



Students' Perceptions about What Aspects Can Make Them Like To Learn the Science

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Abstract

This research was a survey method that aimed to find out the students' perception about the aspects that can make them happy to learn the Science. Amount of the samples are 74 students. The data was collected by using questionnaire and interview technique and processed using descriptive statistics. The results point out that there are seven aspects that can make the students happy in learning the Science, namely: awareness of the need to learn the Science, the Science contents are about our selves, the way of the teacher/lecturer in teaching the Science is fun, Science makes us understand about the nature, Science makes us getting know the animals and the plants better and better, Science material is exact, and the existence of the encouragement or parental attention. Conclusion: About the students, there are seven aspects that can make them happy in learning the Science.

Keywords: Students' Perception, Happy, Learning, Science

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INTRODUCTION

Learning is an effort made by humans so that they become smart. Learning is an absolute process that humans go through to know or to understand something well. Learning is something that humans really need. Lots of definitions of learning put forward by experts or writers. According to Hamalik (2010), learning is a process of modifying or of strengthening behavior through experience. According to Sardiman (2008), learning is a process of changing behavior or performance through a series of activities (reading, writing and others) where the learning will be better if the learner experiences or does it directly. According to Slameto (2010), learning is a process or an effort made by a person to obtain a new change in her/his behavior as a whole, as a result of her/his own experience in interacting with the environment. According to Sudjana (2010), learning is a process characterized by changes in a person which includes the addition of knowledge, understanding, attitudes and behavior, skills, habits and changes in other aspects that exist in individuals who learn. According to Syah (2008), learning is a stage of changes in cognitive, affective, and psychomotor behavior that occurs in students where these changes are positive, namely oriented in a more advanced direction than in the previous situation. According to Winkel (2009), learning is a mental or psychological activity, which takes place in an active interaction with the environment, which produces a number of relatively constant and lasting changes. According to Doris Lessing in Andrias Harifa (2001), learning is trying to understand in depth something that has been known throughout life but with a different understanding. According to Ahmad Mudzalir (1997), learning is something that is an absolute requirement to be good at everything both in the field of knowledge and skills. According to the theory of Gestalt psychology in Alisuf Sabri (1996),

learning is a process of association between stimulus and response which is strengthened by connections or is conditioned through exercises or repetitions. According to Wittig in Syah (2003), learning is a relatively sedentary change that occurs in all forms of behavior of an organism as a result of experience. Hence, learning is a process carried out by humans or a person or group of people with the main goal of gaining knowledge, skills, attitudes, ideas, insights, inspiration, and other positive things so that the learner experiences a change for the better and the change takes place long (Astuti & Leonard, 2015).

Learning has been done by humans from the past until now. Learning is a primary human need because only by learning human can answer every challenge that arises in her/his life which is growing and becoming more complex from day to day. Therefore, learning is very important in the process of human's life. Without learning, humans will experience setbacks (Novitasari & Leonard, 2017).

Learning as the main task of the students is the main factor in the educational process at school and at home. Students who are the main subjects in the learning need to be given serious attention so that their learning process are undergoing goes well and the learning objectives are achieved. This attention is especially expected from the teachers/lecturers at school and the students' parents at home. The attention that is given by the teacher/lecturer and students can make the students more interested in learning or at least can trigger an interest in starting the learning activities.

Students as the main subjects in the education/learning process are faced with various subjects, all of which are mastered and well understood by them. However, among the many subjects/courses, science subjects/courses are considered the most difficult to master and to understand. This is indicated by the low student's Science learning outcomes as reported by TIMSS in 1999 and 2003 (Sudarto, 2022) and student's test results (Mid/End of Semester Examinations) in Science courses (during teaching in Science courses from the year 2003-2022).

To overcome the above issues, the teacher/lecturer as the main pillar of the learning process in the classroom/lecture hall is required to have a breakthrough in guiding the students to understand the Science easily. One thing that can be done by the teacher/lecturer namely increasing the enjoyment of the students to learn the Science or Science subjects/courses. The pleasure that students have can increase the frequency of their learning which has an impact on increasing their learning outcomes or their scientific abilities.

To be happy in learning the Science, the students, first, must have an interest and motivation to learn it. In other words, students will be happy to learn the Science if they first, have the interest and motivation to learn the Science. About the interest to learn the Science, Riwahyudin (2015) said that the interest in learning the Science affects the Science learning outcomes and the higher students' interest in learning Science, the students' learning outcomes in Science will also be increased (Wiradarma, et al, 2021). Because the pleasure arises from increasing the interest in learning the Science, the joy of learning Science affects Science learning outcomes as well.

It was said in above that in addition to the interest, motivation to learn is also very necessary to make the students happy in learning the Science. Therefore, the teacher/lecturer must try to make the students have high motivation in learning the Science. For this reason, teachers/lecturers must pay attention to the aspect that can affect the students' motivation to learn the Science. According to Jahara, et al (2019), the supporting factors that influence students' motivation to learn Science include the interesting learning activities, attention/understanding of the parents and the role/presence of the teacher in the learning process.

Aside the aspects that make the students happy in learning the Science, the aspects that make the students difficult to learn the Science should also be studied in depth. Because

all the aspects that make the students difficult to learn it will trigger the displeasure in learning the Science. According to Henny A, et al (2016), the aspects that can make difficulties for the students to learn the Science are difficulties in understanding the scientific names, memorizing the scientific terms and understanding the science concepts.

Based on the description above, the questions that must be answered in this research are what aspects that can make the students happy to learn the Science. Therefore, the purpose of this research is to find out the aspects that can make the students happy in learning the Science.

METHODS

The research method used in this research was a survey method. The survey method was a research method in which the main source of the data and information is obtained from respondents as survey samples using questionnaires or interviews. The data can come from the past or the present (Kelvin, 2022).

The population of this research was the students who programmed the Science Concept Development course in Elementary School, Elementary Science Education, and Advanced School Science Learning at PGSD FIP UNM Campus VI Bone in the Odd Semester of the 2022/2023 academic year. The number of the samples selected was 74 students taken by simple random.

The data about the aspects that make students happy and unhappy about learning the Science were obtained using questionnaires and interviews. The instruments used in this research were open questionnaires (offline and online) and interview guidelines. The contents of the questions were about aspects that make students happy in learning the Science from the time they were in elementary school to university. Furthermore, the data obtained was processed with descriptive statistics.

RESULTS & DISCUSSION

Results

The results of this research are in the form of information or student's answers to questionnaires and interviews. In the questionnaires and interviews, respondents are asked to state what aspects can make them happy and unhappy in learning the Science from elementary school to university. They are asked to state as many aspects of the information or answers from the questionnaire and interview that are then synchronized and the results appear in Table 1. Furthermore, the research results in Tables 1 are graphed as shown in Figure 1, Figure 2.

Table 1. The Aspects that Can Make Students Happy in Learning the Science

No	Aspects	Amount of the Students (Persons)	Percent
1	Awareness of the need to learn the Science	12	16.22
2	The Science contents are about our selves	11	14.86
3	The way of the teacher/lecturer in teaching the Science is fun	23	31.08
4	Science makes us understand about the nature	10	13.51
5	Science makes us getting know the animals and the plants better and better	7	9.46
6	Science material is exact	6	8.10
7	The existence of the encouragement or parental attention	5	6.77
TOTAL		74	100

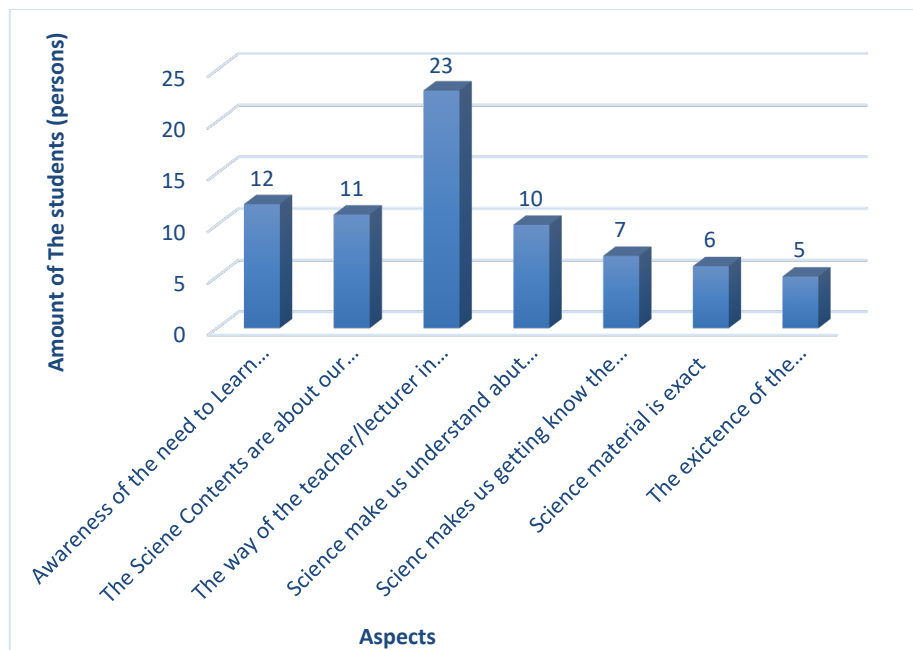


Figure 1. Graph of the Amount of Students in Every Aspect that Can Make

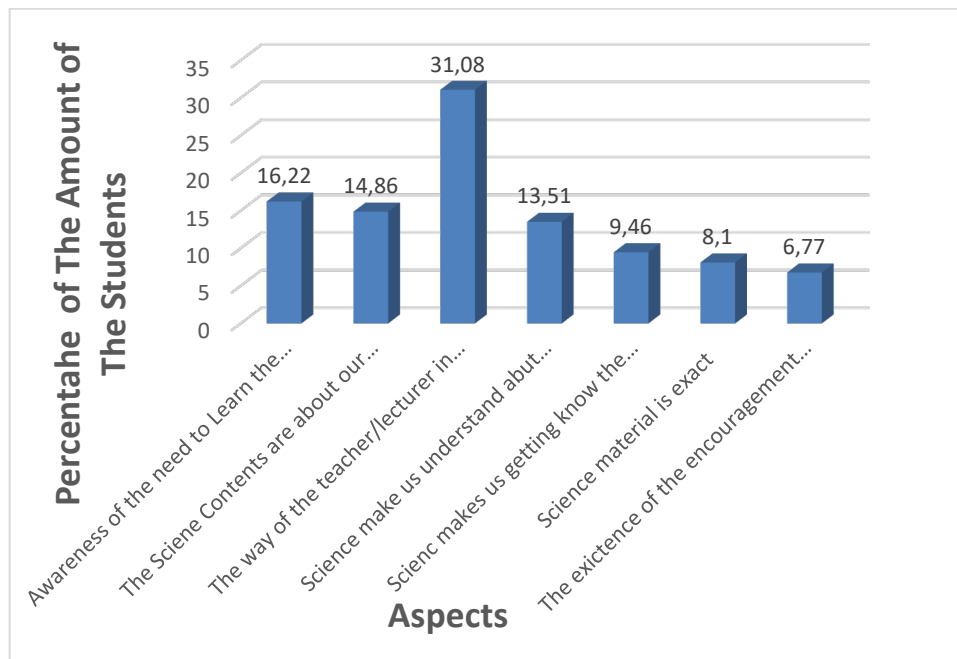


Figure 2. Graph of the Percentage of the Amount of the Students in Every Aspect that Can Make Them Happy in Learning the Science

Based on the Table 1, Figure 1, and Figure 2 above, it can be seen that the aspects that can make students happy in learning the Science consist of 7 aspects. These 7 aspects are (1) the awareness of the need to learn the Science, (2) the Science contents are about our ourselves, (3) the way of the teacher/lecturer in teaching the Science is fun, (4) the Science makes us understand about the nature, (5) the Science makes us getting understand the animals and the plants better and better, (6) the Science material is exact, and (7) The existence of the encouragement or parental attention.

Furthermore, from Table 1, Figure 1, and Figure 2 above, it can be seen that the number of students who are happy in learning the Science because of the "awareness of the need to learn the Science" aspect is 12 people or 16.22%, because the "Science learning about things related to oneself" aspect is 11 people or 14.86%, because of the aspect "the way of the teacher/lecturer in teaching the Science is fun" as many as 23 people or 31.08%, because the aspect of "Science makes understanding of the nature" as many as 10 people or 13.51%, because the aspect of "Science makes more familiar with animals and plants" as many as 7 people or 9.46%, because of the aspect "Science material is exact" as many as 6 people or 8.10%, and because of the aspect "there is encouragement or attention from parents" as many as 5 people or 6.77%. Of the seven aspects, the aspect of "the way the teacher/lecturer teaches Science is fun" is the aspect that is most often used as an excuse by students to like learning Science, followed by the aspect of "awareness of the need to learn the Science".

Discussion

The results above show that one of the things that can make the students happy in learning Science is because of their self-awareness about the need for Science to be studied, studied, and applied in everyday life. This is in line with the research results of Ika W, et al (2021) which show that students' interest in learning Science (a branch of physics) is

influenced by self-awareness. This is also in line with the results of Murtafiah's research (2016) which shows that self-awareness affects interest in learning Science.

Furthermore, the aspect of "the way of the teacher/lecturer teaches Science is fun" is the aspect that is most often used as a factor by students as the reason they happy in learning Science. This is in line with the results of Sulthan's research (2017) which shows that the ability of a pleasant teacher to teach Science is an absolute requirement that must be fulfilled to improve the quality of learning. Science which in turn makes students active, engrossed and happy in learning Science. This is also in line with the research results of Ika W, et al (2021) which show that the learning methods used by the teacher affect the level of student's interest in learning. This is also in line with the research results of Mursabdo, W. (2021) which show that there is a direct influence on student's perceptions of teacher's creativity on their interest in learning and their happiness in learning.

Another aspect that can make students happy in learning Science is the encouragement (motivation) from parents, which of course will increase motivation to learn Science and happy in learning Science. This is in line with the results of research by Ermelinda Y. A & Kristina B. (2017) which show that the motivation to learn Science has a positive effect on Science learning outcomes and Science learning outcomes affect the level of enjoyment of students in learning Science. In line with the research results of Restu, H. & Devi A.Y. (2022) which show that (1) learning motivation and Science learning outcomes in elementary schools are related to each other and (2) the higher the learning motivation possessed by students in learning Science, the better the learning outcomes obtained will make them more happy to learn Science.

CONCLUSION

The aspects that can make the students happy in learning the Science include: (1) the awareness of the need to learn the Science, (2) the Science contents are about our selves, (3) the way of the teacher/lecturer in teaching the Science is fun, (4) the Science makes us understand about the nature, (5) the Science makes us getting know the animals and the plants better and better, (6) the Science material is exact, and (7) the existence of the encouragement or parental attention.

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