

Student's Perceptions of Learning Physical Education in Sports, And Health Using a Hybrid Learning System at SMAN 1 Ngluwar, Magelang Regency



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ABSTRACT: Learning using a hybrid learning system is one solution to overcome problems in the world of education during the COVID-19 pandemic. Physical education, sports and health are one of the subjects that are required to implement this system. This study aims to determine students' perceptions of the implementation of physical education, sports and health using a hybrid learning system at SMA N 1 Ngluwar, Magelang Regency. The method used in this study is a survey method with data collection using a questionnaire. The type of research used is descriptive quantitative with the number of research subjects as many as 32 students. The results showed that students perceptions of the applied learning system were positive. The results are in line with the real situations and conditions faced by educators when carrying out classroom learning, there are still many students who are less enthusiastic in participating in learning. The adaptation of educators and students in carrying out the new learning system used is one of the causes of the poor perception of students towards this learning.

KEYWORDS: Physical Education, Hybrid Learning

INTRODUCTION

Physical Education, Sports and Health is one of the subjects contained in formal education at the secondary school level. Education is an effort made to create a learning atmosphere so that students can develop all their potential, both from the spiritual, social, personality, and social aspects. In this case, what is meant by the purpose of Physical Education Subjects is to realize the goals of education through physical activity. By using this online learning system sometimes various problems faced by students and teachers arise, such as subject matter that has not been completed by the teacher then the teacher replaces it with other tasks. This is a complaint for students because the tasks given by the teacher are more (Siahaan, 2020) . Even though education is going well during the COVID -19 pandemic, there are many obstacles, such as the adaptability of educators and students in the school environment. in the field of information technology such as facilities and infrastructure as well as internet access. There are positive things in learning at home, namely the ability of students to learn independently by independent study can improve the quality of student learning. The factors that influence student learning are: emotions, motivations, thoughts, and beliefs (Wijaya et al., 2020) . Education that originally used a face-to-face system has now turned into an online system. Every formal educational institution, in this case, is a school that must still refer to the goals in the national education system. The government and schools must try to find solutions to overcome the adverse effects that occurred during this pandemic. Policies from the government regarding learning in the new normal era are sufficient to open access for schools in determining steps to deal with these adverse impacts.

Based on the Joint Decree of the Minister of Education and Culture of the Republic of Indonesia Number 03/KB/2021, Minister of Religion of the Republic of Indonesia Number 384 of 2021, Minister of Health of the Republic of Indonesia Number HK. 01.08/MENKES/4242/2021, and the Minister of Home Affairs of the Republic of Indonesia Number 440-717 of 2021 concerning Guidelines for Implementation of Learning During the Corona Virus Disease 2019 (Covid-19) Pandemic decided that education was held face-to-face. face-to-face on a limited basis while still applying health protocols. Referring to this decision, of course, every school has the responsibility to carry out face-to-face learning on a limited basis. Based on a letter to the Department of Education and Culture of Central Java Province Number 422.4/266/17.

Limited face-to-face learning is held to overcome problems that occur in the teaching and learning process during the COVID-19 pandemic. SMA N 1 Ngluwar applies a hybrid learning system. Hybrid learning at SMA N 1 Ngluwar is implemented by combining 2 (two) systems, namely the online system and the face-to-face system (offline). The number of students who are less focused and actively participates in online learning makes this system a solution in teaching and learning activities during the COVID-19 pandemic. Students who undergo face-to-face learning at school receive learning materials directly, while half of those

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who are at home follow the online learning process with live streaming. Educators can convey material freely when dealing directly with students in turns with opportunities for 2 (two) weeks because students will take turns undergoing online and face-to-face systems.

Based on the observations of researchers at SMAN 1 Ngluwar, many students are not allowed to enter school for various reasons. Students who had the opportunity to take part in live streaming learning from home were not enthusiastic and some were not. Over time, the number of groups participating in limited face-to-face learning is also increasing. This means that facilities and infrastructure must be prepared optimally. However, the procurement of such facilities and infrastructure must also comply with applicable regulations. From the point of view of educators must also adapt to a hybrid learning system. There are some educators who have difficulty preparing learning materials and tools by adapting such a combined learning system.

With the application of learning rules that are only carried out in the classroom, of course for Physical Education Subjects it is not optimal. Physical education is more dominant in activities that require sufficient space for students. The material which is part of the psychomotor aspect is less than optimal. Learning in physical education cannot be separated from physical activity or movement, so that infrastructure is an important factor in determining the success of physical education learning activities (Widiastuti, 2019)

Referring to the existing statements and facts, the researcher will know about students' perceptions of physical education learning in class XI using a hybrid learning system at SMA N 1 Ngluwar, Magelang Regency. Perception is the process of organizing and interpreting sensory information to give meaning (Jolanda et al., 2018) . Perception is a fairly important part in learning, both from educators and students. In achieving learning objectives, of course, a good perception is needed from all parties. While Hybrid Learning, often also referred to as Blended Learning , is an alternative that can be used as an option. This learning method combines face-to-face (conventional) learning methods with online learning by taking the advantages of each (Soejoto et al., 2018) . Through hybrid learning - based learning, students are expected to be able to learn independently, sustainably, and develop throughout their lives so that learning will be more effective, more efficient, and more interesting (Tuapattinaya, 2017) .

Physical education at SMA N 1 Ngluwar is one of the subjects that implements hybrid learning as a solution during the COVID-19 pandemic. PJOK is basically an integral part of the overall education system, aiming to develop aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity and sports Based on the opinion above, that PJOK is an integral part to develop all aspects of physical, mental and emotional activity which is presented as an activity in the educational process (Nurul Raodatun Hasanah et al., 2021) . In addition, PJOK is needed so that children have adequate physical, intellectual, and mental spiritual conditions to develop further according to their respective potentials (Mashud, 2019) .

Physical education is an integral part of the overall education that contributes to individual development through the medium of physical activity of natural human movements. Physical education is a planned and designed sequence of learning experiences to meet the development and growth, and behavioral needs of each child (Nugraha, 2015). Physical education is a process of educating a person as a member of society which is carried out consciously and systematically through various physical activities in order to obtain increased physical abilities and skills, growth of intelligence, and character formation.

Physical education is a process of educating a person as an individual or a member of the community that is carried out consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and character development and personality harmony in the framework of the formation of quality Indonesian people based on Pancasila. Physical education is an educational process through physical activities, games, or selected sports to achieve educational goals. So Physical Education, Sports, and Health are educational activities through physical activities, sports, and health to achieve educational goals.

METHOD

The research used is descriptive quantitative research with the type of assessment and the method used is a survey with data collection using a questionnaire. Data collection was carried out on November 24, 2021 at SMA N 1 Ngluwar, Magelang Regency. The target set by the researcher is class XI students, which is the level taught by the researcher. The population is the entire unit of analysis that is the target in a study. The population in this study were 282 children and 32 children were taken as research subjects.

The procedure for this research started from the researcher making a questionnaire as a data collection tool and then testing it to get validity and giving it to the children who were sampled in the study. Questionnaires are a number of questions that are presented in writing to obtain data or information from respondents. The questionnaire used is a closed questionnaire so that the respondents' answers are not too broad out of context. After the data is obtained, then the data analysis is carried out. The lattice table of questions in the questionnaire is as follows:

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Table 1. Grid of Questions in the Questionnaire

Research variable	Indicator	Question Number
Sports and Health in Class XI Students Using a Hybrid Learning System at SMA N 1 Ngluwar, Magelang Regency	Learning system	1,2,3,4,5,6,7,8
	Facility Utilization	9,10,11,12,13,14
	Learning process	15,16,17,18
	Learning outcomes	19,20,21,22
Total		24

At the data collection stage, the researcher used a Likert Scale model. According to Sugiyono (2010, p.134) the Likert scale is used to measure the opinions, perceptions and attitudes of individuals or groups towards a social phenomenon. With this scale, a variable is translated into an indicator variable that will be used as a benchmark for compiling instrument items in the form of alternative questions with answers: strongly agree, agree, average, disagree, strongly disagree. The following table of alternative scores of research instrument answers:

Table 2. Research Instruments Answer Alternative Score

Alternative Answer				
SS	S	BS	TS	STS
5	4	3	2	1

The data analysis technique used in this research is descriptive statistical analysis technique. The application used is Microsoft Excel manually. Formulas to calculate mean (M), median (Me), mode (Mo), and standard deviation (SD). To determine the position by calculating the Ideal Average and Standard Deviation the following norms are used:

$$Mi = \frac{1}{2}(ST + SR)$$

$$Sdi = \frac{1}{6}(ST - SR)$$

Information:

Mi = Average (Ideal Average)

Sdi = Ideal Standard Deviation

ST = Highest Score

SR = Lowest Score

By calculating the Ideal Average and Standard Deviation, the tendency of students' perceptions of physical education and physical education learning in class XI using a hybrid learning system at SMA N 1 Ngluwar, Magelang Regency is categorized as follows:

Table 3. Conversion of Scores into Category Trend Variables

Not	Perception Category	Score (X)
1	Very positive	$X > Mi + SDi$
2	Positive	$Mi < X < Mi + SDi$
3	Less Positive	$Mi - SDi < X < Mi$
4	Negative	$X < Mi - SDi$

RESULTS AND DISCUSSION

1. Perception of learning system

Perceptions of the attributes of the learning system are then explained through indicators, namely understanding of the learning system, interest in the learning system, ease of following the learning system, comfort in using the learning system, feasibility of learning system support tools, and feasibility of learning systems. learning system support network, learning system objectives,

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learning system usability. The highest score was 36, the lowest score was 23, the ideal mean was 29.5, and the standard deviation was 2.17. The following is the frequency of answer results based on the interval category as outlined in the table:

Table 4. Frequency of Respondents' Answer Results on Learning System Attributes

Not	Perception Category	Score (X)	Frequency
1	Very positive	$X > 31.67$	17
2	Positive	$29.5 < X 31.67$	2
3	Less Positive	$27.33 < X 29.5$	10
4	Negative	$X 27.33$	3

Table 4 describes the respondents' perceptions of the attributes of the learning system with the results of respondents giving very positive perceptions as many as 17 respondents, respondents giving positive perceptions as many as 2 respondents, respondents giving less positive perceptions as many as 10 respondents and negative perceptions as many as 3 respondents. The following is expressed in histogram form:

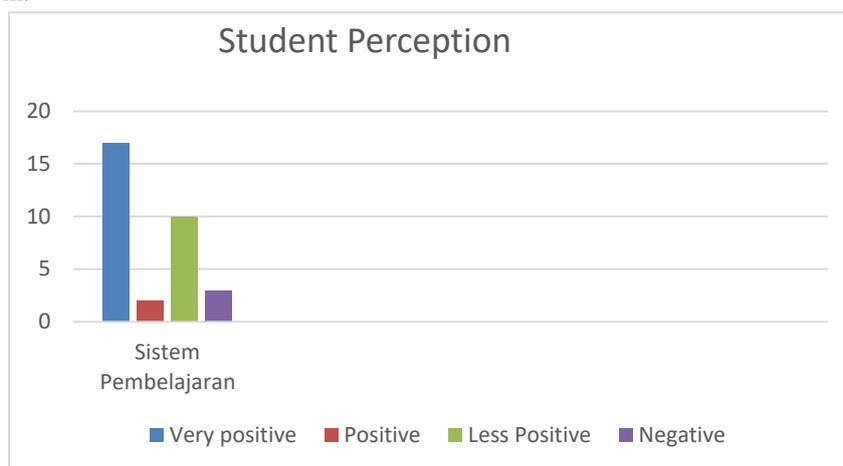


Figure 1. Histogram of the number of respondents to the attributes

of the learning system by category interval

2. Perception of Facility Utilization

Perceptions of the use of facilities in this context are devices as well as buildings and classrooms in schools. The attributes of facility utilization are then translated into indicators, namely: meetings with educators, asking educators, management of educators in offline classes, management of educators in online classes, readiness of educators for hybrid learning tools, teacher's ability to use face-to-face. facing the classroom, the ability of teachers to use virtual classrooms, the ability of students to use the internet network. The highest score was 38, the lowest score was 26, the ideal average was 32, and the standard deviation was 2. The following is the frequency of answers based on the interval category as outlined in the table:

Table 5. Frequency of Respondents' Answers to the Attributes of Facility Utilization

Not	Perception Category	Score (X)	Frequency
1	Very positive	$X > 34$	4
2	Positive	$32 < X 34$	5
3	Less Positive	$30 < X 32$	11
4	Negative	$X 30$	12

Table 5 describes the respondents' perceptions of the attributes of the learning system with the results of respondents giving very positive perceptions as many as 4 respondents, respondents giving positive perceptions as many as 5 respondents, respondents giving less positive perceptions as many as 11 respondents and negative perceptions as many as 12 respondents. The following is expressed in histogram form:

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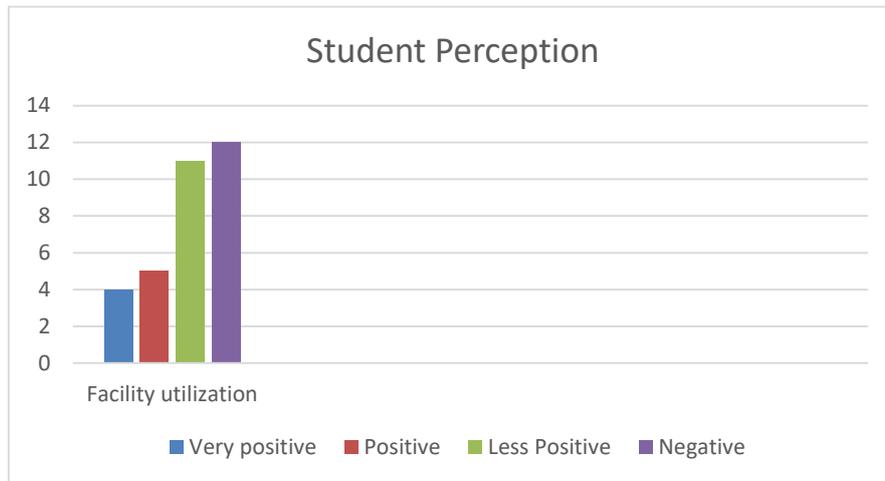


Figure 2. Histogram of the number of respondents on the attributes of facility utilization by category interval

3. Perception of Learning Process

Perceptions of the attributes of the learning process are then explained through indicators, namely the suitability of the application of the hybrid system in the physical education learning process, the suitability of the learning process with learning objectives, student interest in the learning process, the suitability of the assessment carried out with the learning process. The highest score was 20, the lowest score was 11, the ideal mean was 15.5 and the standard deviation was 1.5. The following is the frequency of answer results based on the interval category as outlined in the table:

Table 6. Frequency of Respondents' Answer Results on Learning Process Attributes

Not	Perception Category	Score (X)	Frequency
1	Very positive	$X > 17$	6
2	Positive	$15.5 < X < 17$	17
3	Less Positive	$14 < X < 15.5$	3
4	Negative	$X < 14$	6

Table 6 describes the respondents' perceptions of the attributes of the learning system with the results of respondents giving very positive perceptions as many as 6 respondents, respondents giving positive perceptions as many as 17 respondents, respondents giving less positive perceptions as many as 3 respondents and negative perceptions as many as 6 respondents. The following is expressed in histogram form:

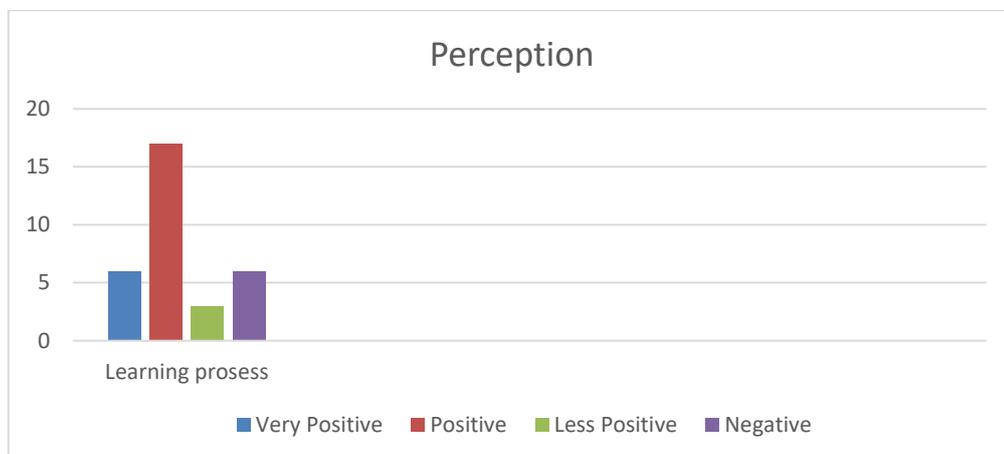


Figure 3. Histogram of the number of respondents to the attributes of the learning process by category interval

4. Perception of Learning Outcomes

Perceptions of the attributes of learning outcomes are then explained through indicators, namely student learning outcomes from cognitive, affective, psychomotor and physical aspects. The highest score was 20, the lowest score was 12, the ideal mean was 16 and the standard deviation was 1.33. The following is the frequency of answer results based on the interval category as outlined in the table:

Table 6. Frequency of Respondents' Answers to Learning Outcomes Attributes

Not	Perception Category	Score (X)	Frequency
1	Very positive	$X > 17.33$	6
2	Positive	$16 < X 17.33$	4
3	Less Positive	$14.67 < X 16$	20
4	Negative	$X 14.67$	2

Table 6 describes the respondents' perceptions of the attributes of the learning system with the results of respondents giving very positive perceptions as many as 6 respondents, respondents giving positive perceptions as many as 4 respondents, respondents giving less positive perceptions as many as 20 respondents and negative perceptions as many as 2 respondents. The following is expressed in histogram form:

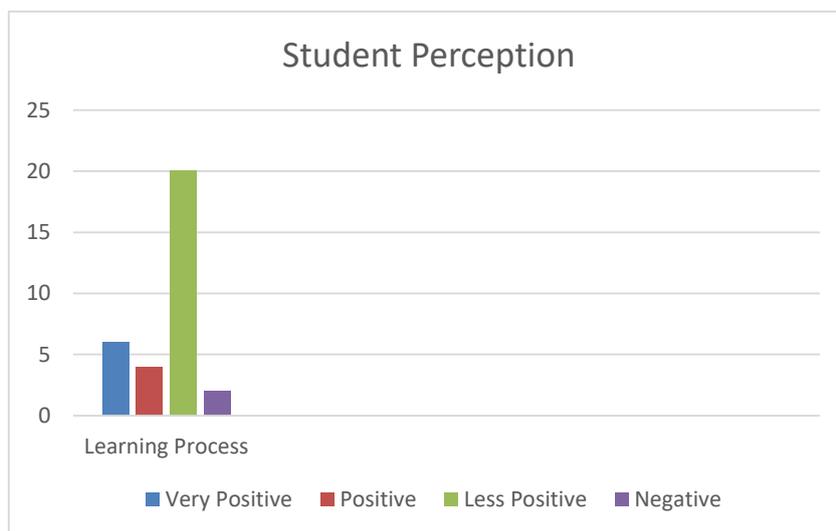


Figure 4. Histogram of the number of respondents on the attributes

of learning outcomes by category interval

Based on the data obtained in this study, students' perceptions of the learning system using hybrid learning in physical and physical education subjects mostly gave positive results. This is in line with the purpose of implementing this learning system, namely as a solution to the situation and condition of the world of education during the COVID-19 pandemic. While the attributes of the use of existing facilities at SMA N 1 Ngluwar lead to a less positive perception, even the most negative perception. This is based on the limitations of existing facilities and infrastructure as well as the adaptation of human resources to the applied system.

On the attributes of the implementation of the learning process for physical education, sports and health, some of the results lead to positive perceptions. Learning carried out by physical education subject educators uses a hybrid learning system that is in accordance with learning objectives and is also interesting for students. Meanwhile, in learning outcomes, students' perceptions showed a lot of less positive results even though the final results were positive. Learning that is combined with the online method is certainly very influential on student learning outcomes. Many students still have not achieved maximum results in learning using this system.

CONCLUSION

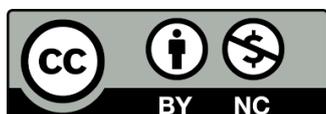
Most students have a less positive perception of the implementation of physical education, sports and health. These results are in line with the real situations and conditions faced by educators when carrying out classroom learning, there are still many students

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who are less enthusiastic in participating in learning. The adaptation of educators and students in carrying out the new learning system used is one of the causes of the poor perception of students towards this learning.

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