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**How Does Student's Learning Interest in Physical Education Subject Use
Nearpod Media in Covid-19 Pandemic**

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Abstract

During the COVID-19 pandemic, online learning media innovation is needed in order to maintain the obligations of educators and to create a pleasant learning atmosphere. This study aims to describe students' learning interest in physical education-orchestral subjects using Nearpod media. In addition, it does not only describe the students' learning interest, but also this research can be used as information media for teachers that there is the digital learning media which is ready to use. Students' learning interest can be identified through observation done by the Program for Prospective Teachers (A learning leader who can encourage children's development). The researcher used a qualitative descriptive design with research instruments in the form of Nearpod-based teaching materials, interview guidelines, and questionnaires. The results of this study is that the Nearpod.com learning media application can be used for learning media 'ready-to-use' in online learning models. It can also be developed and build an atmosphere of fun teaching and learning activities.

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INTRODUCTION

It has been almost two years that the pandemic caused by Corona Virus has become an epidemic in Indonesia. Some time ago there was a decrease in confirmed Covid-19 patients, so the Indonesian government through the ministry of education, culture, research, and technology plan face-to-face learning at the beginning of the semester in 2021/2022 school year. However, since May the delta variant from India has entered Indonesia which causes the second wave of Covid-19 attacks with the number of people that confirm positive dramatically increase. This affects to the postponement of the planned face-to-face learning. One of the Indonesian governments' efforts in reducing the rate of transmission of Covid-19 is to implement an emergency public activity restriction (Kusyeni et al., 2021). Therefore, learning for students is still conducted in online. So far the online learning is considered not optimal, therefore we need innovation in learning in terms to maximize the teaching and learning process (Karma et al., 2021).

Physical education, sports and health are one of non-exact subjects so that physical education, sports and health subjects are not the priority in learning during this pandemic. However, those subjects should be one of the important things during this pandemic to maintain body immunity.

The interest of some people in something will not suddenly appear, there must be a reason behind it. In order to make physical education subjects to be interested by students, a learning innovation is needed to attract students' interest in learning. It is important for students to develop their learning interest and create learning more optimal. Learning interest should become a motivation factor for students in learning based on interest or pleasure and students' desire to learn. Learning interest also becomes an aspect for motivation builder, a phenomenon formed by social interaction, and student involvement in learning activities (Ricardo & Meilani, 2017). Learning interest is defined as an interest in a lesson where it encourages individuals to learn and pursue the lesson. We have for indicators of students' learning interest; feeling pleasure, attention, interest, and involvement.

Several studies related to student interest in physical education-orchestral subjects have been carried out, such as the research on developing interactive multimedia based on educational games for health materials in physical education-orchestral subjects and concluded that learning media had an effect on student interest,

further research done by Jusrianto et al., (2019) for Junior High School / Senior High School students who developed a learning media application about physical education-orchestral learning with the results of the research in the form of an android-based application. Another related research also done by Sukamto and Harjono (2021) that have also developed learning media in the form of modifying the basic technique of passing down volleyball through video tutorials for students of Primary School 190 in Tanjung Jabung Barat, the development carried out as an effort to evolve students' understanding of the material about volleyball.

Observations done for one of Junior High Schools in Gonilan District, Kartasura that implemented distance learning and showed that physical education subjects were carried out conventionally where the teacher only gave weekly worksheets and short materials in PDF form. The results of student work are collected through the WhatsApp application by being photographed or scanned. Learning in this way is certainly not optimal and will make students bored. So it is necessary to develop learning media innovation.

The learning media developed must be adapted to the current environment (Bakhtiyar & Shintawati, 2020). Instead of being digital-based with only limited in transferring material through printed form to PDF or power-point, of course, this kind of development is still not very attractive for students. Currently, teachers no longer need to bother for development digital learning media because digital learning media have been widely circulated and can be used for free, just adjust the material. One application that is already available is Nearpod.

Nearpod is an application that can support the online learning process or e-learning with various feature facilities where it is easy to use by educators and students. The facilities provided by Nearpod can be used to explain material and create game-shaped quizzes. This kind of media makes the teaching and learning process more interesting and builds a sense of competitiveness in students' souls.

This is based on the Law of the Republic of Indonesia in number 20 of 2003 about the National Education System in chapter 40 in verse 2 which explains that educators have an obligation to create an educational atmosphere that is meaningful, fun, creative, dynamic, and dialogical.

This study aims to describe students' learning interest in physical education-orchestral subjects using Nearpod media. Beside of describing students' learning interest, this research can be used as information media for teachers that

nowadays we have innovation called Nearpod media with ready to use. The students' learning interest can be utilized as a consideration whether Nearpod-based learning media can be used and developed.

METHODS

The study used a qualitative descriptive design with research instruments in the form of Nearpod-based teaching materials, interview guidelines, and questionnaires. The data were obtained through the distribution of questionnaires and interviews after the research subjects used Nearpod-based learning. The subject is a grade of 8th Junior High School students who join as a student in Program for Prospective Teachers (A learning leader who can encourage children's development) organized by Muhammadiyah University of Surakarta.

Program for Prospective Teachers is a program to prepare for Institute of Teachers' Education as candidates to drive change in the context of Global Education, Transformational Education, Educational Disruption, Education in Emergencies Remote Teaching, or other educational changes. Program for Prospective Teachers is also a program to present, mobilize animate, dynamite, collaborate, and empower the community of informal and non-formal education that has adaptation to the education during the pandemic.

The students' learning interest questionnaire consists of 20 positive and negative questions. The scoring of the questionnaire uses a Likert scale with five categories (Widhiarso, 2010). Interviews were conducted to four subjects who were willing to become respondents voluntarily in this study. To gain valid data, the researcher uses a triangulation method that compares the interview data with questionnaire data and also compares the data obtained from each subject. Data analysis techniques include data collection, data reduction, data presentation, and conclusion.

The researcher gave the Nearpod-based material by themselves in four meetings on the traditional game material. The traditional games presented are baseball games, engklek games, dakon, and jumping rope.

RESULTS AND DISCUSSION

Learning using Nearpod application is conducted for one month with four meetings. Each meeting is begun with giving a brief mate-

rial followed by practice and ended with a quiz provided in Nearpod. The quiz is done independently at the same time. The speed and accuracy of student in answering the questions is the key to victory in the quiz given.

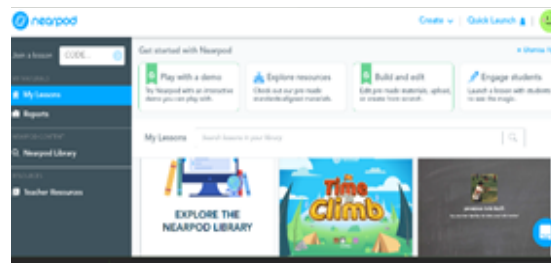


Figure 1. Teacher page display on the Nearpod application.

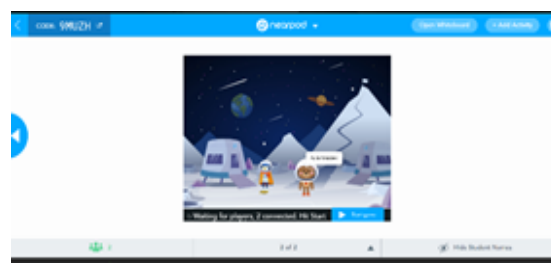


Figure 2. The documentation of student when creating in-game characters and the appearance of teachers' pc (Personal Computer).

The student can freely choose and make the characters in a quiz game as a reference for student involvement during playing the quiz.



Figure 3. The display when students take quizzes and is monitored directly from the teacher's PC (Personal Computer).

The scores gained by all students from working on the quiz game also shown on their respective layer displays during the quiz. This makes students' feel challenged and stimulates the sense of competitiveness.

During the learning process, students looked happy and followed the learning process

well. It can also be seen from the beginning that students were asked to open Nearpod.com on their respective cellphones. Students' understanding of the material can be said to be good, as indicated by the scores got from the quizzes. In addition, when students are invited to re-explain the material that has been studied, their enthusiasm is quite good. From these observations, there are indications that Nearpod-based learning can reach students' interest.

However, it is not enough with the observation result. The next is to show the result of questionnaires from each indicator of students learning interest. Briefly, student learning interest on each indicator is shown in **Table 1**.

Table 1. The category of students' interest in each indicator

Indicator	Category
Feeling Pleasure	High
Attention	Medium
Interest	High
Involvement	Medium

The aspect of feeling pleasure is one of indicators from learning interest. The researchers take five statement items in order to determine the learning interest in terms of feeling pleasure. The first statement, the material delivered through Nearpod media is difficult to understand. All subjects gave the answer "disagree." The second statement, I like the physical education, sports, and health lessons that are taught by Nearpod application. Subjects agreed to answer "agree." The third statement, I am disappointed if the schedule of sports practice is canceled. One subject chose "agree" and another one gave "disagree." The fourth statement, I am excited to join the movements taught by the teacher during the warm-up. Two subjects showed the answer "disagree." The fifth statement, the quiz presented in Nearpod is really interesting, both subjects chose the answer "strongly agree."

From the statement submitted and the answer given, it shows that the students have a high feeling of pleasure in learning traditional game using the help of Nearpod application. This is also confirmed by the subject during interview who stated "besides studying, I can also play and compete with friends during lessons." From the results of questionnaires and interviews, it can be concluded that students have high feeling of pleasure when learning with Nearpod.

It is also supported by the opinion of Lestari & Ridwan (2017) which stated that digital-based learning will greatly reach students' learning in-

terest. Nearpod is "ready-to-use" application and makes it easy to use so that students are interested in using Nearpod as a learning media.

Attention

The aspect that becomes an indicator of interest in learning is attention. The researchers take five statement items in order to determine the interest in learning in terms of attention. The first statement, I pay attention from the beginning of the lessons to the end of the lessons. All subjects gave the answer "agree." The second statement, I chat or play on my own phone during the class. All subjects showed the answer "disagree." The third statement, I am able to retell what have been explained by the teacher during the lesson using Nearpod. One subject gave the answer "agree" and another one was "disagree." The fourth statement, I ask the teacher when I am confused. Both subjects showed the answer "agree." The fifth statement, I do not daydream when I am using Nearpod. Both subjects chose the answer "Strongly agree."

From the statement submitted and the answer given, it shows that the students have a high attention in learning traditional game using the help of Nearpod application. This is also confirmed by the subject during interview who stated "besides paying attention to Nearpod.com, I also take a note the material in my book." From the results of questionnaires and interviews, it can be concluded that students have high attention when learning with Nearpod.

The Interest and Involvement

The next aspect that becomes an indicator of learning interest is interest and involvement. When the researchers ask the students to open Nearpod, the researchers pay attention to students' expression. Two subjects look really excited to learn every single material with Nearpod. Both subjects are also active during working the task to draw a field in their Nearpod. From the quiz conducted, the competitive spirit of the two subjects is really high showed by their desire to get the most score. The researchers take seven statement items in order to determine the learning interest in terms of interest and involvement. The first statement, the material delivered through Nearpod media is not interested. All subjects gave the answer "disagree." The second statement, I like playing and learning physical education, sports, and health lessons that are taught by Nearpod application. Subjects agreed to answer "agree." The third statement, I would like to obtain the game quiz score higher than my friends. One subject said "agree" and another one was "strongly agree." The fourth statement, I am

excited to join the movements taught by the teacher during the warm-up. Both subjects showed the answer “disagree.” The fifth statement, the quiz presented in Nearpod is really interesting, both subjects gave the answer “strongly agree.” The sixth statement, learning using Nearpod is conducted not only when studying with researchers, but also learning during spare time. Both subjects answered “strongly agree.” The seventh statement, I would like to exchange the questions that my friends made to compete for scores. Both subjects answered “strongly agree.”

From the statement submitted and the answer given, it shows that the students have a high interest and involvement in learning traditional game using the help of Nearpod application. This is also confirmed by the subject during interview who stated “I like the most when making cute characters during quiz game.” From the results of questionnaires and interviews, it can be concluded that students have high interest when learning with Nearpod.

Several indicators above showed that learning uses Nearpod influences the interest of students’ learning. It is also supported by the opinion of Agunbiade K. N, (2017) on discussion the interest defined by learning media.

CONCLUSION

The result of this study can be concluded that the application of learning media Nearpod.com can be used for learning online model by focusing on the obligation to create a pleasant learning atmosphere for an educator. Besides being fun, Nearpod application can also stimulate the competitive spirit and creativity for students. It is hoped that this research can be used as reference for students, lecturers and teachers for ready-to-use learning media references and hopefully can be developed.

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