THE RELATIONSHIP BETWEEN INTEREST IN FOLLOWING ONLINE LEARNING WITH LEARNING OUTCOMES IN BASIC BOGA SUBJECTS DEPARTMENT OF CULINARY ADMINISTRATION IN VOCATIONAL HIGH SCHOOLS

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ABSTRACT
At the beginning of 2020, education in Indonesia implemented online learning to prevent the spread of Corona Virus Disease (COVID-19). Students who take part in online learning have an increasingly high interest in learning, and there are also students who, since online learning is carried out, have less interest in learning. The research aims to find out students' interest in participating in online learning with learning outcomes that are held in the Basic Culinary Subject of the Culinary Department Odd Semester Academic Year 2020/2021. Quantitative descriptive research approach, sampling with saturated sample technique. Respondents totaled 37 people, namely class XI students who took Basic Culinary Subjects. Questionnaire data collection techniques, observation, documentation, and report cards. Descriptive data analysis and prerequisite test or normality test and linearity test. The study found a positive relationship between interest in online learning and learning outcomes in Basic Culinary Subjects, with a Pearson correlation value of 0.155 significance level of 0.498 > 0.05. This means that there is no correlation between interest in participating in online learning and student learning outcomes in basic culinary subjects in the culinary department at SMK Negeri 1 Takengon. It was concluded that the relationship between interest in online learning and student learning outcomes in the Basic Culinary Subject of the Culinary Department for the 2020/2021 Academic Year is weak.

Keywords:
interest in online learning; learning outcomes; basic food; vocational school

INTRODUCTION

Education is an effort made by humans to grow and improve the quality and potential as well as physical and spiritual knowledge according to the values that exist in society and culture (Darmiyati Zuchdi, 2023). As stated in RI Law Number 20 of 2003 concerning the National Education system (SISDIKNAS) in Chapter 1 Article 1, paragraph 1, which reads: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to has religious, spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Khunaifi & Matlani, 2019).

From this explanation, it can be concluded that education is an effort humans make to improve the quality and knowledge personally (Kanji et al., 2019). Achieving educational goals requires a desire or interest to achieve success. Factors that influence learning outcomes include student internal factors, external student factors, and learning approach factors (Gunawan et al., 2018; Syah, 1995). One of the internal factors of students is interest (Irmasari, 2013). Interest is a preference and a sense of attachment to something or activity without being told (Suyedi & Idrus, 2019). Interest

is accepting a relationship between oneself and something outside oneself (Hariyanti, 2013)—the stronger or closer the relationship, the greater the interest.

High attachment or tendency or a great desire for something, a person's interest is much influenced by internal factors such as attention, desire, and motivation. Interest can arise with strong motivation (Armalita & Yuriani, 2016). Someone with a desire for something will stimulate the emergence of interest or interest in carrying out these activities so that motivation can be realized (Novitasyari et al., 2017). Until now, in the learning process, interest can affect the quality of student achievement; interest is encouragement from within a person that creates a great attachment or concentration of attention without coercion and will bring satisfaction within him and can affect the quality of achievement of learning outcomes (Candra, 2019).

At the end of 2019, more precisely at the beginning of 2020, we were shocked by an outbreak of coronavirus disease 2019 (covid-19) (Kartika, 2020). The Covid-19 outbreak is an epidemic with a very high and fast spread rate (Wu et al., 2020). This epidemic attacks the human immune and respiratory systems, causing high fever, coughing, flu, shortness of breath and sore throat (Ciotti et al., 2019). Covid-19 is the name of the disease caused by the coronavirus (Elengoe, 2020). This name was given by WHO (World Health Organization) as the official name of this disease (Ardabili et al., 2020). Outbreaks of the coronavirus disease 2019 (covid-19) have hit several countries, creating challenges for educational institutions (Rashid & Yadav, 2020). The impact on the continuity of education caused by the Covid-19 pandemic is the psychological problem of students who are used to learning face-to-face with their teachers at school; now, they have to do online learning at home (Aldulaimi et al., 2021).

Indonesia has implemented online learning and working from home to prevent the spread of Corona Virus Disease (COVID-19) (Batubara, 2021). The transition from face-to-face to online learning also affects student learning interests (Churiyah et al., 2020). Students who take part in online learning have an increasingly high interest in learning, and there are also students who, since online learning is carried out, have less interest in learning (Rulandari, 2020). Online learning links educators and students with an internet network that can be accessed anytime and anywhere (Zulhamdi et al., 2022). Online Learning aims to provide quality learning services in a massive and open network (online) to reach more and wider audiences.

Online learning is expected to contribute to the learning process of students to make it easier for students to have broader knowledge; through the facilities provided by the online learning system, students can participate in learning activities anywhere and anytime without being hindered by distance, space and time in order to get maximum learning results (Atikah et al., 2022).

Learning outcomes are abilities possessed by students after they receive their learning experience (Indradinata et al., 2015). Learning outcomes are vital in the learning process (Hartaty, 2017). When the learning process is carried out online, almost all subjects at SMK Negeri 1 Takengon are carried out online, one of which is basic culinary subjects. The essential culinary subject is a part of the culinary discipline consisting of interrelated components, such as getting to know food equipment, understanding the various categories of processing equipment, processing equipment, processing handling, the purpose of food processing, and various processing techniques.

Based on the results of initial observations, students who are used to doing face-to-face learning feel confused about online learning, not only students but educators also feel confused in applying learning media, because they are not familiar with online learning methods. As a result of this ineffective strategy, students' interest in participating in the learning process decreases, due to an ineffective and optimal learning process. Therefore, it is important to do research.

METHOD

This research uses a quantitative descriptive method (Soendari, 2012). This type of correlational research (Firmansyah & Masrun, 2021), because this study aims to identify whether there is a relationship between interest in participating in online learning and student learning outcomes. The sampling technique uses non-probability sampling technique (Vehovar et al., 2016). The variables of this study consist of two variables, namely interest in participating in online learning (X) and learning outcomes (Y). This research was conducted in the city of Takengon, Central Aceh District, more precisely at SMK 1 Takengon.

The population is all students of class XI majoring in culinary arts with a total of 37 students. The sample selection in this study used a saturated sample technique because all of the population was used as a sample, namely class XI students who had attended basic culinary subjects, totaling 37 people. Data collection techniques are questionnaires, observation, documentation and collection of report cards which are used as data on student learning outcomes. To collect data on interest in participating in online learning using a questionnaire with a Gottman scale (Peluso et al., 2019).

Testing the quality of the instrument using validity and reliability tests. The data analysis technique used is descriptive analysis, a prerequisite test consisting of a normality test and a linearity test and finally a correlation analysis test which aims to see the relationship between motivation and interest in participating in online learning for students, using the Pearson product moment correlation formula (Purba & Purba, 2022).

RESULTS AND DISCUSSION

Based on the results of distributing the questionnaire that the researchers conducted to 37 children as respondents on July 16 2022, there were 12 statement items with 2 alternative answers, namely Yes with a value of (1) and No with a value of (0). Furthermore, to find out the answers of the respondents obtained from the questionnaire about the relationship between interest in participating in online learning and student learning outcomes, the following can be seen from the results of the characteristics of the respondents according to gender and age with a total of 37 respondents. There were 1 male student (2.7%) and 36 female students (97.3%) as respondents from SMK Negeri 1 Takengon. Based on these data it can be seen that the number of female student respondents is more than the number of male respondents. Meanwhile, the number of students aged 16 years consisted of 10 students or (27%) and those aged 17 years consisted of 27 students or (73%). Based on the data above, it can be seen that there are more students aged 17 years than students aged 16 years.

Based on the frequency distribution of the variable interest in participating in online learning, it can be seen that the frequency distribution of interest in participating

in online learning with a total of 37 respondents obtained the highest percentage in the medium category of 64.9% or as many as 24 respondents from SMK Negeri 1 Takengon who have an interest in participating in online learning. The guidelines used in determining student scores at SMK Negeri 1 Takengon are as follows: Scores 65-76 are categorized as very low with the letter C. Values 77-88 are categorized as medium with the letter B. Values 89-100 are categorized as high with the letter A.

The results of students' abilities obtained in basic culinary subjects for one semester can be seen in basic culinary subjects with a total of 37 students, who scored 89-100 with a grade category A totaling 4 people or 10.8%, students who scored 77 – 88 with category B scores are 12 people or 32.4% and students who get grades 65 – 76 with category C scores are 21 people or 56.8%. Based on the results of student scores in basic culinary subjects, it shows that the highest scores in the low category are 21 students or 56.8%. To see whether the research data is normally distributed, the test used in this study is the normality test using the Kolmogorov Smirnov which aims to test whether the research data has a normal distribution or not. The basis for decision making is, if the significance value is more than 0.05 then the residual value is normally distributed. However, if it is less than 0.05, the residual value is not normally distributed. Based on the results of the normality test, it shows that the significance value for the variable of interest in participating in online learning with learning outcomes is 0.122 > 0.05 so that the variable is normally distributed. After getting the research results. Furthermore, the data was tested again to see the relationship between the two variables using the linearity test.

Linearity test is a test used to determine whether there is a relationship between variables (X) and (Y). If the significance value is more than 0.05 then there is a linear relationship between variable (X) and variable (Y). However, if the significance value is less than 0.05 then there is no linear relationship between variable (X) and variable (Y). Based on the summary of the results of the linearity test, stated that the value of Sig. Deviation from Linearity of 0.65 > 0.05. it can be concluded that there is a linear relationship between the independent variables and the dependent variable.

Based on the results of the tests that have been carried out, the correlation analysis technique in this study uses Pearson's correlation analysis. This correlation test aims to determine the level of closeness of the relationship between variables. The basis for decision making refers to: If the significance value is < 0,05 then it is correlated. If the significance value is > 0,05 then it is not correlated.

Table.1 Correlation Test Results

Variable	*Pearson Corelation*	*Sig*
Interest in Following Online Learning	0,155	0,498
Learning outcomes	0,155	0,498

Based on the results of the analysis of interest in participating in online learning with learning outcomes in Table 1, it is explained that the Pearson correlation value is 0.155 with a significance level of 0.498 or > 0.05, so there is no correlation between the two variables in this study. The results of the calculation of the coefficient show that there is a positive relationship between interest in participating in online learning and learning outcomes in basic culinary lessons majoring in culinary arts at SMK Negeri 1 Takengon.

Based on these guidelines, the value of the correlation coefficient that has been calculated using SPSS software version 21 is 0.155 which lies between 0.00 – 0.199

which has a weak correlation. A positive coefficient number indicates a positive relationship, so it can be seen that there is no relationship with the weak category level between the relationship between interest in participating in online learning and learning outcomes in basic culinary subjects majoring in culinary arts at SMK Negeri 1 Takengon.

The results of the study show that the interest in participating in online learning for students of SMK Negeri 1 Takengon is mostly in the medium category (64.9%). Where, interest is curiosity and a sense of interest in something to achieve goals. Based on the results of the study, the majority of student learning outcomes in the Basic Culinary Subject of the Culinary Department at SMK Negeri 1 Takengon were in the low category (56.8%). Where, learning outcomes are the final achievements obtained by someone in a learning process in the form of numbers or values. Therefore, the higher a person's will, the higher the results that will be obtained.

Based on the results of correlation testing in this study, it can be seen that the significance value calculated using SPSS software has no correlation between the two variables. The Pearson Correlation value that has been calculated is that there is a positive correlation between the x variable and the y variable, the r value is 0.155. So it can be concluded that between interest in participating in online learning and learning outcomes are in the weak category. Positive coefficient numbers indicate a positive relationship. Based on these results, the hypothesis in this study is: Ho is accepted and Ha is rejected, that is, there is no relationship between interest in participating in online learning and learning outcomes in basic culinary subjects in the culinary department at SMK Negeri 1 Takengon, in the sense that even though the learning process is carried out online, students' interest in learning does not affect learning outcomes when learning is carried out face-to-face. This could be because students like the process of learning from home by using internet network facilities, such as using HP and Laptop facilities provided by parents so that students enjoy learning from home.

The results of this study were strengthened by research conducted by Chatarina Pristiwa Setyaningsih, (2010: 70) in (Said, 2019) Regarding the Effect of Learning Facilities Provided by Parents on the Relationship of Student Learning Interest with Learning Achievement which shows that the probability value of the regression coefficient $(\rho) = 0,766$ greater than $\alpha = 0,05$ then Ho is accepted. The results of this study indicate that most students have supportive learning facilities, but this does not have an impact on the relationship between student interest in learning and student achievement. And also the results of research conducted by Chatarina Pristiwa Setyaningsih, (2010: 76) Regarding the Effect of Parental Income Level on the Relationship of Student Learning Interest with Student Learning Achievement which shows that the value of the probability regression coefficient $(\rho) = 0,603$ greater than $\alpha = 0,05$ then Ho is accepted. So the results of this study indicate that some parents have low income, so this does not have the effect of strengthening the relationship between student interest in learning and student achievement.

In contrast to research conducted by Nurfadillah Khaer (2022: 54) regarding the relationship between the use of online learning and student learning interest in biology class XI IPA at Pakue 1 Public High School, which explains that the value of the correlation coefficient is $0,001 < 0,05$ meaning that there is a positive relationship between online learning with an interest in learning, or there is a significant relationship between online learning by class XI IPA students of SMA Negeri 1 Pakue and an

interest in learning biology. where, the higher the interest of students in following the learning process, the higher the learning outcomes.

The conclusions that can be drawn from the results of this study are the low level of understanding and fluency of educators and students in applying technology, educators' confusion about government policies that are not yet relevant to the reality in Indonesia. Where, when the learning process is carried out there is only teaching in the form of giving assignments or questions, without prior learning, causing the quality of students participating in learning to decrease. The solution that can be taken to overcome this problem is that schools must develop the capacity of students and teachers so that they are able to optimize online learning. Teachers and students are expected to be able to learn from learning experiences during the pandemic in order to create inspiration and input for future education development.

CONCLUSION

The results of the study can be concluded that students who are interested in participating in online learning are mostly in the medium category, namely 64.9% with a total of 24 students. As for student learning outcomes in basic culinary subjects, the culinary department at SMK Negeri 1 Takengon, out of 37 students who got scores of 89-100 in the high category, there were 4 people or 10.8%, while students who got scores of 77-88 were in the medium category. amounted to 12 people or 32.4% and students who scored 65-76 in the low category totaled 21 people or 56.8%. So, that way the students who get the highest score in the low category are 21 students or 56.8%. The results of the correlation analysis between the relationship between interest in participating in online learning and learning outcomes in basic culinary lessons in the culinary department at SMK Negeri 1 Takengon is a significant value level of 0.498 or > 0.05. So, there is no correlation between the two variables. The Pearson correlation value that has been calculated is that there is a positive correlation between the X variable and the Y variable. Where, the correlation coefficient value is 0.155 with the degree of closeness of the relationship located at 0.00 – 0.199 which means it has a weak correlation. So that it can be seen that the hypothesis in this research is that there is no relationship between interest in participating in online learning and learning outcomes in basic culinary lessons in the culinary department at SMK Negeri 1 Takengon.

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