Students Learning Interest in WhatsApp-Based Online Learning During Covid-19 Pandemic in Class VIII MTs Al-Hidayah Tosiba

AUTHORS INFO

Nurhidaya Nur
MTs Al-Hidayah Tosiba
nurhidayah2f2@gmail.com
+6282259309614

Miswandi Tendrita
Universitas Sembilanbelas November Kolaka
miswanditendrita93@gmail.com
+6282345803293

Saparuddin
Universitas Sembilanbelas November Kolaka
Saparuddin.yadin@gmail.com
+6285212291097

Abstract

Online learning was carried out during the Covid 19 pandemic. During online learning, many students were less active. This research aims to find out how interested students are in WhatsApp-based online learning in science subjects. The type of research used is quantitative descriptive research. The number of samples used in this research was 42 class VIII students at MTs Al-Hidayah Tosiba taken using a purposive sampling technique. The instrument used in this research was a questionnaire with a total of 20 statement items. Student interest in learning can be seen from 4 indicators, namely: feelings of happiness, student interest, student attention and student involvement. The results of this research show that the indicator of feelings of happiness is 54.76% in the "moderate" category. The interest indicator is 45.24% in the "very low" category. The attention indicator is 35.71% in the "high" category. The engagement indicator is 45.24% in the "high" category. Overall, the average of the questionnaire data obtained was 53.85 with the highest percentage of 33.33% being in the "medium" category. Based on the results of this analysis, it can be concluded that students' interest in learning in WhatsApp-based online learning is moderate.

Keywords: *Interest in Learning, Science, Online Learning*

A. Introduction

The development of science and technology in the 21st century is very rapid, everything can be regulated using technology. The beneficial effect of the development of science and technology in the world of education is that it makes it easier for students to access learning. The use of the internet in education has an influence that requires everyone to improve their quality so that they can compete in the 21st century. In the 21st century, the role of education is

becoming increasingly important in preparing the next generation who have learning and innovation skills, skills in using technology and information media, and can work and survive by using life skills *(Mayasari et al., 2016).*

Generally, learning activities are carried out directly in a classroom, where educators and students interact directly. However, since the Corona Virus Disease 2019 (COVID-19) pandemic occurred, precisely on March 2 2020, the first case of Covid-19 was detected in Indonesia. This has had an impact on the learning process at school which was initially transferred from face-to-face to *online learning* (Ministry of Health of the Republic of Indonesia, 2021).

Based on the results of observations/interviews with Mr Salamuddin as a science subject teacher at Madrasah Tsanawiyah Al-Hidayah Tosiba. The results of interviews conducted by researchers show that MTs Al-Hidayah Tosiba has been implementing online learning since the issuance of a circular letter from the Minister of Education and Culture of the Republic of Indonesia No. 3 of 2020 which requires carrying out distance learning. By using the K13 curriculum. One of the applications used by teachers at MTs Al-Hidayah Tosiba is WhatsApp application. In the WhatsApp application, teachers use the group chat feature. So that learning continues to take place. However, several studies show that online learning has an impact on students' interest in learning during Covid-19. According to research by Yunitasari & Hanifah (2020), students become easily bored when the online learning *process* takes place. Learning is less interesting, unlike learning in class.

Based on the results of the observations obtained, the researcher will conduct research on MTs Al-Hidayah Tosiba students with the title "Students' Interest in Learning in Whatsapp-Based Online Learning in Science Subjects During the *Covid-19 Pandemic* in Class VIII MTs Al-Hidayah Tosiba".

B. Literature Review
1. Online Learning
Learning comes from the word "learn" which is added with the words "pem" and "an". Learning is an individual who is in the process of making a change in behaviour holistically as a result of the experience gained in interacting with the surrounding environment. Changes in behaviour towards learning outcomes are *continuous*, functional, positive, active and directed (Pane & Dasopang, 2017). According to Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is a process of interaction between educators and students and learning resources that takes place in a learning environment.

Online learning is a learning system that is not carried out face to face but uses *a platform* that can help the teaching and learning process be carried out even remotely. *Online* learning aims to provide quality learning services in a massive and open network to reach more and wider people interested in learning (Handarini & Wulandari, 2020). According to Elyas, (2018), the benefits that can be enjoyed from the *online learning process* include *flexibility*, *independent learning* and *online* learning.

2. Interest to Learn
Interest is a driving factor for someone to do something. According to Slameto, (2015), interest is a feeling of liking and interest in a thing or activity, without anyone telling you to. Interest is the acceptance of a relationship between oneself and something outside oneself. The stronger or closer the relationship, the greater the interest. Of course, in carrying out activities and efforts to achieve goals, teachers need to encourage to foster student interest. The enthusiasm of educators in teaching students is closely related to students' interest in learning (Assis & Saputra, 2020). Hidi and Renninger believe that interest influences three important aspects of a person's knowledge, namely attention, goals and level of learning (Nurhasanah & Sobandi, 2016).

3. The Nature of Natural Science (IPA)

Natural science (IPA) is the knowledge that studies natural phenomena, both living and non-living, which includes three basic scientific fields, namely from the perspective of the life of the living creatures that inhabit them (Biology), the non-living objects that exist in them (Physics) and the processes chemical reactions between the substances that make it up (chemistry) as well as interactions between the three components (Arviansyah, et al., 2016). In essence, science is built based on scientific products, scientific processes and scientific attitudes (Trianto, 2010).

C. Methodology

1. Research Design

This research is a type of survey research with a quantitative descriptive approach. The research population was all class VIII students at MTs Al-Hidayah Toshiba The sample in this research was class VIII students MTs Al-Hidayah Tosiba. The sample was determined using a purposive sampling technique, namely a technique for determining samples with certain considerations. The sample was determined using a purposive sampling technique, namely a technique for determining samples with certain considerations. Class VIII was used as the research sample because in this class, students use the WhatsApp application during online learning.

2. Instruments

The form of instrument used in this research is a questionnaire. The questionnaire used to collect data about students' learning interest in *WhatsApp*-based *online learning* is in the form of a closed questionnaire with a graded scale. The graduated scale contains numbers arranged in stages from smallest to largest or vice versa. The answer scores are arranged based on a Likert scale with four alternative answers, namely Always (SL) 4, Often (SR) 3, Sometimes (KD) 2, and Never (TP) 1.

3. Techniques of Data Analysis

The results of this questionnaire were then analyzed using the percentage formula proposed by (Sugiyono, 2013):

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

Information:
P: Percentage of student scores
F: frequency of student scores
N: number of students

To identify the average trend of each indicator, *the Mean* (M) and Standard Deviation (SD) are used, the following formula is used:

$$M = \frac{Ideal\ maximum\ score + Ideal\ minimum\ score}{2}$$

$$SD = \frac{Ideal\ maximum\ score - Ideal\ minimum\ score}{6}$$

Information:
X_i: ith X value
M: *Mean*
SD: Standard deviation

The trend of each indicator is classified into 5 (five) categories, namely:

Table 1. Determining Student Interest in learning questionnaire in WhatsApp based online
learning

Coefficient Value	Category
$X_i > (M + 1.5\ SD)$	Very high
$(M + 0.5\ SD) < X_i \leq (M + 1.5\ SD)$	Tall
$(M - 0.5\ SD) < X_i \leq (M + 0.5\ SD)$	Currently
$(M - 1.5\ SD) < X_i \leq (M - 0.5\ SD)$	Low
$X_i \leq (M - 1.5\ SD)$	Very low

(Mustofa, 2014)

WhatsApp-based *online* learning is obtained, and the mean is found using the following
formula:

$$\bar{X} = \frac{\sum_{i=1}^{n} x_i}{n} \text{ (Sugiyono, 2019)}$$

Information :
$\bar{x}$: *Mean* (average)
x_i: Ith data value
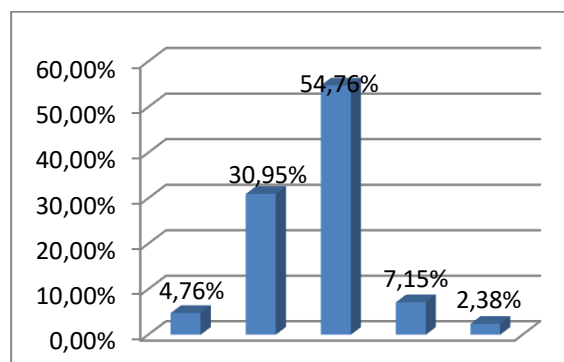n: Number of respondents

D. Findings and Discussion
1. Findings
a. Data from a questionnaire on students' learning interest in WhatsApp-based online
learning based on indicators of students' feelings of enjoyment

Based on the results of filling out the interest in learning questionnaire for 42 students,
the indicators regarding students' feelings of enjoyment were obtained as follows:

Table 2. Questionnaire categories for students' learning interest in WhatsApp-based online learning,
indicators of students' feelings of enjoyment

Category	Coefficient Value	Frequency	Percentage (%)
Very high	$X_i > (35.75)$	2	4.76%
Tall	$(30.25) < X_i \leq (35.75)$	13	30.95%
Currently	$(24.75) < X_i \leq (30.25)$	23	54.76%
Low	$(19.25) < X_i \leq (24.75)$	3	7.15%
Very low	$X_i \leq (19.25)$	1	2.38%
Total		**42**	**100%**

Based on the questionnaire category table on students' learning interest in *online
learning* in terms of indicators of feelings of happiness, it can be depicted with the following
graph:

Figure 1. Graph of interest categories in terms of indicators of students' feelings of enjoyment

b. Data from a questionnaire on student interest in learning in *WhatsApp*-based *online learning* based on indicators of student interest

Based on the results of filling out the interest in learning questionnaire for 42 students, the indicators of student interest were obtained as follows.

Table 3. *WhatsApp*-based *online* learning, indicators of student interest

Category	Coefficient Value	Frequency	Percentage (%)
Very high	$X_i > (6.5)$	2	4.76%
Tall	$(5,5) < X_i \leq (6.5)$	5	11.90%
Currently	$(4,5) < X_i \leq (5.5)$	10	23.81%
Low	$(3.5) < X_i \leq (4.5)$	6	14.29%
Very low	$X_i \leq (3.5)$	19	45.24%
Total		**42**	**100%**

WhatsApp-based *online* learning in terms of the student's interest indicators, can be depicted with the following graph:
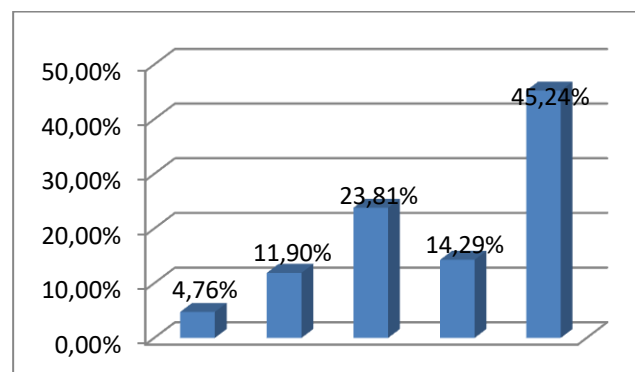

Figure 2. Graph of interest categories in terms of student interest indicators

c. Data from a questionnaire on students' learning interest in *WhatsApp*-based *online learning* based on indicators of student attention

Based on the results of filling out the interest in learning questionnaire for 42 students, the indicators of student attention were obtained as follows:

Table 4. *WhatsApp*-based *online* learning, indicators of student attention

Category	Coefficient Value	Frequency	Percentage (%)
Very high	$X_i > (13)$	9	21.43%
Tall	$(11) < X_i \leq (13)$	15	35.71%
Currently	$(9) < X_i \leq (11)$	8	19.05%
Low	$(7) < X_i \leq (9)$	7	16.67%
Very low	$X_i \leq (7)$	3	7.14%
Total		**42**	**100%**

WhatsApp-based *online* learning in terms of the student's attention indicators, can be depicted with the following graph:
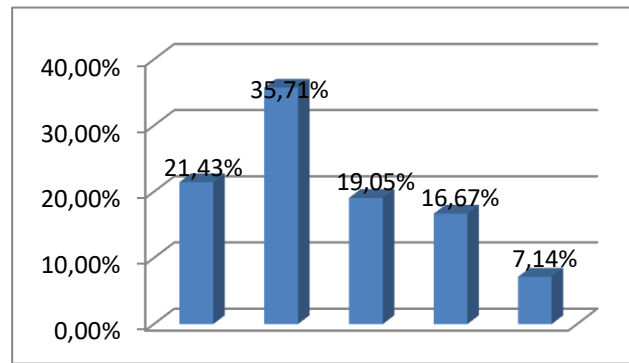
Figure 3. Graph of interest categories in terms of student attention indicators

d. Data from a questionnaire on student interest in learning in *WhatsApp*-based *online learning* based on indicators of student engagement

Based on the results of filling out the interest in learning questionnaire for 42 students, the indicators for student engagement were obtained as follows:

Table 5. *WhatsApp*-based *online* learning, indicators of student involvement

Category	Coefficient Value	Frequency	Percentage (%)
Very high	$X_i > (10.5)$	9	21.43%
Tall	$(8.25) < X_i \leq (10.5)$	19	45.24%
Currently	$(6.75) < X_i \leq (8.25)$	13	30.95%
Low	$(4,5) < X_i \leq (6.75)$	1	2.38%
Very low	$X_i \leq (4.5)$	-	-
Total		**42**	**100%**

WhatsApp-based online learning in terms of indicators of student involvement, can be depicted in the following graph:
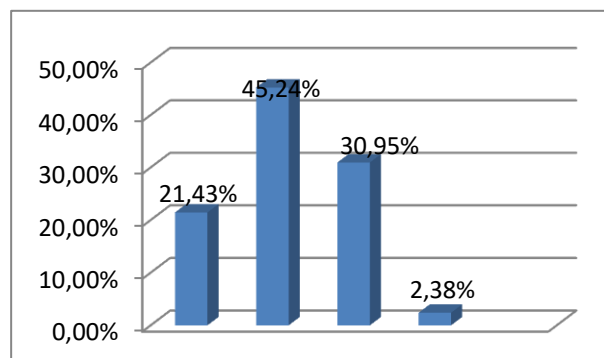

Figure 4. Graph of interest categories in terms of indicators of student involvement

e. Indicators of General Student Interest in Learning

To find out indicators of students' learning interest in *WhatsApp*-based *online learning* in general, it can be presented in the following table:

Table 6. Indicators of students' general learning interest

Category	Coefficient Value	Frequency	Percentage (%)	Average
Very high	$X_i > (65.05)$	2	4.76%	
Tall	$(57.60) < X_i \leq (65.05)$	13	30.95%	
Currently	$(50.15) < X_i \leq (57.60)$	14	33.33%	53.85
Low	$(42.70) < X_i \leq (50.15)$	11	26.20%	
Very low	$X_i \leq (42.70)$	2	4.76%	
Total		**42**	**100%**	

2. Discussion

The *Covid-19* pandemic at MTs Al-Hidayah Tosiba was carried out online *using* the *WhatsApp application. WhatsApp* features that teachers often use in the learning process are photo, video, document and *WhatsApp* group features. The teacher uses the photo feature as a form of result of students' work on assignments, the teacher will give orders or assignments, and then students will send the results of their assignments in the form of photos which are shared on the WhatsApp group *or* via *personal* chat to the teacher concerned, then the delivery of the material is delivered using document features in word, PDF or PPT form as well as using the video feature to share learning videos to support learning activities.

However, direct learning is considered more effective than *online learning.* This is because *WhatsApp*-based *online learning* has several obstacles, one of which is that each student's network connection is different. It is difficult to know the seriousness of students in learning. Direct learning makes students understand more about the material being presented, students can also ask the teacher directly about material they do not understand. Interest in learning can be viewed from several indicators, these indicators include:

Based on the questionnaire results in Table 1, the indicator of feelings of happiness is in the medium category with a percentage of 54.76%. Of the 42 students in this indicator, there were 2 students in the very high learning interest category, 14 students in the high learning interest category, 22 students in the moderate learning interest category, and 3 students in the low learning interest category and the very low learning interest category. totaling 1 student. Based on these data, it can be seen that the majority of students feel happy in participating in science learning. With feelings of joy, students can follow the lesson well so that the science material taught by the teacher can be understood.

The second indicator of learning interest is student interest. The indicator of student interest in participating in any *WhatsApp*-based *online science learning* is still very low. Based on the questionnaire results in Table 4.2, student interest is in the very low category with the highest percentage amounting to 45.24%. Of the 42 students in this indicator, there were 2 students in the very high learning interest category, 5 students in the high learning interest category, 10 students in the medium learning interest category, 6 students in the low learning interest category and the very low learning interest category. totaling 19 students.

Based on this data, it can be concluded that the majority of students are less interested in taking part in *online science learning* based on *WhatsApp*. This is because the results of the questionnaire showed that when they had difficulty doing assignments, only some students asked friends to explain the material via chat via *WhatsApp.* Apart from that, students lack interest in looking for other sources of knowledge such as libraries or accessing the internet. This shows the lack of student interest in learning science which is not in line with the opinion of Slameto (2015) that students who have an interest in learning are students who have an interest in learning. Based on research results, (Firdaus, 2019) it is proven that the factors causing students' low interest in learning are related to the motivation that encourages students to tend to feel interested in people, objects, activities or can be effective experiences that are stimulated by the activity itself. This requires appropriate follow-up to overcome the problems that cause students' low interest in learning.

Based on the questionnaire results in Table 4.3, students' attention is in the high category with a percentage of 35.71%. of the 42 students in this indicator, there were 9 students in the very high learning interest category, 15 students in the high learning interest category, 8 students in the moderate learning interest category, 7 students in the low learning interest category and the very low learning interest category. totaling 3 students. Based on these data it can be concluded that the majority of students have attention to science learning.

Based on the questionnaire results in Table 4.4, student involvement is in the high category with a percentage of 45.24%. Of the 42 students in this indicator, there were 9 students in the very high learning interest category, 19 students in the high learning interest category, 13 students in the moderate learning interest category, 1 student in the low learning interest category and 1 student in the very low learning interest category totaling 0 students. Based on these data, it can be concluded that the majority of students have an engaged attitude towards *WhatsApp*-based online science learning. The results of the questionnaire show that the majority of students often read science material first before the lesson begins, and students always listen to the teacher's directions when given assignments/homework. According to Septiani, I. et al (2020) involvement is student participation in an object which results in the

student being happy and interested in doing or carrying out activities for that object, such as students' awareness of the importance of learning outside of school.

Based on the results of general data analysis, it is known that students' interest in learning in *WhatsApp*-based online learning tends to be moderate, namely 33.33% with an overall average result of 53.85. while the gain for the very high category was 4.76%, the high category was 30.95%, the low category was 26.20%, and the very low category was 4.76%.

Based on questionnaire data processing, it shows that students' interest in learning in *WhatsApp*-based *online learning* is moderate. This is shown by the varying percentage results for each indicator. The indicator of feelings of happiness is in the medium category, the indicator of student interest is in the very low category, the indicator of student attention is in the high category and the indicator of student involvement is in the high category.

Students' lack of enjoyment and interest in *WhatsApp*-based *online learning* can affect students' interest in learning. This could be caused by the *WhatsApp*-based *online learning process* being less interesting for students, so that students' concentration does not focus on the learning material provided by the teacher. Apart from that, students' lack of initiative or passion in participating in *WhatsApp*-based *online learning* also greatly influences their interest in learning. As well as limited facilities such as *cell phones* and internet quota which prevent students from participating in WhatsApp-based *online learning .* According to the interview results, students' impressions of implementing *WhatsApp*-based *online learning* are still low. Lack of will and hard work can also trigger them to have a low interest in learning.

E. Conclusion

Based on the results of the data that has been obtained, it can be concluded that student's interest in learning in *WhatsApp-* based *online learning* in science subjects during the *Covid-19 pandemic* in class VIII MTs Al-Hidayah Tosiba is included in the medium category with the overall data obtained is 33.33% with an average of *53.85*, so improvements still need to be made so that the desired learning objectives can be achieved.

F. References

Assis, A. N., & Saputra, Y. D. (2020). Survei Minat Belajar Pendidikan Jasmani Olahraga dan Kesehatan dalam Sistem Pembelajaran Online pada Siswa Kelas 1 di SMA Negeri 1 Babat. *Jurnal PEDAGOGI, 1*(4), 13-25.

Elyas, A. H. (2018). Penggunaan Model Pembelajaran E-learning dalam Meningkatkan Kualitas Pembelajaran. *Jurnal Warta Darmawangsa Edisi: 56*, 1-11.

Firdaus, C. B. (2019). Analisis Faktor Penyebab Rendahnya Minat Belajar Siswa Terhadap Mata Pelajaran Matematika di MTs Ulul Albab. *Journal On Education*, 191-198.

Handarini, O. I., & Wulandari, S. S. (2020). Pembelajaran Daring Sebagai Upaya Study Home (SFH) Selama Pandemi Covid 19. *Jurnal Pendidikan Administrasi Perkantoran (JPAP), 8*(3), 496-503.

Mayasari, T., Kadarohman, A., Rusdiana, D., & Kaniawati, I. (2016). Apakah Model Pembelajaran Problem Based Learning dan Project Based Learning Mampu Melatihkan Keterampilan Abad 21. *Jurnal Pendidikan Fisika dan Keilmuan, 2*(1), 48-55.

Mustofa, M. I., Chodzirin, M., & Sayekti, L. (2019). Formulasi Model Perkuliahan Daring sebagai Upaya Menekan Disparitas Kualitas Perguruan Tinggi. *Walisongo Jurnal Of Information Technology, 1*(2), 151-160.

Nurhasanah, S., & Sobandi, A. (2016). Minat Belajar Sebagai Determinan Hasil Belajar Siswa. *Jurnal Pendidikan Manajemen Perkantoran, 94*(2), 128-135.

Pane, A., & Dasopang, M. D. (2017). Belajar dan Pembelajaran. *Jurnal Kajian Ilmu-ilmu Keislaman, 03*(2), 333-352.

Slameto. (2015). *Belajar dan Faktor-faktor yang Mempengaruhinya.* Jakarta: PT. Rineka Cipta.

Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif dan R&D.* Bandung: Alfabeta.

Yunitasari, R., & Hanifah, U. (2020). Pengaruh Pembelajaran Daring terhadap Minat Belajar Siswa pada Masa COVID-19. *Jurnal Ilmu Pendidikan, 2*(3), 232-243.