

The Effect of Using Liveworksheets Learning Media on Student Interests and Learning Outcomes in Ecosystem Material

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Abstract: This study aims to determine the effect of using live worksheets learning media on students' interests and learning outcomes in ecosystem material. This study used a qualitative descriptive analysis technique, and the research subject was students of class X A at SMA Muhammadiyah 3 Jember. Based on the observations result, the students in class X A had a low interest in learning biology which affected student learning outcomes. The low interest in learning biology among students can be influenced by several factors, one of those is the use of learning media considered less attractive. One of the learning media that can attract students' interest in learning is live worksheets. Live worksheets are an application that can display material in the form of videos, images, and other interesting symbols that can increase students' interest and enthusiasm for learning. According to the results, the research was done in two cycles, liveworksheets learning media could increase students' learning interest and based on analysis of learning outcomes data in each cycle showed an improvement in learning outcomes.

Keywords: The effect of live worksheets, students' interests, and learning outcomes.

INTRODUCTION

Learning is an essential process that helps individuals acquire knowledge, develop new skills, and improve their behavior and attitudes towards different aspects of life. It involves a combination of cognitive and behavioral activities that enable individuals to learn from their experiences, both positive and negative, and make necessary adjustments to achieve personal and professional growth. As pointed out by Harefa (2022), learning is closely tied to our experiences, which include what we see and feel, making it a dynamic and continuous process that can occur anywhere and at any time.

Firmansyah (2021) defines learning as a relatively permanent change in behavior or potential behavior resulting from experience or training. This change in behavior could be in the form of new knowledge, skills, attitudes, or habits that an individual has acquired through various learning experiences. According to this definition, learning is not limited to just acquiring new knowledge, but it also involves the application of that knowledge in practice, leading to a change in behavior.

Interest plays a crucial role in learning as it is the driving force that motivates individuals to engage in learning activities. As stated by Febrianti et al. (2021), interest in learning refers to the enthusiasm or desire to learn a particular subject or topic without any external influence. When students lack interest in learning, it can lead to learning difficulties and poor academic performance. This could be attributed to a mismatch between the needs, desires, and characteristics of students, and the content being taught. Hence, it is essential to foster interest in learning by providing engaging and relevant learning experiences that align with the interests and needs of students.

The importance of interest in learning is further emphasized by the research conducted by Laras and Achmad (2019). They found that the greater the interest in learning possessed by students, the greater the influence exerted on learning outcomes. This underscores the need to create an environment that encourages

and supports students' interests and curiosity to maximize their learning potential. Based on the observation results done in class X A SMA Muhammadiyah 3 Jember, students had different characteristics, one of those was the aspect of student interest in learning. In class, X A SMA Muhammadiyah 3 Jember some students had a high interest in learning biology material and some students had a low interest in learning biology material. The low learning interest of students could be influenced by several factors, one of the factors was the use of learning media considered less attractive. The selection of effective, efficient, and interesting learning media is one of the right ways to increase student interest in learning and learning outcomes. One of the media that can be used to simplify and streamline the learning process is live worksheets. Live worksheets are an application that can display material in the form of videos, images, and other interesting symbols that can increase students' interest and enthusiasm for learning. Live worksheets are also easy to use and facilitate access between teachers and students during learning (Arisandi, 2022).

Based on the explanation above, the researcher was interested in conducting a research entitled "The Effect of Using Liveworksheets Learning Media on Student Interests and Learning Outcomes in Ecosystem Materials". The purpose of this study was to determine the effect of using live worksheets learning media on the interests and learning outcomes of class X A SMA Muhammadiyah 3 Jember on ecosystem material.

METHOD

Time and Place of Research

This research was carried out at SMA Muhammadiyah on 3 Jember. This research was carried out in a span of approximately 3 months, covering all the necessary stages, starting from the preparation stage, the implementation stage, and the research report writing stage, namely in November 2022 - January 2023, especially learning in the odd and even semesters of the year teaching 2022/2023.

Research subject

The research subjects, in this case, were class X A students at SMA Muhammadiyah 3 Jember, totaling 12 students with 6 male students and 6 female students. Based on the results of the questionnaires and observations that had been carried out and analyzed, it could be seen that the problem in class X A SMA Muhammadiyah 3 Jember was the low interest in learning biology.

Research Technique

This study used a qualitative descriptive analysis technique, it describes facts by the data obtained to know the learning outcomes achieved by students and to obtain student responses to learning activities and students' interest in learning Biology. Analysis to assess student learning outcomes was calculated using statistics, with the following formula:

$$N = (\sum X) / X$$

Information;

X = Average Value

$\sum X$ = Sum of all student scores

N = Number of students

Sumber: Sudjana (2011)

The indicator of success in this study was if the student's interest in learning biology in each cycle increased and the biology learning outcomes of at least 75% of the number of students reach the KKM, which is ≥ 75 .

RESULTS AND DISCUSSION

Based on the observations results and data on the diagnostic test results given by the tutor, it could be seen that students in class X A at SMA Muhammadiyah 3 Jember had different characteristics, abilities, and learning needs. Based on the results of the questionnaire and observations that had been analyzed, it could be seen that the problem in class X A at SMA Muhammadiyah 3 Jember was the low interest in learning biology. The low interest in studying biology among students was characterized by students who tend to be passive, did not participate in learning, did not seem to have a sense of interest and pleasure when learning, did not pay attention, and did not concentrate enough during learning. The low interest in learning biology affected student

learning outcomes. Based on the values obtained in pre-cycle learning, namely before the implementation of live worksheets as learning media, the results were presented in the following table:

Table 1. Biology Learning Outcomes in Pre-Cycle

Score	Quantity	Percentage	Category
$0 \leq x < 75$	5	41,67%	Low
$75 \leq x < 90$	7	58,33%	Medium
$90 \leq x < 100$	0	0	High

Table 2. Completeness Of Biology Learning Outcomes in Pre-Cycle

Score	Quantity	Percentage	Category
0 - 75	5	41,67%	Not Completed
75 - 100	7	58,33%	Completed

Based on the data above, it could be seen that the learning outcomes of the initial conditions of class X A students, namely that there were 5 students with a percentage of 41.67% included in the low category and 7 students with a percentage of 58.33% were included in the medium category. So, it could be seen that there are 41.67% of students in class X A had not met the KKM score. From the results of these values, the researcher applied live worksheets learning media to ecosystem material in the hope of increasing interest in learning and learning outcomes of students in class X A. The application of live worksheets as learning media was carried out for two cycles, the results obtained in cycle 1 can be seen in the following table:

Table 3. Biology Learning Outcomes in Cycle 1

Score	Quantity	Percentage	Category
$0 \leq x < 75$	1	8,33%	Low
$75 \leq x < 90$	11	91,67%	Medium
$90 \leq x < 100$	0	0	High

Table 4. Completeness Of Biology Learning Outcomes in Cycle 1

Score	Quantity	Percentage	Category
0 - 75	1	8,33%	Not Completed
75 - 100	11	91,67%	Completed

Based on the table above, it could be seen that 1 student with a percentage of 8.33% had learning outcomes that fell into the low category and 11 students with a percentage of 91.67% have learning outcomes that fell into the medium category. Therefore, there were only 8.33% of students did not meet the KKM score. The learning outcomes of class X A students in cycle 2 could be seen in the following table:

Table 5. Biology Learning Outcomes in Cycle 2

Score	Quantity	Percentage	Category
$0 \leq x < 75$	0	0	Low
$75 \leq x < 90$	12	100%	Medium
$90 \leq x < 100$	0	0	High

Table 6. Completeness Of Biology Learning Outcomes in Cycle 2

Score	Quantity	Percentage	Category
0 - 75	0	0	Not Completed
75 - 100	12	100%	Completed

Based on the table above, it could be seen that as many as 12 students with a percentage of 100% had learning outcomes that were classified as in the medium category and 100% of students in class X A were declared complete or their learning outcomes have met the KKM value on ecosystem material.

Interest in learning is a very important part and must be present in students because interest in learning is the key to success in learning activities (Febrianti, et al., 2021). Based on the observations result in class X

A SMA Muhammadiyah 3 Jember, it could be seen that some students in that class had a low interest in learning biology, this was shown during learning activities, students were less enthusiastic, tend to be passive, look sleepy and some were playing mobile phone during learning activities. Students in class X A also participated less in learning, seemed to have no interest and pleasure when learning, did not pay attention, and did not concentrate enough during learning. According to Febrianti et al., (2021), indicators of interest in learning are a sense of interest and pleasure in learning, active participation, great attention and concentration, a sense of comfort in the learning process, and a willingness to learn which continues to climb. According to the statement, it could be concluded that students in class X A had a low interest in learning so based on the data on the value of learning outcomes in the pre-cycle learning above, it showed that 41.67% of students did not meet the KKM score or were declared incomplete. Therefore, in pre-cycle 1 learning, live worksheets learning media are applied to determine the effect on learning interest and student learning outcomes because according to research conducted by Arisandi (2022), the use of live worksheets learning media is proven to increase student interest and learning outcomes.

Based on the data analysis in cycle 1 which had been described above, it could be seen that the learning outcomes of students in class X A increased with the number of students who had mastered learning outcomes in ecosystem material as much as 91.67%. Based on the observation results done during cycle 1 learning, it was found that students began to concentrate on learning, and were active, enthusiastic, and excited about using live worksheets during the learning process. Then, based on the results of the reflection carried out, students stated that they felt happy and liked learning using live worksheets as learning media because of their interesting and not monotonous features. Therefore, in the next lesson, the live worksheets were reused as learning media and it was proven that in cycle 2 students were active, enthusiastic, and excited again when participating in learning based on analysis of learning outcomes data it was known that 100% of students' learning outcomes met the KKM value and were declared complete. This was proven that the use of live worksheets and learning media could increase learning interest and student learning outcomes in ecosystem material. In line with research conducted by Khomariyah et al (2022) which also stated that the use of live worksheets can increase interest in learning and student learning outcomes.

CONCLUSION

Based on the results of the explanation above, it could be concluded that the use of live worksheets as a learning medium could increase students' interest and learning outcomes. This was evidenced by the concentration of students during the learning process, students participated actively and felt happy, and excited while participating in learning using live worksheets. The increased student interest in learning then influenced learning outcomes. Based on the results of the data analysis carried out, it could be seen that the learning outcomes of students had increased from pre-cycle, cycle 1, and cycle 2 learning.

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