

The Impact of Online Learning on the Learning Interest of Students at Anak Bangsa Christian High School in Surabaya

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ABSTRACT

Learning interest is an internal drive that motivates individuals to learn something willingly and without coercion, leading to optimal learning outcomes. Online learning, on the other hand, refers to the teaching and learning process conducted without face-to-face interaction, supported by internet access and technological devices such as Senior High Schoolrtphones, laptops, or computers. The implementation of online learning during the pandemic has had varying effects on students' learning interest. This study aims to determine whether online learning influences the learning interest of students at Anak Bangsa Christian High School in Surabaya and to measure the extent of its impact. A quantitative method was employed in this research, with data collected through questionnaires completed by 60 respondents, representing the student population of Anak Bangsa Christian High School. The findings indicate a positive correlation between online learning and the learning interest of these students. The study reveals that students' learning interest increased with the enhancement of online learning methods. The contribution of online learning to shaping the learning interest variable among students at Anak Bangsa Christian High School in Surabaya was 57.5%. The study concludes that well-structured online learning can have a positive impact on students' learning interest. Online learning, when implemented interactively and creatively and supported by appropriate resources, can serve as an alternative learning system for the future, allowing students to more easily pursue study programs aligned with their talents and interests.

Keywords: *online learning, learning interest, students' motivation, education technology, pandemic learning impacts.*

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INTRODUCTION

Education is a fundamental aspect of human life. Individuals who engage in the process of education can consciously improve their behavior from undesirable to desirable (Zebua, 2020). The success of education is influenced by both internal and external factors, with student interest in learning being a crucial determinant. This interest drives students to navigate the educational process and achieve optimal outcomes. In response to the COVID-19 pandemic, the Indonesian government implemented a policy of distance learning (online learning) to prevent the spread of the virus among both teachers and students. Even post-pandemic, some schools and higher education institutions continue to conduct online learning. This shift from face-to-face learning to distance learning has impacted students' interest in learning, as the traditional methods have been replaced by online formats. The impact of online learning has been observed not only at the primary education level but also at secondary levels, where research has identified challenges in maintaining student interest (Putri & Adirakasiwi, 2021). However, the outcomes have not been as expected, with various studies highlighting persistent issues in the field.

For instance, a study by Juniato conducted at Junior High School Negeri 6 Yogyakarta revealed that student interest in mathematics remains low, as indicated by suboptimal academic performance in the subject. This issue is partly attributed to the use of conventional teaching methods, such as lectures, which fail to engage students, making it difficult for them to grasp the material (Junianto & Mahmudi, 2016). Similarly, at Public Senior High School I Kupang, it was found that students in the XI IPS 3 class exhibited low interest in Christian Religious Education (PAK), as evidenced by their lack of enthusiasm and participation during lessons (Grece & Latrini, 2016). Many students were distracted, frequently left the classroom, and showed little motivation to complete assignments or engage in class discussions.

Further, a study by Rian and Zulfah at Madrasah Aliyah Hassanah found that students in the X IPA class faced challenges during online learning, primarily due to their limited familiarity with educational applications. As a result, most learning occurred through WhatsApp, which hindered the effective delivery of instructional material (Rian & Zulfah, 2021). Additionally, research by Anggi Maringan H. and colleagues at Sekolah Menengah Teologi Kristen Bethel Jakarta indicated that student interest in learning declined during online learning, largely due to the unrestricted use of gadgets and the internet. While students were encouraged to use these tools to access educational materials, many instead used them to play online games and visit inappropriate websites (Hasiholan & Fernando, 2021).

In another case, Senior High School Kristen Anak Bangsa Surabaya experienced similar issues. Based on interviews with the school's principal, it was revealed that the transition to online learning posed several challenges to student interest. First, many students attended online classes with their cameras off and failed to respond when called upon. Second, previously active students became passive during online learning. Third, there was a tendency among students to delay submitting assignments. Fourth, students struggled to comprehend lessons due to unstable internet connections. Finally, there was a noticeable decline in students' academic performance compared to face-to-face learning.

Given these observed challenges, this study aims to investigate the impact of online learning on student interest at Senior High School Kristen Anak Bangsa Surabaya, with the title: *The Influence of Online Learning on Student Interest in Learning at Senior High School Kristen Anak Bangsa Surabaya*.

Previous studies have explored various factors that influence student learning interest, particularly in the context of both conventional and online learning environments. Several findings have provided insight into the challenges associated with maintaining student motivation and engagement in different educational settings. Research by Junianto and Mahmudi (2016) highlighted the negative effects of conventional teaching methods, such as lectures, on student interest in mathematics. The study concluded that teacher-centered approaches often fail to engage students, leading to decreased learning interest and suboptimal academic outcomes.

This study underscores the importance of adopting more interactive and student-centered teaching strategies to enhance student engagement and academic success. The shift to online learning during the COVID-19 pandemic introduced new challenges to student learning interest. Research by Rian and Zulfah (2021) at Madrasah Aliyah Hassanah found that students' limited familiarity with online learning platforms impeded their ability to fully engage with the material. This study also emphasized the importance of providing adequate training and access to technology for students to facilitate effective online learning. Similarly, the work of Hasiholan and Fernando (2021) at Sekolah Menengah Teologi Kristen Bethel Jakarta identified that the freedom students experienced during online learning particularly in their use of digital devices often led to distractions.

Many students misused their access to the internet for non-educational purposes, such as gaming or visiting inappropriate websites, which resulted in a decline in learning interest and academic performance. Studies conducted at Senior High School Kristen Anak Bangsa Surabaya, as revealed through interviews with the school principal, pointed to several key issues during online learning, including students' passive participation, delayed submission of assignments, difficulties understanding the material due to unstable internet connections, and a general decline in academic performance. These findings highlight the broader struggles of students adjusting to online learning formats and the subsequent decline in their interest and engagement in learning.

This study expands on the existing body of research by offering a focused examination of how online learning has impacted student learning interest in a specific high school setting Senior High School Kristen Anak Bangsa Surabaya. While earlier studies have addressed issues of online learning in various educational contexts, this research aims to contribute the following: Unlike prior studies conducted during the height of the pandemic, this research takes place in a post-pandemic context, where some schools continue to adopt online learning.

The findings will provide insights into how online learning continues to influence student interest in learning, even after the pandemic has subsided, thus offering a longer-term perspective. While previous research, such as that by Rian and Zulfah (2021) and Hasiholan and Fernando (2021), focused on specific challenges like digital literacy or distractions, this study investigates a broader range of factors, including off-camera behavior, passive engagement, delayed assignments, and academic decline. By doing so, it provides a more comprehensive analysis of the elements that influence student learning interest in an online environment. This study's focus on Senior High School Kristen Anak Bangsa Surabaya adds to the understanding of how specific schools and their unique environments are coping with the challenges of online learning. Such localized research can provide valuable insights for other schools facing similar challenges, especially within the context of Christian education in Indonesia. Through this study, researchers aim to build on the existing literature by addressing gaps in the understanding of how online learning environments impact student interest in education, particularly in a post-pandemic world.

RESEARCH METHOD

This study employs a quantitative method aimed at addressing the following research questions: (1) Is there an effect of online learning on the learning interest of students at Senior High School Kristen Anak Bangsa Surabaya?

and (2) To what extent does online learning influence the learning interest of students at Senior High School Kristen Anak Bangsa Surabaya? A quantitative approach was chosen as it allows for the objective measurement of the variables involved and the analysis of relationships and effects between these variables using statistical methods.

This research uses a survey design to collect quantitative data from respondents, namely students of Senior High School Kristen Anak Bangsa Surabaya. The survey was conducted using a closed-ended questionnaire designed to measure the level of students' interest in learning as well as the effect of online learning on that interest. The questionnaire consists of several statements measured on a 5-point Likert scale, ranging from "strongly disagree" to "strongly agree," to identify the students' perceptions of online learning and its impact on their learning interest.

The population of this study includes all students of Senior High School Kristen Anak Bangsa Surabaya who were involved in online learning during the pandemic and post-pandemic periods. The sample was selected using the simple random sampling technique to ensure that each student had an equal chance of being chosen as a respondent. A total of 60 students were selected as the sample, which is considered representative of the overall population.

The instrument used in this study is a questionnaire designed based on indicators of learning interest and the online learning variable. This questionnaire was tested for its validity and reliability before being used in the main study. Content validity was applied to test validity, while reliability was tested using Cronbach's Alpha technique to ensure consistency in the respondents' answers.

Data were collected over a five-month period, from January to May 2023, through the distribution of questionnaires to the selected sample of students. Data collection was conducted both online and offline, depending on the students' and the school's conditions. Before completing the questionnaire, students were provided with an explanation of the study's objectives and assurances of the confidentiality of their data.

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics were used to describe the characteristics of the respondents and the distribution of the data, while inferential statistics were used to answer the research questions and test the hypotheses. Simple linear regression analysis was applied to determine whether there was a significant effect of online learning on students' learning interest and to measure the magnitude of this effect. The analysis was performed using SPSS version 25 software.

The hypotheses proposed in this study are as follows:

- H1: There is a significant effect of online learning on the learning interest of students at Senior High School Kristen Anak Bangsa Surabaya.
- H0: There is no significant effect of online learning on the learning interest of students at Senior High School Kristen Anak Bangsa Surabaya.

The results of the regression analysis will provide insights into the direction and strength of the effect of online learning on students' learning interest.

This methodology is designed to meet the standards for quantitative research in international journal articles, with a focus on objective measurement and the use of relevant statistical analysis techniques.

RESULTS AND DISCUSSION

Definition of Online Learning

Etymologically, learning is often referred to as "instruction" (in English), meaning the effort to educate a person or a group of people through various efforts, strategies, methods, and approaches toward achieving

predetermined goals (Zayadi & Majid, 2013). The *Kamus Besar Bahasa Indonesia* (KBBI) defines "learning" as stemming from the word "teach," which means directions given to someone so they may understand or follow them, while "learning" refers to the process or act of making a person or living creature learn (Poerwodarminto, 1984). Online learning is a process conducted via the internet, in which the learning process heavily depends on having an internet connection.

According to the *Kamus Besar Bahasa Indonesia* (KBBI), online learning refers to educational activities that utilize the internet. In online learning, both teaching and the submission of students' assignments, as well as the interaction between teachers and students, can occur without face-to-face meetings. Online learning is synonymous with the learning process that requires an internet connection. With the internet, different devices can connect and exchange information even without being in the same place or time. The goal of online learning is to facilitate communication between teachers and students during the pandemic and to allow teachers to continue delivering material without meeting in person by conducting lessons remotely (*Purpose of Online Learning*, n.d.).

Hendry states that online learning is a new method for conducting the learning process using advanced technology and the internet. In online learning, all information can be received or accessed if the electronic devices used are connected to the internet. Here, the internet becomes one of the most important needs (Riganti, 2022).

Imania mentions that online learning is a conventional teaching method using the internet. Online learning is one alternative schools can use to ensure that material can still be delivered to students during the pandemic (Imania, 2019). Harjanto and Sumunar argue that online learning represents a step toward achieving changes in teaching methods, shifting from conventional approaches to digital learning methods. It eases students' access to information but also presents challenges and obstacles in the digital-based learning method (Harjanto & Sumunar, 2018).

Hamid Muhamad, a Ministry of Education official, explains that online learning is an interactive learning process highly dependent on the internet. The online learning model falls under a systematically managed learning pattern. During online learning, the availability of internet access and tools like mobile phones, laptops, or other supporting devices is crucial to ensure that the learning process conducted by teachers and students runs smoothly, minimizing potential obstacles (Pratama & Mulyati, 2020).

Characteristics of Online Learning

Hasanah identifies several characteristics of online learning, including a spirit of learning, technological proficiency, the ability to communicate interpersonally, collaboration, and independent learning (D. Hasanah, 2020). According to Mustofa, the characteristics of online learning are as follows: First, the learning materials can be presented as text or graphics using multimedia. Second, communication can occur through chat rooms or discussion forums. Third, learning activities can take place at different times and places. Fourth, the learning materials are not static and can be updated as needed. Fifth, learning resources are not limited to one source and can be accessed from a wide range of materials on the internet (Mustofa et al., 2019).

Factors of Online Learning

Supporting Factors

First, obtaining permission from the school principal. Authorization from the school principal is essential for conducting any activities within the school environment, including online learning. All learning activities should be known and approved by the school principal.

Second, the availability of devices such as mobile phones, laptops, or computers for both teachers and students. Third, the provision of learning materials. Educational media serves as a tool that can be used both inside and outside the classroom. During online learning, materials can be delivered using PowerPoint presentations, instructional videos, or electronic books (e-books). E-books, which are the electronic equivalent of printed books, can be accessed and downloaded through technology. With the help of these media, it is hoped that students will be more interactive during online learning. Fourth, the availability of online learning applications or features. The applications used in this research for online learning are Google Meet and Zoom Meeting.

Fifth, internet infrastructure. Both teachers and students participating in online learning require a stable internet connection. When the internet connection is strong and working optimally, online learning can be conducted smoothly.

Inhibiting Factors

First, the primary obstacle in online learning is the internet connection. The internet signal is not always stable. When the students' internet connection becomes unstable, it hinders their ability to understand the material provided by the teacher (Megawati & Rophi, 2022).

Second, the availability of devices such as mobile phones, laptops, or computers. Limited access to these devices prevents students from fully participating in online learning activities (Lutfiyah, 2020).

Third, teachers' limitations in using advanced technology. During online learning, teachers are expected to present learning materials engagingly while having adequate technological skills (Mudrifah et al., n.d.).

Fourth, limited parental involvement. While students learn at home, parents' roles increase, not only by providing the necessary tools for their children but also by helping to monitor the learning process. Lack of parental attention can also hinder the learning process (Na'im & Ahsani, n.d.). Fifth, student discipline. The success of a learning process depends heavily on discipline.

Student discipline is seen in their punctual attendance in online sessions through Google Meet or Zoom, as well as in timely submission of assignments. Sixth, lack of interest and motivation to learn. In online learning, not only are tools and infrastructure crucial, but students' interest and motivation are also important. Even with all resources available, if students lack interest and motivation, online learning becomes less effective. This lack of interest and motivation can be observed in students' enthusiasm, participation, and the excuses they often provide.

Online Learning Methods

E-Learning Method

The E-Learning method is a learning approach that utilizes electronic systems. This method has the advantage of being conducted remotely with the help of the internet, which can be accessed efficiently through computers (Gumilar & Yoni Hermawan, 2021). E-Learning can also function as an interactive learning method, allowing students to easily participate in learning sessions at any time and discover new innovations in acquiring knowledge (Setiawardhani, 2013).

Mobile Learning

Mobile learning is a learning method that uses Senior High Schoolrtphones. The advancement of Senior High Schoolrtphones enables students to learn easily anytime and anywhere, as well as access information about learning materials more conveniently (Ahmad & Joko, 2013). For students who struggle to comprehend textbook

material, mobile learning provides a simpler alternative, eliminating the need to carry heavy books or laptops and only requiring a Senior High Schoolrtpone (Aziz & Nana, 2020).

Quantum Learning Method

The Quantum learning method enhances students' memory retention and makes the learning process more engaging (Purba, 2021). One of the goals of using this method is to create a more enjoyable learning experience that aligns with the students' abilities, emphasizing not just the outcome but also the significant impact on students' success (N. Hasanah, 2022).

Interest in Learning

Definition of Learning Interest

According to the *Kamus Besar Bahasa Indonesia* (KBBI), interest refers to a lasting trait in a person that drives them to perform an action aimed at achieving success. Learning, on the other hand, is an effort to acquire knowledge and skills, and it involves altering behavior or responding based on experience (KBBI, n.d.). Slameto defines learning interest as an activity based on enjoyment and curiosity about something to be learned, pursued without any external compulsion (Slameto, 2013). Meanwhile, Poerbakawatja explains that learning interest is a personal willingness to actively receive external input (Poerbakawatja, n.d.). Yuwanita et al. state that learning interest is the ability to study something with enthusiasm, without coercion, resulting in knowledge, skills, and behavioral changes (Yuwanita et al., 2020).

Rojabiyah & Setiawan describe learning interest as a consistent activity in the learning process that brings joy and is pursued without pressure from others (Rojabiyah & Setiawan, 2019). Riamin adds that learning interest is a crucial indicator of learning, and its most significant influence comes from within the student, not from external forces. Interest in learning may also stem from how teachers present materials in an enjoyable and easily understood manner (Riamin, 2016). Syah sees learning interest as the student's attraction to learning materials, driven by self-motivation to seek information without external pressure (Syah, 2013). Similarly, Andi Achru believes learning interest is an internal motivation to deepen understanding and apply learning in everyday activities (Achru, 2019). According to Krapp, learning interest is the student's desire to actively engage in all learning activities and pay close attention to the process (Poerwodarminto, 1984).

Tampubolon defines learning interest as a combination of strong desires and intentions that motivate one to engage in learning activities (Tampubolon, 1991). According to Clayton Aldelfer, as cited by Nashar, learning interest is the drive to take action in response to learning processes, aiming for optimal results (Nashar, 2014). It is also said that learning interest serves as a strong motivator, forming habits that lead students to diligently focus on their studies (Lie & Triposa, 2021).

Characteristics of Learning Interest

Elizabeth Hurlock identifies seven characteristics of learning interest:

1. Interest grows with physical and mental development, often leading to changes in interest as students mature.
2. Interest is influenced by learning readiness. Students who are well-prepared show increased interest, while those less prepared demonstrate lower interest.
3. The development of interest is limited.

4. Interest depends on learning opportunities.
5. Interest develops based on the surrounding culture.
6. Interest can be driven by emotional factors.
7. Interest is associated with egocentrism (Hurlock, n.d.).

Slameto highlights several characteristics of students with learning interest:

1. They focus on and repeatedly review lessons.
2. They show positive responses to subjects they are interested in.
3. They take pride in achievements related to their interests.
4. They express enthusiasm for tasks they engage in.
5. They enjoy being involved and participating in activities (Slameto, 2013).

Functions of Learning Interest

A person will achieve better results when they have an interest that motivates them to perform specific activities (Siswanto, 2016). When learning interest arises from within, rather than through coercion, it fosters a positive response to challenges and persistence in fulfilling responsibilities. Conversely, if activities are done without interest, motivation will decrease, leading to subpar results. Learning interest plays a crucial role in encouraging students to study (Oktarika, 2015).

Hurlock identifies four functions of interest:

1. Interest influences students' aspirations, meaning that to achieve their goals, they must have a strong desire.
2. Interest provides motivation for students to engage in activities, even when faced with challenges.
3. Interest affects performance, as students motivated from within tend to excel.
4. Interest impacts future success, as internally motivated individuals are more likely to succeed in the long term (Hurlock, 1993).

Students with a strong interest in learning are driven to study and achieve their goals. Interest also helps determine the direction of their aspirations and serves as a tool for selecting students who are focused on their future.

Factors Affecting Learning Interest

Internal Factors

Giawa and Triposa suggest that internal factors are personal traits that influence a student's learning interest, including intelligence, focus, curiosity, perseverance, and physical and mental health (Triposa, 2022). Stella et al. argue that spiritual and emotional intelligence also impact learning interest (Stella et al., 2023). Syah adds that talent is an internal factor contributing to learning interest, describing it as an innate ability given by God to help achieve future success (Syah, 2013).

External Factors

Dalyono emphasizes that teaching methods are an important external factor affecting students' learning interest. A teacher's ability to deliver lessons can either stimulate or diminish student interest (Dalyono, 2010). Additionally, Dalyono notes that teacher-student communication plays a key role; effective communication makes it easier for students to understand the material, while poor communication hinders the learning process (Dalyono, 2010).

Indrayani Jayanti et al. highlights learning facilities as another external factor. Well-equipped classrooms, engaging teaching aids, and other resources can enhance students' learning interest, while inadequate facilities may diminish it (Jayanti et al., 2020). Ahmad Fadilah also points to family and environmental support as critical external factors, with positive influences from parents and peers helping to nurture healthy learning habits (Fadilah, 2016).

Previous Research

No	Name of Researcher and Title of Study	Findings
1	D.S. Zebua, "The Influence of Christian Religious Education Teachers' Creativity on Students' Learning Interest at Elementary School Kasih Anugerah, West Jakarta," <i>Voice of HAMI: Journal of Theology and Religious Education</i> , 2.2 (2020), 127-140.	Students' learning interest increased due to the teacher's high creativity in delivering the learning material.
2	Yulia Pratimi Putri and Alpha Galih Adirakasiwi, "Analysis of Learning Interest of Class X Students at Senior High School at-Taubah on SLPTV Material with Online Learning Method," <i>Jurnal Cendikia: Jurnal Pendidikan Matematika</i> , 5.3 (2021), 2934-2940.	Students' learning interest can be enhanced through the use of online learning methods.
3	Junianto, "The Effectiveness of the Contextual Approach on Learning Interest and Mathematics Achievement of Junior High School Students in Yogyakarta," 2016.	Students' learning interest increased through the contextual learning model.
4	Yulia Susanti Pingga, "The Cooperative Learning Model in Improving Learning Interest in Christian Religious Education," 2016.	Students' learning interest improved through the cooperative learning model.
5	Dicky Rian and Zulfah, "Improving Students' Learning Interest Through E-Learning WhatsApp in Class X MIPA at Madrasah Aliyah Hasanah Pekanbaru," <i>Journal on Education</i> , Volume 03, No. 02, February 2021.	Learning interest can be increased through the use of E-learning methods.
6	Anggi Marangin Hasiholan and Yeheskiel V. Fernando, "The Benefits of Using Gadgets for Students' Learning Interest in the Postmodern Era," <i>Jurnal Ilmu Pendidikan</i> , 3.4 (2021), 2400-2410.	Students' learning interest can be enhanced through the appropriate use of gadgets in the Postmodern Era.

Framework of Thinking

In this research, the researcher focuses on two variables as the research objects, which are:



- X = The Impact of Online Learning
- Y = The Learning Interest of High School Students at Senior High School Kristen Anak Bangsa.

Hypothesis

Based on the theoretical framework and research paradigm discussed in the previous section, the researcher formulates the following hypothesis: There is an effect of online learning on the learning interest of students at Senior High School Kristen Anak Bangsa Surabaya.

FINDINGS AND DISCUSSION

The total number of respondents was 60, consisting of 30 males (50.0%) and 30 females (50.0%). The majority of respondents were 16 years old, accounting for 20 individuals or 33.3%, while the minority were 14 years old, totaling 2 individuals or 3.3%. Thus, the largest group of respondents at Senior High School Anak Bangsa in Surabaya were 16-year-olds, comprising 20 individuals or 33.3%. In terms of grade levels, the majority of respondents were in grade 11, with 24 individuals or 41.7%, while the minority were in grade 10, with 17 individuals or 28.3%. Therefore, the largest group of respondents at Senior High School Anak Bangsa in Surabaya were from grade 11, totaling 24 individuals or 41.7%.

Data Description for Variables X and Y
Instrument Validity Description for Variables X and Y

Variable	Cases Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Online Learning (X)	60	100%	0	0%	60	100%
Student Learning Interest (Y)	60	100%	0	0%	60	100%

In the data processing, the statements were scored from 1 to 5, indicating the level of agreement from respondents in selecting their answers, as explained in the research methodology. The tabulated data were processed using SPSS 18.00, and the statistical description results are as follows:

Statistics

		Online Learning (X)
N	Valid	60
	Missing	0
Mean		44,53
Std. Error of Mean		1,123
Median		44,50
Mode		45
Std. Deviation		8,697
Variance		75,643
Skewness		,245
Std. Error of Skewness		,309
Kurtosis		1,387
Std. Error of Kurtosis		,608
Range		47
Minimum		23
Maximum		70
Sum		2672

- a. Calculated from grouped data.
- b. Multiple modes exist. The Senior High Schoollest value is shown

Based on the sample data with 60 respondents for the Online Learning variable (X), the scores obtained are as follows: the theoretical score ranges from 23 to 70, with a mean of 44.53, a median of 44.50, a mode of 45, and a standard deviation of 8.697.

For the Student Learning Interest (Y) variable, the results are presented in the following table:

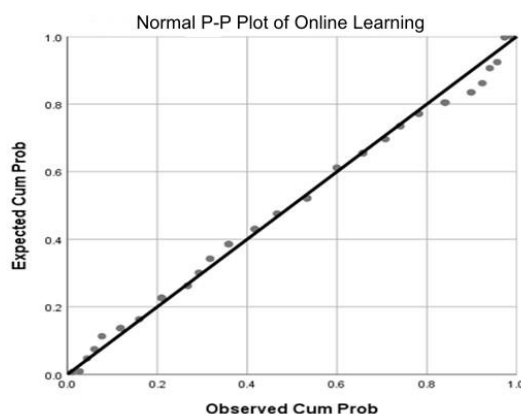
Statistics

		Student Learning Interest (Y)
N	Valid	60
	Missing	0
Mean		53,83
Std. Error of Mean		1,228
Median		53,83
Mode		49
Std. Deviation		9,512
Variance		90,480
Skewness		-,281
Std. Error of Skewness		,309
Kurtosis		2,846
Std. Error of Kurtosis		,608
Range		61
Minimum		19
Maximum		80
Sum		3230

- a. Calculated from grouped data.
- b. Multiple modes exist. The Senior High Schoolllest value is shown

Based on the sample data with 60 respondents for the **Student Learning Interest (Y)** variable, the following scores were obtained: the theoretical score ranges between 19 and 80, with a mean of 53.83, a median of 53.83, a mode of 49, and a standard deviation of 9.512.

As for the results of the normality test using the **Normal P-P Plot**, they are as follows: (insert the P-P plot here if available). This test helps determine whether the data distribution is normal, which is important for further statistical analysis.



From the image above, it can be seen that the plot closely aligns with the diagonal line, indicating that the residual data is normally distributed. The curve follows the diagonal line, which means the data is normal, suggesting that the relationship between the variables is also normal.

The **linearity test** was calculated using linear regression analysis or the deviation from linearity test between **Online Learning (X)** and **Student Learning Interest (Y)**. The results are presented in the following table:

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Interest* The Impact of Online Learning	Between Groups	(Combined)	4090.383	26	157.322	4.160	.000
		Linearity	3068.042	1	3068.042	81.129	.000
		Deviation from Linearity	1022.341	25	40.894	1.081	.411
	Within Groups		1247.950	33	37.817		
	Total		5338.333	59			

Based on the table above, it can be concluded that the linearity test result shows a significance value for Linearity of 0.000. Since the significance is less than 0.05 ($0.000 < 0.05$) and the significance value for Deviation from Linearity is 0.411, which is greater than 0.05 ($0.411 > 0.05$), it can be concluded that there is a linear relationship between Online Learning and Student Learning Interest.

The following is the result of the **Pearson correlation test** conducted by the researcher:

Correlations

		Online Learning	Interest in Learning
Online Learning	Pearson Correlation	1	.758**
	Sig. (2-tailed)		.000
	N	60	60
Interest in Learning	Pearson Correlation	.758**	1
	Sig. (2-tailed)	.000	
	N	60	60

** . Correlation is significant at the 0.01 level (2-tailed).

The relationship between variables X and Y is 0.758. Since the Pearson correlation value is within the range of 0.60–0.799, it can be concluded that the relationship between variable X and variable Y is strong and positive. This regression test is used to predict the magnitude of variable Y when the value of variable X is at zero. In this study, the researcher conducted a simple linear regression. Here are the results:

ANOVA^b

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3068.042	1	3068.042	78.380	.000 ^a
	Residual	2270.291	58	39.143		
	Total	5338.333	59			

a. Predictors: (Constant), Online Learning

b. Dependent Variable: Student Interest in Learning

From the output table above, it can be seen that the F value is 78.380 with a significance level of 0.000, which is greater than 0.05. Therefore, the regression model can be used to predict the participation variable, or in other words, there is an effect of the Online Learning variable (X) on Student Interest in Learning (Y). To determine the strength of the influence of variable X on variable Y, the following results were obtained:

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.758 ^a	.575	.567	6.256

a. Predictors: (Constant), Online Learning

Based on the regression analysis results in the Model Summary table, the R value (Pearson Product Moment Correlation Coefficient) is 0.758, indicating a strong relationship. Meanwhile, the R Square (R²) result is 0.575, which is the coefficient of determination (KD), showing that variable X has a 57.5% effect on variable Y (calculated as R² x 100%), while the remaining 42.5% is influenced by other factors.

The Simple Correlation Significance Test results between Variable X and Y are as follows:

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	16.910	4.248		3.980	.000
	Online Learning	.829	.094	.758	8.853	.000

a. Dependent Variable: Student Interest in Learning

Simple Linear Regression Equation: $Y^l = a + bX$

$Y = 16.910 + 0.829X$

This means that the constant is 16.910; if the online learning variable is zero, the Interest in Learning will be 16.910. The regression coefficient for the online learning variable is 0.829, which means that if online learning increases by one unit, interest in learning will increase by 0.829 units.

The result of the simple regression statistical test shows a value of 0.758, which is positive. The relationship between variables X and Y is categorized as strong, and the direction of their relationship is positive. From the analysis, the R^2 (coefficient of determination) is 0.575, or 57.5%, while the remaining 42.5% is explained by other factors beyond this study.

The hypothesis test is conducted by comparing the calculated t-value with the t-table. The testing criteria are: "If the calculated t-value $>$ t-table, the null hypothesis (H_0) is rejected, and the alternative hypothesis (H_1) is accepted." Based on the output above, the calculated t-value is 3.980. To determine the t-table, use the t-distribution table with $\alpha = 5\% : 2 = 2.5\%$ (two-tailed test) and degrees of freedom (df) $n-2$, or $60-2 = 58$ (where n is the number of data points). With a two-tailed test (significance level = 0.025), the t-table value is 2.002 (based on the t-values provided in Prof. Drs. Sugiyono's book on Research Methodology). Since the calculated t-value of 3.980 is greater than the t-table value of 2.002, H_0 is rejected, meaning that online learning has a partial effect on Interest in Learning. The positive t-value indicates a positive influence, meaning that the better or higher the quality of online learning, the greater the students' interest in learning, thus supporting H_1 . This shows that online learning influences student interest in learning at Anak Bangsa High School in Surabaya.

CONCLUSION

To determine the extent of the effect of online learning on student interest at Anak Bangsa Christian High School, the researcher conducted instrument tests, including validity and reliability tests, which yielded valid and reliable results. In addition to instrument tests, the researcher also performed data processing by conducting normality and linearity tests, showing that the data obtained between online learning and interest in learning is normal and linear. The researcher also obtained a determination coefficient R of 0.758 or 75.8%, which is considered strong, and the relationship between the two variables is positive. Therefore, the relationship between the online learning variable (X) and the student interest variable (Y) at Anak Bangsa Christian High School in Surabaya is strong. For the R^2 value (determination coefficient), data showed 0.575 or 57.5%, indicating that the online learning variable explains 57.5% of student interest at Anak Bangsa Christian High School in Surabaya, with the remaining 42.5% influenced by other factors outside the study. From the data obtained through various testing models, it can be concluded that the hypothesis in this study that online learning has a tendency toward a strong positive influence on student interest at Anak Bangsa Christian High School has been proven. Therefore, to increase student interest in learning, the school needs to support and facilitate teachers by organizing seminars, training, or workshops related to enhancing interest in learning, even during online learning. Collaboration between teachers and students is also needed so that learning is not one-sided but becomes interactive. Additionally, giving rewards to both teachers and students can encourage motivation and boost student enthusiasm and interest in learning.

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