

Online Learning Strategies to Increase Students' Interest During The Covid-19 Pandemic

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ABSTRACT

The significance of interest in learning cannot be overemphasised. This interest leads to learning motivation, which can enhance learning findings. The goal of this research is to understand and investigate the methods applied by English lecturers to enhance the students' desire to study and demonstrate students' feedback in online learning during the COVID 19 pandemic. The director, deputy of curriculum, instructors, and learners delivered as speakers in the qualitative approach, which took a phenomenological approach. Semi-structured interviews were used to collect data, which was then analyzed applying the concept of Miles and Huberman. According to the findings of this study, the teacher's strategies for increasing students' desire in studying included providing learners with a recognition of the necessity of teaching, making basic lesson simple, obvious, and entertaining, using simple but efficient media, being able to initiate close and consistent assessments.

Keywords: Online Learning; students's interest; covid -19

INTRODUCTION

The use of strategies in learning is one of the approaches taken by teachers to improve the quality of learning processes and outcomes. To support student success in learning has many components, such as organizing students, learning materials, methods, media, equipment, and the right time for learning (R. Ramadhani et al., 2020; Y. R. Ramadhani et al., 2020; Simarmata et al., 2021). Learning strategy can also be defined as conceptual, systematic design or pattern that can be used to create a curriculum, manage materials, control student activities, provide teacher instructions, manage learning settings, create a conducive learning environment, and evaluate it (measure, assess, and provide feedback) (Asyafah, 2019). Implementing a learning strategy allows the learning process to keep flowing effectively (Astuti et al., 2019; Harahap et al., 2020).

The interest in learning is a crucial factor in learning (Fauziah et al., 2017; P., 2019). If students are truly motivated in learning, it will enhance their attention in class (Oroujlou & Vahedi, 2011), affecting learning results (Syahrozi et al., 2019). Three significant aspects that can enhance learning interest are attention, goals, and learning intensity (Oroujlou & Vahedi, 2011). Someone who pays close attention to something usually desires to know more about it (Simarmata et al., 2021). Interest in learning does not arise unexpectedly or spontaneously, but rather as a result of participation, experience, and habits developed while studying or working (Fadillah, 2016). By increasing students' attention and engagement, situational interest can help them learn more effectively (Harackiewicz, Smith, et al., 2016). If that spark of interest grows into a personal passion, the student is more likely to return to the content and explore further into the subject (Harackiewicz, Canning, et al., 2016).

A deadly virus known as Coronavirus Disease 2019 (COVID-19) struck the world at the start of 2020. This virus infected many Wuhan inhabitants and nationals of other nations, including

Indonesians, resulting in fatalities in some cases. The transmission of the coronavirus impacts all aspects of human life, including learning (Masrul et al., 2020).

The learning technique is followed in the classroom by direct interaction between teachers and students. However, during the COVID-19 outbreak, learning process was done at home utilizing an internet system or other online (network), offline (offline). Nearly 25 million Indonesian community college students' study at home. The policy is based on a circular issued by the Minister of Education and Culture. Learning at home is described as learning that takes place at home using various available media (Febrianto et al., 2020; Masrul et al., 2020; Rinekso, 2020)

Learning takes place at home during the COVID-19 pandemic, with the use of online and other media. There are various advantages to studying at home, including reduced transportation costs, less stress from traffic, and more spare time. On the other hand, studying at home has a variety of problems, including boredom, decreased work motivation, and increased energy bills or internet limits (Ahidin, 2020). During the COVID-19 outbreak, students learned at home in a different way than they had previously. It could lead to boredom. As a result, students' interest in learning and motivation to learn has decreased.

One of the alternative methods for ensuring that the learning process continues throughout the coronavirus epidemic is to learn at home. It can, however, have an impact on a student's interest in learning. Students are more likely to participate in play activities than learn at home if the teacher's assignment is not finished. Even in other locations, students use their home study time to play games, hang out with friends, and so on. As a result, the home learning process is unproductive (Han et al., 2020).

As well as the COVID-19 pandemic, students in English department at Graha Nusantara University are one of many in Indonesia who are learning from home. The preliminary findings of the study indicated that " Since COVID-19 pandemic the education process can proceed smoothly." The Online system continues to stimulate students' interest in following the learning process. Students complete all of the lecturer's assignments. What strategies are English Department lecturers hiring to develop students' curiosity in teaching during the COVID-19 pandemic? In the midst of the COVID-19 pandemic, how are learners responding to learning in the midst of the COVID-19 pandemic?

Previous researchers have done studies on learning strategies; however, these studies only include face-to-face learning strategies. Teachers' learning strategies have been demonstrated to significantly impact student learning outcomes in several previous studies (Djonnaidi et al., 2021; Harahap et al., 2020; Muharlisiani et al., 2018). Students' interest in studying and motivation to learn can also be influenced by learning strategies. However, each teacher has a unique method to enhance students' interest, motivation, and learning outcomes (Gustiani, 2020; Hornstra et al., 2015). The student's situation, the learning environment, the materials to be given, and the learning resources used all impact this (Astuti et al., 2019; OECD, 2009; Y. R. Ramadhani et al., 2020)

As a result, when teachers face different situations, even if the material presented is the same, the strategies applied will be different. The previous researchers have never used online learning strategies to increase student interest in learning. Meanwhile, during the pandemic, online learning caused many issues, one of which was teachers' difficulty fostering student interest in learning. The findings of this study are expected to be used as a resource for teachers interested in fostering student interest in learning, especially online learning.

METHODS

This research employs a descriptive approach in combination with a descriptive analysis. A qualitative method is research that seeks to recognize and explore a trend accomplished by an individual or groups of individuals (Creswell, 2014; Moleong, 2010). In the situation, it is essential to understand and investigate the techniques applied by English Department lecturers in online teaching to increase learners' curiosity in studying. The research participants included the university dean, the vice dean of the academic section, 12 English lecturers, and students. To identify research informants, purposive sampling was used (Napitupulu et al., 2020; Silalahi, 2015). To determine research informants, the respondent who is recognized to become the most informative about the techniques used mostly by lecturers in web - based learning to improve students experience in studying in the midst of the COVID-19 pandemic.

Semi-structured method is used to gather research data. The writers used survey application and source triangulation as validity and reliability processes. The results obtained in the discussion session is considered useless, the interview is continued, and reference deductive approach will be applied to check the data's validity across various inputs. In the data analysis technique, the Miles and Huberman design is applied in three stages: data reduction, data display, and conclusion (Sugiyono, 2017).

RESULTS AND DISCUSSION

Lecturers' methods for improving learners' experience in studying in digital teaching.

There was a difference in how English students at Graha Nusantara University Padangsidempuan were taught during the COVID-19 outbreak. Previously, learning occurred in a university setting through a face-to-face system; however, during the COVID-19 pandemic, learning took place at home using an internet system and available media. It is in response to Minister of Education and Culture Circular No. 4, titled "Implementation of Education Policies in an Emergency for the Spread of Coronavirus Disease (COVID-19)," issued on March 24, 2020.

The online system was used to start home learning activities a day following the publication of the Prime minister of Education and Culture's Circular, and it was followed on the same day by the Mayor of Padangsidempuan's Circular. The Rector, Dean of Faculty, and all staff of Graha Nusantara University Padangsidempuan faced to react to policy decisions concerning the systematic teaching procedure as a result of the Covid-19 pandemic. The discussion determined that teaching must progress, these students have to try to develop, even in the midst of the COVID-19 crisis. The application system is simply not typical of normal conditions. Several factors influenced the policy decision: First and important, studying is a fundamental of each student that can be fulfilled. Second, Graha Nusantara University is required to pay the commitment because parents delegated it to their children.

Even during COVID-19 epidemic, English students at Graha Nusantara were infected with the virus. Students use online media to complete their education. Even though the system differs from reality, students must face learning in every setting. This is coherent with the fundamental teaching concepts of lifetime knowledge and teaching (Y. R. Ramadhani & Siregar, 2019). The basic principles of lifelong learning can be implemented in various ways, including independent learning, providing students with learning experiences, learning through reading, developing meta-cyclical students for learning, and so on. During the COVID-19 epidemic, English lecturers at Graha Nusantara University Padangsidempuan implemented several approaches in the online learning system to improve students' enthusiasm in learning.

In any situation where students must continue to learn, they must be given understanding and attention.

While the COVID-19 pandemic, learners at Graha Nusantara University Padangsidimpuan were able to complete their coursework from house applying an online network or online. Homeroom lectures and lectures help learners and their parents understand the urgent of studying in all condition, allowing the teaching procedure to perform easily and effeciently and learners to stay keen on teaching. (Fauziah, Personal opinion, Nov 2020).

Before the learning process begins, understanding is provided (Yuswin, Personal Opinion, Nov 2020). learners and their parents were taught that studying is essential. By learning, you will be smart (Rini Kesuma, Nov 2020), You will gain a great deal of knowledge, be rewarded, and be exalted by God (Parlindungan, personal opinion, Nov 2020). Especially given the fact that there is a circular we cannot go, the university principal instructs all classroom lecturers to provide learners with knowledge and comprehension.

Mechanically, the teaching process does not take place at university, but English students must keep going to study (Siti Meutia, personal opinion, Nov 2020) so that children's eagerness to study does not begin to decline. The lecturers should also convey the idea that teaching can occur anytime. The lecturer's schedule for assisting learners in understanding how to continue studying in any condition is delivered straight to learners the day before the vacations. The other contrary, lecturers foster interaction and collaboration with students' parents to repeatedly tell, support, and guide their children to continue learning from home. Lecturers listen closely as well, reminding learners to continue studying at home once the learning process begins as well as at night via WhatsApp (WA) messaging. The value of studying at home is emphasized in kids by the teachers.

Both during and after the learning process, the lecturer's attention is critical in enhancing and providing learners with a knowing of the urgent of studying. This this participation can be direct or indirect, and it can be verbal or nonverbal. Furthermore, the teacher can help students understand by describing things to them.

Collaboration between lecturers and parents is also necessary to help students understand the importance of learning. Parents are lecturers and learning partners who can support in the learning process. The learning process can be affected due to a lack of cooperation between lecturers and parents (Sari, n.d.). In addition, cooperation between lecturers and students' parents is required in the development of student character (Hughes & Kwok, 2007).

Making educational content that are concise, obvious, simple to understand, and engaging

During the COVID-19 epidemic, English lecturer utilized the following tactics to promote student enthusiasm in learning: "Making teaching lesson which is succinct, concise, and simple to comprehend, as well as exciting and relevant to the aplication and teaching procedure in use. It is not the same to learn online as it is to study in person. Students at university have the opportunity to ask frank questions about subjects that are difficult or unfamiliar. Online students should not be allowed to raise inquiries about things they don't comprehend. Learning content must be provided in a concise, obvious, fascinating, and easy-to-understand manner to sustain students' interest in learning, avoid boring, and keep students enthusiastic about learning (Rosni, personal opinion, Nov 2020).

English lecturers at Graha Nusantara University prepare distance learning material in a variety of ways to make it understandable and creating powerpoints that are then explained via video learning, making slides which are then taught via online lesson, as well as Summing up the teaching content on every topic and issue, supplementing the contents with case studies, accompanied by practice tests, and creating slides that are then analyzed are all intriguing. (Elissa, personal opinion, Nov 2020; Tinur, personal opinion, Nov 2020). What Graha Nusantara University's English teachers are doing is consistent with the idea of student development.

Learning videos can be repeated lots of times, comparable to drawing students' attention, allowing it simpler to study and comprehend teaching materials. Learning films are the most interactive application for making it more effective information realistic, enjoyable, and allowing teenagers to construct their own educational experience, and they can help children learn more effectively (Hadi et al., 2018).

Choosing a basic and appealing technology in teaching

The other method adopted by the use of convenient and appealing learning media by English lecturers to stimulate students' experience in studying in the face of the COVID-19 pandemic. In terms of cost and facilitated by lecturers and learners during the teaching program, media were simple. It is not boring to be interesting, and it can help students learn (E. C. Ningsih, personal opinion, 21 May 2020). The learning media used are WhatsApp (WA), Classroom, and Zoom. On the other hand, is only used for a few meetings because it is regarded as less protect and necessitates a large amount of internet quota (Lisa Fitri, personal opinion, Nov 2020).

According to one of the English lecturers, lecturers transmit projects to learners via WhatsApp (WA) and Classrooms in the form of a preview of educational material, sample issues, and studying films, while students need them to provide homework. WhatsApp (WA) was also utilized for interaction.

Learning requires the use of technology (Harputra, 2018). The apply of suitable teaching technology can stimulate curiosity to study by not only facilitating the share of topic but also enhancing efficiency in obtaining learning targets. The efficiency and effectiveness in reaching goals are mostly determined by the level of accuracy in selecting learning media, not by the price.

The multimedia must follow the topic to be presented, be attractive, affordable in terms of support, easy to use, available, and beneficial, among other important characteristics to use as a reference when choosing media to employ in learning. Learning media that has good efficiency in delivering material and providing understanding to students, can provide learning experiences, foster student attitudes and learning skills, is easy for using, cost effective, and can create an effective teaching circumstance will help students achieve their learning objectives.

Performing continuous and consistent assessment

Assessment is a process that determines the percentage of advancement or improvement of learners after they have completed the studying process at a specific period. English lecturers' assessment activity is brought out on a regular and continuous basis at Graha Nusantara University Padangsidempuan. Assessment activities are brought out not only to assess learners' percentage of advancement and improvement after completing the teaching process, but also to assess the efficiency of techniques, platform, and teaching strategies used by lecturers to improve learners' curiosity and ambition (Yulia, personal opinion, Nov 2020).

Students will always prepare themselves for regular and continuous evaluations by understanding books and studying the lesson that the learners have studied (Mahrani, personal opinion, Nov 2020). This assessment could be carried out by posing some questions to learners after they have completed the studying system in a specific period, such as after they have finished discussing talking a lesson and subject.

It is crucial to carryout learning assessments. The primary aim of learning is to grow learning quality, both within terms of results and steps (Y. R. Ramadhani & Abidin, 2021). If failings and faults are revealed during the classroom activities, assessments which can be better experience performance are indeed carried out. Good learning evaluation is a serious assessment with implications with both lecturers and learners. A teaching assessment with implications for lecturers is one which could help lecturers improve their roles and competence, as well as their capability to control the class and apply platform, strategy, and teaching techniques. As a result of learning evaluation, students are also expected to face consequences. These outcomes may include an

Variation's platform, techniques, effort, and learning application involve not only improve in lecturers' ability and lesson improvement, but its the creation of an analysis technique. Lecturers must create a teaching analysis tools based on the characteristics as well as modifications and improvements in the valid and reliable item. If that was not finished, the assessment system would be unable to evaluate the items are been analyzed appropriately

During COVID-19, students responded positively to online learning.

The COVID-19 pandemic had influenced several aspects of life, including studying. The the teaching system, which was previously done head-to-head in class, had developed into studying in their house via an internet or faraway teaching via several news services. University of Graha Nusantara's learning process was holding out applying platform such as Google Classrooms, google meeting, edmodo platform since the global pandemic.

Distinct students have various reactions. "I am very happy because I can watch videos from lecturers, record my conversation with my partner, write songs, speeches, and read poetry by learning online from home," said Nurhamimah (personal communication, December 2020). "Learning with WhatsApp and Google Classroom is also fun," Dimas (personal opinion, December 2020) stated, "I can watch my lecturers' videos and I can also make videos." He stated this. Okta (personal opinion, December 2020) also stated, "there are benefits and drawbacks to studying at a university."

The interview results showed which there are two types of student comments to studying with a website: both enjoyable and unpleasant. Learners stated enjoyment with online instruction via WhatsApp and Google Classroom. This is due to the fact that students can perform studying process while enjoying, look at videos revealed by the lecturers, and content creation based on the teaching events performed. Along with the developmental process, college-age students range in age from 17 to 22 years. Children between the ages of 17 - 22 are curious and want to learn about new aspects of reality. The English lecturer arranges the teaching content in an evident, informative, and professional way, which can be uploaded in the form of video video. This is what motivates students to study at home using WhatsApp and, on occasion, Google Classroom. Using information technology to deliver learning material is simpler, faster, more enjoyable, and more appealing.

However, stated that learning in the house is not enjoyable. This is due to the fact that learners are unable to perform with their classmates and cannot directly reach their lecturers. It is obvious as each student prefers to play with his or her peers. Schools, in addition to being places for students to learn, are also places for them to play and communicate with their classmates. University-aged learners have started to build connections with other people with their schoolmates, as well as respond, correlate, and spend time with them (Coman et al., 2020). As a result, he felt something was missing from him during the home learning process, Specifically, togetherness with his classmates, both in teaching and in having to play.

CONCLUSION

The first method adopted by English lecturers at Graha Nusantara University to stimulate learners' curiosity in studying during the COVID-19 pandemic is to teach learners the value of studying in any condition, either implicit or explicit or in cooperation with learners' family. Second, develop the subject of lesson which are succinct, evident, obvious, and exciting. Third, select teaching material which is both concise and captivating. Fourth, assess studying on a commitment basis. Since the COVID-19 pandemic, learners have two reactions to studying. The first benefit is that They will study whereas viewing videos of their lecturers and will be innovative in creating video materials connected to homework. Second, some people complain that it isn't fun even though they miss doing things with their classmates, such as studying and playing together.

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