



Portrait of Student's Learning Interest in Integrated Science Learning During the COVID-19 Pandemic

Ahmad Walid*

Fatmawati Sukarno State
Islamic University, INDONESIA

Naintyn Novitasari

Fatmawati Sukarno State Islamic
University, INDONESIA

Wiji Aziiz Hari Mukti

Fatmawati Sukarno State Islamic
University, INDONESIA

Suharyati

Seluma 73 Elementary School
Bengkulu, INDONESIA

Article Info

Article history:

Received: April 6, 2021

Revised: May 28, 2021

Accepted: June 14, 2021

Keywords:

Science learning,
Students' learning interest,
Questionnaire sheet,
COVID-19 pandemic.

Abstract

Education determines the success of a country. Every educational action requires results and learning interest. This research aims to determine the profile of students' learning interest in Integrated Science learning during the COVID-19 pandemic. The research method used is the descriptive-quantitative. The research population are the students of SMP Negeri 02 Tebat Karai of Kepahiang. The research sample consisted of 20 students determined by the purposive sampling technique. The instrument used is a close-ended questionnaire using the Likert scale. The data is reprocessed in a descriptive percentage. The results show that students' average learning interest in Integrated Science learning during the COVID-19 pandemic is high. Although the results are relatively high, students' learning interest needs to be improved further. If students have a high learning interest, they will have a curiosity. Students with a high learning interest can have achievements, even though the learning process is carried out online during the current pandemic.

To cite this article: Walid, A., Novitasari, N., Mukti, W. A. H., & Suharyati, S. (2021). Portrait of student's learning interest in integrated science learning during the COVID-19 pandemic. *Online Learning in Educational Research*, 1(1), 49-53

INTRODUCTION

Lately, the world is fighting the coronavirus, which has become a global pandemic. According to the Indonesian Dictionary (KBBI), a pandemic is an epidemic that spreads simultaneously everywhere, covering a wide geographical area. This outbreak first appeared in Wuhan, China, at the end of 2019 and has continued to spread throughout the world to this day. This virus can spread very quickly and cause many fatalities. It makes several countries implement a lockdown policy to close access in and out of an area to reduce the number of virus spreads. However, not all countries can implement this policy, one of which is Indonesia. In Indonesia, the government has imposed a policy called PSBB or Large-Scale Social Restrictions to prevent the spread of the coronavirus.

The year 2020 is a historical year for human civilization, especially in the field of education. Therefore, the Ministry of Education and Culture obliges all academic units to perform online learning to overcome the outbreak (Djumiko et al., 2020; Sornsa-ard et al., 2020).

The coronavirus affects the economy, social and education (Abidah et al., 2020; Siahaan, 2020). In mid-March 2020, the government requested that teaching and learning activities be conducted at home. Teaching and learning activities will continue to be carried out online at students' respective homes. Studying at home is a step to break the spread of the coronavirus. However, most students feel burdened by this new policy. It influences students' learning interest, especially in Integrated Science education during the COVID-19 pandemic (Ambawati et al., 2021; Amelia, 2020; Handayani & Jumadi, 2021; Munastiwi, 2021).

* Corresponding author:

Ahmad Walid, Fatmawati Sukarno State Islamic University, INDONESIA. ✉ dongawalid19@gmail.com

© 2021 The Author(s). **Open Access.** This article is under the CC BY SA license (<https://creativecommons.org/licenses/by-sa/4.0/>)

Science education is an effort and learning process for students to understand the nature of science. Based on the Regulation of the Ministry of Education and Culture of the Republic of Indonesia Number 35 of 2018 concerning Amendments to the Regulation of the Ministry of Education and Culture Number 58 of 2014 concerning the 2013 Curriculum for Junior High Schools/Madrasah Tsanawiyah, Science education aims to emphasize an understanding of the environment and the natural surroundings in the perspective of biology, physics, and chemistry.

Interest is one of the psychological aspects that can encourage humans to achieve goals (Fatimah, 2019; Harackiewicz & Hulleman, 2010; Ubaidillah, 2020). Someone interested in an object tends to give attention or feel greater pleasure to the thing (Nisa, 2015; Rahmayanti, 2016). If the object does not cause a sense of satisfaction, then that person will not be interested in the object. Therefore, the level of attention or pleasure of a person towards the object is influenced by the person's level of interest. Interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. A person's relationship with something outside himself can cause a sense of interest to create acceptance. Close or not the relationship will affect the magnitude of the current interest (Djaali, 2008).

Learning interest is one of the most critical factors for the success of students' learning. The claim arises from within the students themselves. One of the external factors of the learning interest is the teacher. The teacher's role is essential to foster students' learning interest (Marwa et al., 2020; Sumiati, 2018; Sumitra & Sumini, 2019). Learning interest can be achieved by teaching in a fun way and providing constructive motivation (Hamidun et al., 2013; Yunitasari & Hanifah, 2020).

Learning interest plays a vital role as a force that will encourage students to learn. Students who are interested in learning will continue to study hard. On the other hand, students with low learning interest will not study hard (Magdalena et al., 2020) because they have no driving force.

Therefore, this study aims to determine students' learning interest in integrated science learning during the COVID-19 pandemic at SMP Negeri 02 Tebat Karai of Kepahiang Regency. During the current pandemic situation, the online learning process makes it difficult for students to understand what the teacher is saying. Thus, students' learning interest is decreasing compared to when learning is done face-to-face. This research emphasizes seeing the extent of student learning interest during the pandemic. This research is essential that has never been done before. Therefore, it needs to be done.

METHOD

This research employed the descriptive-quantitative method. It aims to describe social reality and various phenomena in the community so that the characteristics, characters, properties, and models of these phenomena can be defined (Haradhan, 2018). The population in this study were students of SMP Negeri 02 Tebat Karai of Kepahiang Regency. This research was conducted in May 2021 during the second semester of the 2020/2021 academic year.

The sampling technique used was purposive sampling by selecting specific samples based on the purpose or research problem (Octafia, 2020). Thirty students were selected as the sample. The data had been collected using a questionnaire. The questionnaire is a technique or method of collecting data indirectly in written questions that are useful for obtaining information from respondents. In this research, students filled the close-ended questionnaires by choosing the answers.

RESULTS AND DISCUSSION

Science is a natural learning concept that has a very close relationship with human life. Science learning plays a vital role in the educational process and technology development because it arouses human interest to develop science and technology and understand the universe. Moreover, scientific discoveries can be developed into new natural science and applied in everyday life (Deshmukh et al., 2012). Thus, natural science has a significant role. The rapid progress of IMTEK has dramatically influenced the development of the educational world, especially science education in Indonesia and other developing countries.

This research was carried out online using the Google Form application. The study began by distributing close-ended questionnaires that had been declared valid to twenty respondents. Then, a questionnaire with a Likert scale was used to find out the student's learning interest in junior high school during the COVID-19 pandemic.

The research had been carried out through Google Form on Monday, May 3, 2021, regarding students' science learning interest at SMP Negeri 02 Tebat Karai of Kepahiang Regency. The obtained data were processed using a descriptive percentage. The results of the analysis can be seen in table 1.

Table 1. The Indicators of Students' Interest in Integrated Science Learning During the COVID-19 Pandemic at SMP Negeri 02 Tebat Karai of Kepahiang Regency

No	Indicators	Result	Criteria
1	Interest and curiosity toward the Integrated Science learning	83%	Excellent
2	Students are enthusiastic when taking Integrated Science subjects	81%	Excellent
3	Students' pay attention to the teacher	65%	High
4	Students diligently work on Integrated Science assignments	61%	High
5	In the classroom, only brilliant students are active in Integrated Science lessons.	49%	Moderate
6	Students feel happy about the Integrated Science lesson	75%	High
7	Students pay close attention to the teacher's explanation when explaining Integrated Science lessons	68%	High
Average		69%	High

Table 1 shows that the interest and curiosity indicator toward Integrated Science learning obtained a percentage of 83% within an excellent category. The second indicator received a percentage of 81% within the excellent category. The third indicator is the students' attention to the teacher, which obtained a percentage of 65% within a high category. The fourth indicator is students' diligence in doing the Integrated Science lesson assignments, which obtained a percentage of 61%. The fifth indicator, which is related to smart students' activeness during learning, obtained a percentage of 49% within the moderate category. The sixth indicator is students' pleasure during learning which obtained a percentage of 75% within a high category. The last indicator is related to students' attention which obtained a percentage of 68% within the high category. Thus, the overall percentage obtained by the indicators is 69% within the high category.

These results are in line with research conducted by Dalimunthe that the learning interest of the sixth-grade students at Al Washliyah Elementary School Padang Matinggi towards integrated science subjects during the COVID-19 pandemic was excellent due to variations and innovations in the learning process (Dalimunthe et al., 2020). Another study in line with this research is conducted by Subiakto, who reveals that the factors that influence students' learning interest are divided into two groups: internal factors, which include concentration, curiosity, motivation, and needs. The external factors include encouragement from parents, encouragement from teachers, availability of school infrastructure, and environmental conditions. (Subiakto, 2020).

Two factors influence students learning interest, namely the supporting factors and the inhibiting factors. The supporting factors consist of students' internal factors, learning methods applied by teachers, and teachers and parents who always support and motivate the students. On the other hand, the inhibiting factors consist of the learning material that students find difficult. Besides, obstacles are encountered during the online learning process, namely signals, networks, internet quotas, and disturbances caused by the learning applications (Subiakto, 2020).

The statement above shows a perception that occurred in integrated science learning during the COVID-19 pandemic. Factors that cause learning difficulties are internal factors and external factors. The internal factors consist of five aspects: physical condition, intelligence, interest, talent, and motivation. The physical condition and interest aspect have greater influences among the five aspects. The external factors consist of three aspects: family environment, school environment, and social environment. The social aspect has the biggest influence (Amalia & Adi, 2021).

Students with a high learning interest will have a curiosity about how to find or solve problems. They will have a great enthusiasm for learning to have achievement. It means that other things will not easily influence them. On the other hand, students with low learning interest tend to have fragile or easily discouraged personalities. If someone has a low learning interest, they tend to withdraw from society and feel that they cannot master the learning material and lack confidence to get good results. Consequently, the lesson learned will be difficult to be applied in everyday life (Sembiring & Mukhtar, 2013).

With interest, someone will feel alive when doing activities that they enjoy. Someone interested in something will feel interested and motivated to do activities related to it. With a sense of pleasure and interest, they will use whatever they have to involve themselves to get the expected results. When students have a high learning interest, they get high learning achievements, and vice versa (Muldayanti, 2013). Therefore, generating student interest before starting learning can be one of the focuses that teacher need to pay attention to to achieve learning objectives.

CONCLUSION

Based on research results, students' learning interest in Integrated Science learning during the COVID-19 pandemic at SMP Negeri 02 Tebat Karai Kepahiang Regency consists of seven indicators. The first indicator obtained an average percentage of 83%, the second indicator obtained an average percentage of 81%, the third indicator obtained an average percentage of 65%, the fourth indicator obtained an average percentage of 61%, the fifth indicator obtained a percentage of 49%, the sixth indicator obtained an average percentage of 75%, and the seventh indicator obtained an average percentage of 68%. The overall average percentage is 69%, which belongs to the high category. Although the results are relatively high, students' learning interest needs to be improved further. Students very much need science subjects to graduate. Therefore, students need a sense of pleasure, motivation, or encouragement from teachers, parents, and friends. Someone's learning interest will rise when there are activities that they enjoy. Someone who has an interest in something will feel interested and encouraged to do activities related to it. Thus, if students have a high learning interest, they will have a curiosity. Students with a high learning interest can have achievements, even though the learning process is carried out online during the current pandemic.

REFERENCES

- Abidah, A., Hidaayatullah, H. N., Simamora, R. M., Fehabutar, D., & Mutakinati, L. (2020). The impact of Covid-19 to Indonesian education and its relation to the philosophy of " Merdeka Belajar ." *Studies in Philosophy of Science and Education (SiPoSE)*, 1(1), 38–49.
- Amalia, A. F., & Adi, D. P. (2021). Tingkat keberhasilan sistem pembelajaran daring di tengah pandemi covid-19 pada mata pelajaran IPS: Studi Kasus Siswa MTs Nurul Jadid Randuboto Sidayu. *Journal Of Social Studies*, 1(1), 1–12.
- Ambawati, R., Putri, E. K., Rahayu, D. A., & Khaleyla, F. (2021). Difficulties and challenges science online learning during the covid-19 pandemic. *Journal of Physics: Conference Series PAPER*, 1747(1), 1–7. <https://doi.org/10.1088/1742-6596/1747/1/012007>
- Amelia, R. P. S. (2020). *Analisis minat belajar siswa kelas VIII SMP islam putradarma terhadap mata pelajaran IPA terpadu pada masa pandemi Covid-19*. Institut Agama Islam Negeri Salatiga.
- Dalimunthe, R. R., Harahap, R. D., & Harahap, D. A. (2020). Analisis minat belajar siswa sekolah dasar terhadap mata pelajaran IPA pada masa pandemi Covid-19. *Jurnal Basicedu*, 5(3), 1341–1348.
- Deshmukh, V., Forawi, S., & Jaiswal, A. (2012). The role of e-learning in science education vis-a-vis teacher training institutes in middle east. *US-China Education Review*, 2, 142–148.
- Djaali. (2008). *Psikologi Pendidikan*. PT.Bumi Aksara.
- Djumiko, D., Fauzan, S., & Jailani, M. (2020). Panduan kepala sekolah untuk mengelola sekolah pada masa pandemic Covid-19. *Pedagogik: Jurnal Pendidikan*, 15(2), 56–69. <https://doi.org/10.33084/pedagogik.v15i2.1701>
- Fatimah, S. (2019). Implementasi model pembelajaran group investigation berbantuan captivate pada microsoft word untuk meningkatkan hasil belajar, minat, dan persepsi siswa di SMA Negeri 1 Maos Cilacap. *Edu ElektriKa Journal*, 8(1), 11–18.

- Hamidun, N., Hashim, S. H., & Othman, N. F. (2013). Enhancing students' motivation by providing feedback on writing : The case of international students from Thailand. *International Journal of Social Science and Humanity*, 2(6), 591–594. <https://doi.org/10.7763/IJSSH.2012.V2.179>
- Handayani, N. A., & Jumadi. (2021). Analisis pembelajaran IPA secara daring pada masa pendahuluan. *Jurnal Pendidikan Sains Indonesia*, 9(2), 217–233. <https://doi.org/10.24815/jpsi.v9i2.19033>
- Harackiewicz, J. M., & Hulleman, C. (2010). The importance of interest : The role of achievement goals and task values in promoting the development of interest promoting interest. *Social and Personality Psychology Compass*, 4(1), 42–52. <https://doi.org/10.1111/j.1751-9004.2009.00207.x>
- Haradhan, M. (2018). Qualitative research methodology in social sciences and related subjects. *Journal of Economic Development, Environment and People*, 7(1), 23–48.
- Magdalena, I., Fatharani, J., Oktavia, S. A., & Amini, Q. (2020). Peran guru dalam mengembangkan bakat siswa. *Pandawa : Jurnal Pendidikan Dan Dakwah*, 2(1), 61–69.
- Marwa, M., Munirah, M., Angriani, A. D., Suhartini, S., Sriyanti, A., & Rosdiana, R. (2020). Peran guru dalam meningkatkan minat belajar peserta didik kelas IV pada masa pandemi covid-19. *AULADUNA: Jurnal Pendidikan Dasar Islam Vol.*, 7(2), 215–227.
- Muldayanti, N. D. (2013). Pembelajaran biologi model STAD dan TGT ditinjau dari keingintahuan dan minat belajar siswa. *Jurnal Pendidikan IPA Indonesia*, 2(1), 12–17. <https://doi.org/10.15294/jpii.v2i1.2504>
- Munastiwi, E. (2021). Adaptation of teaching-learning models due to covid-19 pandemic : Challenge towards teachers problem-solving skills. *Jurnal Ilmiah Sekolah Dasar*, 5(1), 33–44.
- Nisa, A. (2015). Pengaruh perhatian orang tua dan minat belajar siswa terhadap prestasi belajar ilmu pengetahuan sosial. *Faktor: Jurnal Ilmiah Kependidikan*, 2(1), 1–9.
- Octafia, Y. (2020). The influence of reading interest on students's descriptive writing skill at vocational schools in Bogor. *Humanika: Jurnal Ilmu Sosial, Pendidikan, Dan Humaniora*, 3(1), 20–28. <http://penapersada.com/humanika/index.php/humanika/article/view/37/31>
- Rahmayanti, V. (2016). Pengaruh minat belajar siswa dan persepsi atas upaya Guru dalam memotivasi belajar siswa terhadap prestasi belajar bahasa Indonesia siswa SMP di Depok. *Jurnal SAP*, 1(2), 206–216.
- Sembiring, R. B., & Mukhtar. (2013). Strategi pembelajaran dan minat belajar terhadap hasil belajar matematika. *Jurnal Teknologi Pendidikan*, 6(1), 214–229.
- Siahaan, M. (2020). Dampak Pandemi Covid-19 Terhadap Dunia Pendidikan. *Jurnal Kajian Ilmiah (JKI)*, 1(1), 73–80.
- Sornsa-ard, T., Niramitsantiphong, A., & Liawrungrueang, W. (2020). Management of traumatic spinal fracture in the coronavirus disease 2019 situation. *Asian Spine Journal*, 14(3), 385–387. <https://doi.org/10.31616/asj.2019.0183>
- Subiakto, A. R. P. (2020). Analisis minat belajar siswa kelas VIII SMP Islam putradarma terhadap mata pelajaran IPA terpadu pada masa pandemi Covid-19 [IAIN Salatiga]. <http://e-repository.perpus.iainsalatiga.ac.id/id/eprint/9934>
- Sumiati, S. (2018). Peranan guru kelas dalam meningkatkan motivasi belajar siswa. *TARBAWI: Jurnal Pendidikan Agama Islam*, 3(2), 145–164.
- Sumitra, A., & Sumini, N. (2019). Peran guru dalam mengembangkan kemampuan minat baca anak usia dini melalui metode read aloud agus. *Jurnal Ilmiah Potensia*, 4(2), 115–120.
- Ubaidillah, U. (2020). Pengembangan minat belajar kognitif pada anak usia dini. *JCE (Journal of Childhood Education)*, 3(1), 1–25.
- Yunitasari, R., & Hanifah, U. (2020). Pengaruh pembelajaran daring terhadap minat belajar siswa pada masa COVID 19. *Edukatif: Jurnal Ilmu Pendidikan*, 2(3), 232–243. <https://doi.org/10.31004/edukatif.v2i3.142>