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The Effect of Education on Increasing Student Enthusiasm for Learning in the Transition Period of Online to Offline Learning

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ABSTRACT

This study aims to find out the reason for the impact of the increase in enthusiasm for learning in the transition period of online to offline learning. This research was conducted on 12 students from State Junior High School 12 Bandung, Indonesia, who came from grades 7, 8, and 9. This research was conducted using a qualitative method with 3 stages, namely (i) the dissemination of the pre-test questionnaire, (ii) the provision of education to increase the enthusiasm for learning with video media, and (iii) the dissemination of the questionnaire post-test. The results obtained in the form of the average value of the pretest was 52.5 and the average post-test was 87.5 which showed that the student's post-test score increased significantly. This is due to the lack of education of students on the spirit of learning, and they are not used to offline learning. From the results of the study, it can be interpreted that the provision of education to increase the enthusiasm for learning in the transition period of online to offline learning with video media is influential and effectively used on students. This research is expected to have an impact on increasing student enthusiasm for learning which will affect student learning outcomes.

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1. INTRODUCTION

The Ministry of Education and Culture of the Republic of Indonesia informed me through circular letter number 4 of 2020, regarding the implementation of learning from home in the emergency period of the spread of Covid-19 (Dewi, 2020). Over time, online learning was felt to be less than optimal, thus prompting the government to issue a decision to open schools in Indonesia. This is stated in the Joint Decree of 4 Ministers, namely the Minister of Education and Culture, Minister of Religion, Minister of Health, and Minister of Home Affairs, regarding guidelines for implementing learning during the COVID-19 pandemic that can be done offline (Al Iftitah & Syamsudin, 2022). This policy makes students have to adapt during the transition from online learning where most students experience a decrease in their enthusiasm for learning. The decrease in enthusiasm for learning is influenced by the saturation of students participating in online learning (Asril *et al.*, 2021).

Enthusiasm in the sense that often develops in society is equated with motivation. Motivation can be interpreted as strength (energy) someone who can generate a level of perseverance and enthusiasm in carrying out an activity, whether it comes from within the individual itself (intrinsic motivation) or from outside the individual (extrinsic motivation) (Fiteriani, 2015). The enthusiasm for learning serves to encourage humans in determining the direction of actions to achieve goals or selecting deeds, namely which ones will be done. High enthusiasm for learning greatly affects the presence of students in the class (Annisa *et al.*, 2020). Learning with passion will encourage learners to learn better than learning without passion. This spirit arises when students are interested in something because it suits their needs or realizes that something they will learn is felt meaningful to them (Setiawan, 2010).

Many previous studies discussed the enthusiasm for learning the self-study, including research conducted by Alawiyah (2021) on the revitalization of the spirit of learning during a pandemic through the team teaching method. Research on the influence of learning media on students' enthusiasm for learning at Muhammadiyah 38 Elementary School Sunggal (Annisa *et al.*, 2020). Research on interpersonal communication in building optimism and enthusiasm for learning during a pandemic (Aslinda *et al.*, 2022). Research on the spirit of learning of students there during the Covid-19 pandemic (Rahman & Qibtiyah, 2021).

However, there has been no research on the spirit of learning in the transition period from online to offline learning. Therefore, this study aims to find out the influence of education on the increase in the spirit of learning in the transition period of online to offline learning at State Junior High School 12 Bandung, Indonesia. The novelty of this research is (i) learning methods studied during the transition period from online to offline learning, (ii) education to increase enthusiasm for learning carried out by video media (iii) the study was conducted at the junior high school level.

2. METHODS

2.1. Research Subjects

The subjects of this study were students of State Junior High School 12 Bandung, Indonesia. Respondents in this study amounted to 12 people consisting of 4 people in grade 7, 5 people in grade 8, and 3 people in grade 9, where the percentage of research subjects is shown in Figure 1.

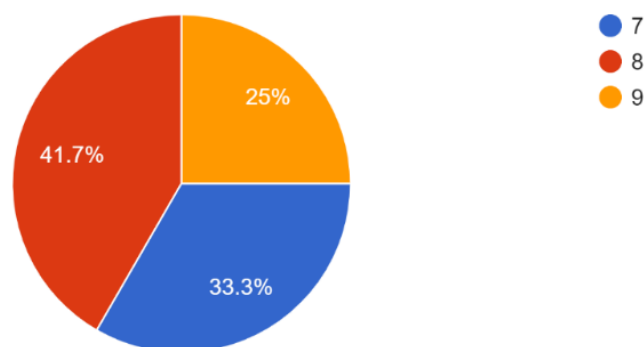


Figure 1. Percentage of respondent classes.

2.2. Research analysis

The collection of research data was carried out by distributing questionnaires through Google Forms to students of State Junior High School 12 Bandung. The research data collection was carried out in 3 stages, namely (i) the distribution of pre-test questionnaires, (ii) providing education to increase enthusiasm for learning with video media, and (iii) dissemination of post-test questionnaires. The method used in the processing of research data is qualitative descriptive analysis. The qualitative descriptive research method is a method used by researchers for a descriptive study (Kim *et al.*, 2017). The pre-test and post-test questions are shown in **Table 1** with the types of questions in the form of yes/no choices, multiple choices, and scale choices in the case study section. The respondent's answer assessment was given a score of 5 for each correct answer and 0 for each incorrect answer.

Table 1. Question pre-test and post-test.

No.	Question	Answer
1	Which learning is preferred	Online/Offline
2	What is online learning?	Multiple Choice
3	What is offline learning?	Multiple Choice
4	Can the change in learning from online to offline increase the enthusiasm for learning?	Yes/No
5	Is it easier for online learning to learn?	Yes/No
6	Is it that with offline learning, the lessons learned are easier to digest?	Yes/No
7	What are the advantages of online learning?	Multiple Choice
8	What are the disadvantages of online learning?	Multiple Choice
9	What are the advantages of offline learning?	Multiple Choice
10	What are the disadvantages of offline learning?	Multiple Choice
11	What causes a person to be lazy?	Multiple Choice
12	What will happen if laziness is followed?	Multiple Choice
13	How do overcome laziness and frequent procrastination?	Multiple Choice
14	What is the principle of "KAIZEN"?	Multiple Choice
15	Where does the principle of "KAIZEN" come from?	Multiple Choice
16	How to make what we learn to become a habit?	Multiple Choice
17	What is the importance of doing things little by little and consistently?	Multiple Choice
18	What are the results of the research of psychologist Herman Ebbinghaus?	Multiple Choice
19	On a scale of 1-5 how much enthusiasm for learning you are in the face of offline learning	Scale 1-5
20	Are you able to spend one minute every day doing something that can increase your enthusiasm for learning?	Capable/Unable

3. RESULTS AND DISCUSSION

Based on the distribution of pre-test and post-test questionnaires, the results shown in **Table 2** were obtained. **Table 2** shows the students' average post-test scores increased compared to the pre-test.

Table 2. Respondent pre-test and post-test scores.

Respondents	Value	
	Pre-test	Post-test
1	20	90
2	70	80
3	60	80
4	60	100
5	70	100
6	20	70
7	40	80
8	70	100
9	70	80
10	30	80
11	70	100
12	50	90
Average Values	52.50	87.50
Min	20	70
Max	70	100

The increase in the average score of the respondents means that the enthusiasm for learning and understanding related to how to increase the enthusiasm for learning during the transition from online to offline learning has increased, whereas online learning that has been carried out by students before, it has an impact on reducing students' enthusiasm for learning. The decline in the spirit of learning is caused by saturation, but it can also be caused by several other problems including limited mastery of technology, difficulty accessing the internet network, lack of learning support facilities, and the condition of the learning environment that less conducive (Juliya & Herlambang, 2021).

The increase in enthusiasm for learning during the transition period from online to offline learning was strengthened by respondents' responses to the selection of online or offline learning on the questionnaire. Before education, as shown in **Figure 2**, 66.7% of respondents prefer offline learning and after education, it increases to 83.3% as shown in **Figure 3**.

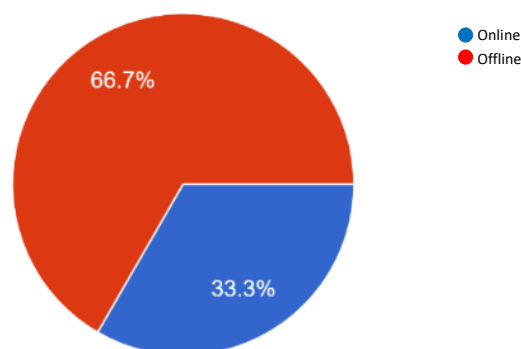


Figure 2. Percentage of learning types respondents chose on the pre-test.

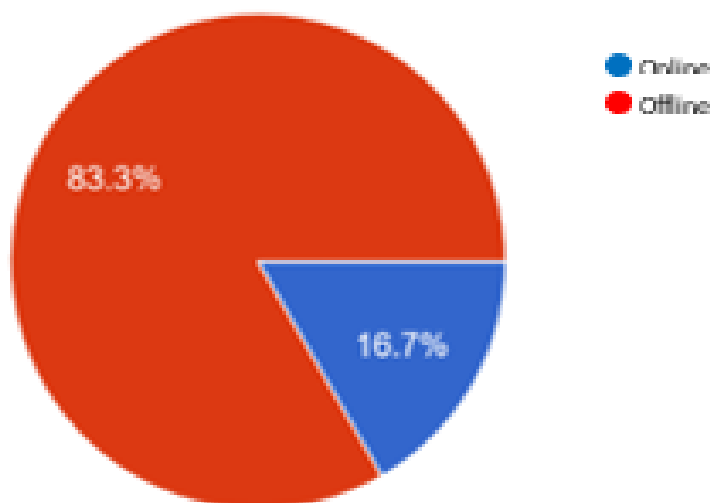


Figure 3. Percentage of learning types respondents chose on the post-test.

Then on the question of the level of student enthusiasm for learning in the face of offline learning by giving a scale of 1-5 shown in **Figure 4** got positive results too. Where before education, the percentage of selection on a scale of 5 was 58.5%, on a scale of 4 it was 25%, and on a scale of 3, it was 16.7%. However, after education, it can be seen in Figure 5 the percentage of selection on a scale from 5 increased to 100%.

Based on two data, it proves that education to increase learning enthusiasm in the transition period of online to offline learning with video media affects students' enthusiasm for learning. This is in line with one study which stated that online learning caused a lot of complaints from teachers, students, and parents about the online learning they experienced (Hardiansyah *et al.*, 2021). Therefore, it is important to do education to increase the enthusiasm for learning, because the enthusiasm for student learning has increased. Increased enthusiasm for learning in students will be the main driving force in pursuing learning achievement for the success of the learning process or achieving learning goals. The spirit of learning will also strengthen the character and nature of students' thirst for knowledge (Fiteriani, 2015).

12 responses

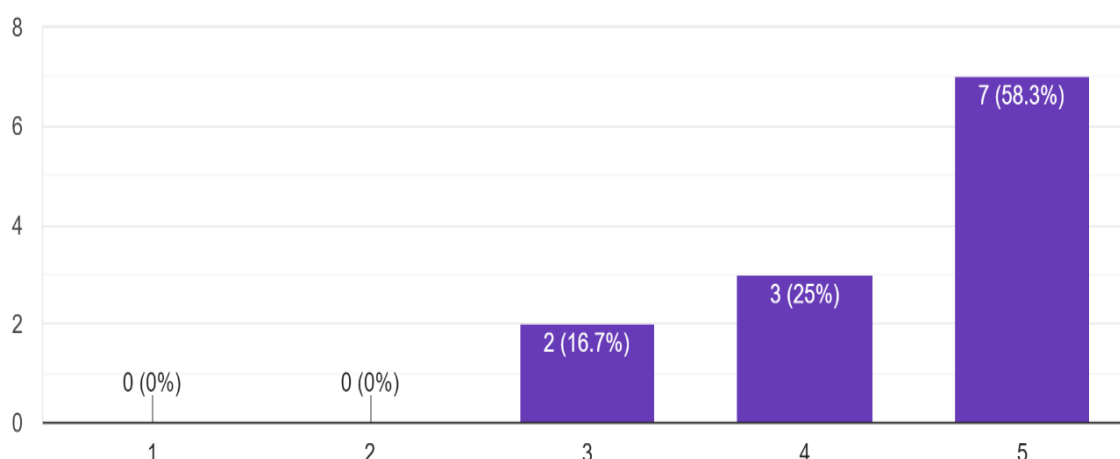


Figure 4. Percentage of enthusiasm for learning in the pre-test.

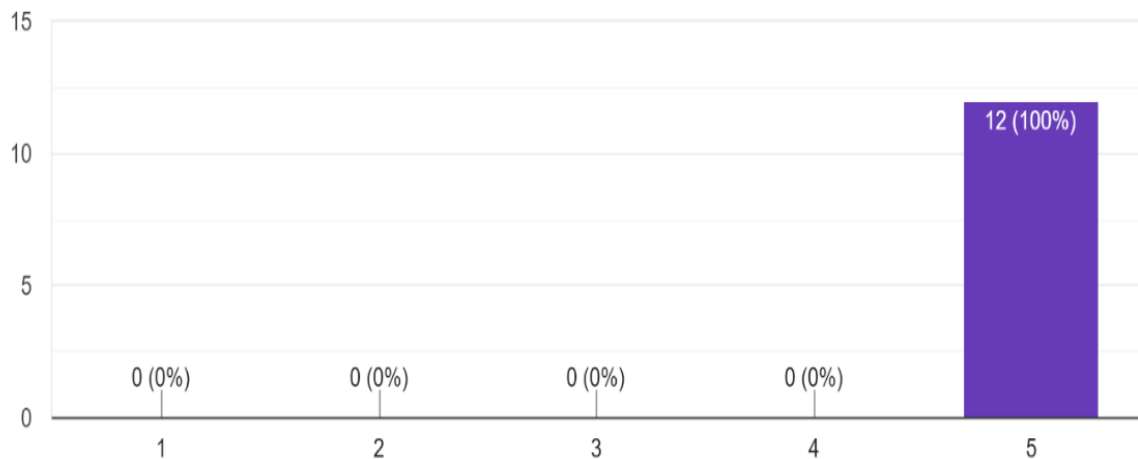


Figure 5. Percentage of enthusiasm for learning in the post-test.

This increase in learning enthusiasm is important for students, especially during the transition from online to offline learning, because during online learning, students' enthusiasm or motivation to learn decreases. This statement is based on the research of [Sutrisno \(2021\)](#) which states that students' learning motivation decreases with online learning, this is because many students receive comprehensive and direct assistance from their parents, and relatives who accompany them during the learning process. Another cause of the decline in students' enthusiasm for learning is the use of boring and underdeveloped learning media. Therefore, in this study, an interesting learning video media was used. The use of video media in the learning process affects the spirit of student learning, because with video media students will be more interesting to see, and learning material is more quickly understood by students. Based on this, video media needs to be used synergistically to create conditions that can encourage students to achieve competence in the learning provided by the teacher. The existence of video learning media students was able to achieve abilities in the cognitive, affective, and psychomotor domains. it can also improve interpersonal skills ([Nurwahidah et al., 2021](#)).

4. CONCLUSION

The research conducted aims to determine the influence of education to increase the enthusiasm for learning in the transition period of online to offline learning at State Junior High School 12 Bandung. The research data collection was carried out in 3 stages, namely (i) the distribution of pre-test questionnaires, (ii) providing education to increase enthusiasm for learning with video media, and (iii) dissemination of post-test questionnaires. The results showed an increase in the average value between the pre-test and the post-test, starting from an average value of 52.5 to 87.5. Such results show a significant improvement. The provision of education to increase the enthusiasm for learning in the transition period of online to offline learning with video media is influential and effectively used on students of State Junior High School 12 Bandung.

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6. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors confirmed that the paper was free of plagiarism.

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