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ABSTRACT

This study aimed to determine 1) the relationship between course interest and learning motivation. 2) Differences in courses interest and learning motivation in terms of gender and grade level after the Covid-19 Pandemic. The research design used was quantitative research. The sampling technique used simple random sampling involving 233 vocational high school students. Data were collected using Course Interest Scale (CIS) and Instructional Materials Motivation Survey (IMMS) developed by Keller and analyzed using product moment correlation, Mann-Whitney, and Kruskal Wallis. Data analysis used Kruskal Wallis to determine the course interest and learning of students based on gender, and Mann-Whitney based on grade. The results showed a significant difference in learning motivation and courses interest based on gender, while in learning motivation and courses interest based on grade level (cohort) there was no significant difference. This study found a significant relationship between course interest and learning motivation, with a value of 0.668. The results of this study can be used as a basis for consideration of program development in vocational high school.
Keywords: course interest, learning, motivation, vocational high school.

INTRODUCTION

During the Covid-19 pandemic, the Ministry of Education, Culture, Research, and Technology is demanded to deliver a consistent education quality, which is prone to learning loss issues. The term learning loss originally referred to an overly prolonged summer holiday that affects the learning process at school (Cooper, 2003). In this regard, learning from home may significantly affect students' learning skills (Susanti et al., 2017). Cahyani et al. (2020) report a declining trend in students' learning skills and motivation during the learning-from-home period, indicating a risk of learning loss.

The national assessment is helpful for identifying students' learning skills (Pratiwi, 2021). It is an effort to comprehensively evaluate students' knowledge, skills, understanding, attitude, and motivation (PISA, 2016). In addition to measuring students' learning outcomes, this assessment is also helpful in identifying students' learning interests. The covid-19 pandemic undoubtedly affected the education sector, and the potential risks of learning loss are prominent. _ In this regard, national assessment is helpful in measuring students' learning motivation and helps overcome the issues of learning loss. The national assessment is also useful for mapping students' learning outcomes and interests.

Students learning interests and motivation are believed to support the learning process during the Covid-19 pandemic. As a practice-oriented education institution, the vocational high school (Sekolah Menengah Kejuruan-SMK) also reported learning problems. Astuti (2020) reported that SMK students exhibited suboptimal industrial practices during the industrial practices. Such a condition potentially hampers students learning interest and motivation (Putri & Isnaini, 2015). In this regard, it is necessary to assess SMK students' learning interests and motivation and to identify the relationship between their learning interests and learning motivation. This study described vocational high school students learning interests and motivation in terms of gender and cohort.

METHODOLOGY

This cross-sectional survey aimed to identify the level of students' learning interest and motivation and the significance of the relationship between the two variables. Data were garnered using Keller's (2009) Course Interest Survey and Instructional Material Motivation Scale, which had been adapted and classified in terms of gender and cohort.

Respondents were 233 vocational high school students from 10th to 12th grade, with 98 male students and 135 female students. They were recruited using a random sampling technique, aged between 14-19 years old. Data were analyzed using Mann-Whitney to identify students' learning interests and motivation in terms of gender and cohort.

RESULT AND DISCUSSION

Finding

The finding is presented in two sections. The first table displays students' learning interest and motivation in terms of gender using Mann-Whitney Test. The second table displays students' learning interest and motivation in terms of cohort using Kruskal Wallis Test.

Table 1
Mann Whitney Test

	Gender	N	Mean Rank	Sum of Ranks
Learning Motivation	Female	135	127.32	17188.00
	Male	98	102.79	10073.00
	Total	233		

Table 2
Test Statistics Grouping Variable: Gender

	Learning Motivation
Mann-Whitney U	5222.000
Wilcoxon W	10073.000
Z	-2.744
Asymp. Sig. (2-tailed)	006

Table 3
Mann Whitney Test (Rank)

	Gender	N	Mean Rank	Sum of Ranks
Learning interest	Female	135	128.49	17346.00
	Male	98	101.17	9915.00
	Total	233		

Table 4
Test Statistics (Rank) Grouping Variable: Gender

	Learning interest
Mann-Whitney U	5064.000
Wilcoxon W	9915.000
Z	-3.057
Asymp. Sig. (2-tailed)	002

Mann-Whitney Test result showed a probability value (Asymp. Sig) of 0.006 for learning motivation (< 0.05).

Table 5
Kruskal Wallis Test

	Cohort	N	Mean Rank
Learning Motivation	X	97	122.37
	XI	92	107.24
	___	44	125.56
	Total	233	

Table 6
Test Statistics (Kruskal Wallis Test)

	Learning Motivation
Chi-Square	3.254
Df	2
Asymp. Sig.	196

Table 7
Kruskal Wallis (Rank of Grouping Variable: Cohort)

	Cohort	N	Mean Rank
Learning interest	X	97	122.44
	XI	92	115.76
	___	44	107.59
	Total	233	

Table 8
Test Statistics (Kruskal Wallis (Rank of Grouping Variable: Cohort))

	Learning interest
Chi-Square	1.524
Df	2
Asymp. Sig.	467

Kruskal Wallis test result showed an Asymp. Sig. Value of 0.196 (> 0.05).

Discussion

McFarland et al. (2016) state that Mann-Whitney U test is a frequently used non-parametric test, equivalent to an independent sample t-test. This method is most suitable and should be taken into account when using ranked data, data with not normal distribution, or when a noticeable difference exists in two groups being compared. In this study, Mann-Whitney was applied as it suits the study's condition and offers accurate results.

Akram and Ganhi (2013) argue that gender is an important element in learning process. The Mann-Whitney analysis showed a probability value (Asymp. Sig) of 0.006 for learning motivation (< 0.05), implying A significant learning motivation between male and female students. This finding is in line with Saragi & Suryani (2018), who report a significant difference in male and female students' learning motivation. To be more specific, Becirovic (2017) in his study found that female students exhibited higher learning motivation than male students. This finding is different from previous studies by Yang et al. (2017), Sekhar and Devi (2012), and Adsul, Kamble, and Sangli (2008), which report no difference in learning motivation between male and female participants in their study.

With regard to learning interest, Asymp. Sig. Value of 0.002 (< 0.05) indicated a significant difference between male and female students. This finding supports Friantini and Winata (2019), who reported difference in learning interest in terms of gender, where female students exhibited higher learning interest than male students. It also supported Rojabiah and Setiawan (2019), who reported differences in learning interest between male and female participants in their study. In contrast, the present study's finding differs from those in Yarso et al.'s (2019) study, in which no significant difference between male and female students was reported.

Kruskal Wallis is commonly used to find out the difference between two or more groups (Nawaz et al., 2013; Liu & Chen, 2012; Latif & Amirullah, 2020). In this study, the Kruskal Wallis test result showed an Asymp. Sig. Value of 0.196 (> 0.05), implying no difference in learning motivation among 10Th, 11th, and 12th-grade students. This study supported previous study by Del-Ben et al. (2019), who also reported no difference in learning motivation in the cohort model. However, this study differs from Hidayat et al.'s (2016) study, which reports a significant difference in learning motivation in its cohort. The result of this study gives implications to the guidance and counseling services with respect to learning motivation. Lange and Mavondo (2004) suggest conducting open learning for male and female students. With regard to learning interest, an Asymp. Sig. value of 0.467 (> 0.05) was obtained, implying

no difference in learning interest in each cohort. _ This study differs from Hidayat et al.'s (2016) study, which reports a significant difference in learning motivation in its cohort.

CONCLUSION

This study concluded that there is a difference in learning motivation and interest in terms of gender. However, these two variables showed no difference among the selected cohorts, i.e., 10th, 11th, and 12th-grade students in SMK in Bandar Lampung. This study's result also identified a strong relationship between learning interest and learning motivation among these vocational high school students. The result of the present study could be taken into consideration for conducting future studies or when developing a school program.

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