

## **Analysis of Factors Affecting Student Interest in Studying in a Pandemic Period in Basic Social Sciences Elementary School Concepts**

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### **ABSTRACT**

Online learning is alternative learning that can be used so that teaching and learning activities can still be carried out during the COVID-19 pandemic. However, online learning activities have several obstacles that cause a decrease in interest in learning from some students. Interest in learning is the interest and willingness of one's soul to carry out activities happily to affect changes in knowledge, skills, and behaviour. The problem related to this research is the decline in interest in learning for Elementary School Teacher Education students in online learning for the Basic Social Sciences Elementary Concepts course. This study aimed to analyze the factors influencing student interest in learning in the Basic Social Sciences Elementary School Concepts during online learning. This article uses descriptive qualitative data collection techniques: interviews and observations of 2nd-semester students of class 2D Primary School Teacher Education study program. The data analysis technique used the Milles and Huberman model with data reduction, data presentation, and conclusion drawing stages. The results showed that out of 10 students, 2 students' interest in learning was stable, while the other 8 students' interest in learning decreased. The factors influencing student learning interest are 1) Internet networks, 2) Media and Learning Resources, 3) Communication between Lecturers and Students, and 4) Environment. This study concludes that online learning affects student interest in learning, especially in the Basic Social Sciences Basic Concepts subject for Elementary School.

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## 1. INTRODUCTION

On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of COVID; in the Circular, it was explained that the learning process was carried out at home through online/distance learning. (Goddess, 2020).

Online learning, or in a network, is a translation of the term, which means connecting to a computer network. In other words, it is learning without face to face directly between teachers and students but is carried out through the internet (online) from different places. (Santika, 2020). Online learning is the use of the internet network in the learning process. With online learning, students have the flexibility of learning time and can study anytime and anywhere. Students can interact with teachers using classroom, video conference, telephone or live chat, zoom, or WhatsApp group. Online learning is a new way of teaching and learning that utilizes electronic devices, especially the internet, to deliver learning. Online learning, completely dependent on internet network access (sangadah & Kartawidjaja, 2020), (Kuntum An Nisa Imania, 2019).

Online learning is also carried out at the university level. Students also use the internet to carry out the lecture process (Prawanti & Sumarni, 2020). This was started in 2020 after issuing a circular regarding implementing education policies in the emergency period of the spread of COVID-19. Online learning has become an alternative solution for lecturers and students during this pandemic. However, online learning at the tertiary level has challenges because many problems arise that are experienced by students when taking online lectures.

Several problems related to online learning are student readiness to master technology, unstable internet networks making it difficult to access learning media and challenging students to understand the material presented fully, time constraints, relatively high internet quota, and poor network connection. This resulted in boredom and laziness in doing the same thing on an ongoing basis and a decreased enthusiasm for learning, which was seen in 53 students. Only 25-50% were active and enthusiastic in learning activities using google meet.

Elementary Social Studies Basic Concepts is a compulsory subject that students must follow in semester 2. Social studies learning has been considered tedious and rote learning for students and less attractive because students are less motivated to learn social studies. The decline in student interest in learning during the pandemic significantly affects student understanding and learning outcomes. Therefore researchers are interested in analyzing the factors that affect student interest in learning the Social Sciences subject in the second semester of the Elementary School Teacher Education Study Program during online learning.

Interest is one of the most important internal factors in the learning process in helping achieve learning objectives. Students interested in learning about the course subject have a great curiosity and will try to improve their learning achievement. In simple terms, interest is a person's tendency to be interested in something or a desire that arises in a person to do an activity without coercion from anyone. (Ricardo & Meilani, 2017), (Arifah, 2012).

Interest and pleasure in learning, active participation, great attention and concentration, a sense of comfort in the learning process, and an increasing willingness to learn are indicators of interest. (Kusnayat et al., 2020). Interest in learning is also a driving factor for students' success in learning activities, where this interest arises from within students, which encourages students' learning perseverance. Interest arises when students feel that what they will learn follows their needs and is meaningful to them (Sitompul et al., 2019).

Interest functions as a driving force that comes from within a person to carry out a goal so that students are diligent to continue learning to obtain satisfactory results. (Primadhany & Puspansih, 2018). Learning with interest makes students learn better because they will have a high tendency toward something with interest in the heart. So interest in learning is a significant part and must exist in students because interest in learning is the key to success in learning activities. Students with a natural interest in learning will pay attention and try to understand the lessons delivered by educators so that it

affects understanding, changes in behaviour, and learning outcomes for each student. In this case, the lecturer only acts as a facilitator, meaning there is not too much interference from the lecturer in delivering learning materials to students. (Isra Hayati, 2016).

(Safari, 2015) argues that interest in learning is a choice of pleasure in carrying out activities and can arouse a person's passion for fulfilling his willingness to learn. Then the operational definition of interest in learning is student scores obtained from learning tests that measure aspects of (1) joy, (2) interest, (3) attention, and (4) involvement. There are four indicators of interest: feelings of pleasure, student interest, student attention, and student involvement.

(Slameto, 2013) suggested that the factors that influence students' interest in learning are internal factors (physical factors, such as health and disability factors, and psychological factors, such as intelligence, attention, talent, maturity, and readiness) and external factors (family factors, such as the way parents educating, relations between family members, home atmosphere, family economic conditions, understanding of parents and cultural background and school factors, such as teaching methods, curriculum, teacher-student relations, student-student relations, school discipline, learning tools, school time, standards assessment on the size, condition of the building, teaching methods and homework).

Djamarah (2012) states that the emergence of interest in learning is caused by various things, among others, because of a strong desire to raise dignity or get a good job and live happily. Great interest in learning tends to produce high achievement; however, less interest in learning will result in low achievement.

## 2. METHODS

This research is a qualitative descriptive study whose primary focus is to describe the factors that influence student interest in learning during online learning of the Basic Social Sciences Elementary Concepts course. This research was conducted at the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Sarjanawiyata Taman Siswa. Data collection techniques were carried out using interviews and observations. The data sources in this study were lecturers who taught the Basic Social Sciences Basic Concepts course and students of Elementary School Teacher Education in Semester 2 of the 2022/2023 academic year. After obtaining the data, the data was analyzed using the Milles and Huberman model with 3 stages: data reduction, data presentation, and conclusion drawing.

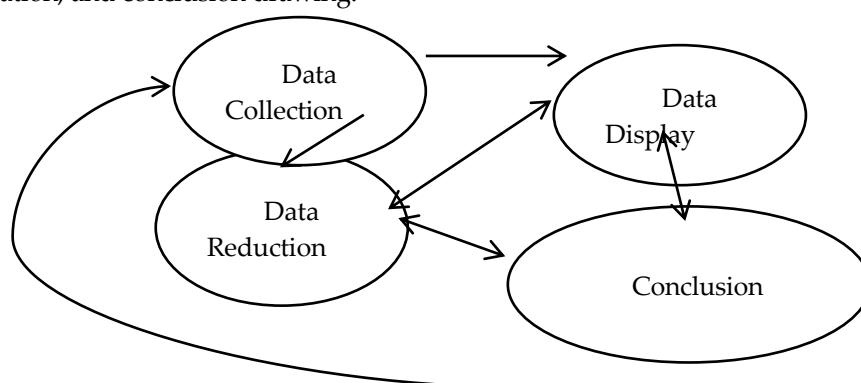


Chart 1. Components in data analysis (interactive model)

Source : (Sugiyono, 2017)

### 3. FINDINGS AND DISCUSSION

Based on the results of research conducted in class 2D in the second semester of the Elementary School Teacher Education Study Program at the University of Sarjanawiyata Tamansiswa for the academic year 2022/2021, online learning is very influential on students' interest in learning because of the different learning processes that tend to make students' interest in learning decline. Based on data from interviews and observations made by 10 students consisting of 4 men and 6 women, 2 people admit that online learning has no effect on their interest in learning, but 8 others admit that this online learning makes their interest in learning drastically decline from the data obtained several factors that influence student learning interest in the Basic Social Sciences Elementary Concepts course.

#### 1. Internet Network

The existence of the covid-19 pandemic requires learning to be carried out online (in a network). The learning process is carried out by utilizing various online learning applications such as zoom, google meet, and e-learning. In class 2D, the lecture process is carried out by utilizing the zoom learning application. Students are often hampered by inadequate internet quotas and unstable networks around their homes, especially when the electricity goes out. As a result, the learning materials provided by the lecturers also become hampered and late. This is in line with the research results (Tasdik & Amelia, 2021) and (Annur & Hermansyah, 2020). She stated that one of the obstacles experienced during online learning was technical difficulties such as internet signal difficulties, limited internet quota, and supporting devices. The unstable internet network makes students' interest in learning decline. This problem comes not only from students but also from lecturers who teach, and this is certainly very influential on student understanding because the material displayed in zoom sometimes does not appear or cannot be read. The lecturer's explanation is not heard thoroughly by students who fail to understand in digest the material presented.

This is in line with the results of interviews with lecturers who teach Elementary Social Studies Basic Concepts courses for second-semester students, and the lecturers stated that one of the factors that influenced the decline in interest in learning for 2D PGSD students during online learning of the Elementary Social Sciences Basic Concepts course was the internet network. As seen during the lecture process, many students do not turn on the camera. Of the 53 students, only 20 students turned on the camera. This is because the network constrains the reason students. The lecturer also stated that lecturers tended to be constrained when they wanted to present material taken from YouTube during learning.

Especially in basic social studies concepts where the social studies material should not be taught in the text but present material based on concrete facts and evidence. Like material about history, lecturers can take advantage of videos on YouTube and show them on zoom. However, due to network constraints, lecturers often do not play videos that will be shown. While the problems students face in this case are not being able to follow the lesson via zoom so that only some of the material can be clearly understood, students are often constrained in filling attendance. As a result, some students have obstacles in carrying out the lecturer's duties, which affect the student attendance value.

#### 2. Media and Learning Resources

Based on the study results, the second factor that affects student interest in learning is Media and Learning Resources. Learning media is essential in supporting the teaching and learning process quality. Media can also make learning more exciting and fun (Simbolon et al., 2019). Tafonao (2018) States that learning media can make learning more effective and efficient, and good relations between teachers and students are established. In addition, the media can play a role in overcoming all kinds of problems in teaching, not only as overcoming problems in teaching media can also facilitate lecturers in delivering material to students.

The media used in the Elementary Social Sciences Basic Concepts course is quite effective and efficient. This Social Sciences Basic Concepts lecturer uses 3 learning media supporting applications: Google Zoom, Sipedar, and WA groups. In this case, the media and learning resources used are good,

and the material presented is easily accessible to students. It is just that some students have problems accessing Google Zoom and Sipedar because their internet network is not stable.

Lecturers as facilitators or learning resources have also done their best to explain the material, and it can be seen that the supervising lecturer is active in carrying out learning activities through Google Zoom. In addition to explaining the material, he also explains the basic concepts of social science elementary school, trying to show objective evidence related to the material discussed. Lecturers often use the YouTube application to find videos related to the studied material. For example, when the researcher conducted observation activities in the 2D class, the researcher saw that the lecturer used the YouTube application to find videos about the Borobudur temple, showed it to students, and then asked students to watch and listen to videos presented by the lecturer. (Mujiyanto, 2019) state Youtube as a teaching medium plays a role in increasing student interest and motivation in learning. Then, Lecturers also always motivate their students to continue to be enthusiastic in learning and carrying out the tasks that have been given—learning through learning resources in the form of historical sites and historical buildings as well as archives and documents that can provide information as learning resources and learning media and can motivate independent learning to improve learning outcomes (Tanjung & Syarifah, 2019), (Zaenal et al., 2022).

### 3. Communication between Students and Lecturers

Prior to the COVID-19 pandemic, lectures were held face-to-face. However, since the Covid-19 pandemic has required lecture activities to be carried out online, this is no exception for the Elementary Social Sciences Basic Concepts course. So far, elementary social studies basic concepts are taught face-to-face. The lecture process makes it easier for lecturers to convey material on elementary social studies basic concepts to students, and communication between students and lecturers goes well.

As social beings, humans need to communicate face-to-face or directly, especially in the learning process between lecturers and students and fellow students. However, online learning makes communication hampered because some students turn off the camera when zooming in and do not respond to questions—uttered by the lecturer (Susilo & Sofiarini, 2020). Due to network constraints, almost all students turned off the camera during the lecture. Even the lecturers cannot say anything when the students already have problems with the network. This is certainly very influential on other students who are very enthusiastic about participating in learning.

### 4. Environment

During the learning process, the environment is one of the essential factors for creating a comfortable learning atmosphere (Harjali et al., 2017). Online learning activities require that the surrounding environment be conducive to learning activities on campus. A conducive environment will make it easier for students to digest and understand the material presented by the lecturer. However, some students, especially those in the village, are very disturbed by noises coming from around their homes, such as the sound of their parents' pets or neighbours' pets, which of course disturbs the concentration of students, primarily if learning is carried out through Google Meet or Zoom, where learning focuses on the voices of the students. Facilitators and affected students become speakers in learning activities. This affects students in the environment and other students in the learning forum, which disturbs their concentration and reduces their understanding of the material presented. In addition to the environment around the house, the family environment also greatly influences interest in learning. It is found that students often find it challenging to participate in learning due to a lack of support from parents due to a lack of understanding of the online learning system.

## 4. CONCLUSION

From the results and discussion, it can be concluded that online learning affects student interest in learning. As seen from the results of the interviews, several students' interest in learning has decreased. Apart from being bored, students often have difficulty accessing the internet due to minimal internet quota and also a place to live that is far from internet access, not to mention the environmental conditions around the house that are not conducive so that students are disturbed every time they study

whether using Zoom, google meet, and other online learning media. However, that alone is not enough. The need for adequate facilities and infrastructure to support learning activities, and each student must motivate himself to be more active and increase his interest in learning, such as the availability of exciting media and learning resources and make it easier for students to understand the material provided by the lecturer.

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