



Sports Education in Senior High Schools: Analysis of Educational Technology Learning (ETL) During Covid-19

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ABSTRACT

The purpose of the study. to analyze the factors that affect the learning outcomes of Physical Education, Sports, and Health of class XI students at Senior High School. there are three factors that can affect the learning outcomes of Physical Education, Sports and Health, namely factors contained within students (internal factors), factors that come from outside (external factors) and factors from the learning approach of the students themselves.

Materials and methods. The population of this research is class XI State Senior High School. Qualitative descriptive analysis study using data collection techniques and instruments, namely documentation techniques and questionnaire techniques with randomly selected samples.

Results. Based on the research results, internal and external factors often affect the learning outcomes of Physical Education, Sports and Health.

Conclusions. internal and external factors often affect learning outcomes in Physical Education, Sports and Health. Likewise, the learning approach factors classified as sometimes affect the learning outcomes of Physical Education, Sports and Health.

Keywords: *Analysis; learning outcome; Educational Technology Learning (ETL).*

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INTRODUCTION

PhysicalThe Covid-19 pandemic that emerged last December 2019 had an impact on all fields, including the field of education. All indoor and outdoor activities in all sectors are temporarily postponed to reduce the spread of Covid-19, so schools in a number of regions in Indonesia are still using online media. The Ministry of Education and Culture issued Circular Number 4 of 2020 concerning the Implementation of Education Policies in the Emergency Period for the Spread of Covid, which states that the learning process is carried out at home through online/distance learning. Currently, an alternative form of learning that can be done during the Covid-19 emergency is online learning.

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The most severe conditions experienced by schools located far from urban areas with internet access and limited infrastructure. There are four obstacles faced by the world of education during the covid pandemic, namely 1) limited internet control by teachers; 2) inadequate infrastructure suggestions; 3) limited internet access; 4) not ready for funds in an emergency (Syah 2020). Schools in urban areas with internet access and infrastructure as well as good internet mastery skills do not experience difficulties in implementing online learning. This condition is the result of a search during the covid-19 pandemic, using online learning platforms through the application Google (google classroom, google form, google docs, google spreadsheet) by conducting online searches on the implementation of learning during the covid-19 period (Dewi 2020). Online learning during the pandemic is part of efforts to increase awareness of the spread of the COVID-19 virus (Nuryana 2020).

Online learning at all levels of formal education is also a real effort by the government to break the chain of the spread of COVID-19 (Ministry of Education and Culture of the Republic of Indonesia 2020). Although the spread of the virus in Indonesia, which until July 2020 has not shown a decline, the contribution of the world of education through the "coercion" of online learning has an important role in supporting the efforts of the government and the entire nation to contain the rate of increase in the number of patients and victims of COVID-19. Judging from the content and subjects taught in schools during the pandemic, they can be categorized into two groups. The first group is a group of subjects that is dominated by theory and little practice, while the second group is dominated by practice with little theory. These two groups are very different in the application of online learning.

Sports Education is a discipline that falls into the second category, with the dominance of practice on physical activity. In the 2013 curriculum (K13) sports education at the basic education level is integrated into the Physical Education and Sports Health Subjects (PJOK).

Learning PJOK the condition with movement, physical learning is done in the open or in the field. The method for sports education is the deductive method or the command method, with various assignments, demonstrations and a little explanation (Supriyadi 2018). In order to achieve these goals, of course learning must lead to an

increase in students' learning abilities in thinking, because thinking is one of the stages that cannot be separated from everyday life and every student is directed to have a good thinking pattern because if good thinking skills can make students feel better. students can think critically. In addition to using a learning approach that encourages students to be able to think critically, logically and analytically, it is also necessary to have a test instrument that can measure students' good thinking skills.

From the results of field observations from several schools in the mid-semester exams and final semester exams for PJOK subjects and the results of interviews conducted with PJOK teachers at SMAN 9 Pontianak, East Kalimantan, West Kalimantan, information was obtained that there were still many students who had not completed PJOK learning and still less oriented to the SKL and KKM graduation categories in the elementary school, especially in learning physical education or PJOK using physical activity media in learning (Suherman, (2009). Therefore this study aims to find information on how physical education learning is carried out in schools). State Elementary School (SDN) during the pandemic, starting from the media used, materials and obstacles experienced in online learning. While the areas of excellence in this research are the development and application of science, technology, social, and humanities with superior topics in this research Based on the Strategic Plan of IKIP PGRI Pontianak Year 2020-2025, it can be seen that the superior research areas of IKIP PGRI Pontianak research are, the study and development of recreational sports, sports achievements, as well as handling injuries and therapy.

MATERIALS AND METHODS

Study participants

This study aims to determine the factors influencing the learning outcomes of Physical Education, Sports and Health in class XI students at Senior High School East Pontianak.

Study organization

Based on the problems in this research, this type of research is qualitative with a discrete method. Based on the problems that will be discussed in this study, this type of research is in the form of qualitative with descriptive methods, namely research that aims to see something as it is. As stated by Arikunto (2002) in Mc Anwar explains that:

"Descriptive research is research that does not intend to test certain hypotheses but only describes what it is about a variable, symptom or situation.

Testing Procedur

The techniques and instruments used to collect research data are documentation and questionnaires with five answer criteria, namely: always, often, sometimes and No. The data analysis technique used quantitative descriptive analysis as outlined in the form of a percentage.

RESULTS

After conducting research by distributing questionnaires to 48 students of class XI at SMA Negeri 9 Pontianak Timur on 11 to 18 October 2021 with a total of 29 question items consisting of 8 negative questions and 21 positive questions, the results obtained are as follows: following: 1) Internal factors, on this internal factor, researchers analyzed two sub-factors, namely physiological factors and psychological factors which are one of the factors that affect learning outcomes in Physical Education, Sports and Health. Based on the results of data processing carried out previously, the average score value of internal factors was (Often).

$$\frac{3.88+4.33+4.60+3.33+4.21+3.60+4.27+3.87+2.81}{9} = 3,88$$

Equation 1. average score value of internal factors

The score shows.

Internal factors are classified as often affect the learning outcomes of Physical Education, Sports and Health. 2) External factors, on this external factor, the researchers analyzed two sub-factors, namely the social environment and non-social environment which is one of the factors that affect the learning outcomes of Physical Education, Sports and Health. the average of external factors is

$$\frac{4.15+3.48+3.81+4.35+2.71+4.73+4.50+4.35+3.58+2.13+2.71+4.08+2.65+2.90}{14} = 3.58$$

Equation 2. average of external factors

The score shows that external factors often affect the learning outcomes of Physical Education, Sports and Health. The learning approach in question can be understood as all methods or strategies used by students to support the effectiveness and efficiency of the process. 3) Learning outcomes. Based on the results of data processing carried out previously, the average score value of the learning approach factor was:



$$\frac{4.60+2.13+2.79+3.06+3.00+2.94}{6} = 3.08$$

6

Equation 3. average score value of the learning approach factor.

DISCUSSION

Factors that affect learning outcomes.

Internal factors

Based on the results of the descriptive processing above, the average score for internal factors is 3.88 (often). The score shows that internal factors often affect the learning outcomes of Physical Education, Sports and Health. Thus the things contained in the internal factors, namely the physiology and psychology of students often affect learning outcomes.

External factors

Based on the results of descriptive data processing, the average score for external factors is 3.58 (often). The score shows that external factors are quite frequent affect the learning outcomes of Physical Education, Sports and Health. Thus the things contained in the internal factors, namely the physiology and psychology of students often affect learning outcomes.

Student Learning Approach

Based on the results of processing descriptive data about student learning approach factors, the average score of student learning approach factors is 3.08 (sometimes). Thus the things contained in the factors of student learning approaches sometimes affect the learning outcomes of Physical Education, Sports and Health.

Student learning outcomes

Based on the new curriculum, the 2013 curriculum used in SMA N 9 Pontianak. Teachers of Physical Education, Sports and Health give grades to students using a score scale, namely a score scale of 1-4 with SB (Very Good) which is 3.66-4.00; B (Good) which is 2.66-3.65; C (Enough) which is 1.66-2.65; K (Less) is 0.00-1.65.

Achievement of student competency reports note that the class X MIPA 1yang total of 36 students are known to value the student's knowledge there are 21 students scored B- and 15 students got a B.

The students' competencies description of the students already understand most of the concepts of skills, unless the role physical activity in disease prevention and

reduction of health care costs. There is a need to be more diligent in understanding the role of physical activity in disease prevention and reduction of health care costs. For student skill scores, 8 students got B- and 28 students got B. With a description of the competencies achieved by students, students have mastered game and athletic skills, especially practicing basic athletic techniques (fast walking, running, jumping and throwing) by emphasizing its fundamental movement. Can be included in the Pontianak city level O2SN competition.

As for the value of spiritual and social attitudes, all students get a B value. With a description of the competencies that have been achieved by students, students have shown an awareness of realizing gratitude. Has shown maximum effort in every physical activity, sportsmanship in playing, but still needs improvement in respecting differences. The assessment given by the teacher to students uses B- and B values, where B- is the student's score obtained within the range given by the teacher, namely the student gets a score of 2.66 from the interval 2.66-3.65 (Good). While the value of B is given by the teacher for the range of values not within the given interval limit, which means the teacher gives a value between the range of 2.66-3.65 (Good).

For class X MIPA 2 which consists of 34 students, it is known that for the value of student knowledge there are 16 students who get a B- and 18 students get a B. With a description of the competencies achieved by students, namely students have understood most of the concept of skills, except the role of physical activity in disease prevention. and reduced health care costs. There is a need to be more diligent in understanding the role of physical activity in disease prevention and reduction of health care costs.

For students' skill scores, 16 students got a B- and 18 students got a B. With a description of the competencies achieved by students, namely students have mastered game and athletic skills, especially practicing basic athletic techniques (fast walking, running, jumping and throwing) by emphasizing its fundamental movement. Can be included in the city-level O2SN competition.

For the value of spiritual and social attitudes, all students get a B value. With a description of the competencies that have been achieved by students, students have

shown an awareness of realizing gratitude. Has shown maximum effort in every physical activity, sportsmanship in playing, but still needs improvement in respecting differences.

For class X MIPA 3, which consists of 33 students, it is known that for the value of student knowledge there are 10 students who get a B value and 23 students get a B value. With a description of the competencies achieved by students, namely students already understand most of the concept of skills, except the role of physical activity in disease prevention and reduction in health care costs. There is a need to be more diligent in understanding the role of physical activity in disease prevention and reduction of health care costs. For student skill scores, 8 students got B- and 25 students got B. With a description of the competencies achieved by students, students have mastered game and athletic skills, especially practicing basic athletic techniques (fast walking, running, jumping and throwing) by emphasizing its fundamental movement. Can be included in the city-level O2SN competition. For the value of spiritual and social attitudes, all students get a B value. With a description of the competencies that have been achieved by students, students have shown an awareness of realizing gratitude. Has shown maximum effort in every physical activity, sportsmanship in playing, but still needs improvement in respecting differences. For class X MIPA 4 which consists of 34 students, it is known that for the value of student knowledge there are 13 students who get a B- and 21 students get a B.

With a description of the competencies achieved by students, students have understood most of the concept of skills, except the role of physical activity in disease prevention. and reduced health care costs. There is a need to be more diligent in understanding the role of physical activity in disease prevention and reduction of health care costs.

For student skill scores, 13 students got B- and 21 students got B. With a description of the competencies achieved by students, students have mastered game and athletic skills, especially practicing basic athletic techniques (fast walking, running, jumping and throwing) by emphasizing its fundamental movement. Can be included in the city-level O2SN competition.

For the value of spiritual and social attitudes, all students get a B value. With a description of the competencies that have been achieved by students, students have shown an awareness of realizing gratitude. Has shown maximum effort in every physical activity, sportsmanship in playing, but still needs improvement in respecting differences. For class X MIPA 5 which consists of 31 students, it is known that for the value of student knowledge there are 15 students who get a B- and 16 students get a B. With a description of the competencies achieved by students, namely students have understood most of the concept of skills, except the role of physical activity in disease prevention. and reduced health care costs. There is a need to be more diligent in understanding the role of physical activity in disease prevention and reduction of health care costs. For student skill scores, 16 students got B- and 15 students got B.

With a description of the competencies achieved by students, students have mastered game and athletic skills, especially practicing basic athletic techniques (fast walking, running, jumping and throwing) by emphasizing its fundamental movement. Can be included in the city-level O2SN competition. As for the value of spiritual and social attitudes, all students get a B value. With a description of the competencies that have been achieved by students, students have shown an awareness of realizing gratitude. Has shown maximum effort in every physical activity, sportsmanship in playing, but still needs improvement in respecting differences.

For class X SOS which consists of 25 students, it is known that for the knowledge value of students there are 14 students who get a B- and 11 students get a B. With a description of the competencies achieved by students, namely students have understood most of the concept of skills, except the role of physical activity in disease prevention and reduction of health care costs. It is necessary to be more diligent in understanding the role of physical activity in disease prevention and reduction of health care costs. For student skill scores, 13 students got B grades and 12 students got B grades. With a description of the competencies achieved by students, namely students have mastered game skills and athletics, especially practicing basic athletic techniques (brisk walking, running, jumping and throwing) by emphasizing their fundamental movements. Can be included in the O2SN competition at the city level, while for the value of spiritual and social attitudes, all students get a B value. Has shown

maximum effort in every physical activity, sportsmanship in playing, but still needs improvement in respecting differences.

CONCLUSION

Based on the results of the study, internal and external factors often affect learning outcomes in Physical Education, Sports and Health. Likewise, the learning approach factors classified as sometimes affect the learning outcomes of Physical Education, Sports and Health.

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APPENDIX

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