



The Learning Environment and Students' Learning Interest in Online Class

Dahnar Ramadani*, Siti Suharni Simamora

Department of Biology Education, Faculty of Teacher Training and Education, Universitas Labuhanbatu, Indonesia.

*Corresponding author: Jl.Sisingamangaraja. No.126-A Aek Tapa, Labuhanbatu, Sumatera Utara, Indonesia. E-mail addresses: dahnar190318@gmail.com

article info

Article history:
Received: 22 March 2022
Received in revised form: 07 April 2022
Accepted: 25 June 2022
Available online: 30 June 2022

Keywords:
Biology learning
Interest
Learning environment
Online learning

abstract

This study aims to investigate the relationship between the learning environment and students' interest in online classes in State Senior High School 1 of Sei Kanan in Class X-Science. This correlational study employs a qualitative descriptive approach. This study's population consisted of all 72 students, with 36 students from Class X-Science 1 and 36 students from Class X-Science 2 serving as samples. Techniques and data collecting techniques employed were questionnaires. The results obtained from the learning environment and student interest in learning were quite good, with a good learning environment that was very conducive to the success of students in learning and a clean, comfortable, fresh, and bright learning atmosphere that was sufficient to create a pleasant learning atmosphere, in addition to a high level of student interest in learning. In this instance, a good learning environment would undoubtedly facilitate the easy implementation of learning with a comfortable learning environment that will interest and engage students in learning.

2022 Scientiae Educatia: Jurnal Pendidikan Sains

1. Introduction

Due to the Covid-19 virus, educational institutions in Indonesia have shifted to an online-only or online-learning system, creating new obstacles for the country's education system. Students have undergone a variety of changes as a result of the interruption in the execution of a learning process, which has an effect on their learning motivation (Limiansi et al., 2020; Cahyani et al., 2020; Ghasani et al., 2021). As a result, Indonesia is a nation afflicted by a global pandemic that has resulted in a variety of limitations on life. One of the aspects of education that is most impacted by the current state of affairs is the curriculum (Khusnah, 2020). Occasionally, psychological shifts and human behavior become more pervasive as a result of the Covid-19 period's effect. In this instance, it has harmed the Indonesian educational system. Teachers and students will also become used to remote classroom interaction (Siregar, 2021, Nilawati & Cahyani, 2021; Efendi et al., 2020).

Without a connection in a learning component, learning cannot be conducted as efficiently as feasible. Likewise, various learning components must be able to work together to achieve efficient and effective learning (Pane & Dasopang, 2017). Education is a system that is intentionally arranged by a community to achieve a better and more effective learning process, which is

intended to educate pupils so that they can fulfill their full potential (Kurniawan & Santoso, 2013).

Education has a critical role in generating high-quality human resources. In this case, success will also be attained if a way of applying learning and teaching can be carried out effectively in order to optimize the intended educational outcomes. And the outcomes of a student's academic performance may be utilized to assess the efficacy of his education. Learning accomplishment may demonstrate the instructors' knowledge, inventiveness, and ability, as well as the students' comprehension of the material being studied. Obtaining great learning accomplishment results is difficult and requires work.

Difficulty in implementing learning is when kids are unable to learn efficiently due to dangers, barriers, or disruptions in learning. Since the introduction of home-based or distance learning, students have encountered a number of problems (Zaputri, 2021). According to Hasiru et al. (2021), the process of embracing online class is a way to overcome obstacles in face-to-face teaching and learning. One of the difficulties to student learning is a lack of desire and interest in learning, as well as the ambiance of the online student learning environment; In this circumstance, some students say they are less driven and less engaged in online class. However, some students are excited in implementing learning because they are responsible for carrying out learning as students (Pratiwi & Harahap, 2022).

Slamet (2013) asserts that a learning activity results in changes in the emotional, cognitive, and psychomotor capacities of students. Learning is an interactive process composed of the outcomes of teacher and student activities within a specific learning environment. Les instructors have a crucial role in the creation, execution, and evaluation of classes. In order for any lesson plan to be properly implemented, each instructor must possess the knowledge and abilities essential to conduct effective courses and pique students' curiosity about learning. Following one's interests in order to attain a preset objective is facilitated and encouraged by one's interests. To be effective in the learning and teaching process, it is possible to pique students' attention through persuasion (Simbolon, 2014).

There is a psychological role in the learning environment, and interest is a component of psychological traits. Thus, it is a scientific imperative to analyze their interactions (Pargito et al., 2019). A good learning environment consists of a learning environment that is clean, comfortable, fresh, and bright enough to provide a pleasant learning atmosphere and a good learning environment, which is very important for student academic achievement. He must help the course of teaching and learning activities.

In the environment, society is a collection of people who are integrated in an organized manner (Wahyudin, 2013). Evaluation is one method to determine whether the implementation of an educator's learning strategy produces the expected results, where teacher assessment can include assessment of learning outcomes and assessment of learning. Evaluation in learning is an activity to regulate, guarantee, and assess the quality of learning for various components of learning for each path and level of learning (Razi, 2021). Learning models can build a relationship between teaching materials and students' understanding, knowledge, or experience (Ariani, 2017).

According to the results of research conducted on the learning environment of Class X-Science students of the State Senior High School 1 of Sei Kanan, the student learning environment includes the home, school, and community environment, and students' interest in learning can be formed through each student's learning environment, as a good learning environment can stimulate desire to learn in students. Based on the findings of interviews conducted with class X

teachers, students' enthusiasm in learning ranged from high, moderate, to low. This is evident when the teacher states that students are involved in their activities. When the education industry is faced with Covid-19, it is evident that students' interest in studying at home in a new environment is still very low. This study intends to evaluate the relationship between the learning environment and the online class interest of class X-Science of the State Senior High School 1 of Sei Kanan, based on the specified problem conditions.

2. Method

This study uses quantitative research, and the data collected consists of primary data in the form of questionnaire results. This is a correlational study, which seeks to find out whether there is a relationship between two variables (Arikunto, 2013). The population in this study were students of class X-Science of the State Senior High School 1 of Sei Kanan totaling 72 students. The sample consisted of 36 students of class X-Science 1 and 36 students of class X-Science 2. The sample of this study amounted to 72 students. This study uses a questionnaire as a method and instrument of data collection. This study also tries to analyze the science learning environment of the State Senior High School 1 of Sei Kanan with online class interests for Class X students. This study uses the product moment correlation test, f-test, and t-test for data analysis.

3. Result and Discussion

The results of these calculations are entered into the criteria table to determine the learning environment with student interest in online class for class X-Science of the State Senior High School 1 of Sei Kanan based on the scores generated by the researchers regarding the learning environment with student interest in online class. The core data findings were derived from the respondents' multiple-statement replies to the questionnaire.

Student learning environment in class X-Science of the State Senior High School 1 of Sei Kanan Online class

In research on the learning environment of the student learning environment in online class for class X-Science of the State Senior High School 1 of Sei Kanan, consisting of indicators, namely the physical environment, social learning environment, emotional learning environment, and student intellectual development environment, respondents' responses to student learning environmental variables in the X-Science of the State Senior High School 1 of Sei Kanan room environment can be seen in the table as a percentage of the total score on all answers.

Table 1. Student learning environment in online class of class X-Science of the State Senior High School 1 of Sei Kanan

No	Indicator	Standard deviation	Mean	Actual score (%)
1	Physical environment	6,464	38,86	76,79
2	Learning social environment	2,243	13,08	81,77
3	Learning emotional environment	7,150	50,73	84,56
4	Intellectual development environment in students	6,470	43,93	78,44

This is evident from the description of the online learning environment for Class X students of State Senior High School 1 of Sei Kanan showing that the first indicator of the physical environment has a percentage value of 76.79, the second indicator of the social environment has a percentage value of 81.77, the third indicator of learning has a percentage value of 84.56, and

the fourth indicator of intellectual development environment has a percentage value of 78.44. The score shows that the learning environment plays an important role in the learning process and improves student learning outcomes. Students' enthusiasm for learning has a significant impact on the learning environment, as does an atmosphere that encourages students to focus, and which develops motivation or a competitive attitude among peers. A good and successful teaching and learning environment is one in which students are involved and attentive during the learning process. The learning environment has a considerable influence on students' learning motivation (Pratiwi et al., 2019).

Student Interest in online class of class X-Science of the State Senior High School 1 of Sei Kanan

In research on Student Learning Interest in online class of class the X-Science of the State Senior High School 1 of Sei Kanan, consisting of indicators, namely: happy when starting learning, paying attention to teacher explanations calmly, doing assignments, enthusiasm during presentations, daring to give opinions, daring to ask teachers, enthusiasm answer the question, respondents' responses to the variable of student interest in learning space the X-Science of the State Senior High School 1 of Sei Kanan can be seen in the table of the percentage of total scores on the results of all answers that have been obtained from the 6 indicators of learning interest.

Table 2. Student Interests in Online Class of Class X-Science of the State Senior High School 1 of Sei Kanan

No	Indicator	Standard deviation	Mean	Actual score (%)
1	Starting learning happily	2,54	21,76	90,68
2	Paying attention to teacher's explanation	2,23	15,51	77,53
3	Doing tasks	1,72	9,31	77,66
4	Enthusiastic presentation	2,51	14,98	74,93
5	Delivering opinion bravely	1,92	8,30	69,21
6	Asking the teachers directly	1,96	10,80	67,53

It can be seen in the description of the interest in learning among students in online class of class X-Science of the State Senior High School 1 of Sei Kanan showing that the first indicator is happy when starting learning to get a value of 90.68 then in the second indicator paying attention to the teacher's explanation gets a score of 77.53, on the indicator the third doing tasks got a score of 77.66 then the fourth indicator of enthusiasm during the presentation got a value of 74.93, the fifth indicator dared to deliver opinion bravely got a score of 69.21, the sixth indicator dared to ask the teacher directly got a score of 67.53. from the results of the acquisition of these scores that students' interest in learning in the learning process has an important role to be able to improve learning outcomes. High interest in learning can be caused by several things, namely students feel interested in a Biology subject matter, the students feel that Biology lessons can provide a benefit for themselves, with a great desire for students to be able to master the learning material in order to get value results. The students who are high, feel happy with the way teachers teach subjects and the completeness of facilities and infrastructure in schools (Hala et al., 2017).

It is known that the results of the research above indicate that the learning environment and interest in learning simultaneously have a positive and significant relationship with student learning outcomes with an f value of 321.56 with a significant level of $0.000 < 0.05$, which is an indicator of the student learning environment in the lesson of the X-Science of the State Senior High School 1 of Sei Kanan. That the results of the score on the physical environment indicator

get a percentage value of 76.79, students who relate to the physical environment learn while learning bravely, then the two environmental indicators get a percentage value of 81.77. In the third learning indication, the emotional development environment gets a percentage value of 84.56, and in the fourth indicator, the intellectual development environment gets a percentage value of 78.44, with students' enthusiasm for learning in open space learning. The X-Science of the State Senior High School 1 of Sei Kanan demonstrates the signs. The first indication, happiness before starting to study, had a score of 90.68. The second indication, attention to the teacher's explanation, resulted in a score of 77.53, and the third sign, task completion, resulted in a score of 77.66. In addition, the four indications of excitement during the presentation had a score of 74, with 93 percent of the percentage indicating that students were excited throughout the presentation while learning. In addition, the fifth indicator score of 69.21 indicates that students have the courage to express their thoughts during the learning process. Students got a score of 67.53 for the indication of daring to approach the teacher.

According to Asvio (2015), 50 students (52.1%) had a good and high interest in learning, while 46 students (47.9%) had a very low interest in learning, based on what had been done to 96 students. . The person concerned also paid less attention to some of the teacher's subject matter; in this situation, it indicates a lack of student involvement in the class. The ability of a student to achieve something desired by the student itself has been influenced by his desire to learn. In this situation, a student or students with a significant interest in someone will have good and strong motivation, enabling them to achieve their goals. A person or student who is interested in something will continue to be driven to get it and will not give up until he gets and creates what he wants (Setiawati, n.d, 2018).

In this case it is also in line with Giovando & Wahid (2018), the atmosphere in the learning environment is not conducive to the implementation of the learning process. shows that the state of the atmosphere in the learning environment is one of the causes of low student interest in learning. The learning environment is a place where students carry out a learning activity and students socialize with other people in the environment. The learning atmosphere of students in X-Science of the State Senior High School 1 of Sei Kanan when studying biology is not yet fully good and conducive (Kurniawan & Santoso, 2013).

In the atmosphere of the student learning environment, it can also be concluded that a variable in the learning environment for students in Sei Kanan is in the good and high category (Saadah, 2014). This also has a psychological effect on the home environment, because from the environment of family ties, individuals will learn in a larger setting, namely the community and school environment (Jamil, 2015). The educational atmosphere will also affect the mental and intellectual development and progress of children. In addition, the school environment affects the success of student achievement. This includes the quality of teachers, learning techniques, and the suitability of the curriculum with student expertise, rules, facilities, and facilities provided by the school. Community environment is a kind of affiliation that starts with association and involvement with classmates and friends (Widiastuty et al., 2021).

Interest is a sense of desire and interest in an item or activity that grows by itself without instructions. And the function of interest in developing a high success rate is very necessary, because with a high level of interest, a student will enjoy the lesson (Agustin, 2014). In terms of the relationship between the environment and students' interest in learning, it has been shown by several opinions from previous experts and several books that researchers read and understand that there are many influences between the school environment, and student growth and development. The environment can also shape the personality and discipline of students, and the

environment at school can cause stuttering. Then it will be easy to instill a desire to learn in school students (Salmida, 2021).

In the very low category, students experience a low or less favorable learning environment due to student associations, active student participation in class discussions, and a quiet classroom atmosphere (Rohimah, 2017). School atmosphere is one of the external elements that can affect student learning barriers. This is achieved when students are included in elements of the school environment, making the interaction between students and teachers bad and the relationship between students and their peers is bad and does not support learning (Asvio, 2015).

Students with a high interest in learning will be able to study and practice biology effectively, will understand better and be easier to educate in critical, creative, careful, and logical thinking, enabling them to do well in studying Biology (Sirait, 2016). Students also stated that they were less involved in learning biology because the teacher's teaching methods were boring and did not take into account individual variations. The situation in the learning environment is also not optimal, indicating that there are problems with the state of the building and classrooms, and the environment has not been adequately cleaned (Haris et al., 2012). Interests and learning environment, mediated by learning motivation, play an important role in increasing students' readiness to learn, thus having an impact on the learning and teaching process in educational institutions (Setiawan, 2019).

In this case, interest in learning shows that students are highly motivated to implement and master the lessons that have been taught. The average score of the indicators studied in learning is the lowest. These findings indicate that children do not receive adequate attention during the learning process (Nurhasanah & Sobandi, 2016). In this scenario, the learning environment and students' interest in learning play an important role in improving student learning outcomes; If students have a good learning environment and sufficient interest in learning, then the goal is to produce and improve their good learning scores.

4. Conclusion

The relationship between learning environment and interest in online class of X-Science of the State Senior High School 1 of Sei Kanan which interconnected environment between students' learning motivation and learning methods has a significant influence in improving learning outcomes, as shown by the students' success. In this scenario, the learning environment and students' interest in learning play an important role in improving student learning outcomes; if students have an excellent learning environment and a strong interest in learning, the goal is to generate and enhance student learning scores. The results of the above study indicate that the learning environment and interest in learning simultaneously have a positive and significant relationship with student learning outcomes with an f value of 321.56 with a significant level of $0.000 < 0.05$.

References

- Agustin, D. (2014). Pengaruh minat belajar dan lingkungan sekolah terhadap prestasi belajar ekonomi pada siswa kelas VIII MTs Mumamadiyah Waru tahun ajaran 2013/2014. *Skripsi thesis, Universitas Muhammadiyah Surakarta*
- Ariani, Y. (2017). Developing college students' soft skills through generative learning model. *Proceedings of the 9th International Conference for Science Educators and Teachers (ICSET 2017)*, 118, 830–834. <https://doi.org/10.2991/icset-17.2017.42>
- Arikunto, S. (2013). *Prosedur penelitian suatu pendekatan praktik*. PT. Rineka Cipta.

- Aringga, R., Pargito, P., & Utami, D. (2019). Hubungan Lingkungan Belajar Dengan Minat Belajar Mahasiswa Perguruan Tinggi Kota Bandar Lampung Tahun 2018. *JPG (Jurnal Penelitian Geografi)*, 7(5).
- Asvio, N. (2015). Dengan minat belajar mahasiswa semester III Program Studi Diploma III Kebidanan. *Jurnal Al-Fikrah*, 3(1), 95–108.
- Cahyani, A., Listiana, I. D., Puteri, S., & Larasati, D. (2020). Motivasi belajar siswa SMA pada pembelajaran daring di masa pandemi Covid-19. *Jurnal Pendidikan Islam*, 3(01), 123–140.
- Efendi, N., Sartika, S., & Shofiyah, N. (2020). The readiness of natural science secondary school teachers in distance learning during the Covid-19 Pandemic. *Scientiae Educatia: Jurnal Pendidikan Sains*, 9(2), 166-175. doi:<http://dx.doi.org/10.24235/sc.educatia.v9i2.7385>
- Ghasani, T., Juanda, A., & Maryuningsih, Y. (2021). Levels of anxiety of high school students when learning biology during the Covid-19 Pandemic. *Scientiae Educatia: Jurnal Pendidikan Sains*, 10(2), 97-106. doi:<http://dx.doi.org/10.24235/sc.educatia.v10i2.9167>
- Giovando, A., & Wahid, S. (2018). Hubungan antara suasana lingkungan belajar dengan minat belajar murid di TPQ Masjid Baiturrahman Kelurahan Koto Lalang Kota Padang. *Jurnal Pendidikan Luar Sekolah*, 6(1), 31–38. <http://kolokium.ppj.unp.ac.id/index.php/kolokium-pls>
- Hala, Y., Muchtar, R., Jumadi, O., & Taiyeb, A. M. (2017). Hubungan antara gaya belajar, kemandirian belajar, dan minat belajar dengan hasil belajar biologi siswa. *Jurnal Pendidikan Biologi*, 6(2), 321–328.
- Haris, R., Jufri, M., & Taiyeb, M. (2012). Pengaruh minat belajar, lingkungan belajar dan partisipasi orang tua terhadap hasil belajar biologi siswa SMA Negeri di Kabupaten Wajo I. *Prosiding Seminar Nasioal Biologi VI, 2011*, 636–644.
- Hasiru, D., Badu, S. Q., & Uno, H. B. (2021). Media-media pembelajaran efektif dalam membantu pembelajaran matematika jarak jauh. *Jambura Journal of Mathematics Education*, 2(2), 59–69. <https://doi.org/10.34312/jmathedu.v2i2.10587>
- Jamil, H. I. A. (2015). Pengaruh lingkungan keluarga dan motivasi belajar siswa terhadap hasil belajar akuntansi siswa kelas X SMK Negeri 1 Solok Selatan. *Economica Journal of Economic and Economic Education*, 2(2), 85–98. <https://doi.org/10.22202/economica.2014.v2.i2.221>
- Khusnah, L. (2020). *Persepsi Guru IPA SMP / MTs terhadap Praktikum IPA Selama Pandemi*. 2(2), 112–118.
- Kurniawan, D. L., & Santoso, D. (2013). Pengaruh lingkungan belajar, minat belajar dan motivasi belajar terhadap prestasi belajar siswa pada mata pelajaran TIK Kelas X SMA N 1 Kota Mungkid, Magelang. *Universitas Negeri Yogyakarta: Thesis*.
- Limiansi, K., Pratama, A., & Anazifa, R. (2020). Transformation in biology learning during the covid-19 pandemic: from offline to online. *Scientiae Educatia: Jurnal Pendidikan Sains*, 9(2), 189-202. doi:<http://dx.doi.org/10.24235/sc.educatia.v9i2.7381>
- Nilawati, N., & Cahyani, D. (2021). Differences in Students' Thinking Skills in Making Decisions Through Online Learning Based on Google Classroom Applications on Ecosystem Materials. *Scientiae Educatia: Jurnal Pendidikan Sains*, 10(2), 137-147. doi:<http://dx.doi.org/10.24235/sc.educatia.v10i2.9077>
- Nurhasanah, S., & Sobandi, A. (2016). Minat belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, 1(1), 128–135. <http://ejournal.upi.edu/index.php/jpmanper/article/view/00000%0AMINAT>.
- Pane, A., & Dasopang, M. D. (2017). Belajar dan pembelajaran. *Fitrah: Jurnal Kajian Ilmu-Ilmu Keislaman*, 3(2), 333-352. <https://doi.org/10.24952/fitrah.v3i2.945>.

- Pratiwi, N. P. E. A., Suarjana, I. M., & Renda, N. T. (2019). Korelasi antara lingkungan belajar dan minat belajar siswa dengan hasil belajar matematika. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 3(2), 130–137.
- Pratiwi, A. T., & Harahap, R. D. (2022). Obstacles for biology education students in the process of implementing online class at Labuhanbatu University during the covid-19 pandemic. *Bioinoved Jurnal Biologi-Inovasi Pendidikan*, 4(1), 10–16. <https://doi.org/10.20527/bino.v4i1.12067>.
- Razi, F. (2021). *Konsep dasar evaluasi pembelajaran*. Raja Grafindo Persada.
- Rohimah, C. O. (2017). *Pengaruh Penggunaan Gadget dan lingkungan belajar terhadap minat belajar siswa kelas XI Kopetensi keahlian adminitrasi perkantoran SMK Muhammadiyah 2 Yogyakarta*.
- Saadah, D. M. (2014). Hubungan antara lingkungan belajar dan minat belajar siswa dengan prestasi belajar mata pelajaran menerapkan keselamatan , kesehatan kerja (K3) dan hygiene sanitasi kelas x program keahlian jasa boga SMK Ma' arif 2 Sleman tahun ajaran 2013 / 2014. 1-87. *Skripsi*.
- Salmida, C. (2021). *Hubungan antara lingkungan sekolah dengan minat belajarsiswa*.
- Setiawan, A. S. S. (2019). Pengaruh Minat dan Lingkungan Belajar terhadap Kesiapan Belajar Dimediasi oleh Motivasi Belajar. *Jurnal Psikologi*, 6(September), 94–113.
- Setiawati, G. E. (2018). Pengaruh lingkungan Keluarga dan minat belajar terhadap motivasi belajar pada siswa kelas Jurusan Akutansi SMK Negeri 4 Makasar Gusti Eka Setiawati. <http://eprints.unm.ac.id/id/eprint/10789>.
- Simbolon, N. n.d.(2014). Faktor-faktor yang mempengaruhi minat belajar siswa. 14–19. <https://doi.org/10.24114/esjpsd.v1i2.1323>
- Sirait, E. D. (2016). Pengaruh minat belajar terhadap prestasi. *Jurnal Formatif*, 6(1), 35–43.
- Siregar, N. (2021). COVID-19 Analisis pembelajaran daring pada masa pandemi Covid-19 di program studi pendidikan biologi. *Jurnal PhysEdu Pendidikan FISIKA IPTS*, 3(1), 37–40.
- Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhi jakarta: PT. Asdi Mahasatya*.
- Widiastuty, R. D., Ferdian, A., Mansur, D. M., & Manajemen, P. S. (2021). Pengaruh lingkungan belajar dan motivasi belajar terhadap prestasi belajar siswa (studi kasus pada siswa kelas XI SMK Telkom Bandung). *Jurnal Ilmiah Mahasiswa Ekonomi Manajemen*, 6(2), 405–417. <http://jim.unsyiah.ac.id/ekm>.
- Zaputri, Nova, Sari L. (2021). Kesulitan dalam belajar biologi saat pembelajaran daring. *Journal for Lesson and Learning Studies*, 4(3), 396–403.