

Online Lectures on Learning Achievement at Student of Guidance Counseling (Subject Personal Development Counselor) and Physical Education (Subject Sports Health)

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Abstract

Almost a year, Indonesia is in a situation that is quite complicated, due to the spread of covid-19 significantly in many areas, it is then compounded by the numbers died fairly high. Governments and health workers have always called people to always maintain a healthy lifestyle and clean, to avoid the spread of this virus. From its appearance to a pattern of adaptation that has been done many, covid-19 directly has affected and changed the system order of human life in all sectors, not least in the world of education. In this pandemic period, various factors emerged in their own way which greatly influenced the system and even the habit patterns of learning activities. After approximately 1 year running, online lecturing has become a habit that occurs in learning, so it also affects learning achievement. Therefore, this research will look at the extent to which the online lecture process carried out in the current year also affects the learning achievement of students of the BK Study Program and the Penjaskesrek Study Program, FKIP, Undana Kupang. The conclusions obtained: (1) There is a significant effect of online lectures on student achievement of Counseling Guidance students and (2) There is a significant effect of online lectures on student learning achievement of Penjaskesrek.

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INTRODUCTION

Almost a year, Indonesia is in a situation that is quite complicated, due to the spread of covid-19 significantly in many areas, it is then compounded by the numbers died fairly high. Governments and health workers have always called people to always maintain a healthy lifestyle and clean, to avoid the spread of this virus. From its appearance to a pattern of adaptation that has been done many, covid-19 directly has affected and changed the system order of human life in all sectors, not least in the world of education.

At this time, in 2020, globally the whole world is experiencing a pandemic from the Covid 19 Virus which has a major impact on all aspects of life and does not escape the educational aspect. The world of education conventionally provides facilities in the form of facilities for education to take place, from schools to colleges. Turning into an empty building, there are no learning activities taking place in educational institutions both at schools and colleges.

So nowadays, deliberately all education systems that take place at all levels use distance learning. Seeing changes that are all sudden and deliberate, creating various problems both in terms of human resource readiness, in this case teachers and lecturers who are the main actors in managing learning activities through virtual media and even the readiness of students who play an important role as subjects experiencing distance learning activities far.

The author who from the beginning of the pandemic has undergone Work from Home (WFH) starting from scratch, with all the limitations in using existing virtual media facilities, trying to know and understand how to run E-learning, how to operate Zoom, how to operate Google Meet and so on. The author participated in various Webinars, which at that time provided many trainings on using various virtual media to optimize learning activities. Slowly but surely, there is a bright spot, the author is starting to be able to formulate distance learning activities through E-learning integrated with Zoom.

Surprisingly, the author experienced rapid progress in the delivery of material, especially for theoretical subjects, such as Sports Health. Through distance learning the author is given an alternative in providing explanations, not only through lectures but through learning videos that can be accessed by students repeatedly and the management of time spent during lecture hours can be used efficiently, not wasted. In this pandemic period, various factors emerged in their own way which greatly influenced the system and even the habit patterns of learning activities. After approximately 1 year running, online lecturing has become a habit that occurs in learning, so it also affects learning achievement. Therefore, this research will look at the extent to which the online lecture process carried out in the current year also affects the learning achievement of students of the BK Study Program and the Penjaskesrek Study Program, FKIP, Undana Kupang.

WHO in a press conference which took place on Wednesday (11/3/2020) announced the global corona virus pandemic. The term global pandemic is used to describe an epidemic that has now spread to almost all countries in the world and infected its citizens. The Center for Disease Control and Prevention (CDC) calls a pandemic referring to an epidemic that has spread across several countries or continents, usually affecting a large number of people. A pandemic is declared when a new disease for which people have no immunity to the disease spreads around the world beyond expectations. In addition, according to WHO (World Health Organization, 2020), a pandemic has nothing to do with the severity of the disease, the number of victims or infections, but on its geographical spread. The pandemic was decided upon after there was a wave of person-to-person infections across the community.

Once a pandemic is declared, the government and health system need to make sure they are prepared for the condition. By paying attention to these conditions, the spread of Covid 19 has become a pandemic in this era, after previously the term Pandemic itself had also been issued in

other cases such as HIV / AIDS, Swine Flu, Spanish Flu and Asian Flu (Layne et al, 2020:12). Wu, et al (2020:689) findings that 2019-nCoV is no longer contained within Wuhan, other major Chinese cities are probably sustaining localised outbreaks. Large cities overseas with close transport links to China could also become outbreak epicentres, unless substantial public health interventions at both the population and personal levels are implemented immediately.

According to WHO (World Health Organization, 2020), the name covid 19 itself refers to an infectious disease caused by a newly discovered type of coronavirus. The new virus and the disease it causes were not known before the outbreak in Wuhan, China, in December 2019. The most common symptoms of COVID-19 are fever, dry cough and feeling tired. Other symptoms that some patients may experience less often include aches and pains, nasal congestion, headache, conjunctivitis, sore throat, diarrhea, loss of taste or smell, rash on the skin, or discoloration of fingers or toes. The symptoms experienced are usually mild and appear gradually. Some people become infected but have only mild symptoms.

From its emergence to the adaptation patterns that have been carried out by many people, Covid-19 has directly influenced and changed the system of human life in all sectors, including in the world of education. Rasheed, et al (2020) made highlight to three indicators from online learning there is: 1) Students challenges involve self-regulation and use of technology for studying, 2) teachers are reluctant to include technology into face-to-face teaching and 3) Educational institutions challenge lies in provision of suitable technology.

The learning system has now been widely implemented and has received a lot of attention, considering that this is a relatively new situation for the education system at all levels in Indonesia. The government has set learning from home, following the Covid-19 storm that hit Indonesia. This regulation was then contained in SE of the Ministry of Education and Culture of the Republic of Indonesia number 4 of 2020 concerning the implementation of emergency education for the spread of Corona Virus Disease 2019 (Covid-19). Through this circular, the teaching and learning process in each education unit is carried out virtually, which is then known as online (in the network). Literally, online learning basically refers to a learning system which then opens opportunities for many people to be skilled and skilled in operating hardware and software to obtain and process information and knowledge in the lecture process that involves students and lecturers as a learning resource. Meanwhile, the characteristics of online learning include: Constructivism, Social constructivism, Community of learners, virtual classes, and behavioral interactivity, independence, accessibility and enrichment (Ditjen GTK, 2016).

Seeing this, each lecturer is given space to be creative and innovate in planning and compiling learning models (Mulyaningsih, Nurfiana, & Zahidin, 2017). At first, the term online learning models (OLM) refers more to computer-based internet technology (CBL), but with some circumstances that occur, its development, computers are not the only hardware that is relied on but also telephones. cellular or device. The use of cellular telephones or devices has recently become a characteristic of online learning, for several reasons including economical, easy to carry, cheap and superior in many features with many functions. So that with this convenience, students are better prepared to take part in online learning that is implemented in their lecture sessions supported by easy-to-access learning applications, several applications that are frequently accessed including zoom, google classroom, Whatsapp, Microsoft teams and many more, according to Hikmat (2020) states that the use of the Zoom and Whatsapp applications is increasingly popular and familiar to both lecturers and students at UIN Sunan Gunung Djati Bandung in carrying out online lecture activities. Meanwhile, Daniati (2020) found the same thing in relation to the increased motivation and learning outcomes of the Satya Wacana Christian University Economic Education Study Program students by using the google classroom application while carrying out online lectures.

Online lectures in their implementation also provide unique experiences and phenomena in seeing student development from all sides, in relation to academic problems. This can be seen through several measurement indicators from research conducted by Dindin Jamaluddin, et al (2020) on FTK students of UIN SGD Bandung, which shows that around 30% of students stated that they did not receive information during lectures using an online system. This can also be caused by several factors, including student habits during the learning process. When the learning system is carried out offline, then the material is delivered using the lecture method, students generally only listen to it, then 50% state that the online lecture system cannot facilitate the process of mentoring and learning. This can be because respondents who are accustomed to offline learning and mentoring must adjust to online learning. Through this fact, the big task of educators is to continue to strive for opportunities for the success of their students in order to achieve learning goals that include content mastery and student success.

Hoic-Bozic et al (2008) describes a survey conducted in the end of the course showed that students were satisfied with the pedagogical approach, and their academic achievements were also better than expected. Particularly important is that the dropout rate was greatly diminished, which could be related to students' satisfaction with the support they received from the instructor and the system. Learning as a process almost always has a wide place in various disciplines related to educational efforts. Learning can be directed at achieving understanding for human development and for human life.

Much of the quality of the results of the human development process depends on what and how he learns. Furthermore, the high and low quality of human development will determine the future of human civilization. Meanwhile, for human life, learning plays an important role in maintaining human life. In this connection, a student who takes the learning process is ideally characterized by the emergence of new positive psychological experiences which are expected to develop a variety of constructive, not destructive, traits, attitudes and skills. Learning in its role has a very big impact in every human life, the results of learning that are expected to always be interpreted as changes that become a measure of how effective learning itself is. Learning outcomes from a learning activity can be said to be efficient if certain learning efforts provide high learning achievement (Shah, 2009).

METHODS

This research is an Experimental Study with a research design using The Group of Pretest and Post-Test design. The group was divided into two, namely the Physical Education Student Group and the Counseling Guidance Student group. The technique of determining the sample using Purposive Sampling with the sample criteria must be Physical Education students who actively participate in Sports Health courses and Counseling Guidance students who actively participate in Counselor Personal Development courses from the beginning to the end of lectures.

Methodology stages: (1) Classification of groups into Physical Education Student groups and Counseling Guidance Student groups. (2) Provision of stage 1 treatment in the form of online learning through E-Learning, Zoom Meeting and Google Meet for 7 meetings. (3) The Pre-Test was held at the 8th meeting. (4) Provision of stage 2 treatment in the form of online learning by looking at the results of the Pre-Test. This lasted for 7 meetings. (5) The Post-Test was held at the 16th meeting. (6) Data analysis based on the results of the Pre-Test and Post-Test

DISCUSSION

The discussion in this study is divided into three parts, namely; (1) Descriptions of Data Statistics, (2) Prerequisite Test divided into Normality Test and Homogeneity Test, (3) Statistical Test using Paired-Sample T-Test. The details will be discussed in the explanation below.

Table 1 Description of Statistical Data

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Value UTS_BK	30	70.00	88.00	2348.00	78.26	3.99
Value UAS_BK	30	67.00	90.00	2414.00	80.46	4.93
Value UTS_PENJAS	30	40.00	90.00	2130.00	71.00	13.54
Value UAS_PENJAS	30	73.00	87.00	2407.00	80.23	3.86
Valid N (listwise)	30					

Interpretation:

Based on the results of the data description test using SPSS, data is obtained as shown in Table 4.1 Description of Statistical Data. It can be seen from each data, namely the UTS Value data, which is followed by 30 BK students, the maximum score is 70.00 while the BK students UAS score data obtained a Maximum score of 67.00 indicating a decrease in the highest score. Based on the UTS score data of BK students, the Sum score (the sum of all scores obtained) was 2348.00, while the UAS score data for BK students obtained the Sum value of 2414.00 which indicates an increase in the number of all scores obtained. Based on the data on the UTS score of BK students, the mean value is 78.26, while the data on the UAS score for BK students is obtained a mean value of 80.46 which indicates an increase in the mean value. Based on all the descriptions of the data above, it seems that there is an increase in the learning achievement of BK students during the online counseling of the MK Personal Development Counselor.

Based on the results of the data description test using SPSS, data is obtained as shown in Table 4.1 Description of Statistical Data. It can be seen from each data, namely the UTS Value data, which was followed by 30 PENJAS students, the Maximum score was 90.00, while the PENJAS student UAS score data obtained a Maximum score of 87.00 indicating a decrease in the highest score. Based on the data on the UTS score of PENJAS students, the Sum value (the sum of all scores obtained) was 2130.00, while the data for the National Exam Score for the PENJAS students obtained a Sum value of 2407.00 which indicates an increase in the number of all scores obtained. Based on the data on the National Exam scores for PENJAS students, the mean value is 71.00, while the mean value for PENJAS students is 80.23 which indicates an increase in the mean value. Based on all descriptions of the data above, it appears that there is an increase in the learning achievement of PENJAS students during online sports health MK lectures.

Prerequisite Test

a. Normality test

1) Hypothesis:

Ho = Normal Data Distribution

H1 = Abnormal Data Distribution

2) Decision Making Criteria:

If the value is Sig. > 0.05, ma Ho is accepted.

If the value is Sig. <0.05, then Ho is rejected so H1 is accepted.

Table 2. Normality Test Results

	Kolmogorov-Smirnov ^a		
	Statistic	df	Sig.
Pre-Test Counseling Guidance	.114	30	.200*
Post-Test Counseling Guidance	.093	30	.200*
Pre-Test Physical Education	.105	30	.200*
Post-Test Physical Education	.101	30	.200*

3) Decision:

Based on the results of the normality test using SPSS with the Normality Test using the Kolmogorov-Smirnov, the significance value of all indicators is $0.200 > 0.005$, so H_0 is accepted. In other words, Normal Data Distribution. Then the homogeneity test will then be carried out.

b. Homogeneity Test

1) Hypothesis:

H_0 = The data have a homogeneous variance

H_1 = The data has a variance that is not homogeneous

2) Decision Making Criteria:

If the value is Sig. > 0.05 , ma H_0 is accepted.

If the value is Sig. < 0.05 , then H_0 is rejected so H_1 is accepted.

Table 3. Homogeneity Test Results

		Levene Statistic	df1	df2	Sig.
Pre-Test	Based on Mean	5.793	1	58	.019
and Post-Test	Based on Median	4.301	1	58	.043
Group Counseling	Based on Median and with adjusted df	4.301	1	50.269	.043
Guidance	Based on trimmed mean	5.629	1	58	.021
Pre-Test	Based on Mean	2.111	1	58	.152
and Post-Test	Based on Median	1.650	1	58	.204
Group Physical Education	Based on Median and with adjusted df	1.650	1	57.781	.204
	Based on trimmed mean	2.069	1	58	.156

3) Decision:

Based on the results of the homogeneity test using SPSS with the Levene Test, the significance value of all indicators > 0.005 means that H_0 is accepted. In other words, the data have homogeneous variances. So, to continue the statistical test used is Parametric Statistics with Paired Sample T-Test.

Parametric Statistics of Paired Sample T-Test

a. Test of the Effect of Online Lectures on Student achievement of Counseling Guidance.

1) Hypothesis:

H_0 = There is no significant effect of online lectures on student achievement of Counseling Guidance.

H_1 = There is a significant effect of online lectures on student learning achievement of Counseling Guidance.

b. Test the effect of online lectures on learning achievement of Physical Education students.

2) Hypothesis:

Ho = There is no significant effect of online lectures on learning achievement of Physical Education students.

H1 = There is a significant effect of online lectures on learning achievement of Physical Education students.

3) Decision Making Criteria:

If the value is Sig. > 0.025 then Ho is accepted

If the value is Sig. <0.025 then Ho is rejected, so H1 is accepted.

Because of the two-tailed test, so the sig. 0.05 divided by 2 into 0.025.

Table 4. Test Results of Paired Sample T-Test

		t	df	Sig. (2-tailed)
Pair 1	Pre-Post Group Counseling Guidance	-8.206	29	.000
Pair 2	Pre-Post Group Physical Education	-10.772	29	.000

4) Decision:

Based on the results of statistical tests using SPSS with Paired Sample T-Test, the Sig. (2-tailed) for the UTS and UAS scores of the Counseling Guidance students $0.000 < 0.025$, then Ho is rejected so that H1 is accepted. In other words, there is a significant effect of lecturing on the learning achievement of Counseling Guidance students.

Based on the results of statistical tests using SPSS with Paired Sample T-Test, the Sig. (2-tailed) for the UTS and UAS scores of Physical Education students $0.000 < 0.025$ then Ho is rejected so that H1 is accepted. In other words, there is a significant effect of lecturing on the learning achievement of Physical Education students.

In this section we want to discuss about several factor impact this result. Learning achievement is generally influenced by several factors, including internal factors: (1) Physical factors (physiology). For example, vision, hearing, body structure and so on; (2). Psychological factors, among others; (a). Intellectual factors which include potential factors, namely intelligence, talents and real skills factors, namely the achievements that have been owned, (b). Non-intellectual factors, namely certain personality elements such as attitudes, habits, interests, needs, motivation, emotions; (3). Physical and psychological maturity factors (Ahmadi & Supriyono, 2011). Both External Factors; (1). Social factors which consist of; (a). Family environment, (b). School environment, (c). Community environment, (d). Group environment; (2). Cultural factors such as customs, science, technology, art; (3). Physical environmental factors such as housing facilities, learning facilities, climate (Ahmadi & Supriyono, 2011).

Tam et al (2020) highlight three primary point of academic achievement there is: 1) stress engendered the competition nowadays could lead to students' mental and physical dysfunctions, 2) Students learning motivation is proven to be predictive factors of their academic achievement and 3) Enhanced EI could lead to spontaneous learning motivation and improved academic performance. This approved by Grønlien et al (2021) reported that the digital resources supported student learning outcome achievement, that they better understood the teacher's expectations and that they were more satisfied with their virtual learning environment.

De Moura et al (2021) make research of blended learning and found the results show that the MOOC was used as a blended learning method in an introductory course, replacing part of the hours of face-to-face classes, allowing an increase of the number of students per teacher, besides making the discipline more attractive to the students.

These factors will directly influence students in spurring themselves to achieve. The correlation between the two factors has a significant impact on the achievement of student learning achievement. However, imbalances often arise and occur that cause learning achievement to decline.

The imbalance that is currently happening is how external factors greatly influence internal factors for students to receive teaching. In this pandemic period, various factors emerged in their own way which greatly influenced the system and even the habit patterns of learning activities. After approximately 1 year running, online lecturing has become a habit that occurs in learning, so it also affects learning achievement. Research conducted by Daniati, et al (2020) shows that the application of learning applications (google classroom) during the pandemic can increase student motivation and learning outcomes because students tend to be more enthusiastic in participating in learning if the learning process is accompanied by the use of technology. Therefore, all this factor influenced to the result from this research.

CONCLUSION

Many factor influenced the learning achievement which is internal factors (student learning motivation, stress mental and physical dysfunction, and many aspect other) and external factor (Family environment, School environment, Community environment, Group environment and many aspect other). In this research have the conclusions obtained: (1) There is a significant positive effect of online lectures on student achievement of Counseling Guidance students based on gaining from post-test and (2) There is a significant positive effect of online lectures on student learning achievement of Penjaskesrek based on gaining from post-test.

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