STUDENTS' INTEREST ON ONLINE LEARNING AND OFFLINE LEARNING IN THE COVID-19 OUTBREAK AT SMPN 1 LUHAK NAN DUO

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ABSTRAK

Tujuan dari penelitian ini untuk mengetahui bagaimana minat belajar siswa dalam proses pembelajaran secara *online* dan *offline* dimasa pandemi COVID-19 oleh siswa kelas tujuh di SMPN 1 Luhak Nan Duo Pasaman Barat tahun ajaran 2020/2021. Penelitian ini merupakan penelitian deskriptif kualitatif untuk menggambarkan dan memaparkan tentang minat belajar siswa dalam proses pembelajaran secara *online* dan *offline* dimasa pandemic COVID-19. Sumber data dari penelitian ini berupa angket dan wawancara data dikumpulkan melalui teknik *total sampling*. Data siswa dan siswi ini di dapatkan melalui angket yang diambil secara *online* melalui *google form*. Penelitian ini menggunakan lima indikator untuk melihat minat belajar siswa yaitu: *attention, willingness, needs, feeling happy, and participation*. Berdasarkan data yang didapatkan selama penelitian, peneliti dapat menyimpulkan bahwa 79% siswa memiliki minat belajar pada pembelajaran *online*, sedangkan 81% lebih memiliki minat belajar ketika pembelajaran dilakukan secara *offline*. Oleh karena itu peneliti menyimpulkan bahwa minat belajar siswa lebih tinggi ketika pembelajaran dilakukan secara *offline*. Hal ini didukung oleh hasil wawancara yang mana menyatakan bahwa lebih banyak siswa memiliki minat belajar ketika pembelajaran dilakukan secara *offline*. Menurut siswa hal ini terjadi karena siswa merasa lebih memahami materi pembelajaran ketika pembelajaran dilakukan secara *offline*.

Kata kunci: Minat Belajar, Pembelajaran Online, Pembelajaran Offline,Covid-19.

INTRODUCTION

Since the end of December 2019, the world is changing due to the corona virus. To overcome the transmission of the corona virus the government issued a policy in circular No. 4 in 2020 about the procedure to do learning activity. As stated by the minister of education, all activities have shifted to computerized techniques by utilizing the internet network which known as Study from home (SFH), for example; online seminars, teaching and learning activities, and so forth. Based on the government policy in circular No 4 in 2020, the learning

activities are changed from offline learning to online learning.

In addition, the researcher had a practice teaching at SMP N 1 Luhak Nan Duo Pasaman Barat, West Sumatra Province. The place is a green zone area, so according to government policy, the regions with green and yellow zones are allowed to carry out offline learning process by paying attention to health protocols during the learning process at school. That school implements two learning methods, namely online learning and Offline learning. The division of the learning process is divided into two shifts in which one class consisted of 30 students is be divided into 2 groups; 15 students become group A and 15 other students become group B. Offline learning will carry out alternately; when group A carries out offline learning, and group B carries out online learning from home or Study From Home (SFH) with the same material. It is switched every week; each group gets the opportunity for two weeks of studying at school or offline learning and two weeks for studying online learning or study at home.

Dealing with the problem above, the researcher is interested to investigate about How are students interested on online learning and offline learning during the COVID-19 outbreak and why students are interested on online learning and offline learning in the COVID-19 outbreak at SMPN 1 Luhak Nan Duo Pasaman Barat. To find the answer of the research, the researcher needs some theories, they are; theories about students interest in learning and online and offline learning theories. The following is all of the theories

First, students' interest in learning is one of the important things that students must have in learning online or offline learning. Students who are interested in a subject or study will be serious about it because there is something interesting and unique. Interest is a condition in which someone feels like and is interested to something or activity. Mangal (2007) states that interest in learning can be seen from the amount of motivation that drives

us to pay attention to someone, object, or activity. In other words, interest can be the cause of an activity and the result of participation in that activity. Interest will arise if there is stimulation from outside and the tendency to feel interested in one subject. According to Slameto (2003), there are five indicators of students' interest, they are: Attention, the Willingness, Needs, Feeling happy or joyful, and Participation.

Furthermore, online learning is learning that uses internet networks with accessibility, connectivity, flexibility, and the ability to generate various types of learning interactions. According to Horn and Staker (2019), online learning can be used to provide teaching materials and facilitate interaction between teachers and students. Online learning is done with all activities taking place from the Internet.

Then, according to Bartley & Golek (2004), Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning.

Moreover, offline learning is classroom learning that relies on the presence of lecturers to teach in class. In offline learning, students participate in the learning process directly with the teacher. According to Benson et al (2005) Offline learning, learning is done traditionally in small or large groups, where in the offline learning process the opportunity to interact is given to form a close relationship between the facilitator and the learner.

From the explanation above, it can be concluded that online learning are instructional environments supported by the Internet. Online learning comprises a wide variety of programs that use the Internet within and beyond school walls to provide access to instructional materials as well as facilitate interaction among teachers and students. Then, offline learning is a process carried out by direct interaction between students and teachers.

RESEARCH METHOD

In this research, the researcher used all classes of VII grade at SMPN 1 Luhak Nan Duo academic year 2021/2022 as respondent. In the school, there were eight class of VII grade at SMPN 1 Luhak Nan Duo Pasaman Barat so the researcher chose all class of seventh grade students at SMPN 1 Luhak Nan Duo Pasaman Barat as respondent in this study.

Researcher used questionnaire and interview as instruments to collect data. The researcher also used Slamento's theories 2003) to construct the indicator of questionnaire. There are five indicators of students' interest according to Slamento, they are: Attention, the Willingness, Needs, Feeling happy or joyful, and Participation. First, attention in learning is the concentration of all one's activities aimed at something or a group of learning objects such as: when learning takes place, students concentrate on the teaching-learning process, focus on learning when the teacher explains the material, and

also asks the teacher about the learning material

Then, for the second indicator of students' interest is about willingness which refers to a strong feeling or attitude of knowing something or a strong urge to know more about something such as the behaviour of students who continue to learn even though the teacher is not in the classroom. Diligently to read books, enthusiastic in following the learning process and always trying to do any difficult tasks also the examples of willingness.

The third indicator is needs which refers to the condition of students that encourage them to carry out certain activities to achieve a goal. For example, the awareness of the students to make own notes during the learning process.

The fourth indicator is about Feeling happy which explains that a student who has feelings of pleasure or curiosity about a subject, for example; feeling happy when doing assignments or exercises given by the teacher at school, always enthusiastic about taking lessons, paying attention to the material.

The last indicator is the participation in learning. It means that someone's interest in an object because they feel happy and interested in doing the activities, such as : Joining the lesson discussion, asking and answering the teacher question, and also helping friend who have difficulty in understanding the material. After that, the researcher distributed the questionnaire through Google form.

Then, after collecting data, researcher analysed all the data obtained from the questionnaire. The researcher used the theories proposed by Gay and Airasian (2000) which had four the steps. They were data managing, reading, or memoing, describing, classifying, and interpreting. The following is the explanation.

First, data management is very important in qualitative research because of the large amount of information collected during the study. In this case, the researcher collected all the information obtained from the questionnaire and interview. Then the researcher organized all the data that the researcher got in the questioner and interview.

After that, the second step is reading and memoing. The researchers need to read the questionnaire to understand the data. In this process, the researcher focuses on analysing and reading the data from the questionnaire to get the first insight into the characteristics of student interest on online learning and offline learning in the covid-19 era at SMPN 1 Luhak Nan Duo.

After that, describing the questionnaire of students' interest in online learning and offline learning in the covid-19 era at SMPN 1 Luhak Nan Duo. Researcher described the data in depth to get a more detailed picture.

Then, from the student interest questionnaire, the researcher classified the data by categorizing and encoded the data from the characteristics of student interest in online and offline learning in the covid-19 era at SMPN 1 Luhak Nan Duo. The questionnaire used a Likert scale from Riduwan (2013) which has five alternative answers as the following.

Table 1. The scale of questionnaire

Always (SL)	5
Often (SR)	4
Sometimes (KD)	3
Ever (PR)	2
Never (TP)	1

To facilitate the classification of the questionnaire results, the researcher calculated the percentage of sample answers using the Riduwan formula (2012) as follows:

$$P = \frac{f}{n} \times 100\%$$

Where:
P = Presentage
F = Total score
N = Total Participant

The last stage is interpretation in qualitative research is intended for researchers to take steps and form a broad meaning about phenomena based on personal views, comparisons with previous research, or both. At this stage the researcher explained the data that the researcher has collected and found and compared with previous research. The researcher tried to understand the data related to the research problem. To obtain the data used to answer the problems identified in the previous chapter, the authors combined the data obtained from interviews and questionnaires. The author used a qualitative descriptive method. The writer classified the important things and made a conclusion and description so easily to be understood by the research and the reader.

FINDING AND DISCUSSION

Dealing with the data analysis about students' interest in online learning and offline learning in the covid-19 outbreak at SMPN 1 Luhak Nan Duo, It was revealed that students had characteristics of students' interest. It can be concluded that :

Table 2. result of students' interest in online and offline learning

INDICATOR	ONLINE	OFFLINE
Attention	81%	76%
Willingness	81%	82%
Needs	79%	84%
Feeling Happy	83%	87%
Participation	71%	75%
% AKHIR	79%	81%

From the table above, based on the results of the questionnaire, it can be concluded that for the first indicator which is about attention during the online learning process, 81% of students pay attention to learning, but 76% of students do it in

offline learning. After that, for the second indicator that focuses on willingness 81% of students feel the willingness to learn online, while 82% of students felt it when learning offline. Then, for the third indicator about needs, 79% of students feel the need for online learning while in offline learning 84% of students feel the needs in learning. Furthermore, in the fourth indicator is about regarding feeling happy. The results of the questionnaire states that 83% of students felt happy when learning online while in offline learning as many as 87% of students felt happy in taking part in offline learning. The last indicator that focuses on participation, the table shows that 71% of students participate in online learning, and 75% of students participate in offline learning. To make it clear, the researcher added chart about the finding of the research.
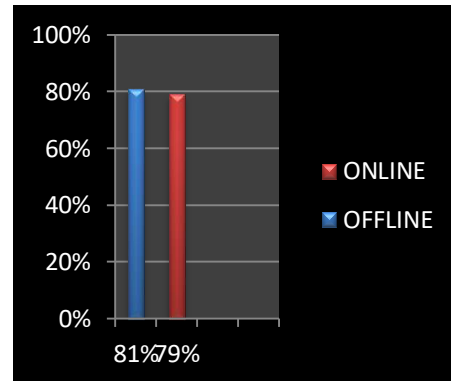

Figure 1. The result of students' interest on online learning and offline learning.

Dealing with the figure above, the researcher concluded that Students' learning interest in online learning and offline learning in the covid-19 outbreak at SMPN 1 Luhak Nan Duo can be viewed from several indicators, namely: attention, willingness. needs, feeling happy, and participation. Based on the results obtained from a questionnaire with 154 students as respondents in the study, it showed that student learning interest in online learning is 79% of 154 students while student learning interest in offline learning is 81% of 154 students. It proofs that the students are more interested in offline learning.

Furthermore, the reason of why students are more interested in offline learning based on interviews

conducted by researchers is the students understand more the learning material in offline learning. It is because learning is explained directly, and when students feel they do not understand the learning material, the students can directly ask the teacher. The other students reason is offline learning is more interesting for students because they can meet friends even if they comply with health protocols during learning. It is also supported by the results of research from previous researchers, namely Rizka (2020) about "*analisis minat belajar siswa kelas VIII SMP Islam putradarma terhadap mata pelajaran ilmu pengetahuan terpadu pada masa pandemic covid-19*" and the results say that students have more interest in offline learning. Then, the reason of students have less interest in doing online learning are: first, when online learning process, the students' difficult to find the material. For second factor, the student is also difficult doing online learning because there are obstacles during the online learning process, namely signals, networks, and internet

quotas. Besides that, there are also disturbances caused by the learning applications used. From the explanation above, it can be concluded that the students' more interested when doing offline learning.

In addition, the result of the research also supported from Yuzulia (2021) who explains that the students are more stressed, lack motivation, and easy get bored or distracted during online learning. The teacher often gives them tasks that only require one day to collect it, so it make them even more anxious. Based on the questionnaire results, the students complained about the techniques used by the teachers. Some of the teachers always ask them to join zoom meeting everyday which makes them bored and not interested. In conclusion, the students' felt lees interest on doing the online teaching learning process.

Then, the result also supported from Asnul (2020) who explains that online learning affects students' interest in learning. It is because the students become easily bored when online learning takes place. Online

learning is less interesting. The lack of understanding and interest of students to study online at SMPN SATAP 1 LADONGI is due to the uneven distribution of the existing network in the area, making students or students in the area still not understanding technology. The lack of availability of facilities, not all students or students who have android/mobile phones, laptops, and various other learning support media, this is the second obstacle after the network.

After that, the result of the research also supported from Yunita (2020) who explains that online learning has an effect on students' interest in learning because learning is different from learning class. Students' interest in learning can drop due to the video provided is not interesting. If the students in learning are sometimes down and not enthusiastic anymore, usually the teacher gives a game or sings a song. The parent of students' also states that online learning is very influential on interest of student because the learning process is different from offline learning. There

is a high probability that students become lazy in online learning study because of a desire to play. There are also parents who sometimes do not force their children to follow online lessons from start to finish. The child too often experiences boredom because only meets his friends and teachers through virtual media or normally using Zoom or Google Meet does not meet in person.

From the four another result of findings above, it is assumed that the student is more interested when doing offline learning. The student feels bored when online learning, it is caused by several factors. The first factor is online learning process, the student is difficult to find the material. The second factor, the student is also difficult in doing online learning because there are obstacles during the online learning process, namely signals, networks, and internet quotas. Besides that, there are also disturbances caused by the learning applications used. In online learning some of the teachers always ask the students' to join zoom meeting everyday which makes them more stressed, lack motivation, and

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