

The Importance of Online Media toward Physical Education during Covid-19 Pandemic

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Abstract. Physical education is outlined as learning through motions and should following the right steps so that it will be meaningful for the learners. Moreover, physical education is a proportional and adequate learning program to share learners' attentions in learning domains, namely psychomotor, cognitive, and affective. This study implemented literature research by collecting online published articles in *Google Scholar* website in the range of 2020-2021. The possibility of learning on this subject during pandemic is widely open although the school area or environment was not fully supported with infrastructure facilities on online learning. There are several online media could be the options in bracing physical learning, such as by taking the advantages on the features of *Google*, *WhatsApp*, *Youtube*, *Zoom*, and *Telegram*. All in all, the collaboration between teacher, students, and parents became the solution to support online learning via online media, considering some areas were not able to implement online learning due to the internet network, infrastructure and facilities, and the lack of teachers' skills in administering online learning.

Key words: online media; physical education; pandemic of covid-19.

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INTRODUCTION

Education at school has some priorities. One of the priorities is in physical education subject. Due to the Education and Culture Minister of Indonesia's statement on the attempt to prevent the spread of Corona virus or Covid-19, thus all learning activities at school such as in-class learning and practices are closed until further notice. Online learning has become a considerable option to end the spread of Covid-19 (Yudiawan, 2020).

The spread of corona virus that has infected almost all regions in Indonesia caused the shifting of in-class learning into distance learning by applying learning from home (Megawanti, Megawati, & Nurkhafifah, 2020). Teacher's roles in online learning has been slowly vanished and replaced by some online learning applications which is considered as safe learning model to build real interaction between teacher and students without having face-to-face learning process. Furthermore, (Cahyani, Listiana, & Larasati, 2020) stated that some learning distractions occurred during learning process might affect learner's motivation. By the time distance learning is implemented, teachers and parents were forced to adapt quickly so that all learning objectives could be achieved. Online learning could be an alternative to solve this

problem (Sadikin & Hamidah, 2020).

Physical education contains whole learning process which cannot be separated, involving selected physical activities in order to develop and escalate the three learning domains namely cognitive, affective, and psychomotor (Jumadi, Laksana, & Prananta, 2021). According to Husdarta as cited in (Hasanah, Adi, & Suwiwa, 2021), the learning process of physical education emphasizes on the whole personal development, including physical, mental, intellectual, and social development. Physical education is more than just teaching and transferring knowledge. The teachers are expected to maximize the learner's potentials. (Nurchahyo, Festiawan, Yoda, Wijayanto, & Adi, 2021).

METHODS

This study is intended to draw a broader overview on the importance of online media, kinds of online media, and its effectiveness toward learner's motivation and intention. Literature research method was applied in this study by collecting online published articles on *Google Scholar* website in the range of 2020-2021.

RESULTS AND DISCUSSION

There are many learning models has been applied in the pandemic of Covid-19 era, varies

from free to paid learning platforms that has been created by the developers. Besides, there are also some online learning platforms initiated by institutions which might integrate to national online learning system or independently developed. The most accessible online learning platforms is based on android, for instance learning application from Google which can be accessed online and integrated one and another. Some learning features in Google application are *Google form*, *Google docs*, *Google spreadsheet*, *Google classroom* (Herlina & Suherman, 2020).

Other than that, audio visual media has become an alternative in delivering learning materials during online learning in pandemic era. It is confirmed by the research data stating that audio visual learning was very suitable to be used during the Covid-19 pandemic (Simbolon, Lestari, Armanto, & Alfarras, 2021). Meanwhile, the online media that mostly used by the teachers to process the online learning was *WhatsApp* Group (Priono & Siregar, 2021), (Prastowo, 2021). It was also figured out that during pandemic of Covid-19, physical education was conducted online by making use of *Youtube*, *Whatsapp*, and *Google classroom* (Rozi, Safitri, Latifah, & Wulandari, 2021). The last, the model of physical education learning activity between teacher and learners during the pandemic were using free applications, such as *Google Classroom*, *YouTube*, *Video Zoom*, *WhatsApp*, and *Telegram* (Bhetharem, Mahardika, & Tuasikal, 2020).

The learning process of physical education is still running even though we are in the Covid-19 pandemic. However, there are slightly differences in its implementation such as in-class learning is shifted into at-home learning by utilizing technology to run online learning in order to stop the spread of Covid-19. The use of audio visual media helps learners to understand learning materials better. In line with that, students' learning outcomes are also increased. Particularly, audio visual has been used during online learning as an alternative transfer knowledge media. This statement is supported by the data of audio visual media which its implementation is suitable for this pandemic time. Noticing that the pandemic has not over yet and the viruses are more wide-ranging, thus every education unit ought to beef up the quality on the use of audio visual media so that it would be more effective and the learners are more motivated (Simbolon et al., 2021).

The motivation of senior high students in

attending physical education has been investigated by using questionnaire via *Google Form* that were categorized into two, intrinsic and extrinsic motivations. The data from questionnaire showed that both motivations were categorized as very high (Suryawan, Adi, & Semarayasa, 2021). Intrinsic motivation arising from internal factors which come within the learner him/herself, such as learning discipline, physiological conditions (teachers's physical condition), and psychological conditions (intelligence, aptitude, interest, motivation). While extrinsic motivation arises from external factors which come outside the learner. For example: environment, family, and other educational instruments (curriculum, teacher, facilities, and infrastructures). Those intrinsic and extrinsic motivations could be the focus on solving the problems by the time online learning conducted.

Students' interests in attending online learning on physical education subject could be determined from how well the students performed during the class (Dewi & Sepriadi, 2021). Their interests during the class including all theoretical and practical activities were categorized as high (Suprianto, Wahjoedi, Luh, & Sryanawati, 2020). Consistency and happiness were needed in performing physical activity. Happiness during physical class tends to create steadiness in learning. Meanwhile, the feeling of fear and lazy to follow the online learning activities makes the learners difficult to achieve the learning objectives on physical education class.

A previous research conducted by (Rochman, Indahwati, & Priambodo, 2020) concluded that online physical education has been well implemented, but not as optimal as the expected due to the lack of information and technology mastery, learning materials were not well prepared, learning process was limited, and learning evaluation was less comprehensive. It might be possible if the online media in physical education class was less effective. It was because of some factors, such as: some of the teachers were not mastering and not yet attached to online media, some areas in Indonesia had bad internet network, some students could not upload/send the assignments because of the limited internet network and/or quota, yet several students did not have the supporting communication tools. These factors affected students' learning process at home. Moreover, the students were difficult to ask for consultation from the teacher, prior to materials that needed more comprehensive

explanation and understanding. All in all, collaboration between teacher, parents, and students is essential to build a good learning process.

CONCLUSION

The potential of conducting physical education class during Covid-19 pandemic is widely open, even though the school areas or environment has not been equipped with facilities and infrastructure to support online learning. Several online media used to support the learning process are those features which are available on *Google, WhatsApp, Youtube, and Telegram*. The collaboration between teacher, students, and parents can solve the problems and becomes the key of online learning so that online learning could be still implemented although some areas are having troubles with the internet network, supported facilities and infrastructures, and also the lack of teachers and learners' mastery in administering online learning.

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