

Motivation and Interest in Learning in Online Learning during the Covid-19 Pandemic in Yapis 02 Elementary School Manokwari

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Abstract

This study aims to determine the motivation and interest in learning in online learning during the Covid-19 pandemic in students of SD Yapis 02 Manokwari. The research method used is descriptive qualitative research method because the problem is not clear, complex and dynamic and full of meaning, so qualitative data is more appropriate to use. The instrument in this research is the researcher himself. Data collection techniques by means of observation, in-depth interviews, and documentation. In the interview, the participants who will be involved are students of SD Yapis 02 Manokwari along with their parents, teachers, all of whom were selected based on certain criteria (purposive and snowball sampling). The student criteria include grade 4, 5 and 6 students who since the beginning of the pandemic have participated in online learning, with the consideration that they have understood the context of the questions asked in the interview. In addition to these criteria, students are also selected based on the ability to describe their thoughts and opinions. Data analysis techniques are carried out in line with the data collection process, carried out interactively through data reduction, data display, and verification. To maintain the credibility of the data, it is necessary to extend observations, increase persistence in research, triangulate sources, place and time, analyze negative cases and use reference materials.

Keywords

Motivation; interest in learning; online learning.



I. Introduction

The Covid-19 outbreak has made the education sector one of the most affected. All offline learning activities, both at the elementary and tertiary levels, should not be carried out at all. This refers to the Circular Letter of the Minister of Education and Culture of the Republic of Indonesia Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Corona Virus Disease (Covid 19) which enforces the rules for having to study from home (BDR) online in order to provide a meaningful learning experience. on students. (Kemendikbud, 2020)

COVID-19 is a global health problem including Indonesia. This was initiated from the information of the World Health Organization (WHO) on 31 December 2019 there was a case of a cluster of pneumonia with a new etiology in Wuhan City, Hubei Province, China and later expanded beyond China. On 30 January 2020, COVID-19 was set to become the public health Emergency of International Concern (PHEIC). (Susilawati, et al. 2020)

In the practice of online learning, various obstacles arise in each region, which are experienced by students, teachers, and parents, ranging from the lack of mastery of technology, internet quota costs, the time that parents must provide in accompanying learning, students cannot socialize directly with friends, as well as increased teacher working hours because they have to coordinate with parents, between teachers and school principals. (Purwanto, et al. 2020). The limitation of cellular signal, the absence of a device, the workload via online which is considered burdensome so that the task is not carried out in the end. This generally occurs in elementary school students (SD). In some areas online learning at the elementary level has not run optimally, of course it must be a serious concern, because even though it is done online, it is hoped that students will still get a good learning experience along with all the advantages and disadvantages. online learning must still pay attention to the competencies to be taught. (Syarifudin, SA, 2020)

The results of online learning observations at SD Yapis 02 Manokwari, it is known that there are several obstacles experienced by teachers, students and parents, including unpreparedness in using online learning applications, some parents complain about the hassles of helping their children's assignments, children also look bored because of the many tasks they have to do. given and cannot meet and play with friends as was usual before the Covid-19 pandemic. These conditions can affect students' motivation and interest in learning in online learning. This is important to note because motivation is the most dominant factor that will affect the process and learning outcomes. Motivation will also increase interest in learning. Motivation can be a driving force in the learning process. (Anggraini, SI, 2011)

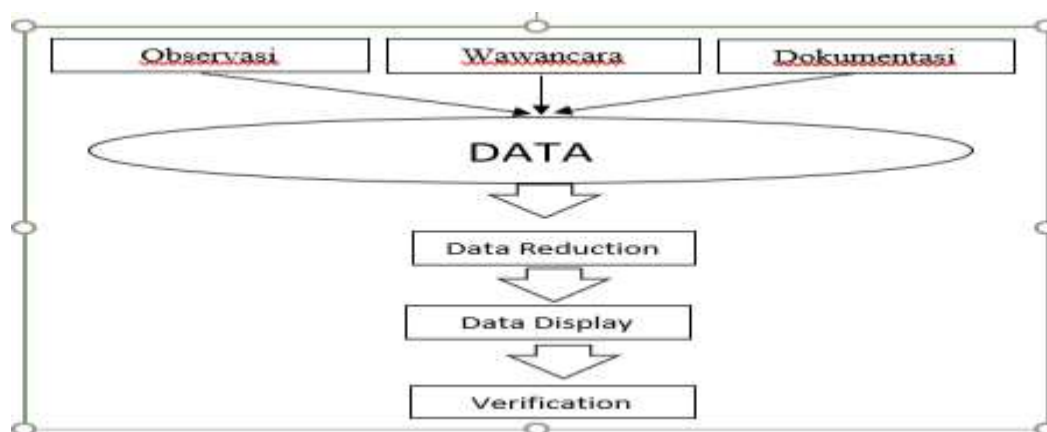
The purpose of this study was to determine the motivation and learning interest of Yapis 02 Manokwari Elementary School students in online learning during the Covid-19 pandemic.

II. Research Method

The research method used in this study is a qualitative descriptive research method. Qualitative research is research to understand the phenomena experienced by the subject, namely behavior, perception, action motivation, and others holistically, described in language and words, in a natural and special context using scientific methods. (Moleong, 2018) . This method was chosen because the problem is not clear, complex and dynamic and full of meaning, so qualitative data is more appropriate to use in situations like this. The instrument in this research is the researcher himself. Researchers are required to be able to enter into the real situation in research, to get a complete and objective picture of the situation at hand.

The data collection technique is by observation, in-depth interviews, and documentation studies. Observation is done by observing the object of research directly to obtain accurate results because the researcher can witness, understand, and pay attention to the object up close. Interviews were conducted in depth. In the interview, the participants who will be involved are students of SD Yapis 02 Manokwari along with their parents, teachers, all of whom were selected based on certain criteria (purposive and snowball sampling). The criteria for students include upper-class students in elementary school, namely grades 4, 5 and 6 who have been participating in online learning since the beginning of the pandemic. The upper class students were selected with the consideration that they already understood the context of the questions asked in the interview. Apart from these criteria, Students are also selected based on the ability to describe their thoughts and opinions. This is obtained from the direction of the teacher who teaches. Documentation in this study was used to obtain supporting data in the study, including photos of online learning process activities including field notes obtained by researchers.

The data analysis technique was carried out in line with the data collection process. According to Miles and Huberman, data analysis is carried out interactively through: data reduction, data display, and verification (Sugiyono, 2017). At the beginning of the observation, the data that has been obtained will be selected which will be used and in accordance with the research objectives, while the data that is considered not related to the research question will be ignored. Furthermore, at the time of the interview, data from interviews that are not related to the research will be removed (reduction). After the data is sorted, the researcher will display the data or present the research data, to draw conclusions or verification.



III. Result and Discussion

Learning motivation is a psychological condition that encourages a person to learn. Students who have motivation will understand what their goals are in learning, are more enthusiastic in learning and can do their job well. (Khodijah, N. 2014). Ginting stated that motivation in learning is something that encourages students to learn and master the learning materials they follow. Students' interest in participating in learning is highly dependent on motivation. With the motivation of students will be actively involved and initiative in participating in learning. High motivation will condition students to develop positive strategies so that learning success can be achieved. (Syahrowitah, 2016)

The learning is aimed at reconstructing students who are looking for information and finding out knowledge that is able to solve problems, cooperate, and tolerate diversity. If the desire is successful in a satisfying way, it will increase students' self-confidence as well as a high sense of responsibility and civilized humans who can identify themselves with stable, independent personalities and have emotional stability with intellectual knowledge. They are also able to control themselves consistently, which is also called Emotional Quotient (Damanhuri in Pradana, D. et al. 2020).

The existence of motivation in students is very important to encourage the spirit of learning. Uno (Fauziah et al, 2017) mentions that the emergence of learning motivation is due to intrinsic factors; desire and desire to succeed, encouragement of learning needs, and expectations about goals. Extrinsic factors; rewards, a conducive learning environment, interesting learning activities. The condition of students who have learning motivation will certainly be serious in participating in learning so that the learning outcomes are satisfactory. The students who do not have the motivation to learn tend to be bored in following the learning process. Good learning motivation will make students play an active role and excel in learning in class. Thus, motivation can be said as an encouragement experienced by a

person in doing an act whether intentional or not to achieve certain goals. (Fauziah et al, 2017). For a child, having an interest is very important, because with interest, he will be more enthusiastic about doing something without coercion. Bloom (Susanto, 2013) states that "Interest is what he calls subject-related affect, which includes interests and attitudes towards the subject matter." Interest is related to the problem of needs and wants. In learning, Hansen (Susanto, 2013) said that "students' interest in learning is closely related to personality, motivation, self-expression and concept or identification, heredity and external or environmental influences". Interest in something will affect the acceptance of new interests and the subsequent learning process. So "Interest in something is the result of learning and supports further learning" (Slameto, 2013). Interest in learning must be owned by students in following a learning process. There are several factors that can influence the increase in interest in learning, (Prahmadita, 2014), namely: 1) Internal factors (motivation, aspirations, talents) and 2) External factors (teachers, family, friends, environment). So in a learning process, interest acts as a driving force for students in learning aimed at achieving learning objectives. Interest in learning is needed so that students have an interest in the subject matter presented. Students' interest in online learning in this study can be seen from the high willingness and enthusiasm in learning, carrying out online learning activities without coercion, and the desire to learn. So interest is defined as a person's interest in a particular object accompanied by concentration and wanting to be directly involved in its activities because there are intended expectations and perceived meanings. With a high interest in learning students can gain knowledge and insight as well as good learning outcomes. (Marleni, 2016). Interests and indicators presented below refer to the opinion above, while motivation and indicators refer to Uno's opinion (Fauziah et al, 2017), as follows;

Table 1

Variable	Indicator	Sub Indicator
Motivation	<ol style="list-style-type: none"> 1. Desire and desire to succeed 2. Encouragement of learning needs 3. Hope about ideals 4. award 5. Conducive learning environment 6. Interesting learning activities 	<ol style="list-style-type: none"> 1. Active in learning 2. Happy in learning, Have clear goals in learning 3. Looking for learning-related materials, Diligent in learning 4. Hope for praise, Fear of punishment 5. Study conditions 6. How to learn
Interest	<ol style="list-style-type: none"> 7. High willingness to take lessons 8. Doing something without being forced 	<ol style="list-style-type: none"> 7. Passionate about learning 8. Learn on your own volition

3.1. Student Learning Motivation of Yapis 02 Elementary School Manokwari in Online Learning

Looking at the motivation of the first indicator, namely the desire and desire to succeed with active sub-indicators in learning, it is described from the answers of student participants regarding the activities they do while online learning is in progress, the actions they take if there is material that is not clear in learning, as well as related to focus and their attention to the given material. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, it is illustrated through their statements that when participating in

online learning the activities they do; following, listening, listening to teacher explanations, reading material, taking notes and doing assignments. Of the 66 students, only 3 students did different activities from most of the participants, namely following the lesson while doodling, while eating and snacking. So there are 95% of students who take part in online learning activities properly. Regarding their actions if there is unclear subject matter, a total of 47 students (71%) admitted that if there was material that was not clear they would ask their parents, family including brother or aunt, also ask the teacher, and search via google. So they don't just stay silent when there is material that is not clear, even though there are 19 students who just keep quiet and listen even though the material is not clear. Regarding the focus and attention of students when learning is in progress, only 20 people (30%) of the 66 students claimed to be able to focus, while the others (70%) could not focus on learning because of noise, network disturbances, being disturbed by their younger siblings, and sore eyes due to looking at the phone for too long. This is interesting because their previous answers claimed to have participated in online learning by listening, listening to teacher explanations, reading materials, taking notes and doing assignments. After deepening through interviews, it turned out that they did participate in learning, and were quite active in looking for material if something was not clear, but in practice they admitted that they could not focus properly, for various reasons. This means that the desire to take part in online learning cannot be done properly because of certain obstacles. Information from the teacher said that students actually seemed to continue to follow online learning until it was finished but if you look at the attention or focus that students gave to learning, the teacher could not observe clearly. This was also conveyed by Listari et al (2021) that when the teacher was giving lesson material, students could not be monitored properly, whether they followed the lesson well or not. It was said that if the lesson had been going on for approximately 1 hour, students usually began to look yawning, turning left and right and other movements that were not visible before. The opinion of parents regarding children's focus when learning online is that children are indeed less able to focus, children usually do other things, even though they are in online learning activities. The lack of student focus during online learning was also found in Khan's research (in Hafida et al, 2020) that students will have difficulty maintaining focus in learning if learning is carried out for more than 1 hour. This means that the conditions experienced by elementary school students Yapis 02,

Seeing the motivation from the indicators of encouragement of learning needs and the sub-indicators of being happy in learning and having clear goals in learning are described from the answers of student participants regarding their feelings when participating in online learning and whether or not their goals are in learning. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, there were 58 participants (87%) who answered, among others, that they were sad not to be able to meet friends and teachers, they were also bored because they had been studying online for a long time, were not enthusiastic about lessons online. online, do not like being online because the lesson is not clear, bored, often becomes sleepy, very boring, and feels the task is too much. The condition felt by the students of SD Yapis 02 above is boredom. Children can experience boredom because they do not meet their friends and teachers directly, only through virtual (Yunitasari, Ria & Hanifah, Umi. 2020). This condition may be related to the age of elementary school children, where elementary school age children will always be interested in group activities with their friends. They will feel dissatisfied if they are not with their friends even though there are relatives or other family around them (Hurlock, 1980). The interesting thing, even though most of them are bored, but the sub-indicators have clear goals in learning, all students know their goals in learning. They gave various answers including; so that you do not miss the material, so that you are smart and go to class, so that you can still gain knowledge, as a

provision for the future, so that you get good grades, you don't miss lessons, add insight, increase knowledge. So even if they are bored, they still know the purpose of learning.

See the motivation of indicators of hope about ideals and the sub-indicator of looking for learning-related materials is described from participants' answers regarding how to find learning materials if the material provided is not clear, and the sub-indicator is diligent in learning, described from participants' answers regarding how they overcome difficulties in learning during online learning. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, 53 students (80%) answered that they would ask their parents, looking for additional material either through books or online via Google. Only 13 (19%) participants answered that they did not seek additional material related to learning, only received material from the teacher. Likewise, when viewed from the sub-indicators of being diligent in learning which are described from participants' answers regarding how they overcome difficulties in learning during online learning, namely; All of the participants gave almost the same answers, namely opening google, asking parents, reading material over and over again, replaying video explanations, looking for books, studying the material again, asking the teacher and studying the material before working on difficult questions. The existence of something to be achieved (aspirations) can be a motivation for someone. Motivation becomes energy for someone to do something to get what they want. Motivation that arises in a person is caused by the need to be achieved. Activities carried out by a person can be driven by motivation as a separate force, for the intended purpose. (Listari, et al, 2021). It can be said that behavior that can give encouragement, direction and desire to achieve goals is motivation. This means that energetic, directed and consistent behavior is motivated behavior (Santrock, 2017). Almost all parents also admit that their children are always seen trying to find answers to questions or assignments from the teacher, by asking their parents. But parents also see that most children search for themselves via Google, if they don't find the answer, and then ask their parents. Children still seem to be trying to do the tasks given by the teacher. Directed and consistent is a motivated behavior (Santrock, 2017). Almost all parents also admit that their children are always seen trying to find answers to questions or assignments from the teacher, by asking their parents. But parents also see that most children search for themselves via Google, if they don't find the answer, then ask their parents. Children still seem to be trying to do the tasks given by the teacher. directed and consistent is a motivated behavior (Santrock, 2017). Almost all parents also admit that their children are always seen trying to find answers to questions or assignments from the teacher, by asking their parents. But parents also see that most children search for themselves via Google, if they don't find the answer, and then ask their parents. Children still seem to be trying to do the tasks given by the teacher.

Looking at the motivation of the reward indicator with sub-indicators of praise and punishment, it is described from the participants' answers regarding their expectations if they can answer the teacher's questions and what they think when they are not doing the task. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, all participants want to get an award in the form of praise, good grades, get enthusiasm, get a smile from the teacher, get gifts from parents get additional marks, get attention from the teacher that I am able to do the task You can get support from the teacher if you can answer the questions given. Meanwhile, if they don't do assignments, they think about being afraid of not going to class, afraid of being scolded by teachers and parents, feeling confused, thinking constantly, afraid, sad, feeling guilty, afraid of getting low grades, can't score, get punished. Students do something for something else or called extrinsic motivation where external incentives (rewards in the form of praise or punishment) are expected. (Santrock, 2017). This is what affects the behavior of SD Yapis 02 students in participating in online learning.

Information from parents also confirms that all parents will reward their children if they are diligent and not lazy to participate in online learning. The various forms of appreciation include buying favorite foods, giving compliments and other gifts. This is what affects the behavior of SD Yapis 02 students in participating in online learning. Information from parents also confirms that all parents will reward their children if they are diligent and not lazy to participate in online learning. The various forms of appreciation include buying favorite foods, giving compliments and other gifts. This is what affects the behavior of SD Yapis 02 students in participating in online learning. Information from parents also confirms that all parents will reward their children if they are diligent and not lazy to participate in online learning. The various forms of appreciation include buying favorite foods, giving compliments and other gifts.

Looking at the motivation of the indicators of a conducive learning environment and the sub-indicators of the place to study, it is described from the answers of the participants regarding the conditions of the study place. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, they have a comfortable learning environment (52 students or 79%). Only 14 students (21%) of them felt that the learning environment was uncomfortable because they were in a crowded environment, because they were disturbed by their younger siblings, because at home the network was bad. In carrying out online learning requires several supporting factors, one of which is a conducive home environment. This is one of the factors needed in online-based learning patterns (Ali, Abdullah F, 2020). A comfortable learning environment will make students motivated to take part in the learning that is carried out including online. (Hafida, Lilih et al 2020). So if you look at the learning environment, the students of SD Yapis 02 Manokwari enough to have a conducive learning environment in learning online.

See the motivation of indicators of interesting learning activities and sub-indicators of how to learn, described from participants' answers regarding their opinions about online learning activities. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, of the 66 participants, 46 (70%) of them answered that they did not like it, felt they were not optimal in participating in online learning, because if there was something they did not understand, they could not get an explanation from the teacher. directly, less than optimal in receiving lessons, not happy because they can't focus properly while studying, don't like but have no other choice but to go online, ineffective, boring, eager to meet friends, not optimal because of frequent network disturbances, don't like being online because it's a lot of work. The rest, namely 20 participants (30%) gave very helpful answers because the current situation is dangerous, learning online to avoid corona, feels normal. This is interesting because even though most state that the learning environment is comfortable and quite conducive to online learning, most students do not like and feel less than optimal regarding the online learning method as explained previously. A very big challenge in the implementation of online learning management is related to technical learning that is usually done offline turning into online. Of course, the teacher's role is very important in these changing conditions. The readiness of teachers to package online learning is very necessary so that online learning can be interesting for students. (Yunitasari, Ria & Hanifah, Umi, 2020). Even if it is done online, a pleasant learning atmosphere must be created by the teacher. (Hafida et al, 2020). The role of parents is very decisive. In conditions of online learning, parents need to encourage children to be motivated, children will be touched if they feel that parents are always there when children have difficulties, including in online learning situations. (Hamida & Putra, 2021)

3.2. Students' Interest in Yapis 02 Manokwari Elementary School in Online Learning

Seeing interest in learning from indicators of high willingness in participating in learning and sub-indicators of enthusiasm in participating in learning. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, there were 47 participating students (71%) who admitted that they were not enthusiastic about participating in online learning, while 19 others (29%) admitted that they were enthusiastic. Those who admitted that they were not enthusiastic said that this was because they had been studying online for too long, were very bored and wanted to be able to learn face-to-face again soon. Those who claim to be enthusiastic because online learning can be done while sleeping, are more relaxed and consider it important to learn, enthusiastic so that their grades are also good. Interest in learning is a desire to learn where the desire is influenced by high interest (Fatmayanti & Susantri,

From the information of parents, almost all said that their children did not seem enthusiastic in participating in online learning. The child does follow the lesson but seems forced to follow it. Almost all parents admitted that they had to tell their children when it was time to study online. This illustrates the lack of interest of students in participating in online learning. Interest can be said to be special attention. Interest functions as a strong motivator so that learning activities can be actively involved. (Simbolon, 2013). Interest in learning can be seen from a strong desire to be involved in a learning activity. (Diniaty, Aminah, 2017)

Seeing interest in learning from indicators doing something without being forced and sub indicators following learning without being asked. Based on the description of the data obtained from the students of SD Yapis 02 Manokwari, 54 participants (82%) admitted to participating in online learning because their parents asked them to, afraid of not going to class, afraid of punishment from the teacher, while the other 12 (18%) answered that they participated in online learning because they had obligation as a student, because he wants to be smart, he wants to get good grades. Yapis 02 Elementary School students lack interest in online learning because they follow it not on their own volition but rather on external factors. It is said to have an interest if you do something without being forced or voluntarily. Interest is described by Slameto in Diniaty, Amirah (2017) As a sense of interest and inclination to activities or things without being asked. Interest is also described as a feeling of liking or being interested in something without anyone asking (Ricardo and Melani in Yunitasari & Hanifah, 2020).

IV. Conclusion

Seeing the motivation in online learning can be concluded as follows; Yapis 02 Manokwari Elementary School students mostly participate in online learning activities properly (listening, listening to teacher explanations, taking notes) and make efforts to find additional material if something is not understood, but cannot focus on learning due to various distractions around them, including time duration learning. The condition felt by the students of SD Yapis 02 Manokwari during online learning activities was boredom. This condition is related to the age of elementary school children, where elementary school age children will always be interested in group activities with their friends. They will feel dissatisfied if they are not with their friends even though there are relatives or other family around them. Interesting thing, Even though most of them are bored, all students know their goals in learning. If in the learning process something is not clear, they will ask their parents or look for other sources, including via Google. This shows that there is something to be achieved (aspirations), there is an effort from them in solving difficulties in online learning. This can be said as motivation that becomes energy for students to do something to get what

they want. The students of SD Yapis 02 Manokwari, all of them want to get an award in the form of praise, good grades, get enthusiasm, get a smile from the teacher, get a gift from their parents, if they can answer or do a good job. It can be said that they are extrinsically motivated where external incentives (reward in the form of praise or punishment) are highly desirable. This is what affects the behavior of the students of SD Yapis 02 Manokwari in participating in online learning. The students of SD Yapis 02 Manokwari, mostly have a comfortable learning environment, but do not like online learning. This is interesting because even though most of them state that the learning environment is comfortable, most students do not like and feel less than optimal regarding online learning methods. Regarding interest in learning, students of SD Yapis 02 Manokwari lack interest in learning online because they follow it not on their own volition but rather on factors outside themselves.

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