

# E-learning in physical education learning: How are students' perceptions during the COVID-19 pandemic?

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# E-learning in physical education learning: How are students' perceptions during the COVID-19 pandemic?

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## ABSTRACT

In implementing e-learning, it demands readiness from the school as well as from its students, the most basic obstacle is the lack of communication media used by students and limited signals that affect students' perceptions of physical education learning during the Covid-19 pandemic. This study aims to determine how big the perception of class VIII SMPN 2 Cariu is in learning physical education during the Covid-19 pandemic. This research is a quantitative descriptive research, the method used is a survey. Data collection techniques in the form of a questionnaire using a Likert scale test. The population used was class VIII SMPN 2 Cariu, totaling 97 students consisting of 50 male students and 47 female students. The sample used in this study were 97 students with a non-probability sampling technique and a saturated sampling technique. The data in the study were analyzed using descriptive statistics with percentages. The results showed that student's perception of class VIII SMPN 2 Cariu in learning physical education in the new normal era was overall in the "Medium" category with a total of 42 students and a percentage of (43%). This means that students' understand enough to take part in physical education learning in the new normal era. In terms of learning, students are quite helped to take part in physical education materials by utilizing E-Learning during the Covid-19 pandemic.

**Keywords:** E-learning; physical education; covid-19



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## INTRODUCTION

Due to the Covid-19 pandemic in Indonesia which causes limited interaction between humans, face-to-face learning cannot be applied (Varea & González-Calvo, 2020). This affects students' perceptions in the learning process that is carried out indirectly or e-learning (Rasmitadila et al., 2020). E-learning that is done should be able to maintain the balance of cognition and affection for the creation of graduates who have good moral and intellectual (Pahliwandari, 2016). The learning process is also carried out in stages from easy to moderate to difficult levels so that students are able to understand learning design well (Gani, Winarno & Aminudin, 2020). So that along with the development of technology, learning in education also develops by utilizing

modern technology to build the required competencies (Hinojo Lucena et al., 2019). Therefore, physical education also develops in the implementation of learning by utilizing technology to develop innovative learning experiences that are oriented towards improving the quality of education.

Furthermore, in the implementation process, physical and health education uses more practice than theory (Gustian, 2021). Physical education emphasizes physical activity by emphasizing healthy living habits in achieving progress and harmonious physical, mental, social, and economic development which is an integral part of perfect education (Rahayu, 2013). Further by Gani et al. (2019) physical education as a whole that links the activities of human physical movement and a series of behavior in individuals. Furthermore by Yuliawan (2016) good growth and personality development where the educational process through physical activity, sports and health becomes a forum. So physical education is the stage of individual change with physical activities to improve affective, cognitive, and psychomotor in order to achieve the goals of national education. The current problem in Indonesia and the world is the Covid-19 pandemic. During the pandemic, the Indonesian government implemented a distance learning system (online) to reduce the spread of the Covid-19 virus (Komarudin & Prabowo, 2020).

The distance learning conditions imposed due to the impact of the current Covid-19 pandemic also have an effect on the world of education (Hergüner et al., 2021). Physical education learning is also affected, learning which is generally carried out face-to-face in the field must now be carried out using a distance learning system through online learning or e-learning in order to maintain the safety and health of students (Komarudin & Prabowo, 2020). However, online practical classes in physical education are not easy to teach or to learn for educators and students, because the interaction between students and educators in online courses is lower than in traditional classes (Mylsidayu, 2021). Online learning describes education that utilizes audio-visual media, animated online readings, voice messages, email, online conference calls, education can be tried massively with an unlimited number of participants, can be tried for free or paid (Jayul & Irwanto, 2020). While Felice, (2018) stated that electrical learning is a series of website-based education for the dissemination of data, communication, and knowledge for learning and training. After that, by Komarudin and Prabowo (2020) e-learning is an online education process, without meeting directly through available media. Furthermore, Hanum (2013) states that in the 21st century e-learning includes pedagogy for learning, and e-teachers as e-learning instructional designers, interaction facilitators, and subject matter experts. Kwon and Block (2017) found that e-learning that focuses on the use of technology in education provides students with independent and individual learning, and increases their responsibility and initiative towards learning. In the implementation process, online education requires the encouragement of mobile devices such as smartphones or android phones, laptops, PCs, tablets, which can be used to access data anytime and anywhere (Batez, 2021).

To find out the experiences of students during online learning and their application by teachers, several studies have been carried out previously. As in the research of Cendra et al. (2020) which states that students' perceptions of the use of e-learning as a technology-based assessment medium greatly facilitates optimizing their learning capacity, because e-learning is easy to run anywhere without being constrained by space and time. Meanwhile, in Hanum's research (2013) which illustrates that the application of e-learning education at the Vocational High School Telkom Sandhy Putra Purwokerto is not entirely efficient for all teachers, due to some aspects of its implementation that have not been maximized, such as teachers carrying out assessments and seeing student activity in e-learning and teachers giving assignments through e-learning have not been carried out optimally by all teachers.

Based on the results of interviews conducted by researchers with physical education and health teachers in the application of online learning to class VIII students at SMP Negeri 2 Cariu, there are problems, namely students are still not used to doing online learning at home. In addition, the most basic obstacle for schools and grade VIII students at SMP Negeri 2 Cariu is the lack of communication media used by students and limited signals due to the location of the school in a mountainous area, making distance learning that is implemented less effective. Therefore, teachers must make cognitive, affective, and psychomotor evaluations that ignore disturbances in the continuity of learning and include the individual capacities of all students with the aim of maintaining the level of physical fitness of students and ensuring that they move regularly to be

healthy and fit (Filiz & Konukman, 2020). Furthermore, the implementation of physical education using distance learning affects students' perceptions of physical education learning during the Covid-19 pandemic.

Departing from this, giving rise to students' perceptions of physical education, students are expected to be able to develop and control themselves in positive ways, so that students can internalize the values contained in physical education such as sportsmanship, honesty, discipline, responsibility, and cooperation (Mylsidayu, 2021). Furthermore, Daniels et al. (2019) stated that the perception process occurs from a series of activities in the form of actions and reactions. The emergence of perception by understanding the state of the environment which consists of phenomena, people and symbols that include cognitive processes or recognition. After that, Siregar (2013) who suggested that cognitive processes occur on stimuli received and interpreted by each individual. Meanwhile, research by Yulianingsih and Parlindungan (2020) reveals that perception is formed from the process of the five senses, thoughts, feelings, and memories possessed by the individual itself which will be active and interpret and then conclude, then by Martin et al. (2020) perception is said to be a picture a world created by selecting, organizing, and translating information. And by Achmad (2017) perception is formed by a person's personal vision or a series of activities to provide information that can be received by one's senses regarding a phenomenon, event and so on, which is obtained through collecting information and making information conclusions and elaborating information so that someone can convey a response about the good and bad of the information.

According to Walgito (2010) the existence of objects, senses or receptors, and prepared attention are conditions for perception. This is reinforced by the research of Siregar (2013), the perception procedure passes through stages including: 1) the stage of receiving stimuli, 2) the stage of selecting stimuli, 3) the stage of organizing, 4) the stage of interpretation, 5) the stage of checking, 6) the reaction stage. So it can be concluded that perception describes something that is received by someone by seeing or feeling, thus producing a stimulus that gives its own impression and gets interpretation as an example in physical education subjects.

Students' perceptions in e-learning learning are strongly influenced by several obstacles in the form of internet access, sharing one computer in several families, or there is no computer in the mentioned family (Kırbaç, 2020). Students need technical and technological support so as not to be negatively affected because this support is not available. Students who have positive assumptions about an object (physical education subjects) will have positive or good motivation, on the contrary if students have negative or bad assumptions will also have poor learning motivation (Rahman et al., 2020). This proves that students' perceptions about physical education lessons greatly affect students' learning motivation, which in turn affects the achievement of physical education goals itself. This can be proven through the results of research by Rahman et al. (2020) regarding "students' perceptions of learning physical education and health at the high school level", the results show that students' perceptions are categorized as unfavorable with a percentage level of 60%, this is due to a lack of the role of physical education teachers in raising students' enthusiasm for learning. Therefore, the research of Rahman et al. (2020) suggests several recommendations including: 1) providing adequate facilities in order to maintain the good opinion of students, 2) Physical learning teachers should always maintain quality when teaching and 3) Students should understand the meaning of physical education for himself because it will affect learning achievement and can get a healthy body condition.

Furthermore, the results of research by Komarudin and Prabowo (2020) show that the results of students' perceptions of online learning for physical education and health subjects are in the medium category with a percentage level of 42.56%, the results of this moderate perception can be interpreted that most students state online learning for physical education exercise and health are not fully effective and not good. This is because physical education is learning done with practice to process physical activity.

Based on the two studies above, it can be concluded that the delivery of teachers in physical education and health lessons through e-learning greatly affects student perceptions and the effectiveness of the learning carried out, therefore the level of students' perception in physical education needs to be known to prevent and to overcome learning ineffectiveness, then as evaluation material and reference for physical education and health teachers so that the learning process can run well. Research on students' perceptions in physical education and health learning with the application of e-learning has never been done before at SMP Negeri 2 Cariu, the differences in the use of learning media such as the google meet application, google

classroom, and whatsapp are applied, so that researchers update the descriptors of physical education learning teachers and learning facilities in the instrument of students' perception used. In updating the indicators and descriptors of students' perceptions, it is influenced by differences in age levels in the sample used. And the difference in the geographical location of the research is interesting because SMP Negeri 2 Cariu is located in a mountainous area, which is different from previous studies. Based on this background, researchers are interested in studying and analyzing the perceptions of class VIII students of SMP Negeri 2 Cariu towards learning physical education during the Covid-19 pandemic.

**METHOD**

This study uses a descriptive method with a quantitative approach through the use of survey study instruments to determine students' perceptions of physical education learning during the Covid-19 pandemic. In order to obtain data in this study, researchers used a survey study instrument in the form of a questionnaire, with a Likert scale used containing 5 levels of answers to favorable items and unfavorable items, in order to measure attitudes, opinions, then individual or group perceptions about physical learning, lattice of students' perception instruments in learning physical education in the new normal era.

**Table 1. Grid of Students' Perception Instruments in Physical Education Learning During the Covid-19 Pandemic**

No	Indicator	Descriptor	Statement		Amount
			Positive	Negative	
1	Students' Perception on Physical Education Learning Objects	Learning Object	1,4	2,3,6,7	1
		Learning materials	11	13	
		Physical Education Teacher	9	10,12	
		Learning Tools	5	8	
2	Student's Perception on Receptors of Physical Education Lessons	Receptors in	14,18	16,17,22	2
		External receptors	15,21,23,24	21,19,25	
TOTAL			11	14	25

(Rudiyanto, 2006)

Before the questionnaire is used, it is necessary to test the instrument in the form of a construction validation test ( expert judgment ) which has been tested by psychologist Moch. Harry Hadian Gardipradja, S. Psi., M. Psi. Psychologist. CH and Dr. Ruslan Abdul Gani, M.Pd. which states that the instrument is suitable for use. Furthermore, to test the validity to measure the accuracy of each item, Karl Pearson's Product moment technique was used with a significance level of 5%. Items are said to be valid if  $r_{count} > r_{table}$ , for the value of  $r_{table}$  with 30 respondents is 0.361. After the calculation, it can be seen that there are 5 invalid items, namely items numbered 2,3,10,17 and 23. So the researcher only uses 20 items out of a total of 25 items, and a reliability test is carried out using the Cronbach alpha formula with a level 5% significance, an instrument is said to be reliable if  $r_{11} > r_{table}$ , the reliability test results obtained a value of  $r_{11} = 0.877 > r_{table} = 0.60$  so that the questionnaire tested is reliable and can be used for research data collection.

Due to the Covid-19 pandemic, the distribution of questionnaires cannot be carried out directly by researchers, so in order to deal with this, researchers have distributed online questionnaires by using Google Forms as a medium for retrieving research data. The research design refers to the steps of descriptive quantitative research consisting of: 1) Recognizing that there are significant cases to be solved through descriptive methods, 2) Blocking and clearly formulating cases, 3) Ensuring the purpose and efficacy of the research, 4) Carrying out related library research with cases, 5) Determining the framework of thinking, as well as research problems and or research hypotheses, 6) Designing the research method to be used in this matter, determine population, illustrations, sampling methods, determine instruments, collect information, and analyze information, 7) Collecting, organizing, and analyzing information using relevant statistical methods, and 8) Creating research reports (Gunawan et al., 2020).

The population in this study amounted to 97 students of class VIII SMPN 2 Cariu from 4 different classes with an average age of 14 years, consisting of 50 male students and 47 female students. Determination of the number of samples according to Sugiyono (2013) regarding nonprobability sampling with saturated sampling technique if the total population is less than 100 then the sample used is the entire sample used in this study is 97 respondents according to the population in the study. In statistical calculations, it was using the help of the Microsoft Excel 2013 application, the data were analyzed descriptively by percentage. Next, the information is presented in the form of a frequency table and after that it is categorized and presents the information in the form of a histogram. In categorizing scores, it was using 5 types, namely, very good, good, moderate, low, and very low. It can be understood in table 2 below.

Table 2. Categorization Norms

Index Value	Category
84%-100%	Very good
68%-84%	Well
52%-68%	Currently
36%-52%	Low
20%-36%	Very low

(Rudiyanto, 2006)

## RESULTS AND DISCUSSION

Based on the results of research that has been obtained in the field regarding the Perceptions of Class VIII Students of SMPN 2 Cariu in Physical Education Learning during the Covid-19 pandemic, it can be seen in table 3 below.

Table 3. Students' Perceptions of Class VIII SMPN 2 Cariu in Physical Education Learning During the Covid-19 Pandemic

No	Interval	Category	Frequency	%
1	84% - 100%	Very good	2	2%
2	68% - 84%	Well	29	30%
3	52% - 68%	Currently	42	43%
4	36% - 52%	Low	24	25%
5	20% - 36%	Very low	0	0%

### Research Data (2020)

Based on the table, it can be explained that the overall level of perception of grade VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic, in detail includes 2 students (2%) in the very good category, 29 students (30%) in the category good, 42 students (43%) in the medium category, 24 students (25%) in the low category, 0 students (0%) in the very low category. The highest frequency is in the medium category, so it can be concluded that the level of perception of class VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic is in the medium category. This means that students understand enough to take part in physical education learning during the Covid-19 pandemic, it means that e-learning in physical education can be applied, but it is not effective and good, this is because there are still some students who are in the low category, which means students still do not understand completely about the learning delivered. Furthermore, when described in the form of a bar chart, it is obtained as shown in Figure 1 below.

**The Perception of Class VIII SMPN 2 Cairu Students in Physical Education Learning During the Covid-19 Pandemic**



**Figure 1. Bar Diagram of the Perception of Class VIII SMPN 2 Cairu Students in Physical Education Learning During the Covid-19 Pandemic**

Based on Figure 1 above, we can see the perception of grade VII students of SMPN 2 Cairu on learning physical education during the Covid-19 pandemic in the moderate category, then these results will be explained in detail as follows.

**1. Indicators of Students' Perception on Learning Objects**

In this research instrument there are 4 descriptors, namely, learning objects, learning materials, physical education learning teachers, and learning facilities. Based on the results of research on indicators of students' perceptions of physical education learning objects, the data obtained in table 4 below.

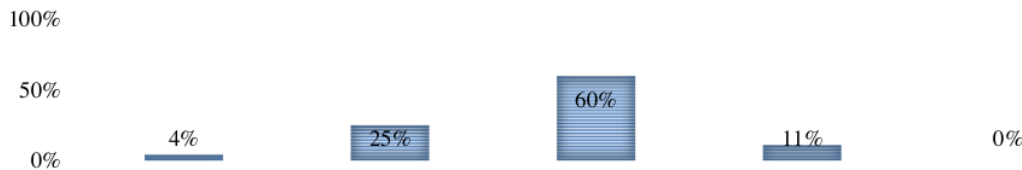
**Table 4. Indicators of Students' Perception of Physical Education Learning Objects**

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	4	4%
2	68% - 84%	Well	24	25%
3	52% - 68%	Currently	58	60%
4	36% - 52%	Low	11	11%
5	20% - 36%	Very low	0	0%

**Research Data (2020)**

On the basis of the table, it can be explained that the indicators of students' perceptions of physical education learning objects, in detail include 4 students (4%) in the very good category, 24 students (25%) in the good category, 58 students (60%) in the medium category, 11 students (11%) in the low category, 0 students (0%) in the very low category. The highest number of students is in the medium category, so it can be understood the level of perception of class VIII SMPN 2 Cairu students in learning physical education during the Covid-19 pandemic based on indicators of students' perceptions of physical education learning objects in the medium category. This means that the indicators of students' perceptions of physical education learning objects are sufficiently conveyed to students but in practice they are still not fully effective and good. When depicted in the form of a bar chart as shown in Figure 2 below.

**Students' Perception Indicators of Physical Education Learning Objects**



**Figure 2. Bar Diagram of Students' Perception Indicators of Physical Education Learning Objects**

Based on Figure 2 above, we can see the indicators of students' perceptions of physical education learning objects in the medium category, then the results will be explained in detail based on the 4 descriptors as follows.

### A. Learning Object Descriptors

Based on the results of research on indicators of student perceptions of physical education learning objects, the data obtained in table 5 below.

Table 5. Descriptors of Learning Objects

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	1	1%
2	68% - 84%	Well	25	26%
3	52% - 68%	Currently	26	27%
4	36% - 52%	Low	43	44%
5	20% - 36%	Very low	2	2%

Based on the table, it can be explained that the learning object descriptors, in detail it includes 1 student (1%) in the very good category, 25 students (26%) in the good category, 26 students (27%) in the medium category, 43 students (44%) in the low category, 2 students (2%) in the very low category. The highest number of students is in the low category, so it can be concluded that the level of perception of class VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic is based on the low category learning object descriptor. This means that the things being discussed in physical education learning cannot be understood properly by students through e-learning, due to limited communication on a scale so that teachers cannot control students effectively and e-learning learning that is applied provides more theoretical understanding learning object descriptors delivered in physical education learning through e-learning are less effective. When depicted in the form of a bar chart as shown in Figure 3 below.

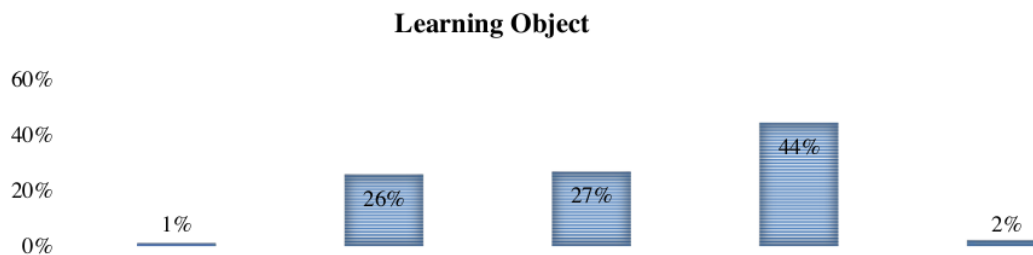


Figure 3. Bar Diagram of Learning Object Descriptors

### B. Descriptor of Learning Materials

Based on the results of research on indicators of students' perceptions of physical education learning materials, data is obtained in table 6 below.

Table 6. Frequency Distribution of Learning Material Descriptors

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	9	9%
2	68% - 84%	Well	49	51%
3	52% - 68%	Currently	21	22%
4	36% - 52%	Low	18	19%
5	20% - 36%	Very low	0	0%

Research Data (2020)



Based on the table, it can be explained that the learning material descriptors, in detail, it includes 9 students (9%) in the very good category, 49 students (51%) in the good category, 21 students (22%) in the medium category, 18 students (19%) in the low category, 0 students (0%) in the very low category. From this data, the highest number of students is in the good category, so it can be concluded that the level of perception of class VIII SMPN 2 Cariu students on physical education learning during the Covid-19 pandemic is based on the good category of learning material descriptors. This means that with the application of e-learning students can be helped in understanding the learning material that is conveyed, so that e-learning becomes effective and well used in delivering physical education learning materials. When depicted in the form of a bar chart as shown in Figure 4 below.

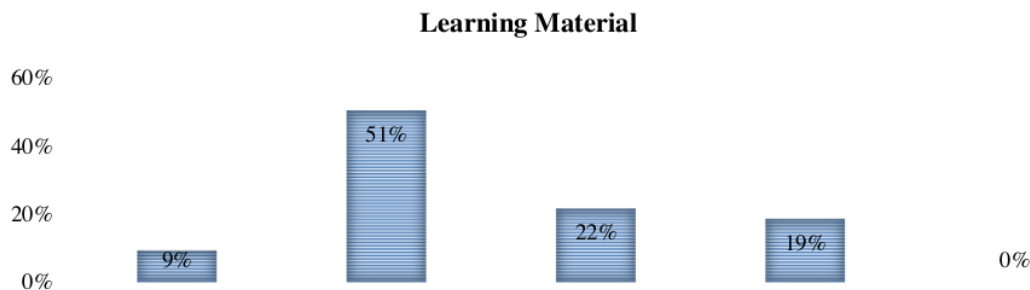


Figure 4. Bar Diagram of Learning Material Descriptors

### C. Lesson Teacher Descriptor

Based on the results of research on indicators of students' perceptions of physical education lesson teachers, the data obtained in table 7 below.

Table 7. Lesson Teacher Descriptors

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	17	18%
2	68% - 84%	Well	49	51%
3	52% - 68%	Currently	26	27%
4	36% - 52%	Low	5	5%
5	20% - 36%	Very low	0	0%

### Research Data (2020)

Based on the table, it can be explained that the descriptors of physical education teachers include 17 students (18%) in the very good category, 49 students (51%) in the good category, 26 students (27%) in the medium category, 5 students (5%) in the low category, 0 students (0%) in the very low category. From this data, the highest number of students is in the good category, so it can be concluded that the level of perception of class VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic is based on the good category of learning material descriptors. This means that by implementing e-learning, physical education teachers will be helped so that they are able to convey material well in physical education learning during the Covid-19 pandemic. When depicted in the form of a bar chart as shown in Figure 5 below.

### Physical Education Teacher

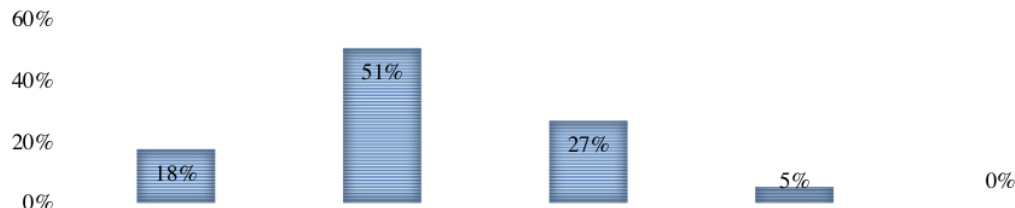


Figure 5. Bar Chart of Physical Education Teacher Descriptors

#### D. Learning Facility Descriptor

Based on the results of research on indicators of students' perceptions of physical education teachers, the data obtained in table 8 below.

Table 8. Description of Learning Facilities

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	6	6%
2	68% - 84%	Well	24	25%
3	52% - 68%	Currently	21	22%
4	36% - 52%	Low	41	42%
5	20% - 36%	Very low	5	5%

Based on the table, it can be explained that the descriptors of learning facilities, in detail there are 6 students (6%) in the very good category, 24 students (25%) in the good category, 21 students (22%) in the medium category, 41 students (42%) in the low category, 5 students (5%) in the very low category. The highest frequency is in the low category, so it can be concluded that the perception level of class VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic is based on the low category learning facilities descriptor. This means that in the application of e-learning learning, the facilities owned by students are still low, and students' understanding of learning facilities is still lacking due to the limitations of the internet network and the internet quota used. In response to this, the learning facilities used are not effective and good. When depicted in the form of a bar chart as shown in Figure 6 below.

### Learning Facility

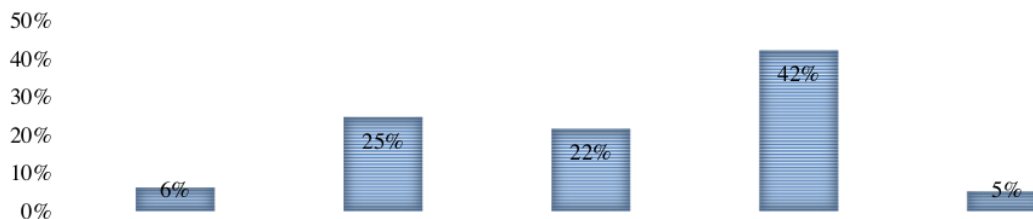


Figure 6. Bar Diagram of Learning Facility Descriptors

#### 2. Indicators of Students' Perception on Learning Receptors

In this research instrument there are 2 descriptors, namely internal receptors and external receptors. Based on the results of research on indicators of students' perception on physical education learning receptors, the data obtained in table 9 below.

**Table 9. Indicators of Students' Perception of Learning Receptors**

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	6	6%
2	68% - 84%	Well	19	20%
3	52% - 68%	Currently	40	41%
4	36% - 52%	Low	32	33%
5	20% - 36%	Very low	0	0%

**Research Data (2020)**

Based on the table, it can be explained that the indicators of students' perceptions of physical education learning receptors, in detail there are 6 students (6%) in the very good category, 19 students (20%) in the good category, 40 students (41%) in the medium category, 32 students (33%) in the low category, 0 students (0%) in the very low category. The highest frequency is in the medium category, so it can be concluded that the level of perception of class VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic is based on indicators of students' perceptions of physical education learning receptors are in the medium category. This means that students simply understand the indicators of students' perceptions of learning receptors in participating in physical education learning during the Covid-19 pandemic. When depicted in the form of a bar chart as shown in Figure 7 below.

**Indicators of Students' Perceptions of Physical Education Learning Receptors**



**Figure 7. Diagram of Indicators of Students' Perceptions of Physical Education Learning Receptors**

Based on Figure 7 above, we can see the indicators of students' perceptions of physical education learning receptors in the medium category, then the results will be explained in detail based on the 2 descriptors as follows:

**A. Inner Receptor Descriptors**

Based on the results of research from students' perception descriptors on Inner Receptors, the data obtained in table 10 below.

**Table 10. Inner Receptor Descriptors**

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	10	10%
2	68% - 84%	Well	18	19%
3	52% - 68%	Currently	31	32%
4	36% - 52%	Low	36	37%
5	20% - 36%	Very low	2	2%

**Research Data (2020)**

Based on the table, it can be explained that the inner receptor descriptors, in detail there are 10 students (10%) in the very good category, 18 students (19%) in the good category, 31 students (32%) in the medium category, 36 students (37%) in the low category, 2 students (2%) in the very low category. The highest frequency is in the low category, so it can be concluded that the perception level of class VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic is based on receptor descriptors in the low category. This means that students do not get a good stimulus from within each individual due to the lack

of attention given by the teacher during the physical education learning process through e-learning. When described in the form of a bar chart as shown in Figure 8 below.

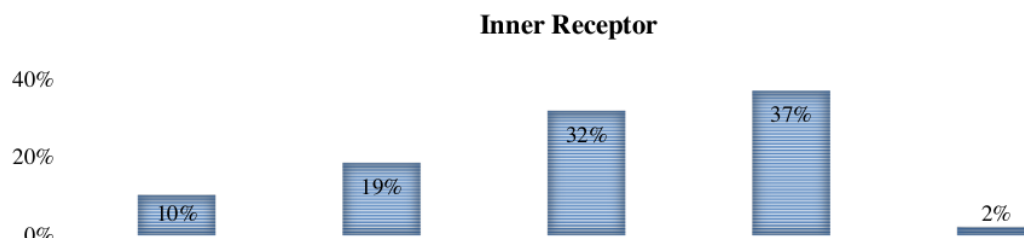


Figure 8. Bar Diagram of the Inner Receptor Descriptor

### B. External Receptor Descriptors

Based on the results of the research from the students' perception descriptors on the Outer Receptors, the data obtained in table 11 below.

Table 11. External Receptor Descriptors

No	Index Value	Category	Frequency	%
1	84% - 100%	Very good	3	3%
2	68% - 84%	Well	19	20%
3	52% - 68%	Currently	40	41%
4	36% - 52%	Low	35	36%
5	20% - 36%	Very low	0	0%

#### Research Data (2020)

Based on the table, it can be explained that the external receptor descriptors, in detail there are 3 students (3%) in the very good category, 19 students (20%) in the good category, 40 students (41%) in the medium category, 35 students (36%) in the low category, 0 students (0%) in the very low category. The highest frequency is in the low category, so it can be concluded that the perception level of class VIII SMPN 2 Cariu students in learning physical education during the Covid-19 pandemic is based on receptor descriptors in the low category. This means that students get enough stimulation from outside in understanding physical education learning through e-learning. When depicted in the form of a bar chart as shown in the following figure.

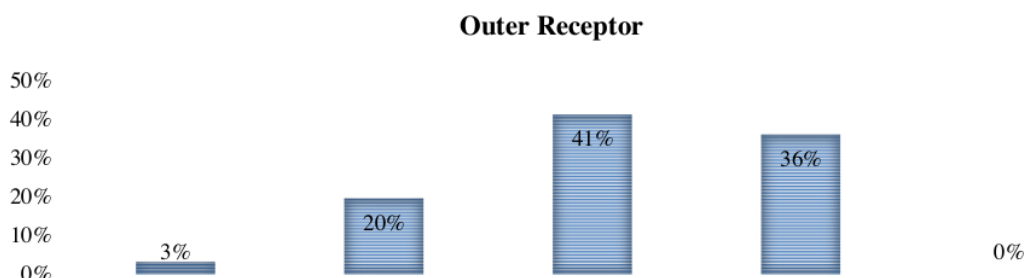


Figure 9. Outer Receptor Descriptor Bar Diagram

From the results of the research above, it can be seen that students' perceptions of physical education learning during the Covid-19 pandemic are in the moderate category which in detail is obtained based on indicators of students' perceptions of physical education learning objects which are categorized as moderate, it means that the learning carried out is still less effective and good, because in understanding learning objects and the facilities used are still in the low category. In response to this, students are still not used to doing

online learning at home and the lack of supporting facilities in the form of cellphones, internet networks and internet quotas owned. Then, in the indicator of students' perception of the lesson receptors in the medium category, it means that students understand enough about the indicators of students' perceptions of learning receptors, but the inner receptors are in the low category, this is due to the lack of stimulus from within themselves in the form of motivation because at the time of learning e-learning teachers pay less attention to each individual.

Based on the results of this study, **online learning during the Covid-19 pandemic** can be applied to class VIII students of SMPN 2 Cariu but it is still not fully effective, because not all e-learning learning methods can be used in the physical education process related to psychomotor (movement) aspects that are practical in nature, in addition to the limited communication on a regular basis so that the lack of attention given by the teacher, and the lack of facilities owned by each child can hinder the learning process.

In line with the results of research conducted by [Komarudin and Prabowo \(2020\)](#) which shows that the results of students' perceptions of online learning for physical education and health subjects are in the medium category, it can be interpreted that most students state that online learning for physical education, sports, and health is completely ineffective and not good. Furthermore, research by [Yulianingsih and Parlindungan \(2020\)](#) which states that the response of sports education students to online learning has been accepted because it is the only way to carry out lectures and is more effectively carried out during the Covid-19 pandemic in an effort to break the chain of spread of the Covid-19 virus.

Furthermore, regarding the 2 relevant studies, the research that the researchers conducted has similarities and differences, namely, in terms of similarities that e-learning learning can help students in facilitating learning carried out during the Covid-19 pandemic which took place where it was not possible to carry out face-to-face learning. And in terms of differences, there are differences in the subjects studied and the geographical location of the research in mountainous areas so that the limited facilities owned by each child make learning physical education online less effective. After knowing the level of students' perceptions of physical education learning through e-learning, the researcher recommends the implementation evaluation component, namely: an assessment of the success of the e-learning program is carried out. Readiness to implement learning with e-learning can be seen from three dimensions, namely motivation to use e-learning, sufficient competence or ability to manage and participate in e-learning learning, and facilities that include mobile phones, internet access, and adequate internet quota.

## **CONCLUSION**

Based on the results of the research and discussion, it can be concluded that the perceptions of class VIII SMPN 2 Cariu students in learning physical education in the new normal era for the 2019/2020 school year are generally categorized as moderate which means they are not effective and good. This is caused by the limitations of the school and students in providing learning facilities that support the implementation of e-learning that supports the implementation of the curriculum that is not optimal, as well as the lack of understanding of students regarding the learning objects delivered by the teacher due to the physical education process related to psychomotor (movement) aspects that are practice cannot be conveyed properly. On this basis, the researcher recommends for teachers to conduct evaluations related to ongoing e-learning and the school or students to improve learning facilities to support the implementation of e-learning in the new normal era as well as recommendations for further researchers to continue the research that has been made with has more diversity and is also more detailed by making this research as an aspiration in conducting research in the field of education, especially in physical education.

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## CONFLICT OF INTEREST

The Author declared that there are no conflict of interest in writing this article.

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