

AN ANALYSIS OF STUDENT BOREDOM LEARNING DURING THE COVID 19 PANDEMIC IN ELEMENTARY SCHOOL JAKARTA, INDONESIA

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Abstract

Almost all sectors of life have felt the impact of the COVID-19 pandemic. Education is one of the sectors that feel the effect. Schools conduct distance learning to minimize the spread of the COVID-19 virus. As a result, many students experience various emotions, one of which is boredom. This study analyzes learning boredom between male and female elementary school students in Jakarta, Indonesia, during the COVID-19 pandemic. The research method used is descriptive quantitative with data in the form of a closed questionnaire where respondents are given five alternative answers. Furthermore, it is investigated whether there is a difference in boredom between men and women. This research was conducted with 23 male students and 20 female students in elementary school. The results showed boredom in male and female students caused by psychological factors, situational factors, and cultural factors. There are differences in learning boredom between male and female students, but not statistically significant.

Keywords: COVID-19 pandemic; distance learning; boredom learning; elementary school.

1. INTRODUCTION

The COVID-19 pandemic has spread to almost all countries, including Indonesia (Djalante et al., 2020). The COVID-19 pandemic has dramatically impacted all sectors of life, especially the education sector (Assunção Flores & Gago, 2020). Many efforts have been made to stop the spread of the COVID-19 virus, including work from home, social distancing, physical distancing, closing public places and schools (Aras Bozkurt & Ramesh Sharma, 2020). As a result, the Government of Indonesia has stopped the activities of all educational institutions to

minimize the spread of COVID-19 so that schools conduct distance learning (Arribathi et al., 2021). Distance learning is done virtually (Wu & McGoogan, 2020) through WhatsApp Groups, Google Classroom, Google Forms, Google Meet and Zoom Meetings.

The transition to distance learning turned out to have a pretty severe impact. During distance learning, teachers and students should adapt quickly (Carrillo & Flores, 2020) with limited internet access. In some parts of the country, especially Indonesia, the spread of internet access has not been evenly distributed, making

distance learning challenging to implement (Rye & Zubaidah, 2008). In addition, there are still many students who lack access to electronic technology such as handphones or laptops at home (Bokayev et al., 2021). Teachers and students need time to learn how to use online learning applications. This challenge can affect students psychologically (Li et al., 2020).

The National Commission for the Continued Betterment of Education (2020) conducted a survey conducted in June of 194,000 primary school students, parents, and teachers. In total, 51.4% of respondents said that students find distance-learning boring. This result is also supported by research conducted by Irawan et al. (2020) which proves that distance learning has a psychological effect on students during the COVID-19 pandemic, namely (1) after the first two weeks of studying from home, and students are getting bored with online learning, (2) In the research subject of parents who have low income, there is anxiety that high because they have to buy a quota to be able to participate in online learning and (3) too many tasks are considered ineffective resulting in students experiencing emotional

disturbances in the form of drastic mood changes.

The situation will worsen when they are prohibited from leaving the house without outdoor activities and less interaction with their peers. One of the factors that cause students' boredom is schoolwork, which requires them to understand using new online media. This state is reinforced by research that finds boredom is caused by the increasing distance between humans due to social distancing policies and restrictions on going out of the house. Boredom then arises and gets worse due to reduced interpersonal communication (Li et al., 2020). According to a study, initially, individuals feel happy with long vacations because they can rest more and do nothing. Over time, individuals will feel bored because they have to be at home and can't do anything. This research shows that the activity will cause boredom if it is done statically. This condition applies during the COVID-19 outbreak (Williams et al., 2020).

Boredom has long been an important problem in education (Craig et al., 2004). Boredom is an emotion that negatively affects personal, affecting student achievement and learning (Eren & Coskun, 2016). Meanwhile, according

to Van Tilburg et al. (2013), signs of boredom in the learning process are usually obvious, including sleepiness and yawning in class, head resting on hands, slouching in chairs, and blank stares. However, Bench dan Lench (2013) argues that boredom indicates a person has made changes to pursue a new goal when it is felt that the last goal is no longer helpful.

Previous research conducted by Setianingsih et al. (2019) shows that the COVID-19 outbreak significantly impacts the social system, especially in the learning process, because e-learning has become the only means of carrying out educational activities. Distance learning is implemented suddenly, not desirable for many students. Therefore, the current state evokes stronger negative moods (i.e., anxiety, frustration, boredom) and lower positive attitudes (Besser et al., 2020).

This study focuses on the education system in distance learning by investigating student boredom in participating in distance learning during the COVID-19 pandemic. This study also discusses the differences between male and female students in learning boredom during the COVID-19 pandemic among elementary school students in Jakarta,

Indonesia. Thus, this researcher aims to analyze whether there is boredom between male and female students during distance learning.

2. RESEARCH METHODOLOGY

Design

This study uses descriptive quantitative research methods and uses an online survey with a questionnaire. The questionnaire consists of 10 questions with five response options with a Likert scale, namely “strongly agree,” “agree,” “neutral,” “disagree,” and “strongly disagree.”

Participants

The population of this study involved 43 elementary school students in Jakarta, Indonesia, who took distance learning in the 2020/2021 school year. The sample had 23 (53.5%) boys and 20 (46.5%) girls between 10 and 12 years of age.

Data Collection and Analysis

The questionnaire was developed in Google Forms and distributed to students via WhatsApp. The collected data was then analyzed quantitatively to determine the mean, standard deviation, and percentage of affirmative responses.

FINDINGS

Student learning boredom is based on indicators, namely the affective, cognitive, physiological, and motivation components, for affective components like feeling unpleasant. The cognitive component, namely feeling that time is running longer. The physiological component, namely reduced arousal and

a tendency to want to escape from boring situations), the expressive component (in the form of monotonous facial expressions and voices), and the motivation component (Pekrun et al., 2010). All of these indicators were asked to 23 boys and 20 girls students, which can be seen in Tables 1 and 2.

Table 1. The Results Of The Boredom Questionnaire For Boys Students Aged 10-12 Years

Statement	Strongly agree		Agree		Normal		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel that my enthusiasm for learning decreases during distance learning	7	30.43	15	65.22	0	0	1	4.35	0	0
I find it difficult to focus on learning activities	9	39.13	10	43.48	3	13.04	1	4.35	0	0
I feel that time goes so much slower when learning activities take place	9	39.13	12	52.17	1	4.35	0	0	1	4.35
I like daydreaming when learning activities take place	9	39.13	13	56.52	0	0	0	0	1	4.35
In participating in learning activities, I want to finish quickly	2	8.70	2	8.70	5	21.74	13	56.52	1	4.35
I feel tired after doing learning activities	8	34.78	13	56.52	1	4.35	1	4.35	0	0
I show a displeased face when asked by the teacher	0	0	8	34.78	1	4.35	14	60.87	0	0
I deliberately lowered my voice when asked by the teacher	3	13.04	5	21.74	3	13.04	8	34.78	4	17.39
I'm resigned to the value that has been obtained in learning	8	34.78	13	56.52	2	8.70	0	0	0	0
I give up easily when I have difficulty in learning	0	0	1	4.35	2	8.70	11	47.83	9	39.13

Table 2. The Results Of The Boredom Questionnaire Of Girls Students Aged 10-12 Years

Statement	Strongly agree		Agree		Normal		Disagree		Strongly disagree	
	n	%	n	%	n	%	n	%	n	%
I feel that my enthusiasm for learning decreases during distance learning	9	45	11	55	0	0	0	0	0	0
I find it difficult to focus on learning activities	6	30	11	55	3	15	0	0	0	0
I feel that time goes so much slower when learning activities take place	4	20	14	70	1	5	1	5	0	0
I like daydreaming when learning activities take place	9	45	11	55	0	0	0	0	0	0
In participating in learning activities, I want to finish quickly	3	15	4	20	4	20	9	45	0	0
I feel tired after doing learning activities	6	30	14	70	0	0	0	0	0	0
I show a displeased face when asked by the teacher	0	0	10	50	2	10	7	35	1	5
I deliberately lowered my voice when asked by the teacher	2	10	4	20	1	5	12	60	1	5
I'm resigned to the value that has been obtained in learning	4	20	12	60	4	20	0	0	0	0
I give up easily when I have difficulty in learning	0	0	3	15	4	20	12	60	1	5

Table 1 and Table 2 show 10 statement items from several indicators that are asked of students. Indicators 1 and 2 are indicators of the affective component. Indicators 3 and 4 are cognitive components. Indicators 5 and 6 are physiological components. Indicators 7 and 8 are expressive components.

Indicators 9 and 10 are motivational components.

The 1 statement item is “I feel that my enthusiasm for learning has decreased during distance learning.” From the results of data acquisition on boys students, there are as many as 7 (30.43 %) who strongly agree, 15 (65.22%) who agree, 1 (4.35%) who disagree, 0 who

strongly disagree. While the data acquisition results on girls students, there are as many as 9 (45%) who strongly agree, 11 (55%) who agree, 0 who disagree, 0 who strongly disagree. Thus, it can be concluded for the item that “I feel that my enthusiasm for learning has decreased during distance learning” for boys and girls lead to an agreeable answer with a not-so-significant difference.

The 2 statement item is “I find it difficult to focus on learning activities.” From the results of data acquisition on boys students, there are 9 (39.13%) who strongly agree, 10 (43.48%) who agree, 1 (4.35%) who disagree, 0 who strongly disagree. While the data acquisition results on girls students, there are as many as 6 (30%) who strongly agree, 11 (55%) who agree, 0 who disagree, 0 who strongly disagree. Thus, it can be concluded that for items “I find it difficult to focus on learning activities” for boys and girls, it leads to agreeable answers with not-so-significant differences.

In the 3 statement item, “I feel that time goes so much slower when learning activities take place.” From the results of data acquisition on boys students, there are as many as 9 (39.13%) who strongly agree, 12 (52.17%) who agree, 0 who disagree, 1 (4.35%) who strongly

disagree. While the results of data acquisition on girls students, there are as many as 4 (20%) who strongly agree, 14 (70%) who agree, 1 (5%) who disagree, 0 who strongly disagree. Thus, it can be concluded that the “I feel that time goes so much slower when learning activities take place” for boys and girls lead to a disagreeable answer with a not-so-significant difference.

The 4 statement item is “I like daydreaming when learning activities take place.” From the results of data acquisition on boys students, there are as many as 9 (39.13%) who strongly agree, 13 (56.52%) who agree, 0 who disagree, 1 (4.35%) who strongly disagree. While the data acquisition results on girls students, there are as many as 9 (45%) who strongly agree, 11 (55%) who agree, 0 who disagree, 0 who strongly disagree. Thus, it can be concluded that items “I like daydreaming when learning activities take place” for boys and girls lead to disagree answers with not so significant differences.

The 5 statement item is “In participating in learning activities, I want to finish quickly .” From the results of data acquisition on boys students, there are as many as 2 (8.7%) who strongly agree, 2 (8.7%) who agree, 13 (56.52%)

who disagree, 1 (4.25%) who strongly disagree. While the results of data acquisition on girls students, there are as many as 3 (15%) who strongly agree, 4 (20%) who agree, 9 (45%) who disagree, 0 who strongly disagree. Thus, it can be concluded that items that are easy to forget with subject matter that has been explained by the teacher or friends for boys and girls lead to answers that do not agree with a visible difference of 11.52%.

The 6 statement item is "I feel tired after doing learning activities." From the results of data acquisition on boys students, there are 8 (34.78%) who strongly agree, 13 (56.52%) who agree, 1 (4.35%) who disagree, 0 who strongly disagree. While the data acquisition results on girls students, there are as many as 6 (30%) who strongly agree, 14 (70%) who agree, 0 who disagree, 0 who strongly disagree. Thus, it can be concluded that the items "I feel tired after doing learning activities" for boys and girls lead to the answers strongly agree and agree.

The 7 statement item, "I show a displeased face when asked by the teacher." From the data acquisition results on boys students, there are as many as 0 who strongly agree, 8 (34.78%) who agree, 14 (60.87%) who disagree, 0

who strongly disagree. While the results of data acquisition on girls students, there are as many as 0 who strongly agree, 10 (50%) agree, 7 (35%) disagree, 1 (5%) strongly disagree. Thus, it can be concluded that "I show a displeased face when asked by the teacher" for boys lead to disagree answers and girls guide to agree with answers strongly.

In the 8 statement item, "I deliberately lowered my voice when asked by the teacher." From the results of data acquisition on boys students, there are as many as 3 (13.04%) who strongly agree, 5 (21.74%) who agree, 8 (34.78%) who disagree, 4 (17.39%) who strongly disagree. While the results of data acquisition on girls students, there are as many as 2 (10%) who strongly agree, 4 (20%) who agree, 12 (60%) who disagree, 1 (5%) who strongly disagree. Thus, it can be concluded that for the item, "I deliberately lowered my voice when asked by the teacher," for boys and girls lead to a disagree answer with a significant difference of 25.22%.

In the 9 statement item, "I am resigned to the value that has been obtained in learning." From the data acquisition results on boys students, there are as many as 8 (34.78%) who strongly agree, 13 (56.52%) who agree, 0 who

disagree, 0 who strongly disagree. While the data acquisition results on girls students, there are as many as 4 (20%) who strongly agree, 12 (60%) who agree, 0 who disagree, 0 who strongly disagree. Thus, it can be concluded that for the item “I am resigned to the value that has been obtained in learning” for boys and girls lead to an agree answer.

The 10 statement item is “I easily give up when I have difficulty in learning.” From the results of data acquisition on boys students, there are as many as 0 who strongly agree, 1 (4.35%) agree, 11 (47.83%) disagree, 9 (39.13%) strongly disagree. While the results of

data acquisition on girls students, there are as many as 0 who strongly agree, 3 (15%) agree, 12 (60%) disagree, 1 (5%) strongly disagree. Thus, it can be concluded that items “I easily give up when I have difficulty in learning” for boys lead to disagreeing answers and girls lead to disagreeing answers.

The fifteen question items from table 1 and table 2 show differences in boredom between the boy and girl students in several aspects. Table 3 provides evidence to support this statement.

Table 3. Descriptive Statistics Of Boredom Learning Boy And Girl Students Aged 10-12 Years

Student gender	Mean	Std. Deviation	N
Boys	39	5.09	23
Girls	38	4.30	20

From table 3, it can be seen that the average score of boys students is one higher than girl students. This table shows that boy students experience higher learning boredom than girl students during the COVID-19 pandemic. The difference looks significant only on

statements 5 and 8. However, the overall difference between male and female students was not very substantial.

3. RESULTS AND DISCUSSIONS

The main reason for the shift from face-to-face learning to distance learning

online is the COVID-19 pandemic. Various problems came when the learning process turned to distance learning regarding the technical implementation and psychological problems among students and teachers. The current study revealed that boy and girl students did not significantly differ in their learning boredom level based on the questionnaire items (Table 3). However, the boredom level of boys is higher than that of girls. This result is in line with research conducted by Vodanovich & Kass (1990) dan Vodanovich et al. (2011), who found that boys scored higher than girls.

Meanwhile, research conducted by Jaradat (2015) found that women scored significantly higher than men. The following study from Jaradat (2015), where there are differences between men and women in carrying out activities outside, can be explained from a cultural perspective. In Jordanian culture, it is easier for men to get permission to go outside than women. Therefore, men have more opportunities to be involved in certain activities. Meanwhile, women are more prone to boredom because they often carry out activities at home in a monotonous manner.

Findings regarding the results of learning boredom with gender differences tend to be inconsistent. Girl students when distance learning proved to be more active than boy students (Richardson & Woodley, 2010), while boys have more stable positive attitudes towards distance learning (Nistor, 2013). Whereas girls have better self-regulation than men in the context of distance learning (Alghamdi et al., 2020), Boys have a lot of techniques and strategies that are better at learning than girls. This finding may have been a preference that might have caused no significant difference in learning boredom in males and females in distance learning. However, research conducted by (Eurelings, 2018) revealed that women and men have many different attitudes in using digital media for learning. They also have other behavior in using digital tools. For female students, they value e-learning more than boys. In addition, female students are more anxious to make mistakes when using technology.

Students generally have a concern for learning during the COVID-19 pandemic. However, they feel that their enthusiasm for learning has decreased. Many students experience a decrease in enthusiasm and motivation to learn. In

addition, they also find it difficult to focus on learning. This study is in line with research conducted by (Djalante et al., 2020) that most students during the COVID-19 pandemic experienced a decrease in their enthusiasm for learning. Other than that, Bao (2020) revealed that students often experience problems with inappropriate learning materials, lack of self-discipline, and the environment when they are self-isolating. This fact shows that the COVID-19 pandemic has had a significant impact on education.

Reduced motivation and lack of appropriate learning strategies are causes of boredom which can reduce students' ability to achieve academic goals (Daniels et al., 2008; Tze et al., 2014). Students who feel bored will get many negative risks because they cannot be cognitively and metacognitively aware so that they get threats such as absenteeism from school, low grades, and dropping out of school. (Daschmann et al., 2014; Pekrun et al., 2014). This study also revealed that students began to surrender to the value obtained in learning. This state shows that students are lazy and don't care anymore about their achievements. This fact tells us that this phenomenon must be taken seriously. A study shows that students are more often

bored than worried (Goetz et al., 2006; Nett et al., 2011). Therefore, as a teacher, it is essential to know the behavior and feelings of each student who starts to look bored.

In general, students agree that they feel the time is running slower when learning takes place. This state is in line with research conducted by (Pekrun et al., 2010) that boredom is an unpleasant state and makes people nervous. At such times, time seems to slow down, and the desire to escape from the situation arises, including the release of behavior. Besides that, some of them also like to daydream when learning takes place. Movements indicate this result often experienced, such as yawning, daydreaming, playing with hands and fingers, and other ambiguous signs (Conrad, 1997).

In general, students feel tired after doing learning activities. This state is confirmed by research (Hidajat et al., 2020), who argue that boredom can make people tired, passive, and lazy. A study shows that boredom is closely correlated with feelings of loneliness, anxiety, anger, aggression, and depression (Dahlen et al., 2004; Sommers & Vodanovich, 2000).

This research will pose a risk that is quite dangerous for students' mental and

physical health if it continues and lasts for a relatively long time. The boredom factor is a matter of individual psychological conditions and situational factors in boredom (Lench & Levine, 2010; Lerner & Keltner, 2010). Boredom can arise from the perception that certain situations are not stimulating at times, such as a lack of emotional response to certain situations. As in the current condition of the COVID-19 pandemic, when people get bored, they start looking for new alternatives to achieve their goals and experiences. This state can cause negative emotions (Bench & Lench, 2013). Active accounts of emotional state that emotions have a purpose (Carver, 2004; Lench & Levine, 2010). The goal, if it is related to boredom, signifies persistence in achieving the current plan. One of the emotional indications for pursuing alternative goals is boredom. In addition to situational factors, boredom can also be socially constructed. Social constructivists emphasize that the ideology, culture, beliefs, and norms that influence social structures can determine the emotions that must be experienced and how these emotions are defined to be expressed. (Turner, 2010). As in most societies, to call something boring can be associated with negative characteristics

(Conrad, 1997). Therefore, boredom becomes a term of disapproval in certain situations that are considered impolite.

Consequently, individuals hide their boredom by using methods or techniques that are appropriate to their culture so that they are not considered rude (Stearns, 1984). On the other hand, boredom is considered to be a positive thing because the impact given by boredom can lead to an urge to seek meaningful activities. (Barbalet, 1999). In addition, it was found in research Van Tilburg et al. (2013) shows that boredom can motivate individuals to change the current situation.

In reducing the negative impact of boredom in learning activities, five teaching principles have a high impact on the effectiveness of distance learning. (Bao, 2020). First, the suitability of the principle of relevance. The difficulty, quantity, and topic of the learning process must be by students' characteristics, learning behavior, and readiness in distance learning. Second, the principle of effective delivery. Because students' concentration in the learning process is classified as low during online learning, adjusting the duration of the learning process is very important to ensure learning information is conveyed

effectively—the three principles of sufficient support. Teachers need to provide timely feedback or feedback, the principle of high-quality participation. This state affects increasing student participation in class. The last is the principles of contingency plan preparation. Creating a contingency plan at the time of distance learning can overcome some of the problems and ensure that they can be actively and effectively involved in distance learning.

Furthermore, the teacher can provide different exercises between the boy and girl students. Teachers can offer activities that require engagement and patience for women. As for boys, teachers can provide training that uses skill techniques and requires learning strategies. When students are mixed between boys and girls, teachers can give various balanced exercises to attract attention and improve their learning outcomes (Yu, 2021). If there are signs of boredom in students, the teacher can divert attention and do more activities than before.

Feedback on the effectiveness of distance learning may increase based on the different personalities of learners. By identifying students' personalities, teachers can better understand students

and design appropriate learning activity strategies (Lai et al., 2020). One of the success factors of online learning can be achieved because the needs and preferences of each student can be met with methods adapted in an online context. Teachers must design adaptive teaching strategies and approaches according to the students' personalities to maximize student learning outcomes (Krátky et al., 2016).

It is difficult for students to gain knowledge, increase self-efficacy and use learning strategies in online learning contexts without synchronous online teaching support. They need time to figure out what to learn, how to learn, and how much time is needed to understand. (Mamun et al., 2020). Distance learning systems may not facilitate the effectiveness of their inquiry learning if they cannot regulate their learning patterns and behaviors (Jacobson, 2008).

4. CLOSING

The purpose of this study was to analyze whether learning boredom occurs in distance learning. Furthermore, it is investigated whether there is a difference in learning boredom between female and male students. The results presented indicate that student learning boredom

occurs characterized by decreased learning enthusiasm, difficulty focusing on learning, feeling time is running longer, daydreaming during learning activities, and feeling tired after learning activities. Male and female students gave slightly different responses, but it was not found that there was a significant difference in learning boredom. This state can be caused by psychological factors, situational factors, and cultural factors.

This study only focuses on students' learning boredom during distance learning in elementary schools. We hope to explore and deepen the impact of boredom on low and high grades during this COVID-19 pandemic and the solutions that can be applied to overcome it for further study.

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