

# Elementary PE Teachers' Perception on The Implementation of Online Learning During Covid 19 Pandemic in West Nias 2021

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## Elementary PE Teachers' Perception on The Implementation of Online Learning During Covid 19 Pandemic in West Nias 2021

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### Abstract

This study aims to determine how positive the perception of PE teachers are on the implementation of online learning during Covid-19 Pandemic in West Nias in 2021. This research is quantitative descriptive study with survey method. Data has been collected using questionnaire instrument and analyzed using descriptive statistics with percentages. Population in this study amounted to 106 elementary PE teachers in West Nias using Quota Sampling technique to determine number of samples. With reliability score of 0.975, this study is declared reliable. Based on the overall results, it was concluded that 8% of the sample said that online learning was very positive, 26% said it was positive, 24% said it was somewhat positive, 42% said it was negative, and 0% said it was very negative. This result means that most of the teachers thought that online learning gave negative impact.

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## INTRODUCTION

With growing numbers of covid sufferers, in the middle of March 2020, provincial and local governments made policies to eliminate face-to-face learning and replace it with online learning. Looking back to the observations, the condition of online learning in West Nias is in accordance with the regulations issued by the government. According to

the principal's instructions, teachers have to prepare the material and send to students using phone or laptop. There are two learning methods used, namely online and offline because the situation and condition are still in the safe zone. Usually, the teacher gives lessons and assignments using WhatsApp, Google Classroom, Google Meeting, or Zoom. But, most of the students are not able to do the assignments because they don't

understand the material presented and even got bored of online learning. Some of the obstacles faced include the distance between the teacher's and student's homes, inadequate internet connection, students don't own any phone or laptop. This condition is the main problem for the teachers to be able to teach effectively.

Online learning is a kind of learning process that is done through an online platform. With online learning, students can learn anytime and anywhere. Online learning is currently a solution during pandemic, but online learning is not as easy as we imagined. There are obstacles experienced by students, especially in physical, health and sports education. This is because basically they are dominated by psychomotor aspects (physical skills). In the practicum, the teacher is limited in making movements due to the less supportive place. Beside that, the absorption of the teacher in providing material to students is not as easy as it seems. As happened to students in West Nias, they need more time to adapt facing new changes that indirectly affect their learning absorption. There is a concentration disorder during the learning process and the internet connection does not support it hinders the delivery of knowledge. In addition, technology and economic abilities of each student are different where not all students are able to do online learning.

It gives rise to different perceptions among PE teachers. Teachers are expected to be able to develop and control students, to cooperate with the student environment, and to think

creatively, innovatively, and skillfully to encourage students to have physical fitness and healthy living habits. Every teacher is expected to know the importance of physical education in learning and other aspects. In addition, teacher must be able to activate students so that they can internalize the values contained in physical education (sportsmanship, honesty, discipline, responsibility, and cooperation).

According to Miftah Thoha (2014:144) in the journal (Aidil et al, 2020) Perception is essentially a cognitive process experienced by everyone in understanding information about their environment, either through sight, hearing, appreciation, feeling, and smell.

Yale, K., 2015 (in Alizamar, & Nasbahri. 2016) said that perception is a sensation that has been processed, therefore perception is often also called a top-down process or cognition of the human brain. Nugraha, 2015 in (Anim et al, 2020: 74) Perception is a person's tendency towards something in a relative realm, it means that individual perceptions of something will vary based on the perception of each person. So that perception will also affect the differences in learning outcomes of each individual.

Rofi'ah, 2017 in the journal (Elismawarti, 2020:232) Perception is a person's understanding of something in accordance with the stimuli captured by the person's senses. Yazid & Ridwan, 2017 in the journal (Anim et al, 2020:74) tells that perception is related to how to gain knowledge about objects or events at

a certain time so that the perception of a person or group is different because they have a different point of view. Perception includes the interpretation of objects, signs and people from the experience of a person or group. Novinggi, (2019) in the journal (Ika yulianingsih, et al. 2020: 36) explains that perceptions can be formed from what we think, related to the decisions we make, and about giving a definition of what is important, it can also be based on experience, depending on what is being said. expectations and motivation. The results of these observations raise a perception in a positive direction or in a negative direction. When online learning takes place, some teachers assume that students feel displeased and bored because they only listen and see movements through videos. This assumption is different from what is expected by teachers who seek interesting learning.

Based on the explanations above, it is necessary to conduct research on the perception of elementary PE teachers in West Nias after online learning. The teacher's perceptions will be used as an input to the government in determining the next steps. Internal factors determining this perception include mental, intelligence (knowledge), and physical aspects. While the external factors include social and environmental factors. The perception given by the teacher is important because it will determine the final outcome of the online learning process for physical education, sports and health subject in West Nias.

<sup>1</sup>Based on the background of the problem explained above, researchers are interested in knowing how the perception of elementary PE teachers towards the implementation of online learning during Covid-19 pandemic in West Nias in 2021.

## METHODS

<sup>14</sup>The type of research in this research is quantitative with a descriptive research design with survey method. Data collection techniques using a questionnaire. This study aims to determine the perceptions of elementary PE teachers on the implementation of online learning during Covid 19 pandemic in West Nias 2021.

### Participants

This research was conducted in West Nias in June 2021. The population in this study were all elementary PE teacher in West Nias.

### Sampling Procedures

The sample was chosen by Quota Sampling Technique, namely the number of population equal to the number of samples by filling out a questionnaire via Google Form totaling 106 people.

### Materials and Apparatus

Data was collected using a questionnaire. The questionnaire in this study was in the form of Likert scale. Based on the opinion of Sugiyono (2009), with Likert scale, the variables to be measured are translated into variable indicators. In statements followed by columns indicating levels: Very Positive,

Positive, Moderate, Negative, and Very Negative.

**Table 1.** Questionnaire Statement Scoring

Statement	Score			
	SA	A	D	SD
Positive	4	3	2	1
Negative	1	2	3	4

**Table 2.** Research Instrument Grid

Variables	Factors	Indicators	Number of Item		Σ Item
			(+)	(-)	
<b>Internal</b>					
Elementary PE teachers' perception on the implementation of online learning during Covid 19 pandemic in West Nias 2021	a. Mental	Responsibility	1,2,3		3
		Discipline	4,5,6		3
		Honesty/Sportsmanship	7,8		2
		Happiness		9,10,11	3
	b. Intelligence	Achievement	12,13,14,15,16		5
		Healthy lifestyles	17,18,19,20,21		5
	c. Physical	Fitness	22,23,24,25,26		5
		Physical growth	27,28,29,30		4
		Basic moves	31,32,33,34,35		5
	<b>External</b>				
d. Social	Cooperation	36,37,38,39,40		5	
e. Environment	School	46,47,48		3	
<b>Total</b>					<b>48</b>

**Design or Data Analysis**

This research is descriptive research with quantitative descriptive data analysis. Descriptive statistical calculations using percentage descriptive statistics. Presentation of data through tables, graphs, diagrams, circles,

pictograms, calculation of the mean, mode, median, calculation of deciles, percentiles, calculation of the spread of the average calculation data, standard deviation, and percentage (Sugiyono, 2011).

The method of calculating data analysis is to find the relative frequency of the percentage. Sudijono (Puspayanti, 2017):

$$P = \frac{f}{N} \times 100\%$$

Description:

P : Percentage sought (Relative Frequency)

F : Frequency

N : Number of Respondents

According to Sudijono (2009) the categorization based on the mean and standard deviation is as follows:

**Table 3.** Scoring Norm

No.	Interval Formula	Category
1.	$X > (M + 1,5 SD)$	Very Positive
2.	$(M - 0,5 SD) < X < (M + 1,5 SD)$	Positive
3.	$(M - 0,5 SD) < X < (M + 0,5 SD)$	Moderate
4.	$(M - 1,5 SD) < X < (M - 0,5 SD)$	Negative
5.	$X < (M - 1,5 SD)$	Very Negative

(Source: Sudijono, 2009)

Description:

X = Score

M = Mean

SD = Standard Deviation

## RESULT

The results of the research in this study were measured by 106 (elementary) respondents and 48 statement questions, ranging from 1 to 4. The result of statistical analysis of elementary school research data as a whole obtained an average (mean) =

123.70, median = 115.50, mode = 192, standard deviation = 42.93. While the research data for Junior High School as a whole obtained an average (mean) = 81.57, median = 74, mode = 71, standard deviation = 26.73. The data is then made into categories or groups according to existing levels, consisting of 5 categories, namely: very positive, positive, moderate, negative, and very negative. The distribution table of the results of the PE teachers' perception research on the implementation of online learning during Covid 19 pandemic in West Nias 2021 can be categorized as follows:

**Table 4.** Description of PE Teachers' Perception

Score	Category	Total	Percentage (%)
$X > 188$	Very positive	9	8%
145 - 187	Positive	28	26%
102 - 144	Moderate	25	24%
59 - 101	Negative	44	42%
$X < 58$	Very negative	0	0%
<b>Total</b>		<b>106</b>	<b>100%</b>

The results of the study when displayed in the form of a diagram can be seen in the image below:



**Fig 1.** Graphic of Teachers' Perception

Based on the table above, the perception of PE teachers on the implementation of online learning during the Covid-19 Pandemic in West Nias in 2021 was in the very positive category with a percentage of 8% or 12 teachers, a positive category with a percentage of 26% or 28 teachers, the medium category with a percentage of 24% or 25 teachers, and the negative category with a percentage of 42% or 44 teachers. These results mean that the teacher states that online learning during the COVID-19 pandemic has a negative impact. The factors that influence this result are

**Internal Factors**

The effect of internal factors in this study was measured by 35 statement items. The results of statistical analysis of research data for PE teachers in elementary schools obtained an average (mean) = 89.71, median = 78.50, mode = 140, standard deviation = 30.99. While the results of statistical analysis of research data for PE teachers in junior high school obtained an average (mean) = 56.45, median = 50.50, mode = 49, standard deviation = 20.22. The distribution table of research results on internal factors can be categorized as follows:

**Table 5.** description of Internal Factors Research Results

Score	Category	Total	Percentage (%)
X > 143	Very positive	0	0%
116 - 142	Positive	30	28%

88 - 115	Moderate	19	18%
61 - 87	Negative	32	29%
X < 60	Very negative	25	24%
<b>Total</b>		<b>106</b>	<b>100%</b>



**Fig 2.** Graphic of Internal Factors

**Mental Indicator**

The effect of internal factors in this study was measured by 11 statement items. The results of statistical analysis of research data for PE teachers in elementary schools obtained an average (mean) = 34.41, median = 35, mode = 32, standard deviation = 6.67.

**Table 6.** Description of Mental Indicator Research Results

Score	Category	Total	Percentage (%)
X > 44	Very positive	10	9%
39 - 43	Positive	22	21%
34 - 38	Moderate	28	26%
29 - 33	Negative	28	26%
X < 28	Very negative	18	17%
<b>Total</b>		<b>106</b>	<b>100%</b>



Fig 3. Graphic of Mental Indicator

**Intelligence Indicator**

The effect of internal factors in this study was measured by 10 statement items. The results of statistical analysis of research data for PE teachers in elementary schools obtained an average (mean) = 23.21, median = 21.00, mode = 10, standard deviation = 10.28.

Table 7. Description of Intelligence Indicator Research Results

Score	Category	Total	Percentage (%)
X > 42	Very positive	0	0%
32 - 41	Positive	31	29%
22 - 31	Moderate	20	19%
13 - 21	Negative	31	29%
X < 12	Very negative	24	23%
<b>Total</b>		<b>106</b>	<b>100%</b>



Fig 4. Graphic of Intelligence Indicator

**Physical Indicator**

The effect of internal factors in this study was measured by 14 statement items. The results of statistical analysis of research data for PE teachers in elementary schools obtained an average (mean) = 32.09, median = 25.50, mode = 14, standard deviation = 15.81.

Table 8. Description of Physical Indicator Research Results

Score	Category	Total	Percentage (%)
X > 60	Very positive	0	0%
45 - 59	Positive	33	31%
31 - 44	Moderate	15	14%
17 - 30	Negative	34	32%
X < 16	Very negative	24	23%
<b>Total</b>		<b>106</b>	<b>100%</b>



Fig 5. Graphic of Physical Indicator

**External Factor**

The effect of internal factors in this study was measured by 13 statement items. The results of statistical analysis of research data for PE teachers in elementary schools obtained an average (mean) = 33.99, median = 34, mode = 50, standard deviation = 12.69.



**Table 9.** Description of External Factor Research Results

Score	Category	Total	Percentage (%)
X > 56	Very positive	0	0%
45 - 55	Positive	33	31%
34 - 44	Moderate	20	19%
23 - 33	Negative	32	30%
X < 22	Very negative	21	20%
<b>Total</b>		<b>106</b>	<b>100%</b>



**Fig 5.** Graphic of External Factor

**Environment Indicator**

The effect of internal factors in this study was measured by 3 statement items. The results of statistical analysis of research data for PE teachers in elementary schools obtained an average (mean) = 7, median = 3, mode = 3, standard deviation = 3.60.

**Table 9.** Description of Environment Indicator Research Results

Score	Category	Total	Percentage (%)
X > 44	Very positive	0	0%
35 - 43	Positive	37	35%
26 - 34	Moderate	15	14%
17 - 25	Negative	15	14%

X < 16	Very negative	39	37%
<b>Total</b>		<b>106</b>	<b>100%</b>



**Fig 8.** Graphic of Environment Indicator

**DISCUSSION**

The results of the research on teacher perceptions are in the very positive category with a percentage of 8% or 12 teachers, a positive category with a percentage of 26% or 28 teachers, a medium category with a percentage of 24% or 25 teachers, a negative category with a percentage of 42% or 44 teachers, and a very negative category with a percentage of 0% or 0 teachers. These results mean that some of the teacher's perceptions are negative.

The negative result means that more than half of primary school PE teachers state that online learning for Physical Education and Sports is completely ineffective and not yet positive. This can be seen in online learning in elementary schools in West Nias Regency, almost most of the teachers do not understand a good online learning process. Teachers are more proficient with face-to-face learning

compared to online because it is the first time teachers use online learning at school. So that students also experience difficulties in receiving online learning. This is because the majority of students, especially in elementary schools, do not have and do not understand the use of media communication tools due to the economic factors of parents or children who have not supported their children to take online learning. Finally, students cannot communicate with the teacher regarding the material being conveyed. The teacher only provides material through the assignment method by asking students to come to school to take material from the teacher and study it at home.

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## CONCLUSION

Based on the overall results of the study, it was concluded that the perception of PE teachers on the implementation of online learning during the Covid-19 pandemic at the West Nias 2021 was in the very positive category with a percentage of 8% or 12 teachers, a positive category with a percentage of 26% or 28 teachers, a category positive for a percentage of 26% or 28 teachers. the average percentage is 24% or 25 teachers, the negative category is 42% or 44 teachers, and the very negative category is 0% or 0 teachers. This result means that part of the perception of PE teachers on the implementation of online learning in the Covid-19 Pandemic in West Nias 2021 in particular stated negative.

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