

# Students' Learning Interest Using Web-Based Assessment at The Elementary School Level

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## ABSTRAK

Pentingnya minat belajar siswa perlu dianalisis untuk mengetahui seberapa berdampak minat belajar pada proses pembelajaran. Penelitian ini bertujuan untuk menganalisis pengaruh minat belajar siswa terhadap penggunaan web-based assesment di sekolah dasar. Metode penelitian yang digunakan yaitu metode kuantitatif dengan desain kausal asosiatif. Sampel dalam penelitian adalah siswa sekolah dasar. Teknik pengambilan sampel yang digunakan yaitu simple random sampling. Data dalam penelitian ini diperoleh melalui penyebaran angket yang menggunakan skala likert. Teknik analisis data yang digunakan pada penelitian ini yaitu menggunakan statistik deskriptif dan inferensial. Hasil yang diperoleh pada penelitian ini melalui uji regresi didapatkan hasil yaitu terdapat pengaruh yang signifikan antara minat belajar siswa terhadap penggunaan web-based assessment siswa sekolah dasar. Kesimpulan pada penelitian ini yaitu terdapat pengaruh yang positif antara minat belajar terhadap penggunaan web-based assessment siswa sekolah dasar. Sehingga semakin tinggi minat belajar siswa maka semakin besar antusias siswa dalam menggunakan web-based assesment.

## ABSTRACT

The importance of students' interest in learning needs to be analysed to determine how influential the interest in learning is in the learning process. This study aims to analyze the effect of students' learning interest on the use of web-based assessment in elementary schools. The research method used is a quantitative method with associative causal design. The sample in this research is elementary school students. The sampling technique used is simple random sampling. The data in this study were obtained by distributing questionnaires using a liket scale. The data analysis technique used in this study was descriptive and inferential statistics. The results obtained in this study through the regression test obtained the result that there was a significant influence between students' learning interest on the use of web-based assessment of elementary school students. The conclusion in this study is that there is a positive influence between learning interest on the use of web-based assessment of elementary school students. So that the higher the interest in learning, the greater the enthusiasm of students in using web-based assesment.

## 1. INTRODUCTION

Education is a process of interaction between educators and students with the intention of shaping the development of knowledge and attitudes of someone who takes place in the family, school and community environment (Darmaji et al., 2022; Indriani & Khairiah, 2022; Ramli et al., 2022). The purpose of education is to create human beings to be better so as to create the next generation who are intelligent, have noble character, and become responsible citizens (Alfauzan et al., 2022; Malik & Latifah, 2022; Taher et al., 2022). Education can adapt to increasingly advanced technological developments to achieve the goal of meeting educational needs and the learning process (Apriani et al., 2023; Kamid et al., 2021). Education has an important role in the development of technology. The application of technology in education is an important contribution in the world of education, one of which is to facilitate learning activities (Barakina et al., 2021; Kamid, Winarni, et al., 2022; Zahwa & Syafi'i, 2022). Technology can be used as a complementary tool and a helper in the learning process which can provide its own motivational spirit for

students in participating in learning (Anggraeni et al., 2023; Unik Hanifah Salsabila et al., 2023; Xu et al., 2022). Technology can assist teachers in evaluating learning processes such as assessment or assessment so that teachers must be skilled in using the technology itself (Aspi & Syahrani, 2022; Citrohn & Svensson, 2022; Permata et al., 2022). The development of technology must be utilized as best as possible, one of which is optimizing assessment via the Web.

Assessment or assessment is one important factor in education. Assessment is a technique for recording students' knowledge, abilities, attitudes, and beliefs into measurable forms (Amin et al., 2021; Rogers et al., 2022; Wu et al., 2021). The rapid development of technology requires that the assessment be carried out digitally because it is considered more effective than conventional methods (Ahmad, 2020; Husain, 2021; Tanti et al., 2021). Digital assessment is very important besides time efficiency, digital assessment also has more accurate results such as web based assessment which has a wider scale (Aldila et al., 2022; Dhina et al., 2021; Sauv e et al., 2018). One of the assessments that can be done through the web assessment is student learning interest.

Interest in learning is a sense of interest in learning activities without any external driving factors but only individual student initiatives so that it has a good impact on students during the learning process (Charli et al., 2019; Kamid, Rohati, et al., 2022; Yunitasari & Hanifah, 2020). Because interest is not something that just appears but something that can be learned so that student interest can be formed through fun learning process activities with interesting learning resources (Ho & Devi, 2020; Kamid, Rohati, et al., 2022; Peterson & Hidi, 2019). Low student interest in following lessons has an impact on student learning outcomes, so measuring interest and finding ways to increase their interest in a lesson is very important (Bringula et al., 2021; Dou et al., 2018; Gunawan et al., 2022).

This research is in line with research conducted by previous study which aims to see the effect of interest in learning on student learning outcomes (Habibah & Trisnawati, 2022). From this study it is known that interest in learning has a significant influence on learning outcomes. There are several differences between this research and previous research, namely this study examines the effect of interest in learning on student responses in using web-based assessment in elementary school students. The basic difference lies in the dependent variable used and the research subject. Then, in this study, descriptive statistics are presented to see an overview of learning interest and student responses in using web-based assessment. Further research conducted by other study is researching web-based self- or peer-assessment, through web-based assessment there is a significant increase in learning outcomes because it can increase the confidence of teachers and prospective teachers in the learning process (Ismaeel, 2020).

Based on previous research conducted by other study examined the factors that influence student satisfaction with web-based assessment platforms (Merhi & Meisami, 2022). The research subjects used were students on a large scale. From this research, it is stated that there are several factors that influence web-based assessment, namely competence, autonomy, perceived quality, and feedback. So the difference between this research and previous research lies in the research subjects used, namely elementary school students. The focus of this study was to examine the effect of learning interest variables on student responses in using web-based assessments. Further research conducted states that web-based applications increase the motivation of students who participate, that students enjoy the process, the application makes them excited, and they want to try the same application several times (Girmen et al., 2021). This study emphasizes the use and function of web based assessment.

The novelty of this research is to determine the effect of students' learning interest on the use of web-based assessment in elementary schools through a regression test. This research is important to do to find out how much impact learning interest has on the learning process, especially in learning evaluation activities using web-based assessments. The purpose of this research is to analyze students' learning interests and student responses using web-based assessments at SDN 34 Batanghari and SDN 14 Sungai Baug. As well as knowing the effect of student learning interest on student responses in using web-based assessments at SDN 34 Batanghari and SDN 14 Sungai Baug.

## 2. METHOD

The research method used is a quantitative method with associative causal design. associative causal method is used to determine the magnitude of the influence between the two variables (Hapsoh et al., 2022). This study uses primary data with variable X, namely interest in learning and variable Y, namely student responses in using web based assessments. The population in the study were elementary school students at State Elementary School 34 Batanghari and State Elementary School 14 Sungai Baug. The sampling technique used is simple random sampling. so that the research sample was obtained, namely grade 5 students at State Elementary School 34 Batanghari and State Elementary School 14 Sungai Baug. With a total research sample taken, namely 36 grade 5 students.

The instrument for collecting data in this research used a questionnaire of learning interest for elementary school students and a questionnaire for student responses using a web based assessment with a Likert scale of 5. The number of statements for the interest in learning questionnaire was 28 statements and for the student response questionnaire using the web based assessment consisted of 26 statements. The lattice of the student learning interest questionnaire instrument is show in [Table 1](#).

**Table 1.** The Lattice of the Student Interest Questionnaire Instrument

Indicator	Item statement	Total statement
Attention learning	1, 2, 3, 4, 5, 6, 7,8	28
Student engagement	9, 10, 11,12, 13, 14, 15, 16,	
Learning materials and teacher attitudes	17, 18, 19, 20, 21,22	
Subject benefits	, 23, 24, 25, 26, 27, 28	

Then for the student response questionnaire instrument grid in using the web based assessment for elementary school students is presented in [Table 2](#).

**Table 2.** The Student Response Questionnaire Instrument Grid in Using the Web Based Assessment

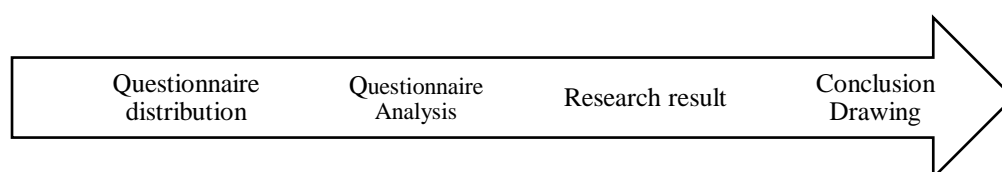
Indicator	Item statement	Total statement
Relevance	1, 2, 3, 4, 5, 6, 7	26
Satisfaction	8, 9, 10, 11, 12, 13, 14	
Attention	15, 16, 17, 18	
Self-confident	19, 20, 21, 22, 23, 24, 25, 26	

The categories of learning interest questionnaire instruments and student responses in using the web assessment used in this study are presented in [Table 3](#).

**Table 3.** Instrument Categories of Elementary School Students' Learning Interest and Student Response Questionnaires Using the Web Based Assessment

Category	Interval Indicator	
	Interest	Response
Very not good	28.0 – 50.4	26.0 – 46.8
Not good	50.5 – 72.8	46.9 – 67.6
Enough	72.9 – 95.2	67.7 – 88.4
Good	95.3 – 117.6	88.5 – 109.2
Very good	117.7 – 140	109.3 – 130.0

The data analysis technique used in this study is descriptive and inferential statistics. descriptive statistics, namely analyzing by describing the data that has been collected as it is without intending to generalize ([Mutijah & Hastuti, 2022](#)). Inferential statistics use a parametric test to determine the effect of a variable X on variable Y, so it uses a simple linear regression test. The prerequisite tests for simple linear regression that must be carried out are normality and linearity tests, the data must be normally distributed and linear in nature. The basis for making decisions for the normality test is that the data is normally distributed if the sig. > 0.05 and for the linearity test the data is said to be linear if the sig. < 0.05. Then in a simple linear regression test, decision making can be referred to by comparing the t table and t count values or it can also be by comparing the significance value with a probability value of 0.05. In this study, a decision was made by comparing the significance value with the probability value, that is, if the sig. < 0.05 then there is an influence of variable X on variable Y. The research procedure is show in [Figure 1](#).



**Figure 1.** Reserch Prosedure

### 3. RESULT AND DISCUSSION

#### Result

The description of persistence variable and process skill variable in learning mathematics in the matter of multiples and factors of a number of elementary school high school students. Table 4 presents the results of data analysis using descriptive statistics on the variables of student learning interest and student responses in using web-based assessments.

**Table 4. Descriptive Statistical Results of Elementary School Students' Interest in Learning**

School	Category	Range	F	%	Mean	Median	Min	Max
State Elementary School 34	Not Very Good	28.0 – 50.4	0	0 %	96.33	98.00	87.00	106.00
Batang hari	Not Good	50.5 – 72.8	0	0 %	56.38	93.00	82.00	118.00
	Enough	72.9 – 95.2	8	44.4 %				
	Good	95.3 – 117.6	10	55.6 %				
State Elementary School 14	Very Good	117.7 – 140	0	0%	56.38	93.00	82.00	118.00
	Not Very Good	28.0 – 50.4	0	0%				
	Not Good	50.5 – 72.8	4	0 %				
Sungai Baung	Enough	72.9 – 95.2	11	61.1 %	56.38	93.00	82.00	118.00
	Good	95.3 – 117.6	6	33.3 %				
	Very Good	117.7 – 140	1	5.60%				

Based on Table 4, the results of the analysis using descriptive statistics show that the learning interest of elementary school students at State Elementary School 34 Batanghari is dominant in the good category with a percentage of 55.6%. then for the learning interest of elementary school students at State Elementary School 14 Sungai Baung it is known that it is more dominant in the sufficient category with a percentage of 61.1%. Furthermore, the descriptive statistical results of student responses in using the web based assessment are shown in Table 5.

**Table 5. Descriptive Statistical Results of Student Responses in Using the Web Assessment**

School	Category	Range	F	%	Mean	Median	Min	Max
State Elementary School 34	Not Very Good	26.0 – 46.8	0	0%	99.38	99.00	88.00	119.00
Batang hari	Not Good	46.9 – 67.6	0	0%	99.11	99.00	87.00	111.00
	Enough	67.7 – 88.4	1	5.6%				
	Good	88.5 – 109.2	16	88.9%				
State Elementary School 14	Very Good	109.3 – 130.0	1	5.6%	99.11	99.00	87.00	111.00
	Not Very Good	26.0 – 46.8	0	0%				
	Not Good	46.9 – 67.6	0	0%				
Sungai Baung	Enough	67.7 – 88.4	1	5.6%	99.11	99.00	87.00	111.00
	Good	88.5 – 109.2	16	88.9%				
	Very Good	109.3 – 130.0	1	5.6%				

Based on Table 5, the results of the analysis using descriptive statistics show that student responses in using the web assessment at State Elementary School 34 Batanghari are dominant in the good category with a percentage of 88.9%. then for student responses in using the web assessment at State Elementary School 14 Sungai Baung it is known that it is more dominant in the good category with a percentage of 88.9%. Furthermore, so that the data can be carried out simple linear regression analysis, the first prerequisite test is carried out in the form of a normality test using Shapiro Wilk is show in Table 6.

**Table 6. Results of The Normality Test on The Variables of Student Learning Interest and Student Responses in Using The Web Based Assessment**

School	Variable	Shapiro Wilk		
		Statistic	Df	Sig.
State Elementary School 34 Batanghari	Interest in learning	0.096	36	0.200*
State Elementary School 14 Sungai Baung	Respon web based assesment	0.109	36	0.200*
State Elementary School 14 Sungai Baung	Interest in learning	0.095	36	0.200*
State Elementary School 14 Sungai Baung	Respon web based assesment	0.095	36	0.200*

Based on Table 6 above it was found that for the variables of interest in learning and student responses in using the web based assessment the normality test was carried out using the Shapiro Wilk test, the results obtained were that the data were normally distributed, with a significance value of  $0.200 > 0.05$ . Then the results of the linearity test of the variable student interest in learning and student responses in using web-based assessments are presented in Table 7.

**Table 7. The Results of The Linearity Test of Students' Learning Interest and Student Responses in Using The Web Assessment of Elementary School Students**

School	Sum of Squares	Mean Square	F	Sig.
State Elementary School 34 Batanghari	0.000	0.000	0.000	0.01
State Elementary School 14 Sungai Baung	0.000	0.000	0.000	0.01

Based on Table 7, the linearity test of student learning interest and student responses in using the web assessment of elementary school students at State Elementary School 34 Batanghari and State Elementary School 14 Sungai Baung obtained sig.  $0.01 < 0.05$  so the data is linear. From the prerequisite test that has been carried out the data meets the requirements of the simple linear regression test, namely the data is normally distributed and is linear so that it can be continued with a simple linear regression test. The following presents a simple linear regression test for the variables of student learning interest and student responses in using web-based assessments. First, the results of the simple linear regression ANOVA table are presented, the results of which can be seen in Table 8.

**Table 8. Regression Hypothesis Test with ANOVA**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	29.184	1	29.184	0.653	0.043
Residual	1519.566	34	44.693		
<b>Total</b>	<b>1548.750</b>	<b>35</b>			

From Table 8 it can be seen that variable X (interest in learning) has a significant effect on variable Y (student responses in using the web assessment). It can be seen that the significant value obtained is 0.033 which means  $< 0.05$ . The result of regression test is show in Table 9.

**Table 9. Regression Test (Model Summary)**

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.137	0.019	0.010	6,68529

From Table 9, it is known that the magnitude of the correlation value (R) is equal to 0.137, and the coefficient of determination (R Square) is 0.019, meaning that the influence of the response variable. Then a regression test is carried out to obtain the results of the output coefficients described in Table 10.

**Table 10. Regression Test (Coefficients)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	71.005	12.677		5.601	0.047
Respon web-based assesment	0.126	0.095	0.111	1.876	0.044

From Table 10, it is known that the significance value is less than 0.05 and the  $T_{count} > T_{table}$ , so it can be concluded that there is an influence of students' learning interest variables on the response to using web-based assessments.

**Discussion**

The results of the analysis using descriptive statistics show that the learning interest of elementary school students at State Elementary School 34 Batanghari is dominant in the good category with a percentage of 55.6%. then for the learning interest of elementary school students at State Elementary School 14 Sungai Baung it is known that it is more dominant in the sufficient category with a percentage of 61.1%. While the results of descriptive statistics on student response variables in using web assessments

at State Elementary School 34 Batanghari are known to be dominant in the good category with a percentage of 88.9%. then for student responses in using the web assessment at State Elementary School 14 Sungai Baung it is known that it is more dominant in the good category with a percentage of 88.9%.

The prerequisite tests carried out were the normality test and the linearity test. The normality test on the learning interest variable and student responses in using the web assessment uses the Shapiro Wilk test so that a significance value of  $0.200 > 0.05$  is obtained, which means that the data is normally distributed (Demirgüneş & Özcan, 2022; Emilia et al., 2023). Furthermore, the linearity test on the variables of student learning interest and student responses in using the web assessment of elementary school students at State Elementary School 34 Batanghari and State Elementary School 14 Sungai Baung obtained sig.  $0.01 < 0.05$  so the data is linear.

Having fulfilled the prerequisites for the simple linear regression test where the data is normally distributed and linear in nature, it can be continued with the simple linear regression test to determine the effect of student learning interest on student responses in using web assessments (Azuna & Hasibuan, 2021; Lionar & Fithriah, 2023). From the simple linear regression test carried out in the form of an ANOVA table it is known that the significance value obtained is  $0.043 < 0.05$ , it can be stated that there is an influence of the response variable using the web assessment, then in the output model summary table it is known that the correlation value (R) is equal to 0.137, and the coefficient of determination (R Square) is 0.019, meaning that the response variable influences (Banurea et al., 2023; Şeren & Özcan, 2021). From the Coefficients table it is known that the significance value is less than 0.05 and the tcount > ttable, so it can be concluded that there is an influence of the student interest variable on the response to using the web based assessment.

Based on the results of previous research conducted by previous study found that interest in learning and discipline significantly affect student motivation (Herpratiwi & Tohir, 2022). The results of previous research found that the level of education, years of service, work motivation, work discipline, and interest in learning have a significant positive effect on learning achievement (Hendrawijaya, 2022; Pujayanto et al., 2018). Then the research conducted by other study evaluated the psychometric properties and measurement invariance of a series of web-based social-emotional understanding assessments (McKown, 2019). Based on previous research, it is important to conduct research related to student learning interest needs to be measured. Interest is important to improve student learning outcomes. So that in the research conducted by the current researcher analyzing the effect of student responses in using web assessments on student learning interest. It was found in this study that there was an influence on student responses to student learning interests. The novelty of this research is in the form of research samples taken, namely elementary school students and also the research conducted to find out the effect of student responses on interest. So by knowing whether student responses influence or not on student learning interest. Teachers or educators can use a more interesting assessment (Alruwais, N., Wills, G., & Wald, 2018; Hatta et al., 2023; Taskiyah & Widiyastut, 2021).

The impact of this research is expected to assist teachers in planning learning evaluations. Through this research teachers can be made aware of the importance of using web-based assessments to support more effective and efficient assessments (Ismaeel, 2020; Powell et al., 2017). In addition, this research can also be used as a source of information for teachers to find out students' learning interests. This research can then be used as a reference for other similar studies. The limitation of this study is that it is limited to measuring the variables that influence the web-based assessment, namely the variable of student interest in learning, but does not measure the influence of other variables. The recommendation for this study is that it is hoped that there will be further research on the comparison of each school to the variables of interest in learning and student responses in using web-based assessments. In addition, it is necessary to influence other variables on the use of elementary school web-based assessments.

#### 4. CONCLUSION

The conclusion in this study is that the variables of interest in learning and student responses in using web-based assessment are known to be in the good category. In addition, there is a positive influence between learning interest on the use of web-based assessment of elementary school students. So that the higher the interest in learning, the greater the enthusiasm of students in using web-based assessment. The recommendation for this research is that it is hoped that there will be further research on the comparison of each school on learning interest variables and student responses in using web-based assessments.

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