CORRELATION ANALYSIS OF ONLINE LEARNING ASSIGNMENTS WITH STUDENT'S LEARNING INTEREST DURING THE COVID-19 PANDEMIC

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Abstract. *Online learning is the use of internet as a media or support for the learning process which during the covid-19 pandemic, this media is very useful to replace normal learning carried out in the classroom. The main purpose of this study was to determine was there a correlation between the online assignment method and student learning interest in the Islamic Cultural History subject at MA Ma'arif NU Doplang during the covid-19 pandemic or not. The research method used in this study is a descriptive correlational method using a quantitative approach. The main data in this study are the results of observations, interviews, questionnaires, and documentation related to the correlation of the online assignment method with student interest in learning at Madrasah Aliyah Ma'arif NU Doplang second semester for the 2019/2020 academic year. Based on the results of data processing, it shows that there is a positive relationship between the use of the online assignment method and student's learning interest in Islamic Cultural History subjects at Madrasah Aliyah Ma'arif NU Doplang with a rxy value of 0.886. This shows that there is a positive relationship between the use of the online assignment method and student interest in learning at Madrasah Aliyah Ma'arif NU Doplang.*

Keywords: Correlation Analysis; Online Learning Assignment; Learning Interest; Covid-19

A. INTRODUCTION

Covid-19 has changed the way of people live all over the world. The existence of this pandemic had a major influence on many aspects, whether in the economic, social, cultural, and even educational fields. In the education fields, the Covid-19 pandemic had an impact on the learning process, which is not allowed face-to-face learning at school, but is carried out at home (Kusuma & Sutapa, 2020). Almost all levels of education in Indonesia during the pandemic were conducted in online form (Kusumadewi et al., 2020). This learning is utilized by all levels of education in Indonesia from early levels to high levels with different adaptations at each level.

Online or network learning is the use of internet media as a support or media of the learning process. With online learning students have the flexibility of learning time, they can study anytime and anywhere (Dewi, 2020). This is the main solution related to the spread of the Covid-19 pandemic which requires educators to make new habits. This learning is namely as long-distance learning or learning from the homes using the help of the internet.

Although distance learning has been regulated in the Republic of Indonesia Law No. 12 of 2012 and the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 24 of 2012, this still raises some questions and problems. One of the problems is about the achievement of learning objectives that are a concern for educators. Especially if the learning takes place in a village environment that far from the internet signal. Because it does not rule out the possibility that it can reduce the quality and studen's interest in learning (Yaumi, 2018).

However, there is some interest things about this situation, that concern can encourage education actors to find a way out through several developments that are considered capable of being a solution to problems, one of which is the use of media. Media learning is a tool or physical means used to convey the content of teaching materials (Arsyad, 2013). The use of media, especially online media or multimedia-based media is one solution to make students able to understand the subject matter well (Mustakim, 2020). This has finally been used by several educators to apply online-based assignment methods.

Assignment-based learning or known as recitation is one of the learning methods carried out by giving special assignments to students, to do something outside of learning hours (Ganefi, 2020). Of course, this is done online because it takes place during the Covid-19 pandemic. The assignment method is the presentation of learning by giving certain tasks to carry out learning activities, which are then accompanied by the responsibility (Sutarna, 2016). Then the online-based assignment method can be interpreted as a teaching and learning process by giving assignments to students with work that utilizes an online system.

As with the definition of online-based methods above, the online assignment method applied at MA Ma'arif NU Doplang to increase student interest in learning in the subject of Islamic Cultural History is quite interesting to research and study further. In addition to showing a proactive attitude with developments, online models can also provide additional space and attract students to study outside the predetermined lesson hours.

Based on some of the information above, it is suspected that the application of the online assignment method can be one solution to increase student interest in learning to achieve the desired learning objectives well even though it is carried out with limited space and time. Because Dimyati and Mudjiyono (Kompri, 2016) also stated that one of the elements that influence learning interest is the environmental conditions of students. The student environment can be in the form of natural conditions, living environment, peer association, and social life. Paying attention to the state of the student environment, especially the peer environment and social life, it is clearly illustrated that students are currently in an all-online environment. From here the best action that needs to be taken is to take advantage of it. As in developing learning methods, one of it is by using an online-based assignment method.

The research that relevant to this research is a study entitled "The influence of teacher creativity on student interest learning at Muhammadiyah 09 Malang elementary school" in 2017 by Nandya Noviantari (2017). The results of this study indicate that teacher creativity influences student interest in learning at Muhammadiyah 09 elementary school Malang has been proven. Then the research entitled "The effect of using android and e-learning on the learning outcomes of social studies subjects for class VIII third Junior High School Kepanjen Malang" 2016 by Siti Shofiyah (2016). Judging from the research, the difference between previous research and this research lies in one of the variables. Previous research has a dependent variable on student learning outcomes, while in this study the dependent variable is student learning interest.

Based on the hypothesis above, online learning has influenced student's interest in learning. Through the online learning, teachers are more flexible in carrying out their teaching duties anytime and anywhere during the Covid-19 pandemic, and this includes giving assignments that are done by online system. From the above research background, the main purpose of this study is to determine was there a correlation between the online assignment method and students' interest in learning in the subject of Islamic Cultural History at MA Ma'arif NU Doplang or not.

1. Assignment Method

Assignment is an assessment technique that requires students to make certain activities outside of classroom learning activities. In the case of this study, the assignment was carried out outside of learning hours due to the spread of the Covid-19 pandemic. The assignment method is a learning method in which the lecturer gives a set of tasks that must be done by students, both individually and in groups (Bariah & Imania, 2017).

According to Mulyasa (Muhammad, 2017) the method of assigning assignments is a way of presenting learning materials outside of learning hours. For the assignment method to work

effectively, teachers need to pay attention to the following steps: 1) Tasks must be planned clearly and systematically, especially the purpose of the assignment and how to do it, 2) The tasks given must be understood by students, 3) If the task is in the form of a group assignment, efforts should be made so that all group members can be seen actively in the process of completing the task, especially if the task is done outside the classroom, 4) It is necessary for the teacher to control the process of completing the tasks carried out by students, 5) Giving a proportional assessment of the tasks done by students.

2. Online Assignment Method

The educational paradigm in the industrial revolution 4.0 era has experienced a shift and change, this provides a new learning space in teaching and learning activities with synchronous and asynchronous learning characteristics (Pagarra et al., 2020). The emergence of the Covid-19 pandemic which has an impact on the educational aspect has forced all education practitioners to carry out learning with the new normal conditions.

The development of science and technology can be used as supporting facilities and infrastructure in facilitating the implementation of education (Pagarra et al., 2020)both with synchronous and asynchronous characteristics. The assignment method is an asynchronous online learning characteristic and has several types, namely the online-based assignment method and the paper-based assignment method.

The assignment method is a step in presenting lesson material by giving certain tasks that students can do the learning activities, then they must be held to responsibility their tasks (Siregar, 2013). So that the online-based assignment method is a teaching and learning process by giving assignments to students with work that utilizes an online system which is then accompanied by responsibility.

3. Student Learning Interests

Interest is a tendency that persists in a person at a particular field. Interest has a very important role in students' lives and has a great impact on student attitudes. Students who are interested in learning activities will try harder than students who are less interested in the learning (Dores et al., 2019).

The spread of Covid-19 in Indonesia, as described previously, has a significant impact in the education field, especially regarding the learning interest of students who take the online learning. The research's results conducted by Yunitasari and Hanifah (2020) shows that online learning influences students' interest in learning, because students become easily bored when online learning takes place and learning is less interesting, unlike classroom learning.

On the other hand, research's result conducted by Wicaksana et al, (2021) shows that the application of appropriate learning models and media can increase student interest in learning during the Covid-19 pandemic. The increase of the student learning interest is in the form of broad opportunities for students to actualize themselves in the online learning process. The results of these various studies are increasingly attracting the attention of the author to personally prove related to online learning in the author's environment.

B. METHODS

The method used in this study is a descriptive correlational method using a quantitative approach, which describes the relationship between the application of the online assignment method and student's learning interest (Yusuf, 2016). While the correlation analysis method is a form of data analysis in research that aims to determine the relationship between one or several changes with one or several other changes (Yusuf, 2016). In this study, the changes referred to are online assignments and student interest in learning, and the dependent variable is student learning interest.

The main data in this study are the results of observations, interviews, questionnaires, and documentation related to the correlation of online assignment methods with student interest in learning at Madrasah Aliyah Ma'arif NU Doplang second semester for the 2019/2020 academic year sourced from all research subjects, namely principals, teachers and all students.

The population in this study were all students of Madrasah Aliyah Ma'arif NU Doplang, totaling 92 people, consisting of class X with a total of 27 people, class XI with a total of 37 people,

and class XII with a total of 28 people. The Sampling in this study using cluster sampling technique. This sampling technique is allowed based on the area or cluster (Siregar, 2013). This sampling technique is considered to facilitate the selection of samples from the existing population. Because the population is less than 100 people, the sample is taken from class X and XI with a total of 64 people.

The instruments that used in this study were observation guidelines, interview guides for school principals and Islamic studies teachers, and questionnaires for students who were the sample respondents. The questionnaire guideline uses a Likert scale, a questionnaire with a Likert scale usually presents a statement accompanied by a choice in the form of frequency (Retnawati, 2015). In this study used four answer options, they are: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). In the Likert scale, points are worth according to the degree. 4 points for SS, 3 points for S, 2 points for TS, and 1 point for STS.

The compiled questionnaire form was distributed via WhatsApp to all respondents to be filled out and sent back after answering. After all the questionnaires are filled in and the answers are collected, the points from the answers to the questionnaire are used as a reference to calculate the correlation coefficient (r) with the formula:

$$= \frac{N\sum xy - (\sum x)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

And the describe is:

r_{xy} = Number of correlation index between variable x and variable y

$\sum xy$ = the sum of the multiplication results between the deviation scores of the variable x and variable y

$\sum x$ = sum of scores x

$\sum y$ = sum of scores y

N= Number of cases

Then the existing data is used as material for analysis. The analytical technique used is correlational quantitative data analysis techniques using the help of SPSS Windows 17 (Siregar, 2013). With the manual formula, as a review of data analysis in this time is data analysis for the quantitative correlation, using SPSS Windows 17 as one of the main research instruments, the following is the analysis flow:

$$t_{count} = \frac{r\sqrt{n-2}}{\sqrt{1-(r)^2}}$$

t_{table} searched using the t distribution table by means of significant level $\propto = \frac{0,05}{2} = 0,025$ then looking for the t table in the distribution table stidenta t.

- If t count < t table then Ho is accepted
- If t count > t table then Ho is rejected (Nasir, 2018).

From these calculations, the answers will be found regarding is there a correlation between the online assignment method and students' interest in learning or not.

C. RESULT & DISCUSSION

In this study, the authors used correlational analysis techniques using SPSS, and from the research process the following results were found:

$$= \frac{N\sum xy - (\sum x)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

and it describes is:

r_{xy} = Number of correlation index between variable x and variable y

$\sum xy$ = the sum of the multiplication results between the deviation scores of the variable x and variable y

$\sum x$ = sum of scores x

$\sum y \sum y$ = sum of scores y

N = Number of cases

The steps that must be taken in finding the relationship between the variable X of the results of the questionnaire the use of the online assignment method and the variable Y of the results of the questionnaire on the student's interest in the subject of Islamic Cultural History are as follows: a) Adding the Scores of Variables X and Y to get $\sum X$ and $\sum Y$, b) Squaring the scores of Variables X and Y to obtain $\sum X^2$ dan $\sum Y^2$, c) Multiplying Variable X and Variable Y for $\sum XY$, d) Entering data in the Product Moment formula.

From this variable, known that the value of $\sum X$ = 1.848, $\sum Y$ = 1.822, $\sum X^2$ = 53.530, $\sum Y^2$ = 52.040, $\sum XY$ = 52.615, and N = 64. To find out the size of the influence. Researchers do the calculations by entering data from the table above into the Product Moment formula as follows:

$$r^{count} = \frac{n(\sum XY)-(\sum X)(\sum Y)}{\sqrt{(n(\sum X^2)-(\sum X)^2)\,(n(\sum Y^2)-(\sum Y)^2)}}$$

$$r^{count} = \frac{64(52.615)-(1.848)(1.822)}{\sqrt{(64(53.530)-(1.848)^2)\,(64(52.040)-(1.822)^2)}}$$

$$r^{count} = \frac{3.367.360-3.367.056}{\sqrt{(3.425.920-3.415.104)\,(3.330.560-3.319.684)}}$$

$$r^{count} = \frac{304}{\sqrt{10.816 \times 10.876}}$$

$$r^{count} = \frac{304}{\sqrt{117.634.816}}$$

$$r^{count} = \frac{304}{342,9793}$$

r^{count} = 0,886

So, the correlation coefficient is 0,886

From the calculation above, it turns out that there is a positive relationship of 0.886 between the use of the online assignment method and student's learning interest in Madrasah Aliyah Ma'arif NU Doplang. To be able in providing an interpretation of the strength of the relationship, it can be consulted in the following table:

No	Correlation Value (r)	Relationship Level
1	0,00 – 0,199	Very weak
2	0,20 – 0,399	Weak
3	0,40 – 0,599	Enough
4	0,60 – 0,799	Strong
5	0,80 – 1,00	Very strong

Soure: Syofian Siregar (2017)

Table 1: Correlation Level and Relationship Strength

Based on the interpretation table above, it can be concluded that the correlation of 0.886 is included in the category between 0.80 - 1.00. So, there is an influence between the use of online assignment methods and student learning interest in MA Ma'arif NU Doplang. However, the influence is very strong.

Furthermore, the correlation coefficient is used to analyze the hypothesis with the following formula:

$$t^{count} = \frac{r\sqrt{n-2}}{\sqrt{1-(r)2}}$$

$$t^{count} = \frac{0,886\sqrt{64-2}}{\sqrt{1-(0,886)2}}$$

$$t^{count} = \frac{0,886\sqrt{7,874}}{\sqrt{1-0,784996}}$$

$$t^{count} = \frac{6,9768637}{\sqrt{0,215004}}$$

$$t^{count} = \frac{6,9768637}{0,463685}$$

t^{count} = 15,046

Then the value of t_{count} 15,046 > t_{table} 1,99834 can be compared so that Ha is accepted, and Ho is rejected.

The research data were analyzed by statistical analysis techniques, while hypothesis testing used percentage and product moment (rxy) analysis techniques. Hypothesis testing shows that:

- There is a positive relationship between the use of the online assignment method and student's learning interest in the Islamic Cultural History subject in Madrasah Aliyah Ma'arif NU Doplang with a *rxy* value of 0.886.
- The null hypothesis (Ho) which states that there is no relationship between the use of the online assignment method and student's learning interest in Islamic Cultural History subject in Madrasah Aliyah Ma'arif NU Doplang is rejected, because the value of tcount = 15,046 > ttable = 1,99834. So that the working hypothesis (Ha) which reads that there is a relationship between the use of the online assignment method and student learning interest in Madrasah Aliyah Ma'arif NU Doplang is accepted.
- There is a positive relationship between the use of the online assignment method and student learning interest in Madrasah Aliyah Ma'arif NU Doplang second semester for the 2019/2020 academic year, when consulted on the interpretation table, it is located at 0.80 – 1.00, which means that the relationship between the two is very strong.

D. CONCLUSION

From research on the correlation between online assignment methods and student learning interest in Islamic Cultural History subjects in Madrasah Aliyah Ma'arif NU Doplang Semester II for the 2019/2020 academic year, the following conclusions can be drawn as based on the results of the calculation of the hypothesis test using the online assignment method, 72, 1875% > 70%. So that Ha is accepted, and Ho is rejected. Based on the results of the calculation of the hypothesis test of student interest in learning at Madrasah Aliyah Ma'arif NU Doplang, it is 71, 17% > 70%. So Ha is accepted and Ho is rejected. Based on the results of data processing, it shows that there is a positive relationship between the use of the online assignment method and student's learming interest in Islamic Cultural History subjects at Madrasah Aliyah Ma'arif NU Doplang with a rxy value of 0.886.

The null hypothesis (Ho) which states that there is no relationship between the use of the online assignment method and students' learning interest in Islamic Cultural History subjects at Madrasah Aliyah Ma'arif NU Doplang is rejected, because the value of tcount = 15,046 > ttable = 1,99834. So, the working hypothesis (Ha) which reads that there is a relationship between the use of the online assignment method and student's learning interest at Madrasah Aliyah Ma'arif NU Doplang. When consulted on the interpretation table, it is located at 0.80 – 1.00, which means that the relationship between the two is very strong.

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