



Analysis of the Physical Education Learning Process Through Online Media

Yudi Nuryadi Somantri

MTsN 1 Bengkulu City, Indonesia

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ABSTRACT

Purpose of the study: This study aims to determine the learning process through online media in physical education learning in class VIII.

Methodology: This research is a descriptive qualitative research. The sampling technique used is total sampling with the research subjects of class VIII totaling 25. The data collection techniques used were questionnaires and documentation.

Main Findings: Based on the results of the research on Physical Education Learning Processes Through Online Media at MTsN 1 Bengkulu City, they have implemented the physical education learning process through online media, it can be seen from the percentage results with an average of 69%.

Novelty/Originality of this study: By utilizing online media, learning becomes more flexible and can be accessed from anywhere, changing the traditional paradigm to more inclusive and affordable learning. The results of this research provide new insights into the effectiveness of online media in supporting the teaching and learning process, opening up opportunities for the development of learning methods that are more interactive and responsive to student needs in the future.

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Corresponding Author:

Yudi Nuryadi Somantri,

MTsN 1 Bengkulu City,

Jl. Nangka No.3, Panorama, Kec. Singaran Pati, Kota Bengkulu, Bengkulu 38225, Indonesia

Email: yudinuryadi11@gmail.com

1. INTRODUCTION

Recently, various countries in the world have been shocked by the epidemic a disease caused by a virus called corona or better known with the term covid-19. This virus initially started developed in Wuhan, China. This virus outbreak is very contagious quickly spread to various countries in the world [1], [2]. So by World Health Organization, declared the outbreak of the spread of the Covid-19 virus as current world pandemic. Many people around the world have been exposed with this virus, they even become victims and then die [3], [4]. Deployment this virus is also difficult to recognize, because this virus can only be recognized for about 14 days. However, people who have been exposed to this virus have symptoms such as fever above normal human temperature or above 38 C, respiratory problems such as coughing, shortness of breath and other symptoms such as throat problems, nausea, and runny nose. If these symptoms are felt, then it is necessary self-quarantine [5], [6].

Learning process activities cannot be separated from the application and learning strategies. This is very necessary and very important to develop an effective learning process, especially physical education learning, especially learning strategies divided into several types of learning studies which are really needed before preparing physical education learning which is more important in practical/field material [7], [8]. The learning

process is a process of teaching and learning activities to implement the curriculum in an educational institution, in order to achieve objectives in accordance with the regulations that have been made. Ideal learning is carried out with reciprocity between the teacher and students, students can understand the material provided by the teacher, and can carry out their learning results diligently, besides that students can exchange knowledge with other students, so as to get the desired learning process [9], [10]. In Physical Education learning what is needed are activities to improve psychomotor skills, namely movement activities. The media used must be in accordance with the essence of the learning [11], [12]. So the learning strategy that is applied in online Physical Education learning can be virtual based via video and YouTube, then it can be distance learning and can increase the child's activity in moving and learning at home and during this pandemic students can carry out the learning process actively and effectively. So school students in this process are running and can learn independently in the Physical Education learning process [13].

The Covid-19 pandemic requires Physical Education teachers to continue to innovate in conducting long-distance Physical Education learning. Physical education teachers must have the right strategy so that physical education goals can still be achieved [14], [15]. These conditions require Physical Education teachers to be able to adapt quickly to the changes that have occurred. Students must continue to carry out physical learning without direct supervision from the Physical Education teacher [16], [17]. This will be quite complicated because apart from the lack of direct supervision from the teacher, not all students have learning media to support the implementation of the physical education teaching and learning process. Physical education teachers must understand the modern physical education concept that physical education does not only occur in the school environment, but can also be carried out at home. Students must be independent and learn based on finding solutions to problems or ideas [18], [19]. The student centered learning approach may have been widely used to achieve physical education learning objectives. In that case, the teacher acts as a facilitator in the teaching process. This approach was carried out before the pandemic or in other words, so far the student centered learning approach has been carried out in schools.

The implications of this research indicate that improvements are needed in technological infrastructure and internet access to support online Physical Education learning. Schools and the government need to collaborate to provide adequate devices and internet connections for all students, to ensure equality in access to education. In addition, training for teachers in the use of digital platforms and the development of innovative learning materials must be a priority [20]. Teachers need to be equipped with the skills and knowledge necessary to maximize the interactivity and effectiveness of online learning. On the other hand, the results of this research also imply the need to develop more flexible and adaptive learning strategies. A more creative approach to designing physical activities that can be done at home will help maintain student engagement and motivation. Additionally, increasing collaboration between teachers, students, and parents is essential to creating a supportive learning environment [21], [22]. Moral support and motivation from the family can play a big role in ensuring students remain active and engaged in Physical Education learning. Thus, a combination of technical support and adaptive teaching strategies can help overcome the challenges of online learning and improve student learning outcomes.

Based on this description, it is assumed that the student centered learning approach is effective during the pandemic by prioritizing student independence in participating in each Physical Education lesson by paying attention to the learning stages which include planning, implementation and assessment. Learning planning is carried out by the Physical Education teacher himself by compiling teaching tools which include Minimum Completeness Criteria, syllabus, and learning implementation plans. Physical education teachers must also prepare media for learning and learning resources, assessment tools, and learning steps [23], [24]. The most important thing is the preparation of a syllabus and learning implementation plan that is adapted to the approach used, namely student centered learning [25], [26]. It is important to create learning tools adapted to current pandemic conditions. Meanwhile, assessment of physical education learning requires direct experience, so assessments are also given directly so that students get authentic experience from what they have done. Authentic assessment or performance based assessment is a performance assessment that can describe all student performance in real terms. Gradually, the assessment of skills tests will change because according to experts they cannot describe all students' abilities. In distance learning, the results of performance assessments can be used as material for teacher evaluation to provide future material. Based on this description, this research aims to determine the online learning process carried out by MTsN 1 Bengkulu City teachers and determine the difficulties experienced by teachers in the physical education learning process..

2. RESEARCH METHOD

2.1 Type of Research

This type of research is descriptive qualitative research, namely the data collected is in the form of words, images, not numbers. Qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. Meanwhile, descriptive research is a form

of research aimed at describing or illustrating existing phenomena, both natural phenomena and human engineering. The aim of descriptive research is to create systematic, factual and accurate information about the facts and characteristics of a particular population or area.

2.2 Population and Sample

Population or universe is the total number of analysis units whose characteristics will be estimated. The population of this study was all 25 class VIII students at MTsN 1 Bengkulu City. The sample used in this research took the existing population using total sampling technique. Total sampling is determining a sample if all members of the population are used as a sample so that it is hoped that it can answer the research problem. The sample used in this research was 25 class VIII students.

2.3 Data Collection Technique

Data collection techniques include interviews, documentation and questionnaires. In this research, researchers conducted questions and answers by asking several questions to respondents and deemed to understand. Researchers will conduct interviews with students regarding online learning as a substitute for face-to-face learning. Documentation techniques or studies are a way of collecting data through archival remains and include books about opinions, theories, postulates or laws and other things related to research problems. In qualitative research, the main data collection technique is because it proves the hypothesis which is proposed logically and rationally through opinions, theories, or laws, either supporting or rejecting the hypothesis. In this research the author collected the necessary documents related to online learning.

2.4 Data Analysis Technique

The data analysis technique used in this research is descriptive analysis, namely by describing and interpreting the data from each component being evaluated. The collected data was analyzed using descriptive techniques, namely by presenting the results of descriptive statistical calculations in the form of frequency tables and percentages obtained from the research results.

3. RESULTS AND DISCUSSION

From the description of the data above per indicator, the next step is: look for the total score, maximum score and percentage results for each indicator, namely

Table 1. Description of the data above per indicator

No.	Indicator	Total score	Maximum score	%
1.	Quality of learning	428	625	68%
2.	Level Conformity Learning	964	1500	64%
3.	Incentive	612	875	69%
4.	Time	558	750	74%
Average				69%

Based on the research results, the percentage obtained for each indicator was 68% Learning Quality, 64% Suitability of Learning Level, 69% Incentives and 74% Time. Based on the presentation results obtained, the average was 64% out of 100%, in other words it can be interpreted that online media in physical education learning can be accepted by students. Online learning places more emphasis on students' accuracy and astuteness in receiving and processing information presented online. Therefore, online learning requires students and teachers to communicate interactively by utilizing information and communication technology, such as computer media with the internet, telephone or fax. The use of this media depends on the structure of the learning material and the type of communication required. Conversation transcripts, information examples, and written documents that link to online learning or Web learning that show full-text examples are typical ways that the importance of learning material is documented online. More visual communications include whiteboard drawings, sometimes combined with chat sessions, and video conferencing, which allows students who prefer using different media to work with non-printed messages.

The use of online media in the Physical Education learning process has a significant impact on learning effectiveness. Most students feel that learning through online media is less interactive than face-to-face learning [27], [28]. As a result, students' motivation to take Physical Education lessons tends to decrease. However, some students appreciate the flexibility offered by online learning, allowing them to access materials anytime and anywhere. From a teacher's perspective, the biggest challenge is ensuring that all students have adequate access to technology and the internet. Technical difficulties, such as unstable internet connections and lack of adequate devices, also often disrupt the learning process.

Physical education learning carried out online also affects the quality of interaction between teachers and students. Interactions that usually occur directly and actively on the sports field must now be carried out via

a computer screen, which reduces the quality and intensity of these interactions. Teachers find it difficult to monitor students' physical development and motor skills effectively. Although videos and simulations are used as aids, they cannot completely replace hands-on experience. In addition, students often feel less motivated to carry out physical activities independently at home without direct supervision from the teacher. This shows that interactive aspects and direct supervision are very important in Physical Education learning.

Further discussion shows that there are several efforts that can be made to overcome the challenges in online Physical Education learning. First, using a more interactive and user-friendly learning platform can help increase student participation [29]. For example, applications that enable video conferencing with features for screen sharing and live scoring can be used. Second, teachers can design tasks that encourage physical activity that can be done at home with simple tools. Third, collaboration between teachers, students and parents is very important to ensure that students remain motivated and actively participate in Physical Education learning.

Overall, this research highlights the importance of adaptation and innovation in teaching methods to overcome the obstacles faced in online Physical Education learning. While there are significant challenges, there are also opportunities to develop more flexible and inclusive teaching methods. Online learning can be a complement to face-to-face learning, as long as it is designed taking into account students' needs and limitations. Adequate technical support and training for teachers is also important to improve learning effectiveness [30]. Thus, this research provides valuable insight for the development of Physical Education learning strategies that are more adaptive and responsive to changing conditions.

The implications of this research indicate that there is a need for new policies and strategies in education to accommodate online Physical Education learning. Schools and the government need to provide adequate technological infrastructure that is easily accessible to all students. Teachers need to be given training to develop skills in using online media effectively. Additionally, more creative and interactive learning approaches should be adopted to increase student engagement and motivation. Parents also need to be more actively involved in supporting their children in doing physical activity at home. Thus, the results of this research can encourage the development of more adaptive and effective teaching methods in the digital era.

This study has several limitations that need to be noted. First, the limited sample size may not fully represent the wider population, so the results cannot be generalized across the board. Second, limited access to technology and the internet which varies among students can affect the consistency of the data obtained. Third, the subjectivity factor in assessing student motivation and participation is also an obstacle, considering that evaluation is very dependent on individual perception. In addition, this research cannot fully capture the dynamics of physical interactions that occur in face-to-face learning. Therefore, further research with a larger sample and a more comprehensive approach is needed to provide a more accurate and in-depth picture.

4. CONCLUSION

In conclusion, this research shows that although learning Physical Education through online media has significant challenges such as decreased student interaction and motivation, as well as technical difficulties, there are opportunities to overcome these obstacles through innovation and adaptation in teaching methods. The use of more interactive platforms, tasks adapted for the home environment, as well as collaboration between teachers, students and parents, can increase effectiveness and engagement in online Physical Education learning.

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