BIO-INOVED
Jurnal Biologi-Inovasi Pendidikan
Volume 4, Issue 2, June 2022 page. 181-186

P-ISSN : 2684-9062 | E-ISSN : 2714-9803
https://ppjp.ulm.ac.id/journal/index.php/bino
DOI: 10.20527/bino.v4i2.12742

Increasing interest and learning motivation SMP Swasta Anak Bangsa on science learning in the COVID-19 pandemic

Nurhabibab, Ika Chastanti *

Study Program of Biology Education, Faculty of Teacher Training and Education, Labuhanbatu University, Labuhanbatu, North Sumatera, Indonesia

**Corresponding Author Email:* chastanti.ika@gmail.com

Article Information

Keyword:
Enhacement; Interest; Motivation; Learning; COVID-19

Kata Kunci:
Peningkatan; Minat; Motivasi; Pembelajaran; COVID-19

History:
Received : 12/02/2022
Accepted : 13/06/2022

Abstract

Online learning during the COVID-19 pandemic generally reduces student interest in education. This study aims to analyze the factors causing the decline in students' interest and motivation and formulate solutions to solve them. This research is descriptive qualitative research. The data collection technique is done through intentional sampling, the data collection technique is done through interviews and questionnaires, and the data analysis technique uses the Miles and Huberman model. Based on the study's results, it is known that the increase in students' interest and motivation to learn science during the COVID-19 pandemic has not been fully achieved. Students have difficulty understanding the material taught by the teacher with a percentage of 86%, learning concentration difficulties at 84%, enthusiasm at 81%, and the level of boredom reaches 82%. The results of interviews with teachers and students showed that problems in understanding science learning activities were caused by the lack of interest and motivation of students and facilities and infrastructure, and caused by an unstable internet network. Therefore, motivation and interesting learning tools are needed to increase student interest in learning.

Abstrak

Pembelajaran online pada pada masa pandemi COVID-19 umumnya mengurangi minat belajar siswa. Penelitian ini bertujuan untuk menganalisis faktor-faktor penyebab menurunnya minat dan motivasi siswa, dan merumuskan solusi untuk menyelesaikannya. Penelitian ini merupakan penelitian deskriptif kualitatif, teknik pengumpulan data dilakukan melalui intensional sampling, teknik pengumpulan data dilakukan melalui wawancara dan angket, dan teknik analisis data menggunakan model Miles dan Huberman. Berdasarkan hasil penelitian diketahui peningkatan minat dan motivasi siswa untuk belajar IPA selama pandemi COVID-19 belum sepenuhnya tercapai, siswa mengalami kesulitan memahami materi yang diajarkan guru dengan persentase 86%, kesulitan konsentrasi belajar 84%, penyajian 81%, dan tingkat kebosanan mencapai 82%. Hasil wawancara dengan guru dan siswa menunjukkan bahwa kesulitan dalam memahami kegiatan pembelajaran IPA disebabkan oleh kurangnya minat dan motivasi siswa serta sarana dan prasarana serta disebabkan oleh jaringan internet yang tidak stabil. Oleh karena itu, diperlukan motivasi dan sarana belajar yang menarik agar dapat meningkatkan minat belajar siswa.

© 2022 BIO-INOVED : Jurnal Biologi-Inovasi Pendidikan

A. Introduction

The spread of COVID-19 that hit various countries in the world caused the first global health crisis in the millennium era. Large organizations or UNESCO that handle education, science, and culture under the United Nations say approximately 300 million.

Students worldwide are very disturbed by changes in learning regulations in schools and universities, with the existence of a national policy to implement online learning. Starting from the city center to the countryside (Harefa et al., 2020)

The spread of a new virus outbreak called COVID-19 has caused so many deaths in almost all countries worldwide. Researchers suspect that the virus originated in a traditional market in the Chinese city of Wuhan that sells a wide variety of fresh, wet animals traded for consumption, including bats and pangolins that eventually transmit the virus to humans. The World Health Organization has confirmed that COVID-19 is transmitted through droplets or droplets from an infected person through conversation, sneezing, or coughing. Therefore, world governments recommend and even instruct citizens to always maintain health and hygiene by washing their hands, wearing masks, keeping a distance, and covering their mouths when sneezing (Abdusshomad, 2020). Meanwhile, according to Ru'iya et al. (2021), the COVID-19 situation requires everyone to improve self-discipline by not doing much outside the home, keeping a distance, wearing masks, washing hands with running water, and using soap to keep things healthy, and healthy living. Maintaining health is the primary key for a student to be able to learn actively outside the school environment as well as inside the school environment.

Education is a way that can provide experience, knowledge, and skills for someone to have a better life. Moreover, a student can accept these three skills through curiosity that arises from a person. It can lead to a desire to understand aspects that exist in nature (Arifin et al., 2017).

Science education study supports basic concepts such as natural sciences, compiled through an educational approach and psychological considerations. This study is needed in every student's life, starting from the elementary, junior high, and high school levels, to prepare students for continuing education at the same higher level (Arifin et al., 2017).

Interest is attention that contains elements of feeling. Interest is an impulse or desire in a person for a particular object (Tanjung et al., 2021). Meanwhile, according to Nasrah (2020), motivation is encouragement from someone to change mindset and behavior in a more advanced direction in achieving goals. Finally, learning is an effort that is done through a person's process to obtain changes in behavior through experience and others that have been done alone as a result of experience and interaction between teachers and students (Fadillah, 2016).

Interest includes a psychological factor that has a role as a desire, understanding, interest, curiosity, and a tendency which is an essential basis for doing activities well. In general, the cause of the low interest of students in learning science is that teachers use more lecture methods and less varied learning models that lead to less than optimal classes, such as a monotonous class atmosphere so that student achievement decreases (Islamiah, 2019).

Motivation is a process of direction, reinforcement, willingness, desire, and hope to encourage a student to carry out learning activities, so that direction in learning can be achieved (Lusiana et al., 2021).

According to Nasrah (2020), motivation consists of two parts in online learning: intrinsic and extrinsic motivation. Extrinsic methods include online education, teachers, online learning media, exams or assignments, family, friends, and the environment.

The use of learning media must be interesting so that students can interact and learn in a fun way in a comfortable and conducive learning atmosphere (Rachmadtullah et al., 2018).

An online learning system must maintain the ability of the lessons being taught. It isn't easy to understand how to apply online learning as a senior teacher. In addition, the internet being used simultaneously by many students causes the internet connection to become unstable (Yanto et al., 2021).

As an educator, you must understand a student's attitude of interest and understanding in ongoing learning to increase student interest in learning science subjects. Teachers can implement new learning models to trigger students' interest in learning by carrying out active, creative learning activities related to learning experiences. This method aims to make science lessons that were initially very boring for students can turn into fun and interesting lessons (Hutari et al., 2015). Students with good learning motivation will also show good learning outcomes (Sihombing et al., 2021).

The main obstacle to interest in learning at the SMP Swasta Anak Bangsa during the COVID-19 pandemic is the change in learning patterns and

systems from face-to-face to online learning. This change has been regulated in the Circular of the Ministry of Education and Culture number 4 of 2020 regarding the implementation of learning during the COVID-19 pandemic. As a result, the learning process is carried out from home through a predetermined application. In addition, the obstacles experienced by students when studying science were in the form of a lack of PLN income and not having advice and infrastructure such as laboratories and textbooks for teachers and students to handle.

It is necessary to analyze interest in learning science during the COVID-19 pandemic. The aim is to discover the obstacles to interest in learning that occur in SMP Swasta Anak Bangsa. By knowing the types of learning interest constraints experienced by students and the factors that influence them, the teacher can provide solutions according to the problems faced by a student.

B. Material and Method

This study used a qualitative descriptive research approach to provide an analytical description of the increased interest in learning of SMP Swasta Anak Bangsa students in science learning during the COVID-19 pandemic. The object of this research was the science teacher of SMP Swasta Anak Bangsa and class VII students with 25 respondents. The study used a qualitative descriptive approach with a purposive sampling technique. This technique determines the sampling itself according to the research objectives so that it is expected to be able to answer the researcher's problems. Using the Miles and Huberman model, the data analysis technique was descriptive and qualitative. The method through 3 stages: (1) data reduction, namely (a) summarizing direct box data with objects, situations, events, and research locations, (b) coding, (c) making objective notes, (d) making accurate reflective notes, (e) marginal note-taking, (f) data storage, (g) memo making, (h) inter-site analysis, (i) inter-site interim summary. (2) Display data by compiling narrative text. (3) Verify the withdrawal stage.

C. Results and Discussion

Based on the results of research that has been carried out by researchers regarding the analysis of increasing interest in learning of SMP Swasta Anak Bangsa towards science learning during the COVID-19 pandemic, data obtained in the form of interviews and questionnaires. Research data using interviews is a response from an interviewed teacher, then describe the data. The data in the questionnaire form is a response given by respondents to students from the distribution of questionnaires that have been distributed through google forms and manual questionnaires. Respondents in this study were students of class VIII and class IX, totaling 23 students in a questionnaire containing four indicators and reduced to 20 statements filled out by respondents in the hope of describing the interests faced by respondents in learning science. Based on the questionnaire form, research results on student interest in science learning during the COVID-19 pandemic can be seen in table 1.

Table 1 Questionnaire of students' interest and motivation in learning science

No	Indicators	Result
1	Lack of student interest in learning	81%
2	Students find it difficult to understand the material taught by the teacher	86%
3	Students find it difficult to concentrate in learning	84%
4	Students are not enthusiastic in online learning	81%
5	Students get bored easily in doing assignments	80%

Based on the results obtained from the student questionnaire above, it shows the highest indicator, namely the indicator that students have difficulty understanding the material taught by the teacher, in the form of 86%, and the lack of student interest in learning reaches 84%. While the percentage of students who are not concentrated and not enthusiastic about learning is 81%, students who get bored quickly in doing assignments reach 82%—students who claim to meet these indicators.

To support the questionnaire results, researchers used interviews with respondents. Teachers were conducted with science teachers at the SMP Swasta Anak Bangsa to analyse student improvement in science learning during the COVID-19 pandemic.

Lack of Student Interest in Learning

The results prove that the student's lack interest in learning science is 81%. The COVID-19 pandemic greatly affected student interest in learning because during this pandemic, the learning system was done by the SMP Swasta Anak Bangsa used online learning media, and the teacher system in doing learning was only through the division of tasks and attendance, so that students did not have interest and interest in learning.

As educators, we must know every characteristic of students, in the situation and understanding of a student when listening and

paying attention to the learning process directly inside or outside the room. Although students have different abilities and understandings, some students have a great IQ or understanding without experiencing difficulties in understanding a lesson. Conversely, some students have an IQ below the average. As educators, we must adjust so that students can understand the material that has been taught, thereby triggering a student's interest in the learning process (Thaib, 2013).

Students experience a drastic decrease in interest in learning, which triggers interest in learning because they share a different learning process. Initially, face-to-face was changed to online learning by doing a lesson at home through a communication device or cellphone, making students more motivated to learn. The cellphone is compared with the learning that has been given.

The problems experienced at the SMP Swasta Anak Bangsa are in the form of a lack of quality in the learning process and the common understanding of a student in the lessons in the school so that there is a lack of interest of students in carrying out the learning process. This assumption means that the success or failure of the achievement that has been focused on depends on how students experience the response. However, there are many schools that I have met with learning outcomes that are below the set average.

Students find it challenging to understand the material taught by the teacher

Based on the research results, it is known that the teacher only explains learning through one method, namely the lecture method. Methods that are not mixed impact students not being interested in participating in the learning process. The teacher never does practicum during online learning, so students have difficulty understanding the material. Education can be said to be successful if a student understands and understands the material presented by a teacher. According to Law Number 14 of 2005, a teacher is a professional educator with the main task of educating, teaching, directing and educating. A teacher must also be able to be a good reflection because a teacher looks like a model for students in terms of appearance and lifestyle. Therefore a teacher must set a good example for his students (Budiarti & Muhammad, 2013). Professional teachers carrying out learning should use learning methods that are varied, effective, and fun. The goal is for students to be enthusiastic about participating in the learning process to achieve top grades and not have learning difficulties (Maruya, 2016).

An educator must understand the material to be taught to students and use methods easily understood by students. However, teachers who are only dominant in one learning method often occur, so students feel bored and find it difficult to understand the material being taught (Winasis, 2010). For example, one is in science learning when the teacher is too focused on one learning method while students are not allowed to discuss. This causes students difficulty in understanding the material.

Efforts to overcome students' difficulties in understanding learning are to use learning methods that are not boring, active, and varied. In addition, the available facilities and infrastructure are utilised optimally.

Students Are Not Enthusiastic in Online Learning

The results show that it can be seen from the diagram above that online learning results in a balanced student interest with a learning interest of 81%. However, and from the effects of interviews obtained with teachers since learning was carried out using an online system, students' interest, and enthusiasm greatly decreased because they learned face-to-face and were replaced by online learning and applications that bored students while participating in education. Furthermore, the learning method implemented by the teacher is monotonous, only giving assignments and then collecting them, and after that, the teacher provides new tasks.

Online learning can be used as a solution to overcome learning problems that are set, such during the current pandemic, the learning system is very limited and must learn at home using predetermined applications such as the Google classroom application, Zoom, and many more so that students are still can learn without falling behind on the material being taught. However, there are many obstacles and obstacles experienced when the implementation of online learning takes place, namely network barriers that cause disconnected connections so that learning that has been followed loses concentration and triggers a lack of student interest in participating in online learning (Mahbub, 2021).

Students of SMP Swasta Anak Bangsa are not enthusiastic about participating in online learning because of network problems because the school's location is very far from the city center. Hence, the network is very difficult to reach. The main factor in the issue is electricity. From the results of interviews with teachers that efforts to ensure that the SMP Swasta Anak Bangsa students do not miss

the learning materials, the teachers took the initiative to do private lessons at the students' homes and give assignments manually using paper containing questions for students.

Students get bored easily doing assignments

It can be seen from the results of the diagram that students get bored easily in doing assignments and have a percentage of 82%. This can happen because of the large number of tasks given by the teacher to students and the lack of motivational encouragement, which triggers boredom in students.

According to Mulyasa in Sihombing et al. (2021), motivation is one of the main factors affecting high and low student learning outcomes. Students with good learning motivation will get good learning outcomes, and with diligent effort based on motivation will be able to create maximum achievement. An educator who has an interest and motivation in learning will naturally feel enthusiastic and can focus his attention on learning (Taufiq et al., 2021).

Motivation can be seen as a mental impulse that moves and leads to human behavior, including behavior in learning related to the existence of a desire, goal, goal, and expectation (Idzhar & Bantaeng, 2016). Motivation is a mental impulse to carry out activities and initiatives to develop actions to achieve goals (Susilo, 2012). The teacher is a travel guide based on knowledge and experience as well as responsibility in communicating or interacting with students for learning achievement (Suprihatin, 2015).

The main factor causing the SMP Swasta Anak Bangsa students to get bored easily in doing the assignments given by the teacher because students do not understand the material being conveyed, and the tasks assigned are too many, which triggers students' boredom doing them. Therefore, efforts so that students do not get bored easily in doing jobs, it would be nice as an educator to change the given task system and involve different tasks, such as changing the making of varied terms by using new learning methods, so that students do not get bored easily and enthusiastically do the homework.

D. Conclusion

The main constraint factors in learning science at the SMP Swasta Anak Bangsa are students who have difficulty understanding the material taught by the teacher get 86%, students who lack concentration during learning get 84%, and students who are less interested and enthusiastic in learning get 81%. Students who experience boredom in doing assignments get 82%. In this assessment aspect, a teacher must pay more attention and motivate students when learning. If students start to feel bored and not concentrating, this is the time for a different learning method to be needed. As in science learning, the teacher can relate the material to the surrounding environment. Variations in learning methods can make students curious and enthusiastic about participating in the learning process.

E. Acknowledgement

The authors would like to thank, in particular, the principal of the SMP Swasta Anak Bangsa who has permitted the researcher, the science teacher, and all eighth-grade students who have agreed to become respondents.

F. References

Abdusshomad, A. (2020). Pengaruh COVID-19 terhadap penerapan pendidikan karakter dan pendidikan Islam. *QALAMUNA: Jurnal Pendidikan, Sosial, dan Agama*, *12*(2), 107–115.

Arifin, M. Y., Kirana, T., & Widodo, W. (2017). Pembelajaran inkuiri terbimbing untuk meningkatkan kemampuan bernalar siswa kelas VI berbantuan media buku Pop Up. *Jurnal Penelitian Pendidikan IPA*, *2*(1), 6–14.

Budiarti, L., & Muhammad, H. N. (2013). Upaya guru dalam meningkatkan minat belajar di dalam pembelajaran pendidikan jasmani melalui permainan di sekolah dasar (Study pada siswa kelas III SDN Sawotratap I). *Jurnal Pendidikan Olahraga Dan Kesehatan*, *1*(3), 600-603.

Fadillah, A. (2016). Analisis minat belajar dan bakat terhadap hasil belajar matematika siswa. *MATHLINE*, *1*(2), 113–122.

Harefa, N., Tafonao, G. S., & Hidar, S. (2020). Analisis minat belajar kimia siswa melalui pembelajaran berbasis multimedia. *Paedagoria: Jurnal Kajian, Penelitian dan Pengembangan Kependidikan*, *11*(2), 81–86.

Hutari, H., Mardiana, M., & Suryansyah, S. (2015). Upaya meningkatkan minat belajar siswa pada mata pelajaran Ilmu Pengetahuan Alam (IPA) dengan model quantum teaching di Kelas V Sekolah Dasar. *Jurnal Pendidikan Dasar*, *3*(2), 166–174.

Idzhar, A. & Bantaeng, S. M. K. N. (2016). Peranan guru dalam meningkatkan motivasi belajar siswa. *Jurnal office*, *2*(2), 221-228.

Islamiah, I. D. (2019). Pengaruh minat belajar siswa terhadap prestasi belajar matematika di SMKN 1 Cihampelas. *Juornal On Education*, *01*(02), 451–457.

Lusiana, N., Poerwanti, J. I. S., & Matsuri, M. (2021). Hubungan antara motivasi belajar dan disiplin belajar dengan keterampilan berpikir kritis ips materi interaksi manusia dengan lingkungan dan pengaruhnya pada anak didik kelas V. *Didaktika Dwija Indria, 9*(1).

Mahbub, M. A. (2021). Optimalisasi penggunaan learning management system (LMS) dalam pembelajaran virtual untuk guru di lingkungan lembaga pendidikan Ma'arif NU Jember. *Transformasi: Jurnal Pengabdian Masyarakat*, *17*(1), 107–116.

Maruya, S. (2016). Pengaruh kedisiplinan guru mengajar terhadap peningkatan motivasi dan hasil belajar siswa dalam pembelajaran aqidah di MIN 1 Kota Bengkulu. *Jurnal Al-Bahtsu*, *1*(2), 249-256.

Nasrah, A. M. (2020). Analisis motivasi belajaar dan hasil belajar daring mahasiswa pada masa pandemik COVID-19. *Riset Pendidikan Dasar*, *3*(2), 207–213.

Rachmadtullah, R., Nadiroh, N., Sumantri, M. S., & Zulela, M. S. (2018, November). Development of interactive learning media on civic education subjects in elementary school. In *Annual Civic Education Conference (ACEC 2018)* (pp. 289-292). Atlantis Press.

Ru'iya, S., Kistoro, H. C. A., Sutarman, S., & ... (2021). Upaya meningkatkan minat belajar siswa di masa pandemi COVID-19 melalui media komik. *Community Empowerment*, *6*(6), 1021–1028.

Sihombing, S., Silalahi, H. R., Sitinjak, J. R., & Tambunan, H. (2021). Analisis minat dan motivasi belajar, pemahaman konsep dan kreativitas siswa terhadap hasil belajar selama pembelajaran dalam jaringan. *Jurnal Pendidikan Matematika : Judika Education*, *4*(1), 41–55.

Suprihatin, S. (2015). Upaya guru dalam meningkatkan motivasi belajar siswa. *Jurnal Pendidikan Ekonomi UM Metro, 3*(1), 73-82.

Susilo, A. B. (2012). Pengembangan model pembelajaran IPA berbasis masalah untuk meningkatkan motivasi belajar dan berpikir kritis siswa SMP. *Journal of Primary Education, 1*(1), 57-63.

Tanjung, R., Ritonga, T., & Siregar, E. Y. (2021). Analisis minat belajar siswa dalam pembelajaran daring pada masa pandemi COVID-19 di Desa Ujung Batu Barus. *MathEdu (Mathematic Education Journal)*, *4*(1), 88–96. http://journal.ipts.ac.id/index.php/MathEdu

Taufiq, A., Siantoro, G., & Khamidi, A. (2021). Analisis minat belajar dan motivasi belajar siswa terhadap pembelajarandaring PJOK selama pandemi Coronavirus Disease (COVID-19) di MAN 1 Lamongan. *Jurnal Education and Development, 9*(1), 225-225.

Thaib, E. N. (2013). Hubungan antara prestasi belajar dengan kecerdasan emosional. *Jurnal Ilmiah Didaktika*, *8*(2), 384–399.

Winasis, S. (2010). *Penerapan metode student teams achievement divisions (stad) disertai authentic assessment untuk meningkatkan partisipasi dan penguasaan konsep dalam pembelajaran biologi siswa kelas viia smp negeri 3 nguter*. (Skripsi FKIP, Universitas Sebelah Maret, Surakarta).

Yanto, N., Wahyuningsih, S., & Suharno. (2021). Analisis minat belajar peserta didik sekolah dasar di rumah sebagai dampak pandemi COVID-19. *Jurnal Pendidikan Dasar*, *9*(1), 52–57.