



Students' Perception of The Use of Mobile Learning on Rhythmic Gymnastics Learning at Senior High School Level

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Abstract

This research is motivated by advances and technology that are increasingly developing in all fields, one of which is education, which encourages physical education teachers in delivering rhythmic gymnastics material to innovate in the use of a set of learning media based on mobile learning. This study aims to determine students' perceptions of the use of mobile learning as seen from 1) Students' understanding of mobile learning in rhythmic gymnastics learning; 2) The benefits of mobile-learning in rhythmic gymnastics learning; 3) Readiness of students in the use of mobile learning. This research is descriptive quantitative research. The results of this study indicate that 78.75% of students understand mobile learning, 81.83% of students know the benefits of mobile learning and 79.08% of students declare readiness for the use of mobile learning. The results of these studies are expected to be used as a reference in the application of mobile learning not only on rhythmic gymnastics learning material. But it can be applied to other materials.

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INTRODUCTION

The development of Information and Communication Technology (ICT) has encouraged the creation of innovations in all fields. One of the fields that are not spared and the development is the field of education which is marked by the birth of the concept of mobile learning (m-learning). Mobile learning is unique learning because students can interact and review learning information anytime and anywhere without being bound by time and place. In this case, the instructor/teacher becomes a role model in creating interactive learning as teaching centers. These centers can support teachers with the provisions of controlling, monitoring and guiding activities for learning and teaching. In a mobile environment, the teacher's role is the mediator, supporter or facilitator, or to provide guidance to students for active and independent learning. The success of a teacher in carrying out learning, teachers must engage and monitor students during the learning process, assist students in learning activities, and help students to make connections with the real world and with new knowledge, Hasamah in (Krisnawati and Muslim, 2015), (Hokyoung and David, 2009). This will increase attention on learning material, make learning pervasive, and can encourage learner motivation for lifelong learning.

The limited-time owned by the teacher to meet face to face with students in the classroom can be assisted in the use of mobile learning that can be accessed anytime and anywhere because mobile learning uses mobile technology devices that can bring the convenience of each user in accessing knowledge. Development of media in the form of mobile learning is able to meet the criteria of support for the goals and content of learning, conformity with student characteristics, the efficiency of learning time, and easy to use by students (Ibrahim and Ishartiwi, 2017).

Physical education teachers are required to innovate in learning. Especially in rhythmic gymnastic subjects at the high school level. By using the right method and can design creative and innovative learning media by utilizing a set of mobile in the learning process or what is called mobile learning. With the right media used, the implementation of physical education learning is carried out smoothly and effectively. The smooth running of physical education lessons is more influenced by the activeness of students in participating in these activities, because the effectiveness of student learning in this activity will be influential, because of the feedback between students and teachers. As explained by (Husdarta, 2000) revealed that to carry out

the educational process, learning activities and learning is a very strategic effort to achieve the expected goals.

The success in physical education learning, especially in rhythmic gymnastics subjects depends on the interaction process that begins with the perception of educational actors, namely students and teachers of mobile learning used in rhythmic gymnastics subjects. Perception is a matter that is quite important for everyone before that person plunges directly in doing every activity needs to be considered first before carrying out an activity, so that something done is truly appropriate and beneficial. Through one's perception will continue to make contact with the environment and activities that will be carried out, one of them for students is to relate to the media used by the teacher in physical education learning activities especially on rhythmic gymnastics subjects. The main thing that they certainly do is issue their perceptions of the media which will affect their motivation and desire to participate in learning. The perception according to (Riswandi, 2009) is an internal process that we do to select, evaluate and organize stimuli from the external environment. Perception is very important because through this perception students will perceive mobile learning as a tool in the learning process of physical education, especially in rhythmic gymnastics subjects. Before students participate in rhythmic gymnastics learning activities, it is better for a physical education teacher to know in advance student perceptions of mobile learning in rhythmic gymnastics subjects that will later have an effect on learning. It also makes it easier for physical education teachers to apply rhythmic gymnastics material to be given to their students because that perception is the initial process experienced by students in understanding the lessons given.

The process of education in physical education is to study motion, both with regard to basic movements such as jumping, throwing and other movements performed with games, one of which is rhythmic gymnastics. Rhythmic gymnastics is one of the materials contained in physical education subjects which is the choice of rhythmic activities in the basic competencies of physical education learning, in practice, it must refer to educational goals including developing self-skills in efforts to develop psychomotor and maintenance of physical fitness and healthy lifestyle through various rhythmic activity in school. It also stated the purpose of physical education is to understand the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy lifestyle and fitness, be skilled, and have a

positive attitude.

According to (Caine, 2013) explained that Gymnastics is a sport characterized by early intensive practice. It can represent the most demanding sport in which excellence in performance is reached during childhood and early adolescence. Childhood and adolescence are periods of enormous skeletal growth (at the end of adolescence, the major part of adult bone mass is acquired). While (Husnul, 2011) explains rhythmic gymnastics is gymnastics done to channel a sense of art or a sense of beauty to foster and improve the art of motion. The pressure that must be applied to the rhythmic gymnastics is rhythm, body flexibility, and continuity of movement.

Based on the characteristics and structure of the movement, rhythmic gymnastics is very suitable to be designed and developed as a medium of education in physical education. Because it has many variations in the structure of motion. The large variety and structure of motion will enrich the students' vocabulary. The difference in student movement directly impacts the increase in student learning activities in the teaching and learning process. If student learning activities are high, students' physical fitness will be better.

But in reality in the field it was found that in the implementation of physical education teaching and learning process, especially rhythmic gymnastics learning still uses old media that is audio media (tape) so there are no new updates or innovations that are adapted to current developments that utilize and develop a set of mobile that can make an effective learning media. In addition, the lack of creativity of teachers in providing rhythmic gymnastic movements that can arouse the enthusiasm and motivation of students to want to move. So this research was conducted with the aim of knowing the students' perceptions of the use of mobile learning in rhythmic gymnastics learning. The results of these studies are expected to be used as a reference in the application of mobile learning not only on rhythmic gymnastics learning material. But it can be applied to other materials.

METHOD

This research is descriptive quantitative research. This research was conducted at SMK Negeri 2 OKU. The sample of this research is 24 students of class XI. The research used in the form of a questionnaire contains a number of questions that must be answered by respondents (Mak-

sum, 2008) [9]. The results of the research data describe; 1) Students' understanding of rhythmic gymnastics' mobile learning subjects; 2) The benefits of mobile learning in student learning; 3) Readiness of students in the use of mobile learning. Data analysis techniques using statistical tests then classified in quantitative research. The scores obtained are then analyzed using descriptive statistical techniques as outlined in the form of a percentage, while the percentage formula is as follows:

$$\% \text{ Interpretation Score} = \frac{\sum \text{ Result Score}}{\sum \text{ Maximal Score}} \times 100 \%$$

Figure 1. Formula Percentage Interpretation of Scores (Sudjana, 2012).

Referring to the formula above, the calculation results obtained are presented from each question item, the next step is to describe each item in the questionnaire and determine the classification of students' perceptions of good or good, then use guidelines with a range of 20% (Riduan, 2002). Here is a table of percentage criteria interpretation of scores:

% Score interpretation	Scor categories
0 – 20%	Very Weak
21- 40 %	Weak
41 – 60 %	Middle
61 – 80 %	Good
81 – 100 %	Very good

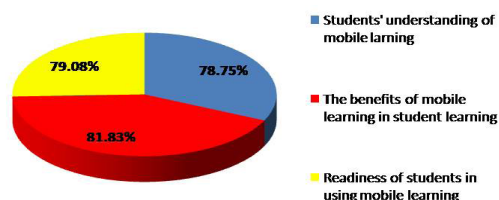
RESULTS AND DISCUSSION

Data analysis of the research results was obtained based on a questionnaire distributed to students containing 10 statements using a Likert scale with a score of 1 to 5. The results of the study discussed the results of calculating the frequency of answers, the average score of the percentage of students' answers regarding the three indicators, namely: 1) perception of students' understanding about mobile learning systems, 2) students' perceptions of how much the benefits of mobile learning in learning and 3) perceptions about students' readiness to use mobile learning.

Overall perceptions of students of SMK Negeri 2 OKU on the application of rhythmic gymnastics learning mobile learning can be illustrated in the following **Figure 1**.

Based on the **Figure 1** above it can be concluded that students' perceptions related to the understanding of mobile learning obtained a percentage score of 78.75% with a good category.

Figure 1. Diagram the Results of Percentage of Perception at SMK Negeri 2 OKU in Using of Mobile Learning Rhythmic Gymnastics Subjects



While the results of students' perceptions of the benefits of mobile learning gained a percentage score of 81.83% with a very useful category. While the perception of students' readiness in using mobile learning obtained a percentage score of 79.08% with the category ready. Thus it can be said that the research findings indicate that students' perceptions of the use of mobile learning in rhythmic gymnastics subjects at SMK Negeri 2 OKU are good (positive) in terms of the system of understanding, usefulness, and readiness of students in learning. The results of this study are in line with the results of research conducted by (Ningsih, 2019), (Ariska, 2017) and (Maulana, 2017) states that the use of learning media based on mobile learning is good and effective to be applied in learning process because it can help teachers and students learn more independently without being bound by time and place.

CONCLUSION

Based on the results of the study it can be concluded that as many as 78.75% of students understand mobile learning, 81.83% of students know the benefits of mobile learning, and 79.08% of students declare readiness in the use of mobile learning. Based on the findings of the study it can be concluded that the students' perception of the use of rhythmic gymnastics in mobile learning subjects in SMK Negeri 2 OKU is positive or good. This shows that students understand the main concepts and benefits of mobile learning, and have readiness for the use of mobile learning.

Although the research findings state that students' perceptions are positive or good for the use of mobile learning, but note that students are still constrained about the limited time of using mobile (mobile). Thus, teachers at SMK Negeri 2 OKU, especially physical education teachers who will develop their knowledge can use, utilize or develop mobile learning in learning. It can also

be used as a variation and innovation in learning so that learning is not monotonous and can encourage students' learning, and be able to help with limited time and space.

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