

Evaluation of Physical Education Online Learning Based on Technological Pedagogical Content Knowledge for Students of Junior High School 1 Gondang Jawa Timur

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Abstract

The obstacles to online physical education learning at Junior High School 1 Gondang drove this research. This is a qualitative study with a stake evaluation methodology that was examined at the Antecedent, Transaction, and Outcome stages. When the study was conducted at SMPN 1 Gondang in the Nganjuk Regency. Physical Education (PE) teachers, school principals, and junior high school students in grades VII, VIII, and IX of SMPN 1 Gondang served as data sources for study. Techniques for data collection was observation, interviewing, and documenting. Data analysis was composed of four interacting components: data collection, data reduction, data display, and conclusion. The of this research Antecedent were implemented in the form of distance learning since mid-March 2020 with virtual. Access to the internet network is a similar barrier that teachers and students experience. By modifying learning settings during the covid 19 pandemic, physical education learning device transactions are made per lesson indicator. Google form, wa group, youtube, zoom, and achievement applications were all used as media. The outcomes / learning outcomes of physical and social education students during the covid 19 pandemic were assessed by the examination of assignments and tests. Students achieved results above the Minimum Completeness Criteria. The research concludes that online physical education learning at SMP N 1 Gondang is progressing well, despite certain obstacles, and should be used as evaluation material for physical education online learning during the covid 19 pandemic to make it even better.

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INTRODUCTION

Physical Education, Sports, and Health (PE) are integrated into educational institutions' standard curriculum. The purpose of PE is not only to develop physically, but also to develop all of a student's potential, including knowledge, reasoning, and emotional development (Arisandi, 2014).

According to (Yuniartik, Hidayah, & Nasuka, 2017) Physical education is a part of overall education that prioritizes on physical activity and the promotion of a healthy lifestyle in order to promote harmonic, balanced, and harmonious physical, mental, social, and emotional growth and development. Education is a fundamental human right every individual must possess. As a result, attempts to improve the education sector's development are an absolute necessity if the nation's education is to increase its dignity, welfare, and quality (Hanief, Mashuri, & Agiasta Subekti, 2018). As a result, qualified educators are required to develop educational progress.

Educators are individuals who are responsible for planning and administering the educational process, measuring learning outcomes, providing guidance and training, as well as performing research and community service (Prawiro, 2021). Each educational unit has its own set of criteria for its educators. Qualified educators or teachers are educators who comprehend the evolution of the education unit's curriculum. Furthermore, the teacher must be able to effectively apply it to students during the learning process (Naziaha, Maula, & Sutisnawati, 2020).

The 2013 curriculum curriculum change change policy serves as a pillar and manifestation of the basic principles of curriculum change and continuity, namely the findings of studies, evaluations, criticisms, responses, predictions, and various challenges encountered (Pambudi, Winarno, & Dwiyoogo, 2019). The 2013 curriculum is thought to be a strategic policy for preparing and confronting the Indonesian people's future challenges and expectations. According to (Sugiyono, 2006),

Planning entails compiling the steps that will be taken to accomplish the established objectives. Lesson planning is one type of planning in education.

All parties must adapt to an unprecedented situation as a result of the Covid-19 pandemic (Simbolon, Rakhman, & Nurhalimah, 2021). Today's learning process, which is often conducted face-to-face, is extremely difficult due to the ongoing pandemic (Saputra & Alif, 2021). Online learning in its current form requires the use of mobile devices such as smartphones, tablets, and laptops that may be used to do data searches anywhere and at any time (Hussain, Mills, & Sanders, 2018). Various media can also be used in online learning to support the application of online education. For example, virtual classes use Google Classroom, Edmodo, and Schoology services (Sadikin & Hamidah, 2020) as well as practical messaging applications such as WhatsApp. Online education can even be tried through social media such as Facebook and Instagram (Hussain et al., 2018).

The author's observation activities at SMPN 1 Gondang, Ngajuk Regency, revealed the difficulties and obstacles faced by teachers, parents, and students, specifically the scarcity of human resources, infrastructure such as laptops / cellphones owned by students, difficulty accessing the internet, unstable electricity conditions, and limited internet quotas owned by students. Teachers have problems in online learning and are compelled to focus on finishing the curriculum; learning time is limited, and teachers are unable to meet the weight of teaching hours; and they have difficulty communicating with parents who act as tutors for students at home.

Additionally, not all parents are willing or able to accompany their children while they study at home. Due to their other responsibilities, such as work, family, and so on, they have difficulties comprehending teachings and motivating children when accompanying children studying at home. Students also have difficulty concentrating while learning at home and complain about the teacher's frequent

assignments, increased stress and boredom as a result of continuous isolation at home, which has the potential to cause anxiety and depression in children, and access to learning resources is limited by either the electricity network or the internet.

Table 1. Total Class SMPN 1 Gondang

No	Grade	Total Class	Total Students
1	Grade VII	9	287
2	Grade VIII	9	282
3	Grade IX	9	280

It was discovered that Physical Education and online learning in Physical Education have a significant impact on students' knowledge, comprehension, and fitness, because prior to

online learning, students were still managed and overseen by physical education teachers at school.

As a result of the PE teacher's concerns, the author wishes to do a study titled "Evaluation of Tpack-Based Physical Education Online Learning for Students of SMP Negeri 1 Gondang, Nganjuk Regency, East Java".

METHODS

This research approach was qualitative with a research design that was used to evaluate the Stake model in terms of the Antecedent, Transaction, Outcome stages to get the information (Abdurrahman, Sulaiman, & Yudha, 2020).

Table 2. Research Data collection

Variable	Indicator	Data Source
<i>Antecedent</i>	Distance Learning	Learning
	Online Learning Obstacles	Implementation Plan (LIP) Semester
<i>Transaction</i>	Online learning equipments	Learning Plan (SLP)
	Online learning (zoom, youtube, google form)	PE Teacher Principle Students
<i>Outcome</i>	Value PE online learning	ParentsDocument

The data collection techniques used were observation, interviewing, and documenting interviews with Physical Education teachers, principals, parents, and students about distance learning, online learning constraints, learning tools, and learning media, and physical education online learning outcomes during the covid 19 pandemic. Lesson plans, assessment results, and data documentation for physical education teachers at SMPN 1 Gondang.

Techniques Validation of the data in this study was accomplished through the use of triangulation of source data and techniques. Then it is expanded with other terms that remain pertinent to the development of information collected by researchers through observation, interview, and documentation.

The data analysis technique based on an interactive analysis model developed by Miles, M. B., Huberman, A.M., (Sldana, 2014) Data analysis was composed of four interdependent

components: data collection, data reduction, data display, and conclusion. The four components constitute a continuous cycle.

RESULT AND DISCUSSION

Result

Antecedent

The distance learning is carried out at the order/decreed of the Minister of Education to deal with the very rapid spread of the COVID-19 virus. PE learning, which was originally scheduled for three hours of instruction, was reduced to one hour of instruction during the covid 19 pandemic. Instruction was conducted electronically or online. Distance learning must become a new habit for both teachers and students. Teachers must be creative in providing learning materials, and students must be proactive in embracing learning in order to accomplish learning objectives effectively.

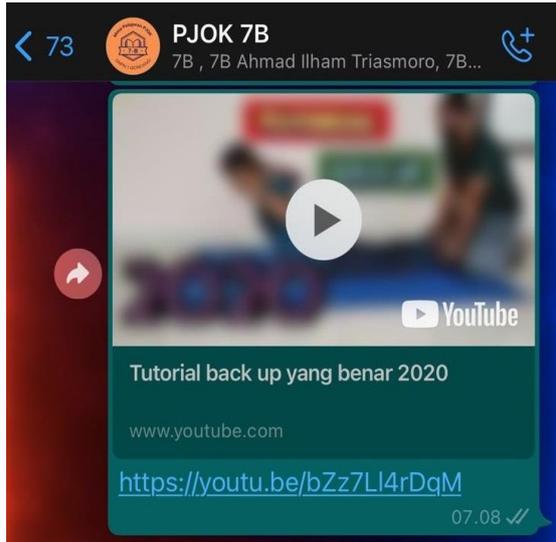


Figure 1. Online learning via WA

The obstacles of learning physical education online are experienced by all parties, schools, teachers, students, even parents and guardians of students at home feel this online learning obstacle. Teachers only have access to student movement activities via videos supplied by students via the wa group. Additionally, students face barriers when it comes to accessing online learning, which requires a stable and adequate internet connection. Numerous pupils at SMPN 1 Gondang expressed frustration with the school's Achievement APP for accessing learning materials. Interviews with parents and guardians of students revealed the same barriers to online learning: they were required to participate in the learning process their children were engaged in at home during the pandemic, and parents struggled to purchase internet quota for their children to access learning via learning apps.



Figure 2. The Si-Prestasi App is difficult for students to access

Transaction

The school provides infrastructure in the form of Wifi, Laptops and Computers belonging to the School which are intended for teachers as teaching facilities during the COVID-19 pandemic. While online physical education learning involves tools to create learning videos, teachers use tools in schools to present material to students as learning videos. Students who do online learning from home only need a quota to access material from online media; If an assignment requires students to make a motion video, it will be directed by a physical education teacher who uses props at home.

At SMPN 1 Gondang, East Java, learning during the pandemic uses Zoom, YouTube, Google Forms, and School Applications, all of which are used in online learning. There are a number of challenges associated with students who lack smartphones and those who are negligent. The solution for children who have problems getting to school is to meet with physical education teachers. Online learning, especially physical education and sports learning

is undoubtedly challenging, because physical education is a process that requires direct interaction with peers and supervision of teacher movements. Physical education teachers are expected to be actively involved in the progress of their students during this online learning.

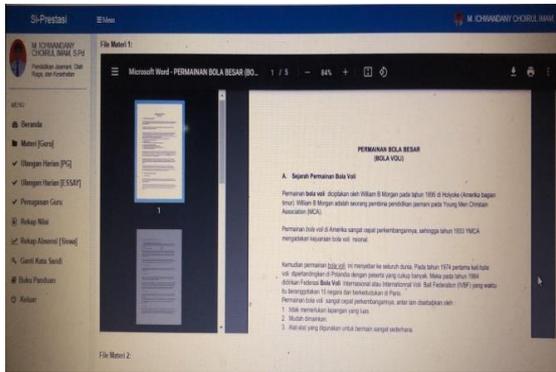


Figure 3. App Si- Prestasi

Outcome

The physical education teachers at SMP N 1 Gondang about student learning outcomes during the covid 19 pandemic. Physical education teachers evaluate students using assignments, daily tests, Mid-Semester Assessment, and End of Semester Assessment.

The final score was classified as good based on the application of the learning evaluation. Students at SMPN 1 Gondong maintained good results during the epidemic because they were supported at home by their parents, who assisted with daily tasks. This is an inescapable fact of life during the COVID-19 pandemic.

Table 3. Minimum Completeness Criteria (MCC) Physical Education Score

Physical Education	
Grade	MCC
Grade VII	80
Grade VIII	78
Grade IX	75

The value achieved may be more than the Minimum Completeness Criteria estimated for Class VIII SMPN 1 Gondang pupils. With teachers who are innovative in their approach to education during the COVID-19 pandemic,

children are eager about receiving education and consequently obtain high grades.

Discussion

Antecedent

The Covid-19 pandemic has compelled the Indonesian educational system to adopt new practices such as distance learning; yet, a number of regions in Indonesia continue to rely on online media (Hudah, Widiyatmoko, Pradipta, & Maliki, 2020).

Online learning creates numerous barriers that are felt by schools, teachers, students, and even students' parents and guardians. One of them is connected to network limits that vary by area; students and teachers who occasionally struggle to connect to the internet for educational purposes were also a result of the rising usage of distance learning platforms (Azzahra, 2020).

Transaction

Lesson plans, as learning tools, must be adapted to the current situation. While physical education is typically taught for three hours during each class, it is only taught for one hour during this pandemic. There are a variety of learning media that can be used for online learning, including Google Forms, Wa Groups, YouTube, Zoom, and school-provided apps. All of these learning service applications require a high-speed internet connection (Simbolon et al., 2021).

While online physical education learning at SMPN 1 Gondang is doing well, student teachers and parents must adapt fast to current conditions to ensure that the quality of our education remains high despite the covid 19 virus outbreak. Interactive and more innovative learning media that can increase students' learning motivation, and this increase in motivation will improve learning outcomes (Nuriansyah, 2020).

Outcome

Teachers were unable to fully monitor student progress during the COVID-19 pandemic, particularly in physical education.

Evaluation are evaluated occasionally using wa groups, google forms, and motion videos. Student assessments performed significantly better during the epidemic than they did before to the outbreak, owing to the fact that students worked on questions at home with the assistance of their parents or via Google (Alam, Pramono, & Rumini, 2019).

The learning process from home that is currently being carried out cannot be called an ideal learning condition, but rather an emergency condition that must be implemented, the value of the students obtained must still be considered (Arifa, 2020). Assessment of learning was a response to the need to preserve the spirit and psychology of students while they are learning in the midst of a pandemic. Additional assessments are conducted to ascertain the diverse needs of pupils throughout the learning process.

CONCLUSION

The antecedent of distance learning began in the middle of March at SMPN 1 Gondang. Constraints faced by students, beginning with the internet network, learning facilities, and learning media used, all create a new habit that teachers and students must quickly adapt to. At SMPN 1 Gondang, teachers use transactional learning technologies to create lesson plans that are adapted to the students' present learning situations. At SMPN 1 Gondang, students engage in online learning through the use of TPACK learning material such as Google forms, wa groups, youtube, zoom meeting, and the Si-Prestasi App. SMPN 1 Gondang's online physical education program's outcome during the covid 19 pandemic. The outcomes of the use of Physical Education Online Learning at SMPN 1 Gondang. for physical education and physical education online are categorized as good.

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