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An Analysis of Students' Saturation and Learning Interest when Studying Offline in Biology Subject at Darus Sholah High School in Jember

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Abstract This study's objective was to investigate the causes of student boredom and interest in offline learning in biology classes at Darus Sholah High School in Jember. The research method employed is descriptive qualitative. The participants in this research were 21 XB class. Observational data was collected through direct interviews with students. As there were both full day and full time pupils at Darus Sholah High School, the Google form and questionnaire sheets were used to collect data via an open questionnaire distributed to XB class students. The interactive analysis technique developed by Miles and Huberman was used to analyze the data. The results indicated that the saturation factor for student learning was poor. The results of research on the factors that influence students' interest in learning indicate that students have a strong interest in learning biology. This demonstrates that the level of learning saturation felt by students is poor and does not diminish their interest in offline biology courses.

Keywords: Offline learning, Saturation, Interest in learning, Biology lessons

INTRODUCTION

Saturation of learning is a mental condition that occurs when a person experiences excessive tedium and fatigue, resulting in feelings of inertia and a lack of motivation to engage in learning activities (Dewi et al., 2017). Learning media that do not support the learning process, excessive memorization, too many assignments, and other subject pressures that cause students to experience learning saturation are frequent causes of learning ennui among students (Damayanti et al., 2021; Kurnia, 2021).

Interest in learning is another factor that influences learning, alongside learning saturation. Ricardo and Meilani (2017) define interest in learning as a sensation of liking or interest in one subject and learning activity without being told to learn. Interest in learning plays a significant role, as interest in learning is the most important factor in determining student activity (Berutu & Tambunan, 2018). If the subject matter being examined is not relevant to the students' interests, then students will not learn as effectively as possible. Therefore, in order to deal with students whose interest in learning is waning, instructors should attempt to establish conditions that encourage continued learning (Sirait, 2016). The purpose of this study is to investigate and identify the factors that contribute to student tedium and lack of interest in learning offline during biology classes at Darus Sholah Jember High School.

METHOD

The research method employed is qualitative research. The objective of this study was to investigate and identify the causes of student disinterest and interest in offline learning in biology classes at Darus Sholah Jember High School. This investigation was conducted at Darus Sholah Jember High School on November 24, 2022.

Observational interviews were conducted directly with students in order to obtain data for this study. As there were both full-day and full-time students (santri), the open questionnaire distributed to class XB students at Darus Sholah High School was collected using both the Google form and questionnaire sheets. This method is used to collect offline data regarding pupil learning tedium and interest in biology. Collecting data via documentation, such as photographs of research activities and field notes as physical evidence of research implementation.

This study's data analysis utilized Miles and Huberman's (1994) three-stage analysis, which included data reduction, data presentation, and verification of conclusions. Analysis of research data at the data reduction stage involves selecting, concentrating on simplification, abstracting, and transforming "raw" data derived from field-based written documents. The second essential data in analysis activities is the presentation of data, which consists of a set of structured information that enables drawing conclusions and taking action. The conclusion drawing and verification stage is where conclusions are drawn or previous activities are verified.

The research procedure consists of three stages: the planning phase, the implementation phase, and the conclusion phase. Before conducting the research, the researcher must prepare and plan a number of things in the preparatory phase, such as locating reference sources on the saturation factor and student interest in studying biology offline. In the final phase of research, the researcher synthesizes all the data obtained through data analysis techniques, data reduction, data presentation, and conclusion drawing.

FINDINGS AND DISCUSSION

Learning Saturation among Darus Sholah High School Students

Using questionnaires and Google forms, data on learning saturation was collected. The results of the biology survey administered to all XB students at SMA Darus Sholah totaled 20, including 8 full-time students and 12 full-day students. The questionnaire comprised twenty queries directed at SMA Darus Sholah students in class XB.

Table 1. Saturation of student learning

Aspects	No	Items Question	Range				
			Strongly Agree	Agree	Adequately Agree	Not Agree	Strongly Not Agree
Saturation Study	4	I feel bored with the many assignments given by the biology teacher	0	1	2	15	1
	5	I often have difficulty concentrating in following biology lessons	0	5	8	7	0
	6	I often put off doing biology assignments given by the teacher	0	0	1	11	8
	7	I feel less focused on studying because it is not conducive between school activities and cottage activities	0	1	1	14	4
	11	I studied biology when I was about to face a test	2	2	1	10	1
	12	I feel the environment is less conducive when studying biology	0	3	5	12	0
	14	I rarely ask the teacher when giving biology material	3	3	10	1	1

15	I'm looking forward to biology class	0	4	12	3	1
16	I am lazy to record the biology learning material given by the teacher	0	3	2	12	4
17	Conditions at the Islamic boarding school or my home were not supportive so I was late in submitting assignments	0	5	0	11	4
18	I am often late for biology class	0	1	0	14	5
20	I immediately asked friends for answers and copied them when the material given by the teacher on a biology assignment felt difficult	3	1	1	13	2

Based on Table 1, it is known that the primary learning saturation factor in biology courses consists of queries 4, 5, 6, 7, 11, 12, 14, 15, 16, 17, 18, and 20. In response to the fourth question, "I'm bored by the numerous assignments my biology teacher assigns," one respondent agrees, two respond quite agree, fifteen respond disagree, and one responds strongly disagree. Students who concurred and strongly agreed stated that they felt tired with assignments due to the abundance of assignments in other subjects. While students who answered disagreed and strongly disagreed believed that this was an obligation that had to be fulfilled and that assignments could help us remember the lessons taught by the teacher so that we could also better comprehend the issues that arose when completing assignments.

Based on follow-up interviews, it was discovered that the use of methods in learning, such as the lecture method, contributed to student learning saturation in biology. As a result, their enthusiasm and interest in learning in biology classes were diminished.

Some students experience ennui due to the teacher's stringent assignments. This was conveyed by XB SMA Darus Sholah Jember students. This is supported by research (Wulandari et al., 2021), which indicates that internal factors, such as students' inability to manage time to complete assignments in an expeditious manner and to complete assignments provided continuously, contribute to student learning tedium.

Based on the results of the survey, it was also determined that the level of saturation in student learning was low. Some students experience boredom in learning due to the learning method that causes them to become bored and the numerous assignments from

other subjects, which has an impact on learning biology and makes them bored when completing their biology teacher's assignments. The fact that all of the students in class XB SMA Darus Sholah Jember are female, which is synonymous with diligent students, is also the primary cause of limited learning saturation.

Table 2. Student learning interests

Factor	No	Items Question	Range				
			Strongly Agree	Agree	Adequately Agree	Not Agree	Strongly Not Agree
Learning Interests	1	I enjoy biology lessons	4	12	4	0	0
	2	I feel excited to learn biology lessons	1	10	9	0	0
	3	When working on biology problems, I feel the time the quicker it goes	1	2	13	3	1
	8	I repeated the biology lessons at home that had been given by the teacher at school	2	3	4	10	1
	9	I do well in biology class	5	12	3	0	0
	10	I study biology hard in order to get high marks	6	8	6	0	0
	13	I always look for references to answers on the internet/look for books in the library when there are questions that are difficult to work on	4	9	3	3	0
	19	I understand or understand the material given by the teacher in biology lessons	3	9	7	0	0

According to Table 2, the factor of interest in learning is associated with question items 1, 2, 3, 8, 9, 10, 13, and 19. In response to item 1 question 1, I enjoy biology class. Numerous students who responded concurred that they enjoy biology classes because they do not count like math, physics, and chemistry. And among them are some students who enjoy memorizing. Therefore, they enjoy biology classes. And the primary reason why students enjoy biology classes is because they are interested in the subject, enjoy it, and even wish to major in biology. They also prefer face-to-face or remote biology instruction because they comprehend the material presented by the teacher much better. However, there were also those who agreed because they believed that biology courses required extensive memorization and they were more interested in other subjects.

If the learning method for students is changed, such as by using non-boring learning methods such as group discussions, then student achievement will improve. Explaining something to peers or instructors increases students' enthusiasm. It can be seen that class XB students' interest in learning about biology is high, but the teaching method must be improved so that students enjoy or love learning in progress. Previous research at a school in Jember (Sofyan & Nasution, 2022) stated that in biology lessons, students need learning media that can increase their interest in learning. So that the use of good learning media might be able to increase student learning interest. interest in learning may be increased by the presence of digital learning media such as those used in blended learning (Harahap et al., 2019).

CONCLUSION

At SMA Darus Sholah Jember, it can be concluded that the saturation and interest in offline learning for biology students is quite high. They are interested in biology classes. However, there are some students who are tired with the numerous assignments and dislike their biology teacher's teaching style.

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