

Analysis of Learning Interest, Level of Discipline, and Student's Responsibility for Post Covid-19 Learning Outcomes

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Abstract: The COVID-19 pandemic significantly impacted various aspects of life, including education, lifestyle, habits, and social behavior. Online learning at SMA Negeri 1 Jebus faced unstable conditions and limited signal, leading to low discipline and responsibility among students. This decreased interest in learning and quality of education was analyzed in 2021/2022 to understand the impact on post-Covid-19 learning outcomes. This problem made the author analyze students' interest in learning, level of discipline, and responsibility for post-COVID-19 learning outcomes at SMA Negeri 1 Jebus, West Bangka Regency in 2021/2022. This research uses quantitative methods with a correlational type of research because this research aims to see the relationship between one variable and another variable. In this study, the population was all students at SMA Negeri 1 Jebus, totaling 715 students from class X to class XII. This sample will be taken from class XI students. In this research, the data collection techniques that researchers used were questionnaires and documentation. Based on this research, the results were obtained. The study found that interest in learning, discipline, and responsibility significantly influenced post-Covid-19 learning outcomes at SMAN 1 Jebus, West Bangka Regency. The variables of interest in learning, discipline, and responsibility had a positive impact, with the remaining variables being 0.288 or 28.8%. The adjusted R square figure is 0.712 or 71.2%.

Keywords: Covid-19 Learning, Interest to Learn, Learning Outcomes

A. Introduction

The Covid-19 pandemic has changed many aspects of human life on earth, including lifestyle, habits, feelings, social behavior, and even a person's level of trust in other people. Covid-19 has also been able to change the education pattern that exists on earth, as well as the education structure that exists in Indonesia, starting from the learning system, the way of conveying information and even changing the behavior patterns of students.

Yatmoko & Fitriani (2021), asserts that the corona-19 virus has significantly impacted the field of education and undermined the fundamentals of human life in several domains, including education. At a press conference held at the Bogor Palace on March 16, 2020, the President of the Republic of Indonesia declared, "Teaching and learning activities which were originally carried out in schools with various good routines have now (indefinitely) changed to distance learning, or often called brave learning" (Yatmoko).

Learning, which is the spirit of education, must continue in any condition, because education is a very important investment in preparing human resources, especially in competition in the current global era (Lian, 2019). However, education is a fundamental issue in every child's life and a right for all Indonesians. As such, it is the duty of the government, parents, and other stakeholders in society, both in normal and abnormal circumstances. As a result, these parties are attempting, in different ways, to meet the need for education at all societal levels. By the 1945 Constitution's Article 31 paragraphs 1 and 2, which guarantee everyone's right to receive advertisements, the government plans to create a legally mandated national education system. According to the formulation in the National Education System Law, article 2 concerning education number 20 of 2003, states that national education is based on Pancasila and the 1945 Constitution, and article 3 explains that national education functions to develop abilities and form a dignified national character and civilization in educating the public.

Every kid has the right to an education and the development of their character and personal potential by the 1945 Constitution and the National Education System. A child must go through several tiered educational processes to receive an education and reach their full potential. These processes include elementary school, middle school, high school, vocational school, and extraordinary school. Some children are even pursuing unique paths, such as package schools, and the government, in keeping with its obligation to provide public education, treats package schools equally with formal schools at every level and gives them the same opportunities to advance to the next level. SMA Negeri 1 Jebus, is one of the secondary schools in Jebus District, West Bangka Regency, Bangka Belitung Islands Province. As a high school with students ranging in age from 16 to 19 years, according to WHO, children in this age range can be classified as teenagers. A teenager still has an unstable personality and is still looking for an identity that he or she should emulate.

Capinding (2022) in his journal said that, during the Covid-19 pandemic, it had an impact on the education system, especially students' mathematics behavior and performance. These effects may differ depending on the context. According to research findings, older students are more negatively impacted than younger students. During the pandemic, medullary learning has had a major impact on students and instructors. Schools, colleges, and universities were closed, new

learning methods were implemented, and parents and students experienced various difficulties, causing the entire education system to be disrupted. The COVID-19 pandemic has changed many aspects of human life on earth, including lifestyle, habits, feelings, social behavior, and even a person's level of trust in other people. COVID-19 has also been able to change the education pattern that exists on earth, as well as the education structure that exists in Indonesia, starting from the learning system, the way of conveying information and even changing the behavior patterns of students.

One of the regions that has not been spared from the effects of the Covid-19 epidemic, which struck the world from 2019 to the end of 2021, is the Jebus subdistrict in West Bangka Regency. It has experienced irregular learning environments and shifts in schedules between online and offline learning. Online learning is the subject of numerous complaints from parents, students, and homeschool staff. Those who reside far from the signal range have complained about unstable signals, among other things. Apart from complaints about unstable signals, another complaint expressed by Jebus 1 Public High School educators is the condition of children who are not disciplined in learning, because some children take part online, not at home, but in places that are not suitable for taking part. Learning, such as in mining areas or plantation areas.

This condition results from their schooling and work being their primary concentration to support their parents. This took place in the early days of Internet education. In an interview conducted on November 19, 2020, in the BK room at SMA Negeri 1 Jebus, Yuliana, S.Psi, a BK teacher at SMA Negeri 1 Jebus, stated that during Covid-19, children's interest in learning was very low. When studying online, however, there was no up to 50% interest due to children's signals, internet quotas, and joining friends who were not present.

Additionally, Yuliana clarified that children's lack of discipline in the classroom stems from their noncompliance with school uniform policies, their messy appearances, their turning off of the video screen, and the fact that some pupils still don't wake up during early morning classes. Yuliana went on to say that there was a lack of student accountability as evidenced by poor attendance in both limited face-to-face and online learning, the noncompliance of children with mask-wearing regulations, and the lack of general and class picketing.

After reviewing this occurrence, SMA Negeri 1 Jebus created the following guidelines for online instruction for instructors and students 1) During learning, both teachers and students must be at home; 2) Teachers and students are required to wear complete uniforms according to the day of offline learning; 3) Must have a neat appearance, including uniform, hair, nails, and complete attributes; 4) During

the lesson, the video must be active (Source: rules and regulations for learning in the field of student affairs at SMA Negeri 1 Jebus, Emergency Curriculum 2020).

Apart from this lack of discipline, other problems also arise from students, namely that many students do not do their assignments, both group and individual assignments, and several students often do not participate in online learning. In addition to internet education, offline education was also used throughout the pandemic. Even after the introduction of offline study, a large number of pupils continued to skip class. The school has assigned guidance and counseling instructors, homeroom teachers, and student representatives to keep an eye on the actions of absentee students participating in online or offline learning. The children were not at home, according to the guidance and counseling teacher and the homeroom teacher's home visit. Additionally, information from the student's parents and the community revealed that some of the students worked as tin miners, palm oil harvesters, workshop workers, and even recreational students.

The Covid-19 pandemic events have affected students' lack of discipline and responsibility, which has decreased their interest in learning and, as a result, the quality of instruction at SMA Negeri 1 Jebus has decreased as well, leading to low grades. Yuliana, S.Psi, a guidance and counseling teacher at SMA Negeri 1 Jebus, claims that while student learning has increased, the school's overall accomplishments academic and non-academic have also declined. Approximately two years after the Covid-19 outbreak that hit the world, education in Indonesia has almost been paralyzed, including at SMA Negeri 1 Jebus. Many things are missing, which the author feels are the person responsible for the school. The most noticeable thing is the difficulty of getting students to focus on attending formal education at school like before the pandemic. This is because students feel comfortable with online learning with fewer face-to-face hours.

In West Bangka district, as of June 21, 2022, the Head of the Region IV branch office, in online news, said that as many as 197 high school/vocational school students in West Bangka district had dropped out of school during the 2021/2022 academic year, and this number of failures included students from There are 25 students at SMA Negeri 1 Jebus, where originally the number of students was 722 and now there are still 699 people remaining. (Source: BK documentation for SMA Negeri 1 Jebus, 2022).

Apart from the cases of dropping out of school above, students at SMA Negeri 1 Jebus also experienced violations of regulations related to absence from school during the 2021/2022 academic year, after recording attendance by each class teacher, it was recorded as quite high when compared with previous years. previous year. After the graduation of class XII students, a total of 215 people, the number of students in class X and the reported class promotion was 9 students, and 7 students

failed to advance to the next level, both XI who were promoted to class XII and class X who were promoted to class Jebus 1 Public High School, 23 June 2022).

The failure to increase in the 2021/2022 school year is the highest number since SMA Negeri 1 Jebus was founded on June 22, 1994, according to Drs. Syamsu Rizon is a senior teacher at SMA Negeri 1 Jebus who has been teaching since 1995. And of the 7 students who have not succeeded in advancing to this class, on average they choose to work rather than continue their studies, because they have to repeat class X, according to Bagas Kurnianto, a class X student who has not succeeded in advancing to class XI.

After studying the problems that occurred at SMA Negeri 1 Jebus during the pandemic, the researchers intend to observe further about these problems further so that they can find a solution. Therefore, the author through a thesis entitled "Analysis of Learning Interest, Level of Discipline, and Student Responsibility for Post Covid-19 Learning Outcomes in SMA Negeri 1 Jebus, Bangka West District, Academic Year 2021/2022".

B. Methods

The research was conducted at SMA Negeri 1 Jebus, West Bangka Regency, Bangka Belitung Islands Province. Used in this research as a quantitative description method. According to Arikunto (2013), a quantitative approach is a method used by researchers to measure variable indicators and draw conclusions about research subjects. In this study, the population was all students at SMA Negeri 1 Jebus, totaling 715 students from class X to class XII. The sample used is 256 students who will be used as samples. This sample will be taken from class XI students because of the class with online learning.

In this research, the data collection techniques that researchers used were a questionnaire is an efficient data collection technique if the researcher knows exactly the variables to be measured and what not to expect from the respondent. The purpose of giving a questionnaire is to obtain comprehensive information about a problem from respondents without worrying if the respondent gives incorrect answers when filling out the statement. In compiling this questionnaire, the researcher used a Likert scale. The Likert scale is used to measure a person's attitudes and opinions. According to Arikunto (2006) documentation is investigating written objects such as books, documents, regulations, diaries, and so on. Documentation was used to obtain data about class XI students at SMA Negeri 1 Jebus who were used as samples.

C. Results and Discussion

The Influence of Learning Interest, Level of Discipline, and Responsibility on Learning Outcomes

The Big Indonesian Dictionary defines interest as a strong propensity of the heart towards something, lust, or want. Researchers' findings indicate that the variables of interest in learning, discipline, and responsibility can explain or determine the variable variation in the level of learning quality at SMAN 1 Jebus. The F test is used to test the influence of independent variables along with the dependent variable. The coefficient of determination (R^2) shows an Adjusted R Square figure of 0.712 or 71.2%. The results of statistical calculations show the calculated F value = 312.632 and F table with $df_1 = k-1 = 3-1 = 2$ and $df_2 = n-k = 153-3 = 150$ on $\alpha (0.05)$ is 4.62, meaning that $F_{count} (312.632) > F_{table} (4.62)$, and the significance value is 0.000. By using a significance limit of 0.05, the significance value obtained is smaller than 0.05 so it is clear that H_0 rejected and H_a accepted. This shows that together the independent variables of interest in learning, discipline character, and responsibility, have an influence on the learning outcome variables at SMAN 1 Jebus, West Bangka.

Rohmah et al (2021) funded this study; see Scientific Journal of Education and Learning, vol. 5, no. 1 (2021). investigating the application of rigorous character education to enhance the provision of high-quality educational services to students. He understands how to foster student creativity, knows how to communicate effectively with all parties in the school, and knows how to implement model disciplinary strategies and enforce rules in a disciplined manner toward students, according to research on strategies for implementing disciplinary character education for students. The results of the implementation of disciplinary character education for students can be concluded that class IVa teachers are implemented well in implementing disciplinary character for students, because the research looks at the field by being disciplined in the learning aspect, obeying the rules, and being disciplined in the aspect of time determined by the teacher-student.

Physical education learning results are positively and significantly impacted by the development of the character traits of discipline and responsibility, as well as an interest in learning. Darmayanti et al. (2020) Character education is academically interpreted as values education, character education, moral education, character education, or moral education whose aim is to develop students' ability to make good and bad decisions, maintain what is good, and realize that goodness in everyday life with all my heart".

The relationship between discipline and student learning responsibility is the subject of the following publication: Postgraduate Basic Education - State University of Malang (Yasmin et al., 2016). The study's findings were modified. The majority of

pupils exhibit strong discipline and a sense of accountability for their education, according to the data analysis results. The computed r value for the Pearson correlation test was 0.823, with a significance level of 0.000. For $\alpha = 0.05$, a table with degrees of freedom ($df=90$) was produced. Value of 0.205. The next step is a comparison, where the calculated r -value is greater than the table r ($0.823 > 0.205$), and apart from that the significance value obtained is less than $\alpha = 0.05$ ($0.000 < 0.05$).

In research of Anakampun (2019), in her research, on the Influence of Responsibility on Employee Work Performance with the Work Ability Variable as an Intervening Variable (Case Study at the Central Tapanuli Regency Central Bureau of Statistics Office, with research results. The calculated t value is 0.10 while the t table is 0.10). 1.68 and a significance of 0.004, so that t -count is $10.155 > t$ -table 1.68 and is significant $0.00 < 0.05$, then H_1 is accepted and H_0 is rejected, namely discipline has a significant effect on employee abilities.

From the description of research results, theory, and previous research, it can be concluded that the character of interest in learning, discipline, and responsibility together can have a positive and significant influence on the level of learning quality at SMAN 1 Jebus, West Bangka.

The Influence of Interest on Learning Outcomes

From t -table 4.20 it can be seen that the results of Competency hypothesis testing show a t -count value of 18.070, while for the t -table obtained from the statistical t -table there is a significance of 0.05 (2-sided test) with $df = n-k-1$ or $256-3-1 = 252$ so that t -table is obtained, namely amounted to 1,969. Thus t -count (18.070) $>$ t -table (1.969) with a significance level of 0.005. This level of significance is smaller than 0.05, so the hypothesis in this study rejects H_0 and accepts H_a , meaning that interest in learning (X_1) has a significant effect on the level of learning outcomes (Y).

The impact of learning interest on learning outcomes has been the subject of numerous research. The research findings, according to Setiawan et al (2022), indicate that class VI students at SDN 1 Gamping have learning outcomes and learning interests that fall into the medium category, with a proportion of 42%. In the meantime, 78.5% of learning outcomes are influenced by learning interest. Thus, it is possible to conclude the research's findings that class VI students at SDN 1 Gamping's learning outcomes and their motivation in learning are mutually impacting. Additionally, research yielded the equation $Y' = 91.101 - 28.685$ linear from the results of research computing the regression analysis of interest in learning with mathematical learning achievement (Prastika, 2020). Meanwhile, for hypothesis testing, the correlation coefficient X to Y obtained was a coefficient of determination of -85.882 so H_0 was rejected at the 0.05 level. So the conclusion is that there is a

significant correlation between interest in learning and mathematics learning outcomes. From the description of research results, theory, and previous research, it can be concluded that discipline character can have a positive and significant influence on learning outcomes at SMAN 1 Jebus, West Bangka.

The Influence of the Level of Discipline on Learning Outcomes

The results of the research show the partial influence of the discipline variable (X2) on learning outcomes (Y). From Table 4.20 it can be seen that the results of testing the discipline hypothesis show a t-count value of 18.070, while for the t-table obtained from the statistical t-table, there is a significance of 0.05 (2-sided test) with $df = n-k-1$ or $256-3-1 = 252$ so that t table is 1.969. Thus $t\text{-count} () > t\text{-table}$ with a significance level of 0.003. This significance level is smaller than 0.05, so the hypothesis in this study rejects H_0 and accepts H_a , meaning that there is a significant influence of discipline (X2) on learning outcomes (Y).

Prior studies have indicated that students' achievement in learning the Indonesian language is significantly impacted by both learning motivation and discipline (Sirefar & Syaputra, 2022). Additionally, based on Santri & Abdillah (2020) the significant value was $(0.029) < 0.05$ and the computed F value was $(4.002) > F$ table (3.316) based on the data analysis. This indicates that the PAI learning outcomes of students at SDN 105304 Sari Laba Jahe Sibirubiru Deli Serdang are significantly influenced by both reading interest and discipline learning together. Students' PAI learning results receive a 21.1% contribution from the combination of reading interest and learning discipline. So, from the description of research results, theory, and previous research, it can be concluded that discipline can have a positive and significant influence on learning outcomes at SMAN 1 Jebus, West Bangka.

The Influence of Responsibility on Learning Outcomes

In their study on the impact of emotional intelligence on students' responsible attitudes at SMP Negeri 1 Palembang (Hidayati et al., 2019). Based on data analysis utilizing the Simple Linear Regression method, the research findings revealed a substantial correlation between students' social care attitudes and emotional intelligence. The regression test results demonstrate this; the (α) value is 0.05 and the significance value is 0.000. Thus, the result obtained is a signed value $< \alpha$ ($0.000 < 0.05$), then the decision taken H_0 is rejected and H_a is accepted. By accepting H_a as the result of the analysis, it was concluded that there was a significant influence of emotional intelligence on students' social care attitudes at SMP Negeri 1 Palembang.

Further research explains the importance of student responsibility in learning outcomes in computer and network mastery, concrete steps can be taken to increase the level of student responsibility in learning. In this way, student learning outcomes

can be improved significantly, helping them master computers and networks well (Cleopatra, 2017). Apart from that, the results of this research are that the responsibility and critical thinking of class VII junior high school students simultaneously influence civics and mathematics learning outcomes. This research implies that it is hoped that critical thinking skills balanced with the character of responsibility will make students the nation's next generation able to face current developments in the 5.0 era (Brata & Mafulah, 2023).

The results of this research are that social concern shows a t-count value of 18.070, while for the t-table obtained from the statistical table, there is a significance of 0.05 (2-sided test) with $df = n-k-1$ or $256-3-1 = 252$ so that the t-table is 1.996. T-count (18.070) > t-table (1.969) with a significance level of 0.006. This significance level is smaller than 0.05, so the hypothesis in this study rejects H_0 and accepts H_a , meaning that there is a significant influence of responsibility (X3) on learning outcomes. This research concludes that from the description of research results, theory, and previous research, it can be concluded that the character of responsibility can have a positive and significant influence on learning outcomes at SMAN 1 Jebus, West Bangka.

D. Conclusion

Research reveals that interest in learning has a significant effect on post-Covid-19 learning outcomes at SMAN 1 Jebus, West Bangka Regency. Discipline variables also have a positive influence, 37% of variables influence learning outcomes. Responsibility also has a significant influence, with 33% of variables influencing learning outcomes. The Adjusted R Square Figure of 0.712 shows that Interest, discipline and responsibility are the main factors that influence learning outcomes.

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