

Teacher's Perspectives: Learning Interest of the Fourth Grade Students in State Elementary School 2 Bunder during the COVID-19 Pandemic

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ABSTRACT

The COVID-19 pandemic has affected the education sector. This can be seen in the shift in the education system from offline to online learning at all levels of education. Elementary schools are one of the educational institutions that implement the online learning system. Indeed, this affects the student's learning interests as they are required to learn from home. This study used the qualitative description method. This study aims to identify the student's learning interests during the implementation of online learning. The results of the study showed that the students tended to have lower learning interests during the pandemic. This condition was influenced by boredom and a lack of monitoring from teachers and parents during the learning process.

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1. INTRODUCTION

Technology develops over time. Indeed, it is followed by the development in the world of education. Technological development provides both benefits and challenges. Education has to adapt to this technology by utilizing the rapid flow of information and technology for students' learning, especially during learning from home due to the pandemic. The government has implemented some policies to stop the transmission of the virus, for example, self-isolation, travel restrictions, and working, studying, and worshipping from home (Yunitasari & Hanifah, 2020). In the education sector, in order to stop the transmission of the virus, the government has implemented distance learning or online learning from preschool to university levels (Arifa, 2020).

Based on Circular Letter Number 2 of 2020 concerning Prevention and Handling of COVID-19 within the Ministry of Education and Culture and Circular Letter Number 3 of 2020 concerning Prevention of Covid-19 in Education units, the learning process continues even though it does not complete all the curriculum. The implementation of online learning is a solution to ensure the continuity of the learning process. The application of online learning allows students to learn without having to come to school.

The implementation of online learning utilizes the available technology. A survey conducted by the Ministry of Education and Culture concerning learning from home reported that nationally, learning was carried out by giving assignments (80.7%) and providing material interactively (59.6%) (Ministry of Education and Culture, 2020). A study by (Prawanti & Sumarni, 2020) showed that the use of technology was not optimal as indicated by the continuous use of WhatsApp for giving assignments to students. Another study by (Al Ghozali & Fatmawati, 2021) revealed that learning is only done by giving assignments via WhatsApp. During online learning, students feel more depressed because of too many assignments (Irza, 2021).

The Circular Letter Number 4 of 2020 regarding the implementation of education policies in emergencies due to the spread of Covid-19 stated that learning from home covers a) sharing meaningful experiences in learning without burdening students to achieve complete curriculum achievements, both to go to the next grade and graduation; b) focus on learning for life skills, including related to the pandemic; c) varied learning activities and assignments according to the student's interests and situation including accessibility to learning facilities and infrastructure at home; and d) beneficial qualitative feedback for learning products and evidence from the teacher, without requiring quantitative feedback or scores (Taradisa & Jarmita, n.d.). The implementation of online learning is not optimal, and so does the utilization of technology.

Online learning is carried out at all levels of education during the Covid-19 pandemic. WhatsApp is one of the applications used for online learning (Riadil et al., 2020). A previous study (Riadil et al., 2020) showed that in the teacher's view, the use of WhatsApp was very helpful in the implementation of online learning. Indeed, the implementation of online learning faced some obstacles as reported by (Febriyanti et al., 2022) for example, the changes in the learning atmosphere, student motivation, poor network, internet access, and difficulty in determining materials. Another barrier to online learning was students' interest in learning (Yunitasari & Hanifah, 2020). This cannot be separated from the boredom due to being unable to meet directly with other students and teachers. In line with this, (Tsalisah & Syamsudin, 2022) showed a decrease in students' motivation in learning and the negative impact of excessive use of cellphones which affects the student's mental health. Another obstacle is a decrease in the discipline of students who tend to neglect their tasks and do not obey the teacher in the online learning process.

Distance learning poses various problems such as the feeling of laziness and a sense of boredom (Asmuni, 2020). Learning interest is one of the factors affecting success in learning. Learning interest is a sense of interest in something or learning activities that arise without coercion (Ricardo & Meilani, 2017). Encouragement for someone to learn based on his/her interest can also be interpreted as learning interest. Learning interest and motivation are psychological factors affecting students' academic achievement (James Kpolovie et al., 2014). Interest can be interpreted as motivation from within or intrinsic motivation (Schiefele, 1991). During online learning, students' interest in learning decreased. A study (Febyanovi Inaya & Amrullah, 2021) found that students tended to be bored and felt bored when studying. The monotonous use of WhatsApp contributes to this boredom (Prawanti & Sumarni, 2020). Another study (Kartika Sari, 2021) showed an indication of a decrease in interest in learning which can be seen that during online learning, students feel bored and not enthusiastic because they do not meet their friends in person.

The implementation of online learning during the pandemic affects students' interest in learning. This present study examines the student's interest in learning at State Elementary School 2 Bunder in online learning during the pandemic. This study aims to identify the student's interest in learning during online learning in State Elementary School 2 Bunder during the pandemic.

2. METHODS

This study used the qualitative descriptive method. The subject of this study was the fourth-grade students of State Elementary School 2 Bunder. Data were collected from Interviews and observations completed with data triangulation. The interview was unstructured with guidelines in the form of

outlines of the problems that would be asked to the respondents (Sugiyono, 2013). The interview was conducted with the teachers who represented the school. The observations involved WA Groups that were used during online learning. Data analysis was based on Miles and Huberman (Rijali, 2019). The analysis covered 1) Data collection through interviews with teachers and observations of students; 2) Data reduction, where the obtained data were reduced or focused; 3) Data Presentation which is in the form of a description related to students' interest in learning in the online learning during the pandemic; and 4) Drawing conclusions.

3. FINDINGS AND DISCUSSION

The results of interviews with the teacher revealed that the learning process during the pandemic was carried out online in accordance with government recommendations. Online learning is carried out in all classes at State Elementary School 2 Bunder with the help of a WhatsApp group. The group consisted of the teacher and students/parents. All communication during the online learning used the WA group.

Based on the teacher's statement, online learning at this school was carried out using WhatsApp Groups for each class. As for the learning technique, the teacher gave assignments to students via WhatsApp Groups. The assignments were in the form of instruction to solve the questions and read thematic books. The student work was then collected at school the next day. Besides giving assignments in thematic books and worksheets, teachers sometimes sent videos for students to watch before doing the assignments.

In sports subjects, students were given assignments via WhatsApp Groups as well. Usually, the assignment was in the form of a picture of a certain movement. Then, students were required to imitate the movement and sent videos when they practiced the movement. After receiving the assignment, the students see or read the instructions from the teacher and then submit the results which were usually in the form of videos. The teacher set the schedule for submitting the assignment, namely no later than noon. However, some students demonstrate lethargic and less enthusiastic movement because they only perform alone which was different from face-to-face learning where students perform together. This condition indicates that students' interest in learning sports is relatively low where usually sport is the most favored subject.

This school faced some obstacles in implementing online learning, for example, the difficulty of knowing the level of students' understanding regarding the learning materials. Besides, the authenticity of student work cannot be ascertained. The results of student work cannot be checked whether students work on their own or not. Online learning was less effective as the teacher reported that during online learning some students did not understand the learning material. They were less interested in learning online which results in a less optimal understanding of the material conveyed.

The teacher also stated that sometimes some students did not submit the assignments. Indeed, the teacher reminded them immediately submit the assignments. Students tend to utilize their time to play games on their mobile phones. Learning through WA was less effective as indicated by many students who do not have a good understanding of the materials. Besides, students' interest in learning also tends to decrease.

The teacher reported that students' interest in learning during the application of online learning is lower than in offline learning as indicated by the late submission of the task or assignment. Moreover, students think that learning from home is like being on a school holiday as teachers have to always remind students to complete their assignments. This is because sometimes students have not submitted their work even though the deadline has passed.

The results of the observations showed that online learning was carried out by giving assignments through the WhatsApp group continuously. The assignment was then submitted the next day. However, in the sports subject, the submission was on the same day no later than noon. This supports the results of the interview with the teacher.

Moreover, the teacher also reminded students via WhatsApp to submit their assignments. This is an indication that students' interest in learning has decreased and this strengthens the findings of interviews with teachers.

The results of the interviews showed the teacher reported a decline in the student's scores during the implementation of online learning during the pandemic. This was because learning from home is less optimal. Students' interest in learning tends to decrease because students prefer to play games on their phones rather than study.

The implementation of online learning requires certain facilities to support the success of the learning. Some of the online learning supports include the internet network and the availability of devices (laptops, smartphones, and computers). Besides, it is also necessary to build a collaboration between parents and teachers who guide the student in learning activities.

The results of observations in September 2020 showed that students had difficulty when getting assignments from teachers in working on worksheets and student books independently. Parents also sometimes feel confused about the explanations in the student books. Students' interest tends to be low when they are required to read the book because they feel bored with the monotonous materials in the books. During online learning, students' interest in learning and understanding tends to be low (Dzalila et al., 2020; Magdalena et al., 2020; Sari et al., 2021). The results of interviews with one of the teachers at State Elementary School 2 Bunder revealed that students' interest in learning declined. This decline was caused by various factors (Sulistyawati, 2020; Wijaya et al., 2020).

Furthermore, (Yunitasari & Hanifah, 2020) stated that students' interest in learning tended to decrease in online learning as the learning activities are less interesting. A study (Adnan, 2020) showed that students felt that online learning did not increase their interest or motivation in learning more than conventional learning. The pandemic which has caused changes in learning face-to-face to online learning resulted in a decline in interest and motivation to learn.

The change from face-to-face learning to online requires more preparation. Readiness in learning affects the success of online learning (Andiarna & Kusumawati, 2020; Jamilah & Mulyadi, 2020; Widodo et al., 2020). The pandemic has become a big challenge in the education system which requires good preparation during and after the pandemic (Daniel, 2020; Firman & Rahman, 2020). Good preparation for learning during a pandemic will have a major impact on the implementation of online learning. Preparations have to cover both the learning system and the availability of supporting facilities and infrastructure for online learning. Parental support and facilities such as the availability of good internet access will better support online learning activities (Chen et al., 2021; Domina et al., 2021).

The teacher stated that in online learning, diligent students will find it easy to use the internet to help study from home. Meanwhile, some other students may have difficulty following learning from home as they feel that learning is just doing assignments from the teacher to be submitted later. Online learning activities during the Covid-19 pandemic provide opportunities and obstacles for both teachers and students. Online learning is a solution during the current pandemic, but its implementation is still not effective. This is in line with a previous study (Limbong, 2021) that learning has not been effective. The opportunities cover (1) increasing the ability to access information technology, (2) flexible learning that can be done at any time, and (3) more learning resources with various sources from the internet. The challenges were (1) more difficult to achieve the learning objectives, (2) poor network which can interfere with learning activities, and (3) increased costs for the internet (Lubis & Dasopang, 2021). Online learning requires students to carry out their own learning activities and involve parents in guiding the learning activities at home. However, student learning independence at home does not significantly affect interest in learning (Jamil & Aprilisanda, 2020). Students' interest in online learning varies according to students' attitudes toward using the internet in which diligent students' interests may be better than those who think that online learning is like a holiday.

The results of interviews with teachers revealed that online learning at State Elementary School 2 Bunder used WhatsApp Groups to deliver materials and give an assignment in the books or the form of videos. A teacher stated that students' interest in learning during online learning activities showed a

decrease even though the teacher used learning media such as videos, while the use of videos in face-to-face learning, students showed a higher interest in learning. This means that teachers have to be more creative in managing online learning to increase enthusiasm and reduce boredom during the learning process (Maulidina & Bhakti, 2020). Some ways can be used to increase students' interest in online learning and face-to-face learning (Mak, 2021; Yunitasari & Hanifah, 2020). In online learning, teachers and students are required to be able to immediately adapt to the situation during a pandemic. Teachers are forced by circumstances to be able to collaborate by utilizing technology in the implementation of online learning. Then, students and parents have to be able to collaborate with the teachers for the success of the learning.

Factors affecting students' interest in learning during online learning due to the COVID-19 pandemic were (1) lack of activities and boredom studying in front of the screen, (2) lack of supporting facilities, (3) difficulty in understanding material online or verbal instruction without followed by direct practice, and (4) low student's interest and understanding related to certain subjects (Dalimunthe et al., 2021). Factors causing the decline in students' learning motivation and interest during online learning covered (1) feeling lazy and bored due to learning for too long, (2) lack of learning facilities, and (3) lack of supervision by teachers and parents (Syamsuddin, 2021). This is in line with what the teacher explained in the interview that one of the obstacles in online learning is that many parents cannot guide their children due to busy working and teachers cannot directly monitor whether the students understand correctly or not. Support from parents and teachers highly affects the students' interest and motivation during online learning (Dewi, 2020; Marwa et al., 2020; Yana & Sari, 2021). (Kanojiya, 2020) stated that during online learning, students reported that they were less serious about studying. They were lazier and had no interest in learning. Even, during the discussion, students' motivation to participate is also low. Indeed, students join online learning but it is hard to know whether they are participating or just joining. Moreover (Radu et al., 2020) said some students did not have an interest in learning activities. The tendency that students' interest in learning is still low is a result of online learning due to the global pandemic.

Online learning faces some obstacles like poor network and the availability of mobile phones as a learning tool. This is in line with previous studies (Firmansyah & Minandar, 2021; Radu et al., 2020) that the poor network is one of the main factors affecting the implementation of online learning. Some students have to share mobile phones with their parents or siblings. When the parents are away going to work, the student has to postpone the study the parents come home. Parental assistance has been optimal because parents also have to work.

Problems related to interest in learning during online learning can be solved through various efforts including media, strategies, and IT-based teaching materials. The IT-based teaching materials can be applied in the use of e-modules. E-modules can be accessed from various electronic devices such as mobile phones or laptops. A previous study (Syahrial et al., 2019) showed that the use of ethno-constructivism e-modules can increase students' interest and motivation in learning. Another study (Agung et al., 2020) found that using e-modules can foster students' enthusiasm and focus in learning because e-module contains multimedia elements. E-modules are attractive and make students more enthusiastic about learning. Moreover, (Mahardika et al., 2021) stated that e-modules can also be accessed without the internet and they are light in size for mobile phones.

To increase interest in learning, the teacher can choose attractive learning media or apply various learning strategies. The use of comics media can also increase students' interest in learning as reported by (Ru'iyah et al., 2021). Then, (Magdalena et al., 2021) stated that the use of media can make students learn in a fun way. Besides the use of media, teachers can apply appropriate strategies to increase student interest in learning (Fadlilah, 2020). Fun and varied learning activities will foster student interest in learning and minimize the boredom in online learning during the pandemic.

4. CONCLUSION

Online learning is implemented at all levels of education including in State Elementary School 2 Bunder. The implementation of online learning utilizes WA groups for giving assigning. Online learning requires the best possible collaboration among teachers, students, and parents. However, students' interest in learning tends to be lower during online learning due to boredom for a long period of online learning. The obstacle to online learning is a lack of supervision from teachers and parents during the learning activities. Diligent students can easily follow online learning while those who are not diligent consider online learning as just for doing an assignment without learning.

This study has two limitations. First, it is only viewed from the teacher's perspective. Second, it is only carried out at one state elementary school. Future studies can focus on the use of interesting media or teaching materials to increase students' interest in learning.

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