

ONLINE LEARNING IN THE PANDEMIC COVID -19: PERCEPTIONS OF PHYSICAL EDUCATION STUDENTS

Oleh:

Didik Cahyono

Physical Education Studies Program, Mulawarman of University
didikcahyono86@gmail.com

Abstract

The Covid-19 pandemic has changed the way people live, including in the field of education. To avoid increasing cases, the Minister of Education, Culture, Research, and Technology has made a policy regarding the online teaching and learning process. This study aims to determine student perceptions of online learning during the Covid-19 pandemic. This study uses a quantitative descriptive analysis method with the research instrument in the form of a questionnaire distributed online with the help of *Google Forms*. The number of samples in this study was 115 students of the Physical Education Study Program who had been involved in online learning during the Covid-19 pandemic. The results showed that 100% of students of the Physical Education Study Program, Faculty of Teacher Training and Education, Mulawarman University carried out online learning in the even semester of the 2020/2021 academic year. The online media that students are most interested in when learning online are MOLS (Mulawarman Online System) 81.7%, Google Classroom (24.4%), Google Hangout (0.9%), Webex, Youtube (15.7%), Whatsapp (59.1%), and Zoom (89.6%). Even so, the majority of students prefer offline learning in face-to-face classes compared to online learning because the subjects in the physical education study program are more practical than the theory

Keywords: Online Learning., Physical Education

1. INTRODUCTION

The outbreak of the coronavirus disease 2019 (Covid-19) which has hit 215 countries in the world, presents challenges for educational institutions, especially universities. To fight Covid-19, the government has prohibited crowds, social distancing, and physical distancing, wearing masks, and always washing hands. Through the Ministry of Education, Culture, Research, and Technology, the Government has prohibited universities from conducting face-to-face (conventional) lectures and ordered them to hold lectures or learning online (KemendikbudDikti Circular Letter No. 1 of 2020). Universities are led to be able to organize online learning or online (Firman, F., & Rahayu, S., 2020). Not a few universities quickly responded to government instructions. There are around 65 universities in Indonesia that have implemented online learning in anticipation of the spread of Covid-19 (CNNIndonesia, 2020). Jamaluddin, D., Ratnasih, T., Gunawan, H., & Paujiah, E. (2020) stated that online learning has its strengths, challenges, and obstacles. To prevent the spread of Covid-19, WHO gave an appeal to stop events that can cause crowds to gather. Therefore, face-to-face learning that gathers many students in the classroom is reviewed for its implementation. Lectures must be held with scenarios that can prevent physical contact between students and lecturers and students and students (Firman, F., & Rahayu, S., 2020). According to Milman (2015), the use of digital technology can enable students and lecturers to carry out the learning process even though they are in different places.

The 2019 coronavirus disease (covid-19) pandemic has lasted for more than a year until mid-2021, it has hit 215 countries in the world, including Indonesia. All aspects of life in the world have been seriously affected by the COVID-19 pandemic. The COVID-19 outbreak has infected more than 1 million people in Indonesia. As the number of positive COVID-19 patients in Indonesia continues to increase, the government through the Ministry of Education and Culture has issued a policy regarding the implementation of online learning through the issuance of Circular Letter Number 3 of 2020 concerning Covid-19 Prevention in education units. This online learning program or learning from home has been implemented from various levels of education in Indonesia, including at the university level. This is following the opinion of Firman&Rahayu (2020) that universities are required to be able to organize online learning.

According to Zhafira et al., (2020), online learning provides benefits for lecturers and students. Apart from not requiring class attendance, online learning is useful for practicing independence and interaction between students. For lecturers themselves, online learning provides an opportunity to change conventional learning styles to become more varied and efficient which has an impact on increasing professionalism. Online learning is internet-based learning by utilizing various platforms or applications such as the online website of each campus, for example at Mulawarman University there is a MOLS (Mularman Online System) google classroom, google meet, zoom, Webex, WhatsApp,

and others with a lecture system that in the form of giving independent and structured assignments to students. Online learning can be carried out properly and effectively if it is done creatively in providing material and practice questions. For elementary school students, learning involves cooperation between teachers and parents, so that there is positive feedback (Dewi, 2020). Online learning offers learning that can be accessed anytime and anywhere with the support of digital technology. The material in this learning is designed to be studied independently (Anhusadar, 2020). Online learning, which is currently being carried out as a solution during the COVID-19 pandemic, is not without obstacles. The factors of the learning environment and the character of the students are very important to note. A conducive learning environment such as a smooth internet network and the right learning time during implementation are vital needs. In addition, the commitment of students to online learning is very important which is supported by competence in utilizing the chosen platform or application. Based on the results of Setiawan's research (2020) many efforts have been made to adapt to the platform rather than learning activities. So that educators and students need to agree on the platform used and the time of implementation.

Online learning is learning that uses the internet network with accessibility, connectivity, flexibility, and the ability to bring up various types of learning interactions (Sadikin&Hamidah, 2020). Research conducted by Zhang et al., (2004) (in Sadikin&Hamidah, 2020) shows that the use of the internet and multimedia technology can change the way knowledge is delivered and can be an alternative to learning carried out in traditional classrooms. Kuntoro (2017) explains that learning can bring together students and lecturers to carry out learning interactions with the help of the internet. Online learning is expected to be a momentum to develop innovative technology-based learning models with the hope of being effective in replacing learning with face-to-face systems in the classroom (teacher-directed learning) (Saifuddin, 2017). In conventional learning, so far students tend to only be reactive to their environmental conditions, but do not play an active role in their environment (Yuniarti, 2010). Online learning can increase the role of students in the learning process. Online learning services are available, both independently managed by institutions with a Learning Management System (LMS) or third parties such as social media. According to Zhafira, et al. (2020) using online learning can increase interactivity and learning efficiency because it gives students a higher potential to communicate more with lecturers, colleagues, and access more learning materials.

In this era of increasingly rapid globalization, online learning is one of the options in organizing learning. Online learning provides many

conveniences for communication between lecturers and students, not limited to classroom space and time. The online learning atmosphere also supports student independence in learning, is fast in providing feedback, and is free to choose material from any source which is of course internet-based. But what if this online learning becomes the main learning method and lasts for a long time, as a substitute for direct or face-to-face learning. Therefore, there is a need for research related to student responses about online learning, so this study aims to find out how the perception of Physical Education Study Program students in responding to online learning during the COVID-19 period to improve the quality and quality of learning, especially in the Study Program Mulawarman University Physical Education.

2. RESEARCH METHODS

This study uses a survey method approach with a descriptive nature which has the aim of describing the circumstances or phenomena that occur (Arikunto, 2010). Sudjana stated that descriptive research is a test that is carried out in stages where the researcher describes one or more symptoms, cases, cases that are currently happening, takes problems, or focuses on actual problems (Sudjana, 2012).

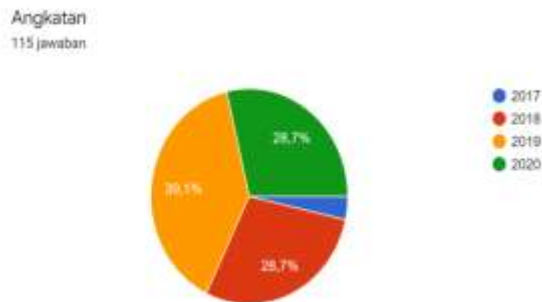
The study was chosen to obtain data on student perceptions of conducting online lectures in the Physical Education study program. Research respondents are students of the Physical Education Study Program who are active in the Even Semester of the 2020/2021 Academic Year. The survey was conducted online via a *google form*. 115 students have acted as respondents in this research. The survey took place from February 1 to April 1, 2021. The selection of research subjects was carried out through a purposive sampling technique. The criteria for students involved in this research are Physical Education Study Program students who are active in the Even semester 2020/2021 who are taking online lectures.

Collecting data using a questionnaire method, as well as which gives the freedom to give a response or responses. This research questionnaire consists of a group of questions that represent aspects of participation in online lectures, the use of online media/online learning applications, the choice of using online learning applications, and barriers to online learning. Furthermore, the research data were analyzed using descriptive quantitative analysis of the percentage technique directly from the *google form*.

3. RESULTS

Based on a survey via google form that has been conducted since April 1 – June 1, 2021, some data were obtained regarding implementation, obstacles, use of online media/platforms, response if online learning is extended, comparison of interest in

online learning, and face-to-face learning. The survey population is all active students who are undergoing the lecture process, totaling 250 students. However, in the field, only 115 students filled out the questionnaire consisting of 28.7%, Semester II, 39.1% Semester IV, 28.7% Semester, and the rest from other semesters.

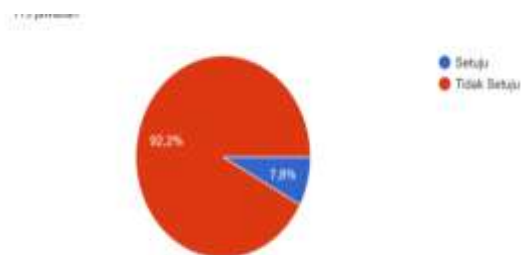


Based on the questionnaire data, information was obtained that 100% of students carried out the online learning process in the even semester of 2020/2021. In the next item of the questionnaire, it is known that the online media used in online learning vary. Respondents can choose more than 1 online medium to use. Google Classroom ranks first, namely MOLS (Mulawarman Online System) 81.7%, Google Classroom (24.4%), Google Hangout (0.9%), Webex, Youtube (15.7%), Whatsapp (59.1%), and Zoom (89.6%).

Based on the following questionnaire items, information was obtained about the online media that were most in demand/preferred by students in online learning activities. As many as 81.7% of students like MOLS



(Mulawarman Online System), 24.3% of students like Google Classroom, 0.9% of students like Google Hangout, 15.7% like Youtube, 9.6% like Google Meet, and 59.1% liked What's, app Group



In the next questionnaire, the majority of students prefer to study on campus or face-to-face (offline), as many as 92% of students prefer to study face-to-face because many courses in the physical education study program are more practical than theory, so it is more effective if there is direct assistance, however, there are also 7.8% of students who like online learning even though the pandemic will end.



However, students still feel the positive impact of online learning. As many as 74.8% of students stated that the study program was ready to implement online learning so far, it was easy to learn anywhere and anytime.



In the next questionnaire, 66% of students asked that the material needed was following what they wanted to learn, 33% declared incompatible with the materials in need, this is certainly a program evaluation study to improve the quality of teachers, especially in the course of physical education teachers college and science education Mulawarman University, East Kalimantan,



in addition, interactive learning through learning systems online less gives a sense of comfort

between lecturers with students and fellow students were proven by 50.4% of students stating that the online learning style so far does not provide a sense of comfort, and 44.3% of students feel comfortable with time efficiency and students can study more focused,

4. CONCLUSION

Based on the questionnaire distributed to program students The study of Physical Education at the Faculty of Teacher Training and Education at Mulawarman University concluded that 100% of the Physical Education Study Program students carried out online learning in the even semester of 2020/2021 academic year. However, the majority of students, 92.2%, prefer offline learning in face-to-face classes compared to online learning. This is mostly due to the limitations of students to provide internet quota continuously, understanding of the material is less than optimal and limited interaction and the majority of existing courses are practicum and less than optimal if only learning online, Although students prefer offline learning in class, there are online media that are most popular with students when learning online, namely 81.7% of students like MOLS (Mulawarman Online System), 24.3% of students like Google Classroom, 09% of students like Google Hangout, 15.7% like Youtube, 9.6 % liked Google Meet, and 59.1% liked What's, app Group, The results of this survey research can be used as the basis for the implementation of online learning, especially in the Physical Education Study Program to improve the learning process that has been carried out so far. In addition, lecturers can also develop teaching materials and innovations to improve the quality of learning, especially in the Physical Education study program at Mulawarman University which will be implemented next.

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