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Students' Learning Interest in the Pancasila Course During the COVID-19 Pandemic: A Study of Chemical Analysis Students at Polytechnic of AKA Bogor

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ABSTRACT

The COVID-19 pandemic has affected various sectors, including education. During the pandemic, teaching and learning activities have often encountered challenges. One of the major challenges higher education institutions faced was maintaining students' interest and engagement in learning during the transition to online learning. This study was designed to determine students' learning interest in the Pancasila course in the Chemical Analysis Study Program at the Polytechnic of AKA Bogor. The research was conducted from June to November 2022. The sample for this research consisted of 2nd-semester students in the 2021/2022 academic year. The research method used was descriptive quantitative research. This study uses primary data. To obtain data, the author distributed questionnaires to respondents who had completed Pancasila Courses, and the results were then analysed. Data were analysed using percentage calculations and categorised according to predetermined interpretation criteria. The interest in the Pancasila course among students of the Chemical Analysis Study Program at the Polytechnic of AKA Bogor is 41–60%, placing it in the 'less' category. These findings indicate that students' affective, behavioural, and cognitive engagement in the Pancasila course has not yet reached an optimal level. Therefore, improvements in instructional strategies are necessary to enhance students' interest in learning and overall learning outcomes.

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1. INTRODUCTION

Education is an intentional activity that fosters positive attitudes and character, enabling students to realise their potential and play a role in community life. Education is also a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual and religious strength, self-

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control, personality, intelligence, noble morals, and the skills needed by themselves, as well as by society, the nation, and the state. The broad definition of education is life. This means that education is a lifelong learning process that occurs in all places and situations and has a positive influence on the growth of each individual [1]. In addition, there is an understanding of education through the concept of Tri Pusat Pendidikan introduced by Ki Hajar Dewantara, which encompasses education in the family, school, and community environments as a means of forming student character [2]. Thus, education does not merely focus on knowledge transfer, but also emphasises character formation and the holistic development of learners. In higher education, this role becomes increasingly important because universities are expected to produce graduates who are intellectually competent and morally responsible. Therefore, the quality of the learning process in higher education institutions must continuously be evaluated and improved to ensure the achievement of these educational goals.

The implementation of effective lectures is usually influenced by the availability of courses aligned with the curriculum in use. During the pandemic, teaching and learning activities have often encountered challenges. One example is a decrease in student interest in listening to lectures. This is indicated by frequently turning off the video during online learning and being slow to respond when interacting. Regarding the initial observation of the lecture process during the COVID-19 pandemic, researchers found that delivering material to students was challenging. A study analysed the impact of online learning during the pandemic on student engagement and learning outcomes at a Romanian university. The results showed a decrease in student engagement and learning outcomes during online learning, although satisfaction with online learning remained high [3]. During the COVID-19 pandemic, students faced challenges in adapting to face-to-face learning, including motivation and learning engagement, so student readiness to return to face-to-face learning after the COVID-19 pandemic needs to be evaluated [4]. These findings indicate that the shift in learning modes during and after the pandemic has significantly affected students' learning experiences, particularly in terms of motivation and engagement. As learning interest is closely related to motivation and active participation, a decline in engagement may reflect a decrease in students' interest in learning. Therefore, it is necessary to conduct a more targeted investigation into students' interest in specific courses to understand this phenomenon better.

Currently, few articles in Indonesia specifically discuss interest in studying Pancasila in vocational education. To address this obstacle, the author will analyse the factors that influence it. By understanding the underlying causes, it is hoped that lecturers can anticipate potential challenges. Analysis of factors influencing students' interest in online learning during the COVID-19 pandemic is important [5]. Pancasila, as a compulsory subject in higher education, plays a strategic role in shaping students' character, national insight, and civic responsibility. However, empirical evidence on students' interest in this subject, especially in vocational higher education during the pandemic, remains limited. This gap in the literature highlights the need for focused research in this area. Based on the background above, this study was designed to determine students' learning interest in the Pancasila course in the Chemical Analysis Study Program

1 at the Polytechnic of AKA Bogor, in a scientific paper entitled, Analysis of Students' Learning Interests During the Covid-19 Pandemic towards the Pancasila Course in the Chemical Analysis Study Program at the Polytechnic of AKA Bogor. It is expected that this study will yield empirical data to inform improvements in instructional strategies and enhance students' interest in learning the Pancasila course.

2. METHOD

19 The research was conducted from June to November 2022. The sample of this research was 2nd-semester students of the 2021/2022 Academic Year of the Chemical Analysis Program. The research was conducted at the Polytechnic of AKA Bogor. The research method used was descriptive quantitative research. Quantitative research prioritises results in the form of numerical data from statistical calculations. At the same time, descriptive quantitative research is a research approach whose task is to analyse numerical data from descriptions of symptoms or events, so that an understanding or meaning can be drawn [6]. In addition to analysing learning interests [7], [8], descriptive quantitative methods can also be used to assess student satisfaction [9], [10], [11], and academic stress [12]. This approach was considered appropriate because the study's objective was to measure and describe students' learning interests using numerical data from structured instruments. By applying descriptive quantitative methods, the researchers were able to systematically present empirical findings in the form of percentages and categorised interpretations.

Research Subjects and Data Sources

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9
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20 Research subjects are data sources drawn from individuals or objects, used to obtain accurate information. Meanwhile, data sources are subjects from which data can be obtained. There are several data sources, namely: 1. Person, which is a data source that can provide data in the form of oral answers through interviews or written answers through questionnaires. The data sources in this study are lecturers in learning-based courses and students of the Chemical Analysis Study Program who have received lectures in these courses. 2. Place, which is a data source that presents a display in the form of still and moving conditions. The data source comes from the research location, namely, students in the 2021/2022 academic year, even semester, of the Chemical Analysis Study Program at the Polytechnic of AKA Bogor. In this study, the primary focus of data collection was on students as the main respondents, while contextual information regarding the learning environment was obtained from the research setting. The selection of these subjects was aligned with the research objective, which aimed to measure students' learning interest in the Pancasila course.

Data Collection Techniques

11 This study uses primary data. The data collection techniques used in this study are: a) Questionnaire [13], [14]; to obtain data, the author distributed questionnaires to respondents, who had taken Pancasila Courses, to be filled in, and the results of which were then analysed. This is a closed questionnaire, which means the answers are already

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available, so respondents only need to choose from the options. b) Document study: Is the data that is relevant to the problem being studied documented? These document studies are used to obtain student achievement data for the Pancasila course. This closed questionnaire uses a Likert scale. This Likert scale is used to measure attitudes, opinions, and perceptions of individuals or groups regarding social phenomena. This scale uses positive answer alternatives with scores of 5, 4, 3, 2, and 1, and negative answer alternatives with scores of 1, 2, 3, 4, and 5, so respondents only mark a cross (x) on the answer. The Likert scale is used as a measure of attitude, with five response categories as follows [15], [16], [17].

The use of a closed-ended questionnaire was intended to ensure uniformity of responses and facilitate quantitative analysis. The instrument was designed based on indicators of learning interest to ensure content relevance with the research objectives. Furthermore, documentation techniques were employed to complement the questionnaire data and provide supporting academic information on students' performance in the Pancasila course.

Table 1. Alternative scores of student questionnaire answers

Category	Answer Score
Completely Agree	5
Agree	4
Less Agree/ Neutral	3
Disagree	2
Completely disagree	1

Population and Sampling

The population of this study was 233 (two hundred and thirty-three) students in the 2021/2022 academic year in the Chemical Analysis Study Program. Of the 233 (two hundred and thirty-three) respondents, the number of representatives who filled out the questionnaire distributed (online) was 106 (one hundred and six) people, which were used as samples, and as the response rate for this study was $106/233 \times 100\% = 45.49\%$. Sampling was conducted after students completed their final semester exams, resulting in low interest in completing the questionnaire, as detailed in the following table.

The sampling technique used in this research can be categorised as voluntary response sampling, since participation depended on students' willingness to complete the online questionnaire. Although not all members of the population responded, the sample was considered adequate to represent students in the second semester of the Chemical Analysis Study Program.

Table 2. Population dan Samples

No	Semester	Population	Sample
1	2 (even)	233	106
	Total	233	106

The following are the questionnaire instruments regarding students' learning interests. The instrument was structured around four main indicators of learning interest, ensuring that each dimension was represented proportionally by several statement items.

Table 3. The research instruments for students' learning interests

Variable	Indicator	Question numbers
Interest	1. Happy feeling	1,2,3
	2. Attention in learning	4,5,6
	3. Interest	7,8,9
	4. Understanding the aims and function of the material	10,11,12
Total		12

Table 4. Statements and Answers of the Student Learning Interest Questionnaire Research Instrument

No.	Statement	Answer				
		STS	TS	KS	S	SS
1.	Feeling happy and enthusiastic during the Pancasila lecture					
2.	Feeling happy about following Pancasila online during the pandemic					
3.	Feeling happy learning Pancasila because it is related to meaningful moral values					
4.	Do not want to be distracted during online Pancasila lectures.					
5.	Never late in attending online Pancasila lectures					
6.	Always present at online Pancasila lectures					
7.	Pancasila lectures would be more interesting if they were conducted online.					
8.	Online Pancasila lectures are an interesting lesson for me.					
9.	Pancasila lectures are always interesting because they are related to everyday life.					
10.	Pancasila lectures are compulsory subjects in the college curriculum.					
11.	Pancasila lectures serve to shape the character and civilisation of dignified students.					
12.	Pancasila lectures discuss the values contained in Pancasila as a guideline in national and state life.					
	Notes for each option					
	STS : Completely disagree					
	TS : Disagree					
	KS : Less agree (neutral)					
	S : Agree					
	SS : Completely agree					

Each statement was designed to measure students' affective responses, behavioural engagement, and cognitive understanding of the Pancasila course. The answer options ranged from "Completely disagree" to "Completely agree," allowing researchers to quantify the intensity of students' learning interest.

Data Analysis

The data analysis process begins by reviewing all data collected from various sources, including the distribution of questionnaires. Next, the collected data is analysed, interpreted, and presented in a language that is easy to understand, logical, and consistent with the research discussed.

The study aims to obtain an average value for each aspect based on questionnaire data, thereby determining students' general interest in personality development courses. Thus, the following interpretation guidelines are used [18], [19].

Data were analysed using simple descriptive statistical techniques, particularly percentage calculations for each item and indicator. The percentage results were then averaged to determine the overall level of students' learning interest. To ensure objective interpretation, the obtained scores were categorised according to predetermined interval criteria.

- a. Good, if the value obtained is in the interval 81 - 100%
- b. Sufficient, if the value obtained is in the interval 61 - 80%
- c. Less, if the value obtained is in the interval 41 - 60%
- d. Not good, if the value obtained is in the interval <40%

3. RESULTS AND DISCUSSION

The research results have been summarised in Table 5. Table 5 presents the percentage score of each questionnaire item, the average score for each indicator, and the corresponding category based on the predetermined interpretation criteria. This presentation allows a clearer understanding of how each dimension of learning interest contributes to the overall result.

Table 5. Average Value of Indicators and Value Categories

Indicator	Percentage (%)	Average (%)	Score category
Happy feeling	1. $69/106 \times 100 = 65,09$	59,13	Less
	2. $53/106 \times 100 = 50,00$		
	3. $66/106 \times 100 = 62,30$		
Attention in learning	4. $66/106 \times 100 = 62,30$	58,20	Less
	5. $56/106 \times 100 = 49,10$		
	6. $67/106 \times 100 = 63,20$		
Interest	7. $37/106 \times 100 = 34,90$	46,87	Less
	8. $50/106 \times 100 = 47,20$		
	9. $63/106 \times 100 = 59,40$		
Knowing the benefit and function of the subject matter	10. $60/106 \times 100 = 58,60$	58,53	Less
	11. $65/106 \times 100 = 61,30$		
	12. $59/106 \times 100 = 55,70$		

Based on the simple statistical calculations above, it can be seen that student interest in the Pancasila course at the Chemical Analysis Study Program at the Polytechnic of AKA Bogor falls into the 'Less' category. This overall category is derived from the average percentage scores across all four indicators, which range from 41% to 60%, indicating a relatively low level of learning interest. The explanation of the percentage value for each indicator of learning interest is as follows:

1. Feelings of pleasure: in the less category, this is evident in the percentage results, calculated using simple calculations and interpretation guidelines according to Suharsimi Arikunto, yielding 59.13%. Although several students expressed positive

feelings toward the course, the overall average still indicates that emotional engagement has not reached a satisfactory level.

2. Attention in learning: in the less category, this is evident in the percentage results, obtained through simple calculations and interpreted according to Suharsimi Arikunto's guidelines, which yield 58.20%. This suggests that students' focus and attentiveness during lectures, particularly in online settings, were not optimal.
3. Interest: in the less category, this is evident in the percentage results, obtained through simple calculations and in accordance with Suharsimi Arikunto's interpretation guidelines, yielding 46.87%. This indicator shows the lowest average across all dimensions, indicating that students' intrinsic attraction to the Pancasila course warrants serious attention.
4. Knowing the benefits and functions of the subject matter: in the less category, this is evident in the percentage results obtained through simple calculations and interpretation guidelines outlined by Suharsimi Arikunto, which yield 58.53%. Although students generally understood the importance of the subject, this cognitive awareness was not strong enough to significantly increase their overall **interest in learning**.

The results of the study on student interest are shown in Figure 1, which displays that 69 respondents reported feeling interested or happy during Pancasila lectures. In percentage terms, 65.09% of respondents reported feeling happy and enthusiastic during the Pancasila lectures. This indicates that more than half of the respondents showed positive emotional responses, yet this positive tendency was not consistently reflected across other indicators.

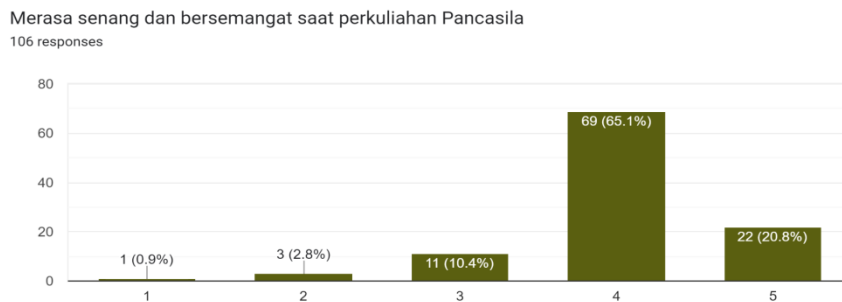


Figure 1. Feeling happy and enthusiastic during the Pancasila lecture

Meanwhile, Figure 2 below shows that 53 respondents reported being happy to take online Pancasila lectures during the pandemic. This lower number compared to Figure 1 suggests that the online learning format may have influenced students' emotional engagement.

Merasa senang dalam mengikuti perkuliahan Pancasila secara daring di masa pandemi
106 responses

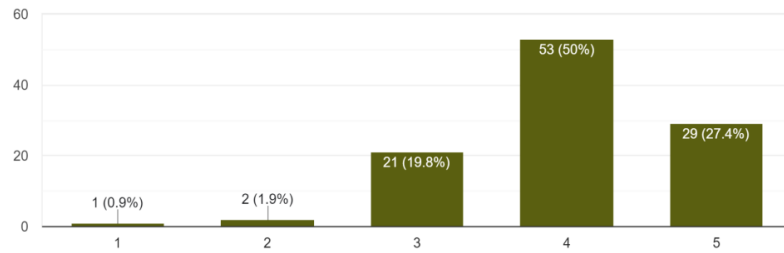


Figure 2. Feeling happy about following Pancasila online during the pandemic

Figure 3 shows that 66 respondents expressed interest in feeling happy while learning Pancasila. This finding implies that the relevance of moral values in the course content positively contributes to students' emotional involvement.

Merasa senang belajar Pancasila karena berkaitan dengan nilai-nilai moral yang penuh makna
106 responses

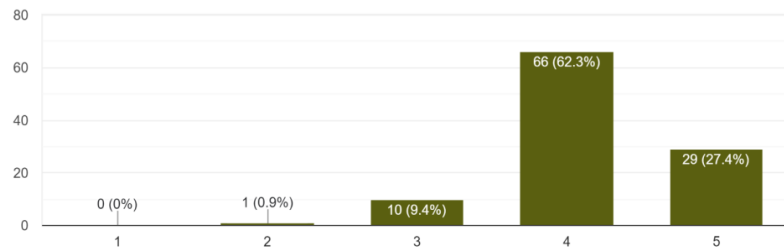


Figure 3. Feeling happy learning Pancasila because it is related to meaningful moral values

In Figure 4 below, data on interest in learning can be seen, which states that they do not want to be distracted when attending Pancasila lectures for 66 people. This reflects that several students attempted to maintain focus during lectures, although this effort did not necessarily translate into high overall attention scores.

Tidak ingin terganggu saat mengikuti perkuliahan Pancasila secara daring
106 responses

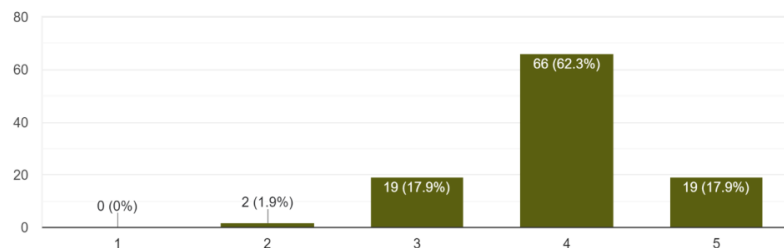


Figure 4. Do not want to be distracted when taking Pancasila lectures online

Meanwhile, regarding interest in learning, 52 people agreed that they were never late for online Pancasila lectures. Timeliness can be interpreted as a behavioural indicator of learning interest, yet the number suggests that attendance discipline still requires improvement.

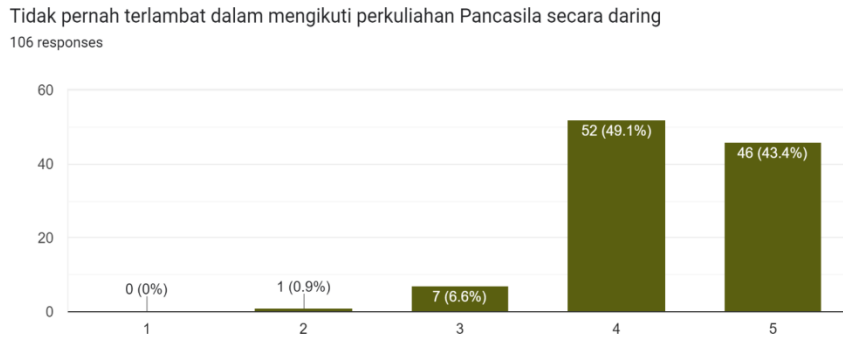


Figure 5. Never late in attending online Pancasila lectures

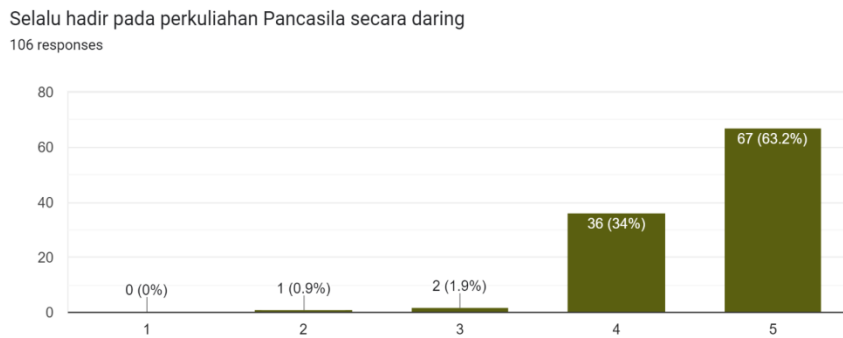


Figure 6. Always present at online Pancasila lectures

Meanwhile, in Figure 6 above, the number of respondents who stated that they always attended online Pancasila lectures and strongly agreed was 67. Regular attendance indicates a certain level of responsibility; however, attendance alone does not automatically reflect deep cognitive or affective engagement.

The interest is shown in Figure 7 below, which indicates that Pancasila lectures would be more engaging if conducted online. There were 37 people out of 106 who stated that they agreed. This relatively low agreement suggests that students may prefer improvements in instructional strategies rather than merely changes in learning mode.

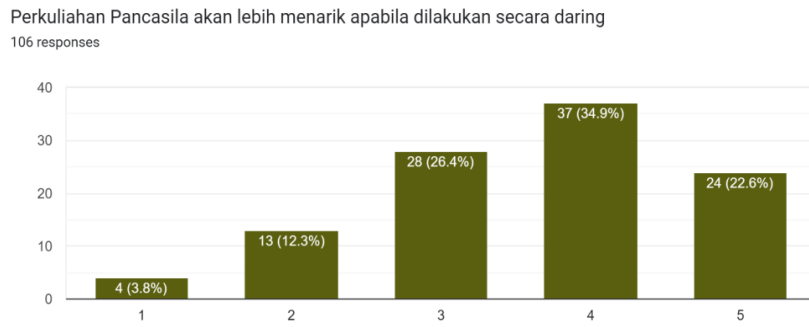


Figure 7. Pancasila lectures would be more interesting if they were conducted online

50 respondents agreed with the statement that ‘online Pancasila lectures are an interesting lesson for me’. This shows a moderate perception of attractiveness toward online learning, yet it remains insufficient to elevate the overall interest category.



Figure 8. Online Pancasila lectures are an interesting lesson for me

The interest in agreeing that Pancasila lectures are always interesting because they are related to everyday life is shown in Figure 9 below, with a total of 63 respondents. This finding highlights the importance of contextual and relevant materials in fostering students’ interest in learning.

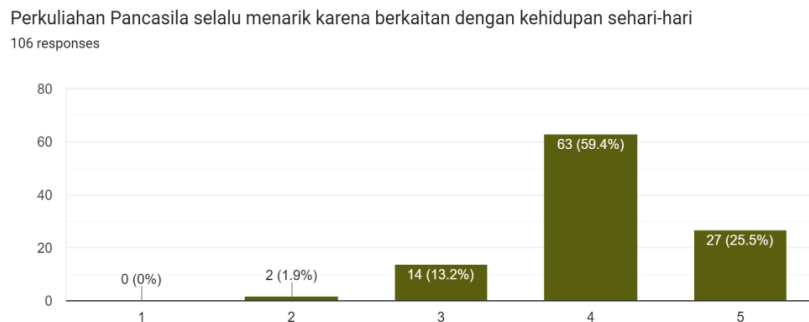


Figure 9. Pancasila lectures are always interesting because they are related to everyday life

Regarding the statement that Pancasila lectures are compulsory subjects in the college curriculum, 60 respondents agreed, as shown in Figure 10 below. Students' awareness of the course's compulsory nature reflects cognitive recognition, yet such recognition alone does not guarantee strong learning motivation.

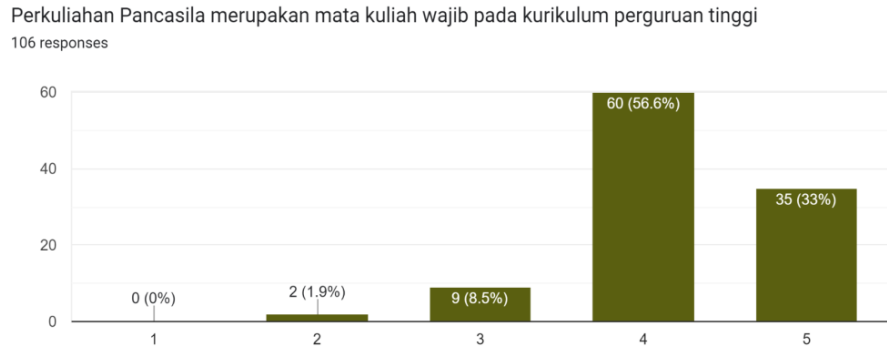


Figure 10. Pancasila lectures are compulsory subjects in the college curriculum

While the interest in the benefits and functions of the subject matter, as shown in Figure 11 below, is evident in 65 people, who agreed that Pancasila lectures function to shape the character and civilisation of dignified students. This indicates that students generally acknowledge the normative importance of the course in character formation.

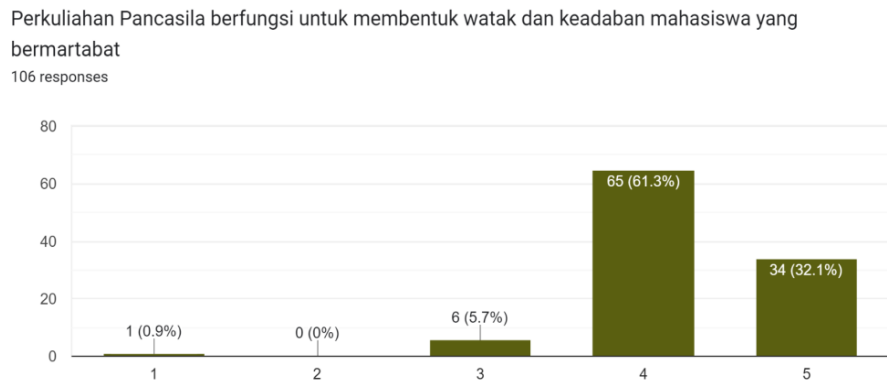


Figure 11. Pancasila lectures serve to shape the character and civilisation of dignified students

Perkuliahan Pancasila membahas nilai-nilai yang terkandung dalam Pancasila sebagai pedoman dalam kehidupan berbangsa dan bernegara
106 responses

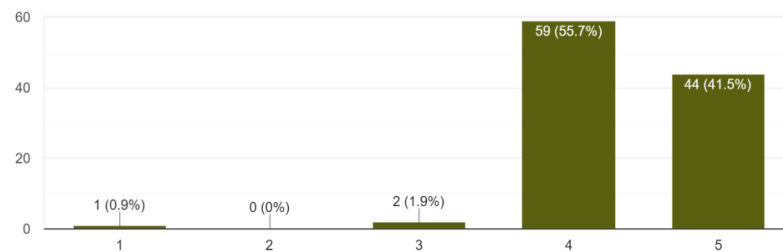


Figure 12. Pancasila lectures discuss the values contained in Pancasila as a guideline in national and state life

Figure 12 shows that 59 people agreed that Pancasila lectures discuss the values contained in Pancasila as a guideline in national and state life. This cognitive understanding of the course objectives suggests that the challenge lies not in awareness but in transforming awareness into a genuine interest in learning and active engagement.

Discussion

a. Interest in Learning

The definition of Interest in Learning in the Big Indonesian Dictionary is the act of gaining intelligence or knowledge. In line with this meaning, according to Martinis, learning is the process by which people acquire skills, abilities, and attitudes. Thus, in terms of language, learning contains the meaning of the activity of gaining something that is learned in the form of knowledge, insight, or skills. Learning is often defined as a process of behavioural change resulting from an individual's interaction with their environment. Changes in behaviour resulting from learning are continuous, functional, positive, active, and directed [20]. These theoretical perspectives emphasise that **learning is not merely a passive reception of information but an active, transformative process.**

Based on the definition above, learning involves effort or activity, and the result might change from one to another. Self-reflection on learning experiences is a fundamental cognitive process that helps consolidate knowledge and enhance learning efficacy [21]. This means that we cannot directly witness the process of change in someone; we can only witness behavioural symptoms that appear. In the context of this study, students' attendance, punctuality, emotional responses, and perceived relevance of the material can be interpreted as observable indicators of their learning interest. The relatively low average scores in this research suggest that the transformative learning process expected in Pancasila education has not been fully realised during the pandemic.

b. Function of Interest in Learning

Interest is an internal psychological factor that plays a very **important role in the learning process.** Whether someone wants **to** learn and is persistent depends greatly on their interests. Interest in learning can be defined as students' desire **to be actively involved**

in the learning process [22]. Thus, learning interest serves as a driving force that determines students' engagement and persistence in academic activities.

The function of learning is the formation of associations, the acquisition and construction of knowledge, behavioural changes, behavioural potential, or the acquisition of dispositions [23]. Meanwhile, interest in learning has the following functions: (a) as the main driver in increasing student involvement, which in turn has a positive effect on their learning outcomes [24], (b) a strong motivational process that energizes learning and is considered important for academic success [25], (c) as a catalyst for academic achievement by increasing student involvement and persistence in learning activities [26], and (d) influencing students' intentions to engage in learning behavior, which then affects their academic achievement [27]. Relating these theoretical functions to the findings of this study, the low category of learning interest may potentially impact students' academic achievement and character development outcomes in the Pancasila course. Therefore, improving instructional strategies and learning approaches becomes essential to enhance students' intrinsic motivation and overall engagement.

4. CONCLUSION

Based on the results and discussion, it can be concluded that students in the Chemical Analysis Study Program at the Polytechnic of AKA Bogor show low interest in the Pancasila course. This can be seen in the percentage results, obtained through simple calculations and interpreted according to Suharsimi Arikunto's guidelines, which are low if the value falls within the 41-60% interval. In this study, the indicators of Happy Feeling, attention in learning, interest, and Knowing the benefit and function of the subject matter were 59.13%, 58.20%, 46.87%, and 58.53%, respectively. These findings indicate that the affective, behavioural, and cognitive dimensions of learning interest have not reached optimal levels during the pandemic. The lowest score was observed in the "interest" indicator, suggesting that the intrinsic attraction to the Pancasila course warrants particular attention.

Thus, to increase students' interest in the Pancasila course, various methods can be used, including optimising the lecture method. In addition, lecturers are encouraged to apply more interactive, contextual, and student-centred learning strategies to enhance engagement and motivation. Future research may also explore other factors influencing learning interest, such as instructional design, digital learning media, and students' learning environments, in order to provide more comprehensive recommendations for improving the quality of Pancasila education.

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