends that learning activities should be done in a non-face-to-face manner and by looking at the situation of each college. So that all universities in Indonesia must comply with the circular by carrying out learning remotely or without face-to-face. (Zhang et al., 2004) mentioned several learning alternatives to keep going. The delivery of knowledge can still run even though it is not done face-to-face in class, namely by utilizing the internet through multimedia technology. This can be an alternative in learning and teaching in this pandemic era. Online learning activities certainly require supporting facilities for implementation by using various information technologies to access learning anywhere and anytime (Gikas & Grant, 2013).

Online learning provides flexibility for students in terms of study time to carry out learning activities efficiently without being limited by space or time. Students perform interactive activities through various online applications such as Google classes, Google Meet, Zoom or interact through WhatsApp groups. Online learning is one of the educational innovations to solve the accessibility problem of various educational resources. This has also been implemented by elementary school teacher education students of Yogyakarta State University. Because of the Rector's circular that requires all teaching and learning activities in the Yogyakarta State University environment must be done remotely, this step must be taken so that learning continues to run effectively; namely, PGSD students using Google Classroom, Google Meet and WhatsApp Groups during the study activities during the pandemic. Of course, using online learning will have some positive and negative consequences. However, the purpose of learning must still be achieved, even though learning is done face-to-face. Therefore, in its implementation, online learning must be designed so that students do not feel bored and frustrated in the learning process and can maintain their own learning interests.

One of the most important factors in a student's learning success is the interest in learning. The spirit starts from the student itself (internal factors), while the interest in learning comes from outside the student (external factors), namely those related to the methods and ways lecturers design learning. The role of lecturers in online learning has a considerable contribution in stimulating student learning interest, namely how lecturers create a fun learning atmosphere and build and present innovation in learning (Riamin, 2016). Interest is a type of preference and attachment to an object or activity when unsolicited (Slameto, 2018). Interest is accepting the relationship between oneself and things that come from outside the individual self in the form of people, things, situations, activities, etc. (Sirait, 2016) Interest is the soul's pleasure towards certain things. This kind of thing contains a kind of excitement, attention, earnestness, motivation and goals that exist to achieve the goal. Interest in learning is the obedience to activities in the learning process, both in the study schedule plan and in the aspect of self-initiative to stay active in learning (Adriani & Rasto, 2019).

Research related to online learning has been conducted by several researchers. Jamil and Aprilisanda (2020) in their research showing that the ability to learn independently during the pandemic does not provide the possibility of student success in achieving good learning results because the covid-19 pandemic requires learning to be done online, making the delivery of material from lecturers who are not optimal. When viewed from student comments based on the research results on problems experienced when learning is done online, namely expensive data packages and constrained by networking, thus impacting the less effective learning system and resulting in lack of

learning interest that affects student learning outcomes. The study conducted by Gülten Hergüner et al. (2020) shows that to create an effective online learning atmosphere, there needs to be learning readiness from the learning target itself. As a teacher, of course, you must ensure the readiness of students because online learning is a new challenge for teachers, whereas non-face-to-face learning is expected not to reduce student morale. Then research conducted by Nurfarini and Saugi (2020) suggested that if you look at various facts that have been circulating, educators have made every effort to increase the passion or interest of learning students. This increasingly seems to be decreasing with the concept of e-learning learning or through online lectures supported by various supporting media. This study found that there is a significant influence between online lectures and interests in online learning.

Furthermore, another study related to online learning conducted Rahardja, et al (2019) found that to support success in the implementation of online learning that aims to increase student learning motivation, namely by holding Special Contribution (SC) given to students who are most active or diligent in the classroom, so students who initially feel lazy to learn finally contract their passion for having the spirit of learning. Learn, because without them realizing, fighting over the extra point is a challenge where they want to show creativity or work that they have so that they grow more than before. There are various ways for students to get a Special Contribution (SC). Even with unexpected treatment, students can get Special Contribution (SC). The small appreciation is given to anyone who wants to contribute more. This action, can positively impact carrying out online learning.

Based on some relevant research, it can be seen that this online or online learning significantly influences students' learning interests. Therefore, this research is important to see the latest developments of the influence of online learning for student interest, especially in students PGSD Yogyakarta State University, then research on the influence of online learning on student learning interests. This research aims to find out the influence of online learning on the learning interests of PGSD students of Yogyakarta State University during the Covid-19 pandemic.

## **METHODS**

The method used in this research is quantitative methods of external research. Quantitative methods are methods used to study populations and samples, using research tools in collecting data and studying statistical data to test specific hypotheses. (Sugiyono, 2013). Exposure Is a type of research in which independent variables occur when researchers first observe dependent variables (Sukardi, 2003). In addition, in other opinions, this type of ex post facto research is a study in which a person examines events that have occurred to know the cause of behavioural changes in an event or on free variables as a whole after they occur (Widarto, 2013).

There are two variables in this study, namely bound and free variables, where online-based learning as a variable (X) and the interest of PGSD UNY students as variables (Y). This research was conducted at Yogyakarta State University, Elementary School Teacher Education Study Program (PGSD) located in Yogyakarta City, in semester four students of 4F grade 4F literacy courses in elementary school. The population of this study is all students of the 4th semester of elementary school teacher education study program amounting to 307 students using simple random sampling techniques, samples taken amounting to 40 students, namely from class 4F. In collecting research data, researchers used questionnaires by utilizing Google form and then shared through WhatsApp class groups questionnaires that were shared in the form of questions about online learning activities and student learning interests.

The method of data analysis and calculation in this study uses descriptive statistical analysis as well as inferential analysis.

*a. Descriptive analysis*

The data in the study was analyzed using descriptive or described statistics. The variables described are online learning and interest in learning in PGSD students of Yogyakarta State University.

*b. Inferential analysis*

Before conducting the hypothesis/correlation test, the researcher conducts several statistical prerequisite tests, including validity tests, rehabilitation tests, normality tests, and linearity tests.

*1) Validity test*

This validity test shows the truth between the data of the study subject and the data that has been obtained by researchers (Sugiyono, 2014). This validity test is done to determine whether or not the questionnaire or questionnaire was used at the time of the study.

*2) Rehabilitation test*

Rehabilitation refers to the level of reliability, reliability, consistency or stability of measurement results (Indrawati, 2015). To test the reliability of a research instrument, using Cronbach's alpha formula (Riduwan, 2010). Cronbach's Alpha is a formula used to check the reliability of measurement. A confidence or alpha factor of 0.6 or higher indicates that the device is reliable(Reliable). Research tools can be declared reliable if they obtain a reliability value of at least 0.6 (Sugiyono, 2012). In testing or calculating the validity and reliability tests, researchers utilized Microsoft Exel and SPSS Version 21.

*3) Test of normality*

The main purpose of the normality test calculation in the study is to find out whether the data obtained is normal or vice versa. Normality test conducted with Kolmogorov Smirnov through SPSS Application 21. Research data can be said to be normal if obtained a significant value of  $>0.05$ .

*4) Linearity test*

In testing Linearity Deviation from Linearity on this study, researchers used SPSS 21. This test aims to find out whether the two are linearly researched or not. The data will be linear if the significant value  $> 0.05$ .

*5) hypothesis test/correlation test*

The Pearson product-moment test is one of several types of relationship tests used to understand the relationship between two variables in a range of proportional scale if the acquisition of 1, -1 means an entirely negative correlation, 0 means no correlation, and 1 means a completely positive correlation.

**FINDINGS AND DISCUSSION**

*1. Descriptive analysis test results*

After the researcher conducted descriptive statistical tests on questionnaire data that has been obtained, the following results were obtained:

**Table 1. Descriptive Statistic**

	N	Range	Min	Max	Mean	Std. Deviation	Variance	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
Learning	40	25	70	95	81.10	6.942	48.195	-.963	.733
Interest	40	25	70	95	82.93	6.228	38.789	-.285	.733
Valid N	40								

Source: Author Processed Using SPSS 21

The table is the result of descriptive analysis using SPSS 21. Online learning questionnaires shared through WhatsApp to 40 students obtained a mean score of 81.10 with a maximum score of 95 and a minimum score of 70. Based on the descriptive statistical analysis results, it can be

concluded that online learning questionnaires in PGSD students of Yogyakarta State University are categorized as good.

Furthermore, for the study interest of PGSD students of Yogyakarta State University based on the results of descriptive analysis using SPSS 21 obtained results, namely from 40 respondents with a mean score of 82.93, a top score of 95 a low score of 70. So the results of the analysis showed that the study interest of PGSD students of Yogyakarta State University was in a good category.

## 2. Inferential Analysis Test Results

The following researchers present the results of data analysis and hypothesis testing, namely as follows:

### Validity Test

Based on the measurement validity test results conducted by the researcher through SPSS 21 software, with a significance level ( $\alpha$ ) = 0.05. The number of samples ( $n$ ) = 40 respondents, then the results obtained from the validity test are  $r_{table}$  of 0.312. The result shows the  $r_{hitung}$  value  $>$   $r_{table}$ , with a significance of 5%, Value  $N_{40} = 312$ . Then it can be concluded that online learning questionnaires and learning interests are declared valid.

### Reliability Test

In order to make it easier for researchers to calculate data reliability tests and the results of this study, researchers take advantage of the use of Microsoft Excel for Windows and Statistical Program of Social Science (SPSS) version 21. The following is a table of reliability test results from this study:

**Table 2. Reliability test Variabel X**  
**Reliability Statistic**

Cronbach's	N of Items
Alpha	
.868	20

Source: Author Processed Using SPSS 21

When viewed the reliability test results table using SPSS 21 in online learning, it obtained an  $\alpha$  value of 0.868. The result can be declared reliable because the  $\alpha >$  0.6.

**Table 3. Reliability test Variabel Y**  
**Reliability Statistic**

Cronbach's	N of Items
Alpha	
.893	25

Source: Author Processed Using SPSS 21

Based on the reliability test results using SPSS on student learning interests obtained an  $\alpha$  of 0.893. The result can be declared reliable because the  $\alpha >$  0.6.

### Test of normality

The normality test in the study was conducted using SPSS 21 software and obtained the following results:

**Table 4. One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		40
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	4.44973895
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.064
Kolmogorov-Smirnov Z		.718
Asymp. Sig. (2-tailed)		.681

a. Test distribution is Normal.  
 b. Calculated from data.

Source: Author Processed Using SPSS 21

Based on the table of normality testing results obtained online learning data and testing the normality of student learning interests, it can be concluded that the results of online learning variable data and student learning interests have a significance value of 0.681. This data is normal distribution because the value obtained from learning data is  $0.681 > 0.05$ . So researchers can conclude that residual values are normal.

*Linearity test Groups*

**Table 5. ANOVA Table**

		Sum of Squares	df	Mean Square	F	Sig.
Minat * Daring	(Combined)	557.775	16	34.861	2.700	.206
	Linearity	82.568	1	82.568	6.394	.019
	Deviation from Linearity	475.207	15	31.680	2.453	.326
	Within Groups	297.000	23	12.913		
	Total	854.775	39			

Source: Author Processed Using SPSS 21

The ANOVA table analyzed using the SPSS 21 application shows that the Deviation from the Linearity value is 0.326. Since the deviation from linearity value  $> 0.05$ , there is a linear relationship between the free variable and the bound variable. So it can be concluded that the data analyzed had a linear relationship.

*Hypothesis Test/Correlation Test*

The results of Pearson product test calculations using the SPSS 21 application are shown in the following table:

**Table 6. Result Hypothesis Test/Correlation Test**

		Daring	Minat
Daring	Pearson Correlation	1	.562
	Sig. (2-tailed)		.000
	N	40	40
Minat	Pearson Correlation	.562	1
	Sig. (2-tailed)	.000	
	N	40	40

Source: Author Processed Using SPSS 21

The significance value of the analysis test using the SPSS 21 application for online learning is 0.000 for its signification learning interest which is 0.000. Based on the value of significance, there is a relationship or correlation between variable X and Variable Y. From the table, we know that Pearson Correlation for online learning variables is 0.562 and for learning interest variables 0.562. Variable X to variable Y correlates with the degree of relationship, i.e. moderate correlation with positive relationship forms. So the researchers concluded that online learning activities increase students' learning interest.

Because  $h_a: r \neq 0$  with a significance level of 0.05, obtained  $r_{hitung} = 0.562$  from  $N = 40$  and error rate of 1% can be concluded  $r_{hitung} > r_{tabel}$ , there is a relationship between online learning and student learning interests with a very strong level of interpretation. Based on the results of the study found that during the implementation of online learning, students play an active role and do not reduce the spirit of students in learning. This is shown in the results of learning interest questionnaires in the good category. Most students participate enthusiastically in the classroom and learn more flexibly in the learning process. This online learning gives more flexibility, trains students to learn independently regardless of distance and time, and many other positives that can improve the ethos of learning. This is in accordance with research conducted by Syarifah Hikmah Jamil et al. (2020) which found that with the supporting things of learning during the online teaching and learning process, which includes the attitude of students' internet use, student perception, student experience, and financial conditions have a significant impact on students' learning interests. These things can increase students' interest in online learning because it is a fairly efficient supporting component in smooth learning activities.

Based on the results of descriptive analysis, this online learning process affects students' interest in learning. It is seen that there is a fairly high enthusiasm from students when participating in online learning. As stated by Oknisi, N., & Suyoto, S. (2019), online learning indirectly trains student independence in learning so that students can further improve the quality of learning by trying to learn new things independently through online applications that develop. Although there are some obstacles during the online learning process, it does not reduce the spirit of students in learning. Kuo et al. (2014) state that the online learning process is more student-centered which causes them to bring responsibility and autonomy in learning.

High levels of student engagement can be achieved when online instruction is closely linked to the activities of teachers or lecturers who are committed to their subject matter and who use a variety of instructional strategies to keep things fresh and interesting for their students despite the absence of face-to-face interaction. Teachers and lecturers can use various strategies to help students learn in the classroom, including the following: 1) The learning curve should be set. 2) Boost your spirits. 3) Ensure that the learning environment is pleasant. 4) Create a wide range of engaging teaching strategies. 5) Recognize and celebrate each student's accomplishments. Assess the student's performance. Constructively comment on students' work, and encourage students to compete and collaborate. As a result, students' morale will be boosted (Suharni, 2019).

Jamil and Aprilisanda (2020) estimate that a number of factors influence students' motivation to learn, including their personal experience and perception, how they use technology, and their financial situation. As Al-Salman and Haider (2021) also stated, online learning can enhance students' educational experience. Learning methods, media, and the learning environment structure are all part of the preparation, implementation, and assessment of online learning that can increase student motivation. Online learning largely depends on three factors: technology, teacher characteristics, and learner characteristics. According to (Andrianto Pangondian, Insap Santosa, and Nugroho 2019), all three are equally important. In order to achieve their cold learning objectives, online learning organizers must be able to provide adequate technology, as well as teachers who play a central role in the learning and teaching process and who must be able to play their part well.

## CONCLUSION

According to the study's findings, online learning affects students' learning interests, namely that the existence of online learning does not diminish students' spirit of inquiry and demand for knowledge. The hypothesis test results indicate that the relationship between Variable X and Variable Y has a moderate correlation with a positive relationship. Success in learning activities is critical with the autonomy of learning and student interest. This is necessary when learning is conducted online due to the covid-19 pandemic; in addition to students' interest in learning, the role of teachers or lecturers also plays a role in the success of the learning process. Lecturers must be innovative in their approach to developing innovative methods and strategies that will capture students' attention and increase their interest in learning.

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