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An Analysis of Students' Interests and Biology Learning Outcomes in Offline Learning at SMA NEGERI 2 JEMBER

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Abstract The goal of this research was to examine students' interests and learning results in a biology course at SMA Negeri 2 Jember using offline learning. This study is a qualitative descriptive study that employs a case study research technique. According to the findings of the questionnaire sent to students and instructors, 8 pupils and 2 teachers responded. The four markers of learning interest that are assessed are pleasure, interest, attention, and participation. The indicator of pleasure is a reasonably strong sign of learning interest since all students love engaging in biology lectures during offline learning because biology is relevant to daily life and can be done directly. The engagement indicator is the lowest of the indicators of student interest in learning because students in online learning lack the awareness to study independently at home because students spend a lot of time playing and do not study prior content that will be studied the following day.

Keywords: Interest in learning, Learning outcomes, Learning indicators

INTRODUCTION

Education is an essential process for achieving balance and excellence in individual and societal growth. In contrast to teaching, the focus of education is on the

construction of consciousness and personality in people or groups, as well as the transmission of information and skill. A country or state may use this process to pass on religious beliefs, culture, ideas, and skills to the next generation, preparing them to confront a better future in the life of the nation and state (Nurkholis, 2013).

Offline learning is defined as learning that is not linked to the internet or an intranet network. An offline learning system (learning away from the network) refers to learning via media such as television and radio. An example of an offline activity is when students create articles or complete homework in Microsoft Word without connecting to an online network. An offline activity is when students gather in person without utilizing the internet to conduct a conference. Offline learning is often accomplished via the use of worksheet media, printed teaching materials, instructional aids, and their own activities aided by learning media such as television and radio. This offline media is media that does not utilize the internet network at all. Due to insufficient internet learning settings during a pandemic, this media may serve as an alternate learning medium.

Each student has a varying degree of interest for studying a subject (Afriza & Nasution, 2022). Interest is a natural element that might influence one's learning results. Like or hate, pleasure or dissatisfaction, interest or indifference all have a lot to do with interest. According to Safari, as cited by Wasti (2003), the following are indications of learning interest: (1) pleasure sensations, (2) student interest, (3) attentiveness, and (4) student engagement.

METHOD

Qualitative descriptive using a case study research strategy. By using this strategy, researchers can find out how students' interests and learning outcomes in biology are in offline learning at SMA Negeri 2 Jember

The research instrument used questionnaires (interviews) with 8 class XI students and 2 teachers in which there were four indicators of interest in learning that were measured, namely feelings of pleasure, interest, attention and involvement.

Table 1. Research instrument

Aspect	No	Questions	Answers	
			Positive	Negative
Feeling happy	1	I feel happy to take biology lessons during offline learning	8	2
	2	I never complain when there is a biology assignment from the teacher	7	3
	3	I am often absent during biology lessons during offline learning	1	9
	4	I always felt compelled to study biology	2	8

	5	I am excited about studying biology because the teacher teaches in a fun way	9	1
	6	The teacher was less fun in teaching so I became lazy to study biology	2	8
	7	I like studying biology because it relates to everyday life	9	1
	8	I got bored while biology class was going on during offline learning	2	8
	9	I'm taking biology lessons on time on offline learners	9	1
Interest	10	If I have difficulty understanding the material, I ask	9	1
	11	The assignments given by the teacher made me more interested in biology	8	2
	12	I'm less interested in biology because I'm always given assignments or homework.	2	8
	13	I will always try to get good grades on every test and assignment given	9	1
	14	I procrastinate doing assignments/homework given by the teacher	3	7
Attention of Students	15	I stay focused on studying even though learning is offline	9	1
	16	I fell asleep while studying biology during offline lessons	1	9
	17	When there is biology material that I don't understand, I try study it	9	1
	18	I find it difficult to understand biology materials during offline learning	1	2
	19	The material provided by the teacher is useful for me	10	0
Involvement	20	Without anyone telling me, I studied biology on my own at home	9	1
	21	When at home I choose to play rather than studying biology	1	9
	22	I've studied biology in the evening before tomorrow's lesson.	9	1

FINDINGS AND DISCUSSION

Based on the table, it is possible to infer that, based on the indications of feeling glad for learning interest, students are pleased engaging in biology learning during offline learning because they can undertake direct learning and practicum, which makes it simple to grasp. Almost all students love studying biology since it is relevant to their daily lives. This is consistent with the findings of Dalimunthe et al, (2021), who discovered that students enjoy natural activity material and what is around them, such as knowledge about plants, plants, animals, human organs, and others with pictures, as well as explanations that pique students' interest. As a result of their keen interest in studying. According to Slameto (2010), someone who is interested in a lesson is more

likely to study it seriously, while someone who is less interested in a lesson is more likely to be hesitant to learn it.

In the indication of learning interest, students are more excited and interested in biology classes when the instructor offers material or assignments that are supported by images or videos, therefore students are more enthusiastic and interested in biology lessons. According to the study by Viviantini et al (2015), video learning media offers various advantages, including the ability to raise and guide children's attention in order to stimulate enthusiasm in learning. Teachers must also choose effective learning material and innovative learning techniques. Heinich and colleagues (1982) defined a medium as an intermediary that transports information between sources and receivers. According to the description above, learning media are all physical and technological components of the learning process that may assist instructors in making subject matter more accessible to students to aid the attainment of learning goals that have been established.

On the attention indicator, students feel less focused on biology lessons during offline learning because many students admit that when learning in class, they open other applications such as online games and social media when the teacher explains, causing their attention to be distracted and students to feel unfocused. As a result, as a teacher, you should make learning material more exciting, such as utilizing videos, since using videos makes understanding abstract ideas simpler for students to absorb, resulting in improved student learning outcomes. According to Dale in Arsyad (2004), video medium is superior for delivering much content in biology learning. Because video can both create moving images and sound, it is categorized as an audio-visual medium. Furthermore, video shows may exhibit picture enlargement formats and regulate watching by speeding up, slowing down, or repeating presentations as needed. This is consistent with Santrock's (2004) assertion that video displays may provide variances in the classroom so that students' attention is focused on the lesson. Learning films as learning materials are designed to pique students' interest in learning.

Because students in offline learning lack the awareness to study independently at home because they spend a lot of time playing and do not study prior content that will be studied the following day, the participation indication is the lowest indicator. Because the time offered by the instructor to collect assignments once learning is complete is relatively considerable, pupils choose to procrastinate finishing assignments. Furthermore, instructors must collaborate with parents to monitor children's learning activities at home, ensuring connection between teachers and parents. The influence of online learning on pupils is considerable, in that they get bored while studying, requiring teachers to use a range of learning approaches. According to Purwanto et al. (2020: 6), the effect of Covid-19 has resulted in school closures for an extended period of time, increasing concern for both children and instructors. Because in offline learning, students are required to stay quiet in class while listening to the instructor, but

with online learning, students learn to utilize social media to obtain everything they want.

CONCLUSION

Based on the findings of the study and discussions, it is possible to infer that the implementation of offline learning includes learning via media such as television and radio. An example of an offline activity is when students create articles or complete homework in Microsoft Word without connecting to an online network. An offline activity is when students gather in person without utilizing the internet to conduct a conference. Offline learning is often accomplished via the use of worksheet media, printed teaching materials, instructional aids, and their own activities aided by learning media such as television and radio. Student learning interest is comprised of four indicators: enjoyment, interest, attention, and engagement. Based on the high interest in learning table, there are signs of feeling happy for interest in learning, since students feel pleased engaging in biology learning during offline learning because they can perform direct learning and practicum, which makes it simple to grasp. While the participation indicator is the lowest, this is because students in offline learning lack the awareness to study independently at home since they spend a lot of time playing and do not study prior information that will be studied the following day.

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