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Analysis of student interest in biology subjects after the covid-19 pandemic at MAN 2 Bantul

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ABSTRACT

Interest means an attitude of liking an activity and usually paying more attention. The purpose of this study was to determine students' interest in learning Biology subjects after the co-19 pandemic. This research is a quantitative research with quantitative descriptive method. The object of research is science students at MAN 2 Bantul totaling 192 with a sample of 56 respondents. Research data were obtained using a closed questionnaire that had been validated by experts. Aspects observed in learning interest such as student interest, curiosity, student acceptance of tasks, awareness of learning at home, activeness, and the learning process. The results showed that student interest was categorized as good, curiosity was categorized as good, student acceptance when given assignments was categorized as very poor, awareness of learning at home was categorized as very poor, student activeness was categorized as very good, and the learning process was categorized as very good. Based on the results of this study, it can be concluded that student interest in learning after the co-19 pandemic can be said to be good even though it has various factors inhibiting interest in learning.

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Introduction

Post-pandemic is a new era that greatly affects various sectors in the world, one of which is the education sector. Education is a comprehensive thing that must be included in every aspect of daily life. Education is basically the cultivation of moral values which is interpreted as a must to do¹. Education is a learning process to seek and find information consciously with the aim of obtaining values or moral changes, attitudes, habits, behavior, skills and knowledge based on the results of interactions with the surrounding environment². The educational process

will be successful when the objectives in education are achieved. Educational goals are also supported by several aspects, one of which is the students' interest in learning. The success of students in learning can be seen from the learning outcomes of students. The learning outcomes obtained by students are influenced by interest in participating in learning the subject. Interest in participating in learning process activities will provide a positive stimulus for learning³.

One of the educational activities that currently has many obstacles is when the learning process takes place in the classroom. With this can occur due to the covid-19 pandemic which requires a reduction in activities outside the home. This rule is certainly a new challenge in education because previously learning was fully online. Post-pandemic, the learning system in schools has begun to be carried out face-to-face even though it is limited. In the post-pandemic context, student interest in learning is one of the challenges for educators in carrying out learning. Indeed, apart from the delivery of knowledge, the most important element in learning activities is interest in learning. Teachers must foster students' interest in learning to learn face-to-face again with activities that are still limited. The function of learning interest is of course to encourage students to achieve achievements⁴.

Interest means an attitude of liking or having a connection to an activity and usually provides a positive stimulus for someone to pay more attention to something. Interest is a basic aspect of achieving goals for success. Usually, if someone has a great interest, it indirectly gives a big push in him. This encouragement comes from the individual himself or from the place of residence and the presence of people around, so that he will be motivated to carry out an activity he wants. Sudarsana states that interest is an individual's condition to get a positive response directed towards a certain situation that will give a sense of pleasure to oneself⁵. Interest must be given and instilled in students so that they want to participate in the biology learning process which is carried out with pleasure. High interest will provide encouragement to students to find out in depth about the lessons to be learned. High learning interest possessed by students will certainly try to improve their learning outcomes. Students will play an active role in asking questions if they cannot solve problems in understanding biology lessons. On the other hand, if students show low interest in biology lessons, then they will become less active in the learning process. Thus, it will greatly affect the learning outcomes to be achieved. Therefore, students with high interest will develop a fighting spirit to do everything better according to their abilities.

Madrasah Aliyah 2 Bantul (MAN 2 Bantul) is one of the madrasahs in Bantul regency that has been accredited A with two fields of science, namely science and social studies, where each grade level has 3 classes, namely 3 science classes and 3 social studies classes. In addition to focusing on academics, this school also prioritizes religious knowledge because this school is religiously based under the Ministry of Religious Affairs. In addition, this school also emphasizes skills. This is indicated by the existence of skills classes, such as multimedia, fashion, metal craft, agribusiness processing of agricultural products, and others. The existence of this skills class is intended to prepare students who later when they graduate want to work. With the existence of this skills class, MAN 2 Bantul is also known as MAN Skills. Based on our first observation at this school, we found that students were not very interested in learning biology face-to-face in class. This can be caused by the low interest of students in learning biology because students are more focused on developing their skills through skills lessons. The purpose of this study was to determine the learning interest of grade X and grade XI students at MAN 2 Bantul in biology subjects. This research is very important to do because it is in accordance with research according to Dalimunthe et al, that an important factor affecting the learning process is learning interest⁶. The research that has been carried out states that the learning process during the pandemic which is carried out online greatly affects students' interest in learning. Given the above background, the research to be carried out aims to determine student interest in biology subjects after the co-19 pandemic at MAN 2 Bantul.

Method

This research uses a quantitative descriptive method. Data was collected using a questionnaire technique. The instrument used is a closed questionnaire instrument validated by experts. The approach used is quantitative. Students as research subjects, while the object is student interest. The population in this study were 192 science students. If the population exceeds 100, a minimum of 15-25% can be taken to determine the sample⁷. Based on this theory, the sample used was 56 students. Random sampling technique was used for sampling. The data analysis technique was carried out by descriptive analysis and data collection was carried out on August 29, 2022 and August 30, 2022. The data is processed and converted into percentages. Determining whether the level of student interest in learning is very good, good, sufficient, lacking, or very low requires data transformation. The following is a conversion guide table according to Arikunto as a guide to convert the level of interest in learning students⁷.

Table 1. Learner Interest Level Guide

Percentage Rate	Criteria
80% - 100%	Very good
70% - 79%	Good
60% - 69%	Fair
50% - 59%	Less
0% - 49%	Very Poor

Results and Discussion

Based on the research that has been carried out, the results are presented in table 2.

Table 2. Research results

Indikator	Persentase	Kategori
Students feel interested in learning biology	75%	Good
Student curiosity	72%	Good
Student acceptance of the task	36%	Very poor
Awareness of learning at home	19%	Very poor
Student activeness	90%	Very Good
Learning process	79%	Very Good

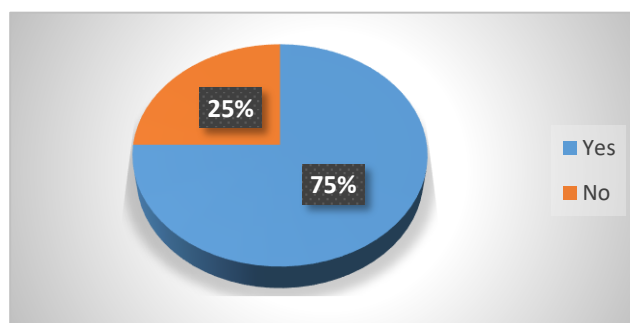


Figure 1. Diagram of Student Interest

From the results obtained in Figure 1, we can see that the student interest index is in the good category, which is 75% from time to time. Students' interest in learning biology is influenced by the teacher's learning process. This is in accordance with the belief that one of the most important aspects in increasing student interest in learning by using interesting and fun learning media⁸. Indicators of the learning process include the media used by the teacher, the way the teacher teaches, and learning activities. Therefore, learning media, teacher teaching methods, and learning activities can increase student interest in learning. Students will be interested when the teacher gives a pleasant impression when learning takes place, and vice versa students will be disinterested when learning is unpleasant and uninteresting. Learning media is one of the most important media in the success of the student learning process, because learning media has 4 important components in learning activities such as learning atmosphere, teaching materials, media and learning resources, and an education as a subject of study. A good learning process can be created because there is a learning media that supports it. This means that the use of learning media in the learning process can increase student interest and motivation. In addition, learning media can motivate students, encourage participation in learning activities and have a positive impact on students⁹. Mahnun states that, when using effective learning media, teachers must be able to analyze media that can meet students' needs and stimulate their interest in learning¹⁰. The use of appropriate learning media should be able to motivate good learning for students both at school and at home.

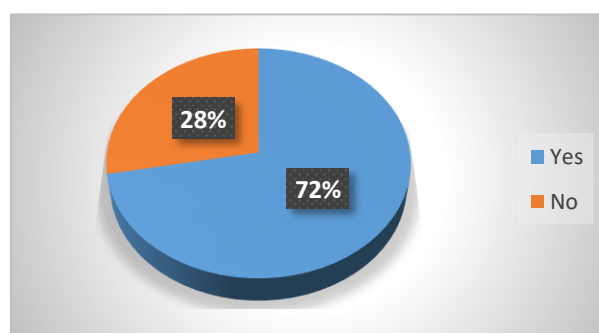


Figure 2. Diagram of Student Curiosity

The results listed in Figure 2 show that students have a high curiosity in learning biology. This is evidenced by the results of student responses obtained of 72% in the good category. Students' curiosity is seen from various aspects, namely students are happy to exchange opinions with their peers, students are happy to try to do biology problems, and students will indirectly ask the teacher if the material studied has not been understood. The existence of this high curiosity shows that students are still excited and have enthusiasm for learning biology. Curiosity plays an important role in the student learning environment. Low curiosity will be difficult to focus students' attention¹¹. Curiosity is the main thing in learning activities, so it is very necessary. Students' curiosity grows as they look around. The nature of

curiosity possessed by students will help them understand the learning material provided by the teacher, thus generating interest in learning later¹². In general, students with high curiosity can be identified by the questions asked to the teacher, answering questions asked by the teacher¹³. According to Jannah *et al*, students' understanding of curiosity is based on their need to look for problems they have, that is, they can produce insights that can be used by many people, especially to the extent that they play an important role in the learning process and to the extent that the material is taught to them through learning activities and students can play their imagination regarding the material taught by the teacher related to in-depth knowledge of everyday life¹⁴.

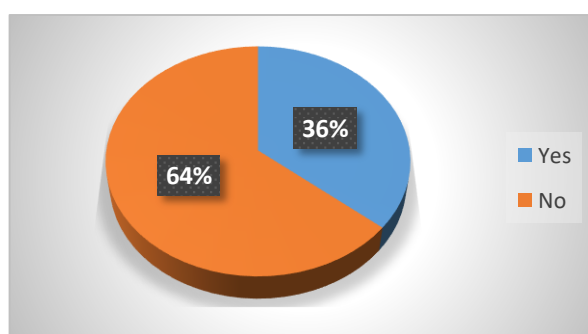


Figure 3. Diagram of Student Acceptance of Assignment

Based on the results shown in Figure 3, students' acceptance when given assignments shows that students like it when Biology assignments are not given to them rather than given assignments. With this it can be seen from the results of the study obtained that 64% did not like it when giving assignments in the very poor category. From this percentage, there are many factors that cause students to dislike when given Biology assignments by their teachers, because there are so many activities carried out at school, for example there are skills subjects that take a long time to do, plus other lesson assignments given by their teachers. Research according to Sulistyawati, one of the reasons students are less interested in learning during a pandemic is because they are given too many assignments¹⁵. This theory is in accordance with the results obtained which show that students do not like assignments. This has an impact on the post-pandemic period, where students are more likely to prefer classroom assignments rather than having to carry the burden of assignments and fatigue.

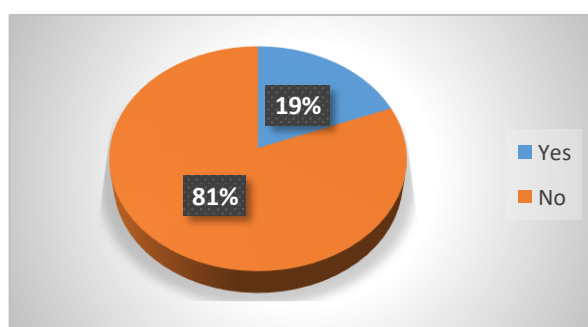


Figure 4. Awareness of Learning at Home

The results shown in Figure 4 show that the percentage of students' awareness to study at home is 19% with a very poor category, which means that students lack awareness of studying at home. This is also in line with the results regarding the indicator of student acceptance when given assignments where students do not like giving assignments. Students have low awareness of learning at home and this is shown by students not liking being given

homework. Students are active in participating in classroom learning but do not like the assignments that must be completed at home. This is also because the class hours at school are already late in the afternoon coupled with extracurricular activities which will certainly drain students' energy. When at home students will more often take the time to rest. This is what causes the level of awareness of learning at home to be very low or very lacking. This awareness of learning at home is also related to students' interest in learning, which if students really feel interested in the lesson then students will have an awareness of learning independently as well, but from the results obtained, students' interest in learning is only when in the classroom. Low learning awareness is also influenced by conditions that have just been affected by the pandemic so that students must re-adapt to these post-pandemic conditions. Students' learning awareness at home is also influenced by parental support factors. Parental support for learning at home can later increase students' interest in learning¹⁶.

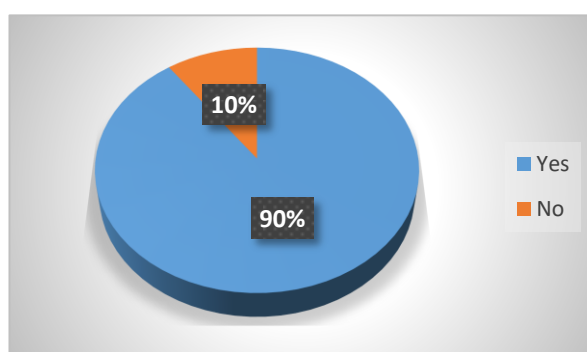


Figure 5. Diagram of Student Activeness

Based on the results shown in Figure 5, the activeness of students during the learning process takes place in the classroom shows that they are very active and enthusiastic and enthusiastic in participating in the Biology learning process. This can be seen from the results obtained with a percentage of 90%, and 10% were not active in the learning process. When students are enthusiastic about learning, it will certainly provide positive energy for themselves and other students. Active participation by students in the learning process helps the teacher in conveying knowledge and indirectly students easily understand and accept the material delivered by the teacher. Student activity in participating in learning is influenced by several factors, including: motivating students to be interested in learning, providing feedback, using teaching that is not boring for students and others¹⁷. MAN 2 Bantul students have good activeness which can also be seen through biology learning that students are active and enthusiastic in conducting discussions during learning.

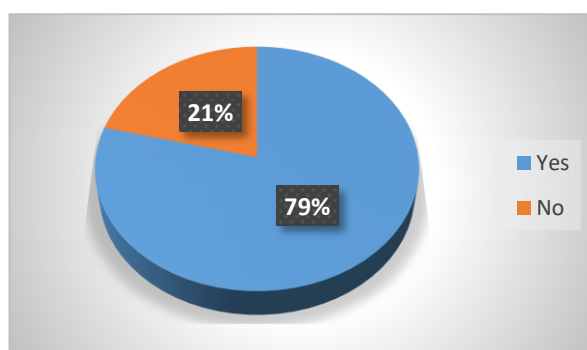


Figure 6. Diagram of Learning Process

Based on the results shown in Figure 6 regarding the learning process indicators, it is found that 79% of students feel that the learning process carried out by the teacher has an effect

on their interest in learning while 21% state that it has no effect on their interest in learning. The intended learning process includes the media used, the activities carried out and the way the teacher teaches. The way the teacher teaches is where the teacher applies models, methods, strategies and even learning media that are in accordance with the basic competencies studied during the learning process in the classroom. The learning model and learning methods used by the teacher greatly affect students' interest in learning which in turn will affect their learning outcomes¹⁸. The media used by most teachers in delivering material such as using power point. In addition, teachers also use videos as an introduction to the material. This is an effort to make students interested and willing to participate in learning biology. Teachers can create a pleasant atmosphere for their students. Learning media is also used as a means of communication to make the teaching and learning process more effective. The presence of learning media can improve student performance by making it easier for students to understand the material and making it easier for students to remember the material¹⁹.

The six aspects described above mean that there are several factors that influence student interest in learning. One of the factors that influence student interest in learning is extrinsic factors. These extrinsic factors include student family factors such as parenting, family communication, and family financial circumstances. Apart from external factors, there are also internal factors. One of the internal factors that can affect student interest in learning is student attention which comes from curiosity, student attitudes, and other reasons²⁰.

Conclusion

Based on the research results obtained, we can conclude that students at MAN 2 Bantul have a good interest in learning. Student learning interest includes several indicators such as student interest, student curiosity, student acceptance when given assignments, awareness of learning at home, student activeness, and the Biology learning process takes place in the classroom. From these various indicators, student interest in learning at MAN 2 Bantul has its own criteria. The results showed that post-pandemic learning interest was strongly influenced by online learning conducted during the Covid-19 pandemic. This is evidenced by students' interest in learning in the classroom such as interest in the learning process, curiosity and high student activeness due to offline learning that is now starting to be implemented. Meanwhile, students' interest in assignments and awareness of learning at home is very low because students feel bored with giving too many assignments during online learning during the Covid-19 pandemic.

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