

The application of discord as an effort to increase students' wellbeing in physical education learning during the COVID-19 emergency

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ABSTRACT

Physical education learning in high school during the current Covid-19 emergency, teachers have difficulty delivering material, controlling, evaluating, and providing learning feedback, especially on basic competencies that contain motion. The research objective was to improve students' wellbeing in high school physical education learning during the Covid-19 emergency by implementing the discord application. Students' wellbeing in this study, the researcher described three indicators of achievement, that is: 1) appropriateness of learning, 2) student satisfaction in learning, and 3) improved learning outcomes. The research method used was a pre-experimental one group pre-test post-test design. The population was the students of SMAN I Kota Banjarbaru class X totaling 8 classes. Two classes of samples were selected by random technique. The learning implementation instrument and student satisfaction with learning used a questionnaire with a likert scale, while for learning outcomes using a push-up test and sit-up test. The data analysis technique used the t-test sample paired test. The results of the study showed an increase in students' wellbeing in terms of; 1) a significant increase in the implementation of learning seen from the value of the two-tailed difference test (2-tailed) = 0.000 < 0.05, 2) a significant increase in student satisfaction in learning seen from the two-way difference test value (2-tailed) = 0.000 < 0.05, and 3) a significant increase in student learning outcomes seen from the two-way difference test value (2-tailed) = 0.000 < 0.05. The conclusion of the research is that the application of the discord application in learning physical education in high schools during the Covid-19 emergency improves students' wellbeing.

Keywords: Student wellbeing; physical education; discord

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INTRODUCTION

One year running since March 2020, Indonesia and even the world was hit by the 2019 Coronavirus (Covid-19), which is a global pandemic that disrupts all lines of human life (Huang, 2020). This virus is highly contagious and dangerous for anyone who is exposed to it, thus making the government carry out large and small-scale restrictions in the form of social distancing, so that its spread can be inhibited (Viner et al., 2020). In April 2020, as a result of these restrictions, schools made new changes and adaptations in learning (Alchamdani et al., 2020). The impact becomes very burdensome for teachers, students, and parents of students (Gumantan et al., 2021). The biggest impact is felt by students, namely the adaptation of face-to-face learning to online learning, students are not familiar with various online learning media, and additional costs for internet data packages, and it is not uncommon to have problems with the internet network itself (Aji, Rizqon, & Halal, 2020). The accumulation of these problems causes the learning outcomes obtained are not optimal. The learning objectives were also not successfully achieved by teachers and students (Putri et al., 2020). Even though the demands for competence in each subject are a necessity in facing global competition (Sari, et al., 2021). This condition has an unfavorable impact on students both of physically and psychologically. Physically it causes students to be less mobile and monotonous, which in the end also has an impact on students' psyche, namely boredom, anxiety, and worry about learning outcomes because it is felt that there are many obstacles in learning (Mylsidayu, 2021).

Anxiety of students in the context of mental studies (psychological) will have an impact on student welfare (student wellbeing). Student welfare in the Covid-19 emergency is very important and beneficial for students (Crwaford, 2020). With students who are prosperous, calm, and peaceful in their hearts, students will be able to study and to carry out activities well, without feeling excessive worry about the dangers of Covid-19, it is hoped that learning objectives can also be achieved well. Conceptually, wellbeing can be said that student welfare includes a relatively consistent state of positive attitudes and moods, as well as satisfaction with oneself, as well as in dealing with other people, and expectations from school (Karyani et al., 2015). Furthermore, Kurniastuti and Azwar (2014) explained that the general welfare of students includes mental, emotional, spiritual, physical, and social well-being. As we know that these five aspects are aspects that together contribute to the growth and the development of students as healthy and knowledgeable individuals.

During the Covid-19 emergency, Indonesia and all corners of the world must try to find the right and fast solution in meeting the needs of life, it means that it must not stop because life must continue. The student's need for insight, knowledge, and experience in learning at school is no exception. The government through the Ministry of Education and Culture has issued several circulars and ministerial regulations governing distance learning procedures and restrictions on the learning process in schools in certain areas (Alchamdani et al., 2020). Not only that, the government also provides subsidies for internet data packages so that long distance learning can run well (Kemendikbud, 2021).

Specifically, physical education learning becomes more challenging because physical education is a subject that aims to improve students' physical fitness (Juliasti et al., 2020). Physical fitness in health science will increase endurance (immune system) (Rozi et al., 2021). The tough challenge for physical education subjects compared to other subjects during the Covid-19 pandemic is to make online learning still able to present motion-based physical education learning competencies, not learning that is transferred to theory alone (Pill & Stolz, 2017). So that the goal of improving students' physical fitness is maintained such as face-to-face physical education learning. Siedentop in Kirk (2006) explained that physical education is a subject that helps students to achieve the main goals of education, where motion becomes a medium in learning, learning while moving and moving while learning. For this reason, physical education under any conditions, the teacher must be able to make students move in a patterned manner according to the learning competencies being studied to realize the goal of physical fitness and be cultured to live actively and move throughout their lives (Grout & Long, 2009).

Portraits of learning physical education during the Covid-19 emergency from several research results that researchers collected, dominantly stated that they were less effective and ineffective (O'Brien et al., 2020). Purwanto et al, (2020) explained that the obstacles in learning physical education experienced by students,

teachers, and parents lie in mastery of technology, limited internet quota costs, communication, and socialization between students, teachers and parents. In addition to the impact of the learning media, [Saxena et al., \(2021\)](#) explained the influence of Covid19 on learning that had an impact on physical aspects in the form of lack of movement, psychologically in the form of boredom and socialization of students in the form of reducing socialization and communication between peers. From some of these facts, it makes students and parents anxious. Physical education learning has not been fully able to come as a solution to the problems during the Covid-19 emergency. Anxiety, worry, and the threat of contracting Covid-19, are low, and even there is no productive physical literacy for maintaining endurance, and it has an impact on disturbing the peace of students in learning. These various gaps naturally become fatal problems if a rational solution (can be implemented, and can be measured) is not immediately found in learning.

Based on the problems above, the researchers tried to apply the discord application in learning physical education in high school to improve students' wellbeing. The discord application is an application such as voice calls and text message for gamers to connect with each other without having to meet, this application has live presentation and video call features to further complement the needs of gamers. The discord application can be downloaded for free through the play store and app store. The discord application has advantages over other voice and video call applications, one of which is the use of minimal data packages for voice calls or video calls. The number of participants who can follow one channel is not limited, so there is no need to think about full channels ([Dewantara et al., 2020](#)). In addition, the discord application has been used as a communication and interaction tool such as whatsapp and telegram ([Rakhmawan et al., 2020](#)). Some research results related to the implementation of the discord application in learning [Wahyuningsih and Baidi \(2021\)](#) that the discord application improves students' ability to communicate. Another finding is that the discord application is effective in improving students' discussion and debate skills, because in the discord application in one central, it can be divided into several channels ([Tjahjadi et al., 2021](#)). Added [Rakhmawan et al., \(2020\)](#) In science learning during the Covid-19 pandemic, the discord application is effective as a medium in online learning, although there are still some obstacles, especially regarding how to use it and the network. [Ramadhan and Albaekani \(2021\)](#) found that the discord application was effective in improving the speaking skills of high school students in online learning. [Wulanjani \(2018\)](#) discord application improves students' listening skills. Looking at some of the research results that have developed related to the application of the discord application in learning, in general it is found that the discord application is effective in improving students' abilities in the field of language (discussion, debate, listening, and speaking), and some educators apply it as a choice of media in online learning. However, in physical education subjects, the discord application has not yet been used as an online learning medium. So the researcher considers the discord application is relatively new and has not been used in learning physical education in high school. Based on considerations, because the discord application has not been used in physical education subjects and because it has become entrenched among high school-age teenagers. The researcher chose discord application as the intervention variable because it has complete features and saves internet data packages. In addition, it is hoped that it will not become an obstacle for teachers and students in carrying out physical education learning in high school. It is hoped that learning will run smoothly, learning materials are distributed and interacted, learning communication goes well, information is well absorbed, students' knowledge and insight increases so that students' peace and well-being are formed in learning ([Jones et al., 2018](#)). More than that, physical education learning that occurs facilitates the fulfillment of student movement time, so that students are physically fit, immunity is maintained, the body remains healthy, learns calmly, learning achievement is maintained and continues to improve ([Osipov et al., 2016](#)).

The theoretical and empirical study above, the researcher feels quite sure that the discord application can be an effective online learning medium in learning physical education in high school. For this reason, this study aims to improve student well-being in learning physical education in high school. The well-being of students in this research study is seen from three indicators, namely: 1) the implementation of physical education learning during the Covid-19 emergency, 2) student satisfaction in learning physical education during the Covid-19 emergency, and 3) improving educational learning outcomes physically during the Covid-19 emergency.

The application of the discord application in learning physical education in high school in this research study has important benefits and contributions for teachers and students. Especially the discord application is an application that has not been used and developed in physical education learning, besides the features of the discord application are relatively complete, easy to download, easy to apply and save internet data. This advantage will help teachers and students in the process of applying it in learning. Learning materials that contain learning objectives that must be achieved by the teacher will be conveyed and create learning interactions and a good learning process occurs. The learning process will be able to happen well if the learning material can be conveyed through the right media. The right learning media will be able to facilitate teachers to transfer knowledge by using appropriate learning methods. The right learning media will be able to facilitate teachers in interacting and in evaluating learning appropriately as well. This is the urgency and significance of this research to improve student welfare and learning outcomes.

Based on the description of the background above, this study aims to improve student welfare in learning physical education for high school students during the Covid-19 emergency by implementing the discord application. The welfare of students in this study, the researchers described in three indicators of achievement, namely: 1) implementation of learning, 2) student satisfaction in learning, and 3) improvement of learning outcomes.

METHOD

The method used in this study is a pre-experiment whose purpose is to link quality or cause and effect. The design used in this study is a one group pre-test post-test design. There are two classes that were chosen randomly, then gives a pre-test to determine the initial state of students' well-being (Hans-Vaughn, & Lomax, 2020). Furthermore, they were given treatment using physical education learning through the discords application. After being given treatment, both classes were given a post-test to determine the final state of the students' well-being. This design can be formulated as follows:

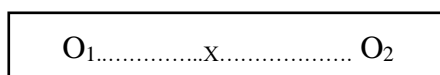


Figure 1. Experimental Research Design

Note:

- O₁ = pretest experimental class (before being treated)
 x = treatment
 O₂ = posttest experimental class (after treatment)

The population in this study were students of SMAN I Banjarbaru City class XI which consisted of 8 classes. The research sample was taken 2 classes with random sampling technique (Larini & Barthes, 2018). The study was carried out in January 2021 for 3 meetings, the duration of learning for each meeting was 3 x 45 minutes according to the learning program prepared by the physical education teacher. The research instrument for the students' wellbeing variable was seen from three aspects, namely: 1) the implementation of physical education learning during the Covid-19 emergency, 2) students' satisfaction with physical education learning during the Covid-19 emergency, and 3) improving students' physical education learning outcomes during the Covid-19 emergency.

Table 1. Instrument Grid

No	Aspects	Indicators
1	Implementation of physical education learning during the Covid-19 emergency (Permendikbud, 2016)	Preliminary: a. Prayer b. Attendance c. Apperception: 1) Psychic & 2) Physical

		Learning Core: a. Submission of learning materials b. Practicing learning materials c. Use of time d. Discussion session
		Closing: a. Evaluation b. Reflection c. Conclusion d. Feedback e. Follow-up
2	Student satisfaction with physical education learning during the Covid-19 emergency (Fraillon, 2004) and (Karyani et al., 2015)	1. Enthusiasm for learning 2. Satisfaction with the physical education learning process using the Discord application
3	Improving students' physical education learning outcomes during the Covid-19 emergency	1. Push-up test (Soegiyanto, 2013) 2. Sit-up test (Soegiyanto, 2013)

The instrument for implementing learning and students' satisfaction with physical education learning uses a questionnaire with a Likert scale, then the variables to be measured are translated into variable indicators (Zaluchu, 2020). Then it is used as a starting point for compiling instrument items which can be in the form of statements or questions. The answers to each instrument item using a Likert scale have a gradation from very positive to very negative which can be seen in the following table:

Table 2. Statement of Alternative Instruments

Statement	Abbreviation	Scores (+)	Scores(-)
Always	SL	4	1
Often	SR	3	2
Sometimes	KK	2	3
Never	TP	1	4

While the test instrument for improving student learning outcomes uses a test of arm muscle strength using a push-up test and a test of abdominal muscle strength using a sit-up test. The scores for the two tests are taken from the number of correct push-ups and sit-ups for one minute (Soegiyanto, 2013). The data analysis method used the prerequisite test of data analysis, namely the normality test and homogeneity test. After the data is declared to be fulfilled from the assumption test, it is continued to test the research hypothesis using the t-test sample paired test according to the following formula:

$$t = \frac{\sum D}{\sqrt{\frac{N \sum D^2 (\sum D^2)}{N-1}}}$$

Note:

D = The difference between each pair of scores (pre-test-post-test)

N = Number of samples

(Montolalu & Langi, 2018)

RESULTS AND DISCUSSION

The variables in this study were student well-being in learning physical education in terms of three indicators of student welfare, namely; 1) the implementation of physical education learning seen from the side of the teacher in teaching and from the side of the students who learn, 2) students' satisfaction with the implementation of physical education learning, and 3) increasing physical education learning outcomes.

The results of the study, the researchers describe starting from the results of the validity and reliability test of the instrument. The instrument test was conducted on 30 other high school class X students who were different from the research sample but had homogeneous characteristics. Validity test using corrected item-total correlation by looking at the r-count of all instrument items > r-table = 0.374, then all instruments are declared valid. While the reliability test using Cronbach's alpha produces r-count = 0.947, because the p value > 0.61. So seen from r-count > 0.61 it can be concluded that all instruments are reliable categories.

After testing the validity and the reliability of the instrument, the instrument was used for data collection. The research data is then tested for analytical prerequisites, namely the normality test, while for the homogeneity test in the t-test sample paired test is not needed, it is enough to use only the data normality test (Leppink, 2019). The normality test of the data used the Shapiro-Wilk formula which was analyzed using SPSS version 25.

Table 3. Normality Test Results of Physical Education Learning Implementation

Variables	Sig.	Conclusion
Physical education learning implementation data (pre-test)	0,229	Normal
Physical education learning implementation data (post-test)	0,090	Normal

From the table above, each variable has a value of more than 0.05, it can be concluded that the data is normally distributed so that it can be continued to the different test analysis.

Table 4. Normality Test Results of Students' Satisfaction Data in Physical Education Learning

Variables	Sig.	Conclusion
Physical Education Learning Satisfaction Data (pre-test)	0,479	Normal
Physical Education Learning Satisfaction Data (post-test)	0,258	Normal

From the table above, each variable has a value of more than 0.05, it can be concluded that the data is normally distributed so that it can be continued to the different test analysis.

Table 5. Normality Test of Data for Increased Learning Outcomes of Students' Arm Muscle Strength

Variables	Sig.	Conclusion
Student Arm Muscle Strength Data (pre-test)	0,072	Normal
Student Arm Muscle Strength Data (post-test)	0,097	Normal

Table 6. Normality Test of Data for Increasing Students' Abdominal Muscle Strength Learning Outcomes

Variables	Sig.	Conclusion
Student Abdominal Muscle Strength Data (pre-test)	0,067	Normal
Student Abdominal Muscle Strength Data (post-test)	0,085	Normal

From table 6 each variable has a value of more than 0.05, it can be concluded that the data is normally distributed so that it can be continued to the analysis of the difference test. Hypothesis testing in this study tested the difference between pre-test and post-test, aiming to determine the effect of learning physical education using the discord application between before and after treatment. Where is the research hypothesis:

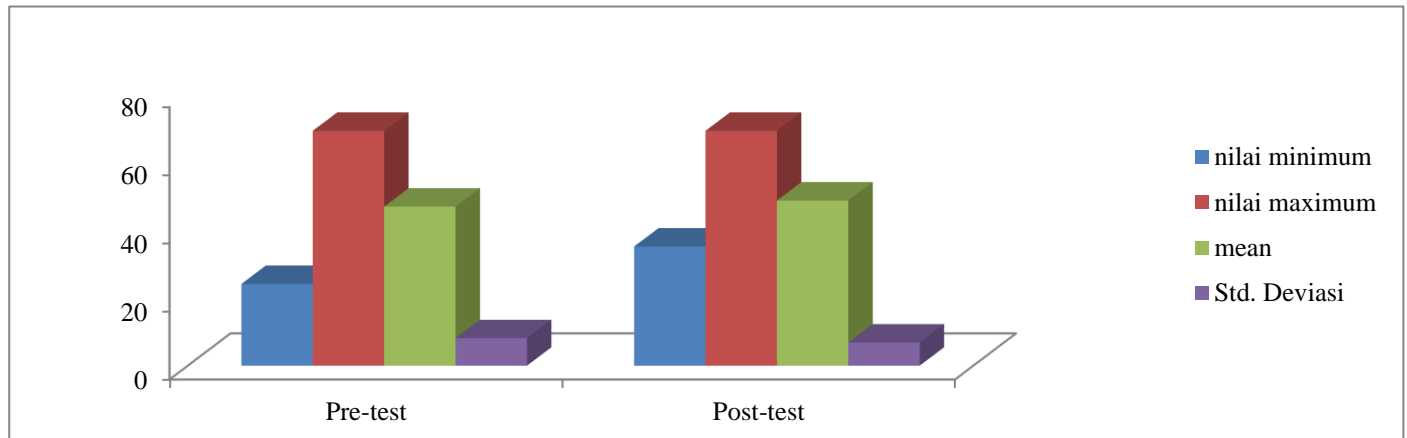
- H0 = There is no difference in learning physical education during the Covid-19 emergency using the Discord application in increasing students' wellbeing.
- H1 = There are differences in learning physical education during the Covid-19 emergency using the Discord application to increase students' wellbeing.

To describe the data from this study as a whole, the researchers present the results of research on each indicator of student wellbeing achievement as follows:

1. The results of the different tests for the implementation of physical education learning are described in table 7 and graph 1 below:

Table 7. Different Tests of Pre-Test and Post-Test of Physical Education Learning Implementation

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Implementation of Learning - Class	46,12143	7,43070	,62801	44,87974	47,36311	73,441	139	,000



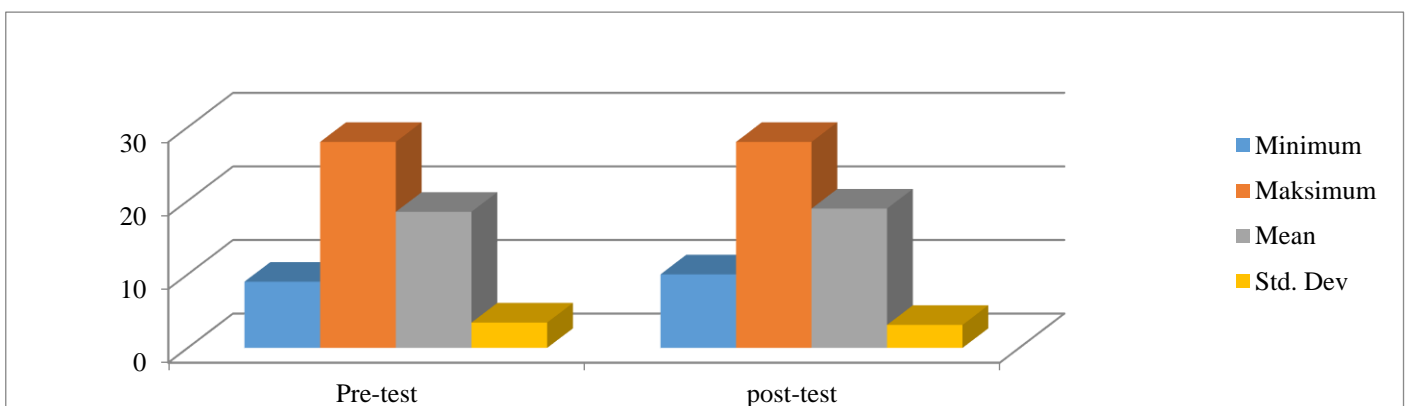
Graph 1. Results of Implementation of Physical Education Learning

From table 7 and graph 1 above, it can be concluded that the two-way (2-tailed) significance value = $0.000 < 0.05$, it means that there is a significant difference in the implementation aspects of physical education learning between before and after learning using the discord application.

2. The results of the different test of students' satisfaction with physical education learning during the Covid-19 emergency using the discord application are described in table 8 and graph 2 below:

Table 8. Data on Different Tests of Students' Satisfaction in Physical Education Learning

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Student Satisfaction in Physical Education Learning	17,351	3,251	,275	16,808	17,894	63,141	139	,000



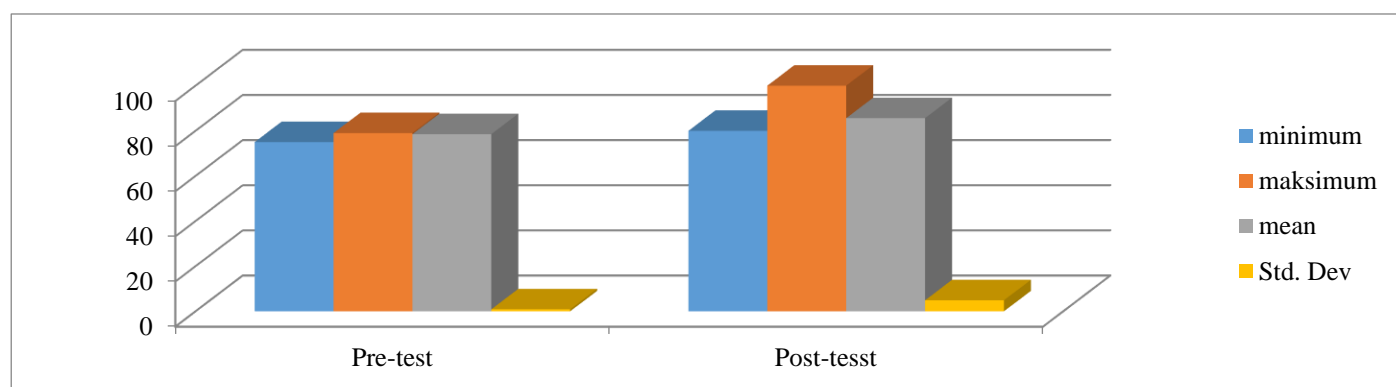
Graph 2. Students' Satisfaction Results of Learning in Physical Education

From table 8 and graph 2 above, it can be concluded that the two-way (2-tailed) significance value = 0.000 < 0.05, it means that there is a significant difference in aspects of student satisfaction in learning physical education between before and after learning using the discord application.

3. The results of the different test results for student learning of arm muscle strength in physical education learning during the Covid-19 emergency using the discord application are described in table 9 and graph 3 below:

Table 9. Different Test Data Pre-test Post-Test Students' Learning Outcomes Arm Muscle Strength

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Student s' Learning Outcomes Arm Muscle Strength	-10,616	7,43070	,62801	64,87974	97,36311	61,334	139	,001

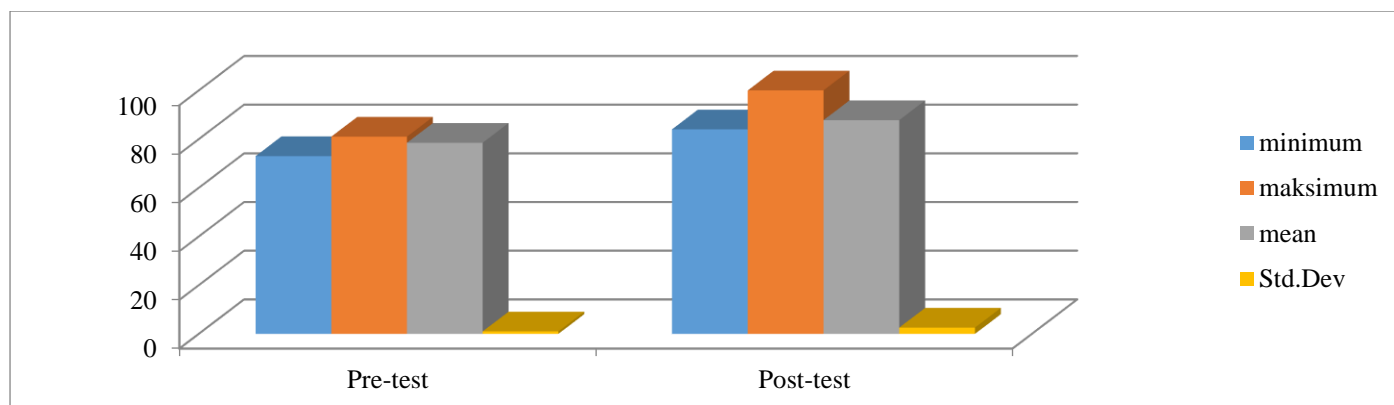


Graph 3. Students' Learning Outcomes Data Arm Muscle Strength

From table 9 and graph 3 above, it can be concluded that the two-way (2-tailed) significance value = 0.000 < 0.05, it means that there is a significant difference in the learning outcomes of arm muscle strength in physical education learning between before and after learning using the discord application.

Table 10. Different Test Data Pre-test Post-test Students' Learning Outcomes Abdominal Muscle Strength

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Students' Learning Outcomes Abdominal Muscle Strength	-10,544	3,2111	,3744	74,87974	97,36311	57,331	139	,000



Graph 4. Students' Learning Outcomes Data Abdominal Muscle Strength

From table 10 and graph 4 above, it can be concluded that the two-way (2-tailed) significance value = $0.000 < 0.05$ it means that there is a significant difference in the learning outcomes of abdominal muscle strength in physical education learning between before and after learning using the discord application.

Thus, from the results of calculating the data for the three indicators of students' wellbeing, it can be concluded that it is accepting the H1 hypothesis, there is a difference in the increase in students' wellbeing after implementing physical education learning using the discord application. So it can be said that there is an increase in students' wellbeing after learning physical education during the Covid-19 emergency using the discord application.

The results showed that the welfare of high school students (students' wellbeing) in learning physical education during the Covid-19 emergency using the Discord application experienced a significant increase. The increase was marked by an increase in three indicators of student wellbeing, namely; 1) implementation of physical education learning during the Covid-19 emergency, 2) students' satisfaction with physical education learning during the Covid-19 emergency, and 3) learning outcomes of physical education learning during the Covid-19 emergency.

Specifically, the implementation aspect of physical education learning during the Covid-19 emergency in the results of the study explained that there was a significant increase after being given physical education learning using the discord application for three meetings. The necessity of learning physical education during the Covid-19 emergency in question is the learning process includes stages; 1) Introduction to learning which includes stages (prayer, attendance, and apperception); 2) The core of learning, which includes stages (delivery of learning materials, practicing learning materials, use of time, and discussion sessions; 3) Closing of learning which includes stages (evaluation, reflection, conclusion, feedback, and follow-up) (Kusuma & Winarno, 2018). Overall aspects of the implementation of physical education learning during the Covid-19 emergency can be carried out well, although it is not easy. This was done by the researchers by conducting socialization (focusing on the use of the discord application) during two meetings before the research was carried out. So that the first meeting, direct implementation and stabilization in learning practice, the second and third meetings, the implementation of learning actions almost no significant problems, all stages of learning went well.

For the aspect of student satisfaction in learning physical education during the Covid-19 emergency, based on the results of the study, a significant increase was obtained after being given physical education learning by implementing the discord application for three meetings. Student satisfaction in learning in this research study, the researchers interpreted the effects of physical education learning that had been undertaken by students. Students' satisfaction in learning physical education during the Covid-19 emergency can be seen from; 1) enthusiasm for learning, 2) satisfaction with the physical education learning process using the discord application.

Aspects of students' learning outcomes in learning physical education during the Covid-19 emergency in this study, researchers used basic physical fitness competencies related to health, by taking two indicators of learning achievement, namely endurance, arm muscle strength, and abdominal muscles. As a result, the two

indicators of learning achievement experienced a significant increase after being treated in the form of physical education learning by applying the Discord application.

The three indicators are the embodiment of the wellbeing dimension itself, namely students' welfare including social, psychological, and cognitive dimensions (Karyani et al., 2015). If these three dimensions are met in the learning process, students will feel safe/peaceful/peaceful, achieve life goals/desires, and be happy. The happiness and tranquility of students in the learning process will make students prefer to learn and are motivated and even feel disapproved if unable to attend certain subjects. The mood that flowers and falls in love with learning will be able to move all organs of the body to move productively towards learning itself. Not a learning activity due to coercion, pressure, and targets of schools and teachers. This is the significance of this research being conducted so that, from the condition of students whose wellbeing will accelerate the achievement of learning goals and educational goals.

In the study of physical education learning during the Covid-19 emergency as it is today. Where teachers and students require to apply a different learning process to normal learning or before the Covid-19, namely online learning which requires preparing all the devices and implementing media and applications. More than that, adapting the changing learning process from the real world (face to face, meeting, and direct contact) to an indirect learning process through virtual media (internet, face to face via laptop/mobile phone screen) and from short messages. Conditions like this, if it drags on and is not handled and there is no real action in providing solutions, it will have an impact on the learning process, learning does not work as it should, as well as threats to the psychological condition of students (anxiety, worry, decreased interest, and motivation to learn) In the end, the main goal of learning physical education will be difficult to realize. Based on this empirical study, the results of this study are very important. The results of this study provide an overview and evidence that the use of the discord application has a significant impact on increasing students' wellbeing. The results of this study make teachers aware that there are many choices of learning applications that can be used in online learning, not only zoom, google meet, google classroom and others, but there is a discord application as one of the choices. The idea of selecting the discord application in this study is to try to apply an application that is familiar among teenagers, especially teenagers who like games. On the basis of these considerations, the researcher assumes that physical education learning will run well, it does not take long to explain the use of the application so as to facilitate the learning process both of implementation and assessment of learning in order to realize learning objectives. The researcher's assumptions after the research process was carried out were all proven to improve the process of implementing learning, increasing student satisfaction in the learning process and improving physical education learning outcomes during the Covid-19 emergency. Researchers need to emphasize that the discord application is only an application of several applications that can be used as online learning media, obviously there are many other applications that can be used in online learning. Its application and use is still determined by the user. The extent to which users are able to prepare learning materials that will be given to students. Preparation of lesson plans, determination of learning achievement indicators and learning objectives, determination of learning methods and determination of appropriate assessment instruments and specific teaching materials (according to the competencies learned by students). No less important is the order in which learning materials are delivered, learning methods, classroom management and, as well as assessment techniques, are in accordance with the objectives achieved.

The results of this study illustrate that the selection of the discord application in physical education learning during the Covid-19 emergency, is relevant for use in physical education learning at the high school level. The relevance of the discord application in learning is supported by several studies of the application of the discord application in online learning. Tjahjadi et al., (2021) explained that the discord application is an ideal new innovation and has great potential as a learning medium during the Covid-19 pandemic, besides that the discord application is familiar among teenagers and easy to operate. Next Jagad et al., (2020) explained that the discord application features are very supportive for discussion and debate even in different classes. Added Butz and Stupnisky, (2017) that the discord application is a lightweight application, it does not require a high data quota in its application.

Based on several research results on the application of discord applications in learning to support the findings of this study, but specifically in physical education learning the discord application has not yet been found and used in learning. The results of this study can be said to be new and have the potential to be used as an online mode of choice in learning, especially physical education in high school. The priority of the Discord application, apart from being an application that is familiar to teenagers, is to provide camera facilities with a maximum capacity of 25 participant oncams, but in one discord server you can create several channels of a maximum of 25 participant oncams so that they can accommodate all students whose number is more than 25 (Wulanjani, 2018). In addition, the discord application has the advantage of an unlimited number of participants, and all participants can make presentations. Discord application can also send photos, videos, files in all forms of formats (Rakhmawan et al., 2020).

CONCLUSION

From the results of this study, there was an increase in student well-being after the implementation of physical education learning using the discord application during the Covid-19 emergency. Increased student welfare (students' wellbeing) occurs in the three indicators of wellbeing, namely; 1) the implementation of physical education learning using the discord application, 2) students' satisfaction after participating in physical education learning using the discord application. 3) improving physical education learning outcomes after using the discord application. However, the researcher emphasizes that the discord application is only an application or learning media used in learning.

Limitations in the study such as differences in network speed at each student's residence, limited quotas owned by each student, and sometimes the application gets crowded due to the large number of discord applications from around the world which make the server system full for a while. In addition, the limitations of this research are on the variables that are actually included in the broad scope of the research but because of certain methodological or procedural difficulties so that they cannot be included in the research and are beyond the control of the researcher. Such as social, environmental, and psychological variables of teachers and students both of at school and at home. Realizing learning objectives requires careful learning planning, both formulation of indicators of competency achievement and learning objectives, determination of learning methods and determination of assessment instruments. All components of the learning plan must be in sync with the selected media/application in learning, namely the discord application. In addition, no less important is the order in which learning materials are delivered, learning methods, classroom management, and assessment techniques are integrated with the discord application.

As a researcher's suggestion, for further researchers it is necessary to examine the application of online mode learning by adding psychological or mental variables of students. This, according to the researcher, in addition to the implementation of learning due to the media, mental and psychological factors of students also need to be studied in depth so that learning objectives and improving student welfare are more complete and deeper.

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CONFLICT OF INTEREST

This publication does not have conflict of interest with any parties. In addition, the overall research funding is independent. There is no support from other parties or sponsors that affect the results. As the

correspondent author, I have informed you that the manuscript has been read and approved for submission by the author mentioned.

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