

## Analysis of Interest in Learning Mathematics Using My Pals Book during Online Learning for Second-Grade Students at SDS Lazuardi Cordova GIS in the 2020/2021 Academic Year

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**Abstract:** This study aims to (1) analyze the second-grade students' interest in learning mathematics at SDS Lazuardi Cordova GIS Jakarta, (2) reveal the factors influencing students' interest in learning, and (3) explain the efforts made by teachers to stabilize or develop students' interest in learning during online learning. The results revealed that (1) students' interest in learning mathematics using the My Pals book in online learning was in the high category, with a mean observation result of 85%. (2) The factors influencing students' interest in learning in mathematics included internal factors, namely factors from the students themselves, and external factors, i.e., motivation and attention from parents, facilities from schools, encouraging peers, and attention from the teacher. In addition, (3) the efforts made by teachers to stabilize or develop students' interest in learning mathematics were by providing interesting learning methods, such as discussion, lectures, slideshows, direct experiments, and doing projects, per the lower-grade students' characteristics.

**Keywords:** Learning Interest, Mathematics, Students, My Pals Book, Online Learning

**Abstrak:** Penelitian ini bertujuan untuk, (1) menganalisis minat belajar siswa kelas II SDS Lazuardi Cordova GIS Jakarta pada pelajaran matematika, (2) mengungkapkan faktor-faktor yang mempengaruhi minat belajar siswa, (3) menjelaskan upaya-upaya yang digunakan guru untuk tetap menstabilkan atau mengembangkan minat belajar siswa selama pembelajaran daring. Hasil penelitian menunjukkan bahwa, (1) minat belajar siswa pada mata pelajaran matematika dengan menggunakan buku my pals pada pembelajaran daring berada pada kategori tinggi dengan rata-rata hasil observasi sebesar 85%, (2) faktor-faktor yang mempengaruhi minat belajar siswa pada mata pelajaran matematika yaitu adanya faktor internal yaitu faktor dari siswa itu sendiri, selain itu juga terdapat faktor eksternal yaitu motivasi dan perhatian dari orang tua, fasilitas dari sekolah, teman sejawat yang memberikan semangat dan perhatian dari guru, (3) upaya yang dilakukan guru untuk menstabilkan atau mengembangkan minat belajar matematika siswa yaitu dengan memberikan metode pembelajaran yang menarik seperti metode diskusi, ceramah, slideshow, eksperimen secara langsung dan pembuatan project yang sesuai dengan karakteristik siswa kelas rendah.

**Kata Kunci:** Minat Belajar, Matematika, Siswa, Buku My Pals, Pembelajaran Daring

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## INTRODUCTION

According to Law No. 20 of 2003, it is emphasized that education is a conscious and planned effort to create a learning atmosphere and process so that students actively develop or explore their potential to have the power of self-control, religious spirituality, intelligence, noble character, personality, and skills needed for himself, the community, the nation, and the state. The purpose of national education is to develop the potential of students to become human beings who believe and fear God Almighty, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Based on the preliminary study results that the researchers conducted on second-grade teachers at SDS Lazuardi Cordova GIS Jakarta in February 2021, through the interview related to learning mathematics, it was obtained data that in the learning process, the teacher had made a lesson plan. At the time of learning, the teacher used google meet and google classroom applications, with PowerPoint media and methods of lecturing, giving projects, questions and answers, discussions, and direct experiments. The data were supported by the documentation results when learning. Based on these learning activities, from the observation results, students' interest in learning was outstanding, as seen by their enthusiasm for learning. They were also highly critical because they always did questions and answers and discussed with the teacher and peers even though they were online learning.

In this case, interest is the driving force that makes a person pay attention and causes feelings of pleasure in certain situations or activities (Mansur & Rafiudin, 2020). Interest in learning does not appear by itself, but many factors can influence the emergence of interest in learning. They include internal factors, namely factors influenced by the person himself, and external factors, i.e., factors affected from outside a person, such as an environment, family, and others (Rodhi, 2021; Ahmad & Nurma, 2020).

Specifically, elementary schools generally use mathematics books published by Eirlangga as a guide for implementing learning. However, unlike SDS Lazuardi Cordova GIS, it uses the My Pals teaching material as a guide in implementing learning. This book differs from other general mathematics books, namely that My Pals uses English explanations in every material and is of international standard, published by Marshall Cavendish Education.

For that reason, the problem formulations from this research are: how is the level of interest in learning? What are the factors influencing interest in learning? Also, how are the teacher's efforts in maintaining the quality of interest in learning mathematics using the My Pals book for second-grade students at SDS Lazuardi Cordova GIS for the 2020/2021 academic year? Consequently, this study aims to make researchers and readers aware of the level of interest in learning, the factors influencing interest in learning, and how the teacher's efforts to maintain the quality of interest in learning mathematics using My Pals book for second-grade students at SDS Lazuardi Cordova GIS for the academic year 2020/2021.

## METHOD

This research is a qualitative descriptive analysis (Sugiyono, 2018). It is a research method utilized to examine specific populations or samples, where data collection uses research instruments and emphasizes an in-depth understanding of aspects (Maisarah, 2019). In this study, data collection employed the instruments of observation, interviews, and documentation. Meanwhile, the data analysis techniques in this study comprised data reduction, presentation, and verification.

Furthermore, the research location is where the researcher chose to research to obtain data related to the research problem. The site used as this research location was SDS Lazuardi Cordova GIS, located on Jl. Meruya Selatan Jl. H. Muchtar Raya No.27, RT.9/RW.7, Meruya Sel., Kembangan Sub-district, West Jakarta City, Special Capital Region of Jakarta, 11650, with google maps <http://bit.ly/Lazuardicordova>. Then, the subjects of this qualitative descriptive research were the students of SDS Lazuardi Cordova, with 15 students in one class.

## RESULTS AND DISCUSSIONS

This study discusses the analysis of interest in learning mathematics using the My Pals book in online learning on several aspects, including attendance, activeness, and student learning outcomes. This research produced aspects of the level of interest in learning, the factors influencing interest in learning, and the teacher's efforts to maintain the quality of student interest in learning. The results of this study are presented as follows:

### *Learning Interest Level*

Based on the observation results made by the researchers on all second-grade students, the percentage of observations obtained was 85%. Some indicators of interest in learning included feelings of pleasure, interest, acceptance, and student involvement (Tanto et al., 2022). Judging from these results, the second-grade students at SDS Lazuardi Cordova GIS were intensely interested in learning, especially mathematics, using the My Pals book in online learning. It can also be seen from the attendance, in which out of 15 students, 11 attended the lesson from beginning to end and had very maximum and satisfying learning scores.

Thus, it can be concluded that the interest in learning mathematics in the second-grade students of SDS Blue Cordova GIS was categorized as strong. In other words, all students desired to learn when the teacher explained the learning material through google meet, and students also had a sense of pleasure in learning mathematics. It is closely related to the results of relevant previous studies, stating that strong student interest in learning can be seen from several aspects of observation, i.e., the attendance of students at school, student orderliness during school, paying attention to the teacher delivering material, student activity, and others (Yanti & Sumianto, 2021).

### *Factors Affecting Interest in Learning*

Interest in learning does not appear by itself, but many factors can affect the emergence of interest in learning. They include the following: 1) Internal factors, namely having an interest in learning from within, such as when a student likes or is interested in mathematic subjects such as arithmetic, the student will automatically have an interest in learning arithmetic since the interest arises from within the student. 2) External factors are having an interest in learning from outside oneself, such as family factors that support students' interest in learning and always facilitating, motivating, and developing children's interests from an early age. Aside from family, the environment of friendship and society greatly influences students' interest in learning (Nurhasanah & Sobandi, 2016; Tanendha et al., 2016).

Based on the results of observations, interviews, and questionnaires, it could be found that the factors influencing students' interest in learning mathematics could be seen from the internal factors by preparing the My Pals textbook before learning began, describing students' intentions to learn. However, when it came to reading or studying the My Pals textbook, many students were still lazy. In addition, in teaching and learning activities, seriousness in understanding mathematics learning was relatively high. Many students truly understood learning. It could also be seen from the observations that many students always paid close attention and interacted with teachers and other friends.

Nevertheless, when the interview was conducted, some students said that they were bored when they had to study from home because they could not meet the teacher and friends. Moreover, students felt happy in mathematics because, according to most students, the teacher who taught them was very kind, friendly, and gentle, so they were comfortable and not pressured to learn.

In addition to internal factors, external factors also included things affecting student interest in learning. In this respect, family attention in providing attention, support, and guidance to mathematics was high. It indicates that the whole family, especially the students' parents, really motivated them to learn mathematics. Based on the teachers' interview results, each student's parents always communicated with the teacher weekly as an evaluation.

Aside from family attention and guidance, the learning model provided by the teacher is also one of the factors affecting students' interest in learning (Tafonao, 2018). The learning model provided by the teacher was adequate. Based on observations and interviews, the teacher prepared a lesson plan before conducting teaching and learning activities and an appropriate learning method. However, when learning online, teachers mostly used the lecture method. The teacher also gave several methods, such as doing projects. For example, in fractions, the teacher gave an interesting project where students were asked to make pizza from playdough so that students did not feel bored. Even though they studied at home, they got fun learning. Then, the role of friends also greatly influenced students' interest in learning. As known, environmental factors greatly affect a person.

Furthermore, the teacher's attention and encouragement greatly influenced learning interest. Based on the observations, the researchers found that the second-grade teacher of SDS Lazuardi Cordova GIS gave exquisite attention to all their students without comparing. When some students could not see the material on the screen, the teacher in the second grade was happy to give directions to the student and always asked, "has it been seen?" to ensure that all students were not left behind in any learning material. It is related to the results of previous relevant research, stating that online learning is very influential on student interest in learning because students become easily bored when learning takes place, and learning is less interesting, unlike direct classroom learning (Astuti & Hikmah, 2021; Laila et al., 2021).

#### *Teacher's Efforts in Maintaining the Quality of Students' Interest in Learning*

Based on the results of interviews and observations of second-grade mathematics teachers at SDS Lazuardi Cordova GIS, teachers used various techniques in delivering material online, such as using interesting learning methods and media, so that the quality of students' interest in learning remained stable and maintained. Although in online learning, the teacher applied the lecturing method too often, the teacher always provided two methods at one time, such as doing projects, asking questions, and direct experiments. For example, when learning materials discussed fractions, the teacher explained fractions first. Next, the question-and-answer session was opened, discussed, and closed by doing a project and making pizza from playdough toys. The school provided the tools and materials, and students were asked to make pizza in four slices by giving different toppings to each slice and making the pizza interesting.

In the learning process, the teacher also provides students with motivation, encouragement, and direction. The teacher gave motivation with praise when some students were active in the class, such as when discussing, asking questions, or doing projects or experiments. Based on the interviews, the teacher also stated that aside from constantly communicating and interacting with students through google meet, teachers always communicated with students' parents. For example, when a student had learning difficulties, the teacher informed the student's parents and looked for the best solution so that the teacher placed parents play a crucial role in student learning while online.

## CONCLUSION AND SUGGESTIONS

Based on the research results and discussion above, the following conclusions could be drawn. Students' interest in learning mathematics using the My Pals book in the second grade of SDS Lazuardi Cordova GIS Jakarta was in a high category. It could be seen from students' attendance at google meet, student activity in learning such as discussing together or asking questions with teachers and peers, and student learning outcomes such as the grades students got during learning.

Based on students' interest in learning with a high category, several factors affected student interest in learning, i.e., internal factors (factors from within a person), such as students' desire to learn. It could be seen from before learning that they had prepared books and stationery, were in neat condition and had read the book to be studied on that day. In addition, there were also external factors (factors from outside one's self). Many of them are family attention, facilities that support learning such as the internet network, the learning methods used by the teacher, the media and teaching materials provided by the teacher, and the teacher's attention during learning.

Apart from the factors influencing students' interest in learning, which had a high category, teachers' efforts to maintain the quality of students' interest in learning were also vital by providing interesting supporting learning media. The teacher also always asked students how they were, provided motivation to keep the spirit of learning even though they were learning online, and always re-explained material that students did not understand.

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