

A study on teacher education in India: Physical education, some policy issues and challenges

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ABSTRACT

This paper deals with some policies, problems and planned suggestions for teacher education and role of teacher in physical education. The goal of this Special Issue was to raise awareness of physical education teacher education (PETE) by expanding the knowledge base and geographical, theoretical, and innovative writing about PETE, physical education teacher educators, and those who shape (policymakers/higher education leadership) and those who experience PETE. The present research paper is based on explorative types of study. This research study is focused on teachers and physical education in India. This present study is basically case types of study, the researcher used secondary sources. The main implication of the study was to the Govt when any policy is introduced, it is the responsibility to checked in ground level, not only in papers.

Keyword: Education; teacher education; physical education; issues; challenges; policy

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INTRODUCTION

Teachers' involvement in promoting PA in teenagers has been proven as a significant component (Standiford, 2013). In terms of how far kids can meet the standards in a given school, teachers make all the difference. Effective motivation is required to attain greater levels of PA, which may be accomplished by improved teaching methods (Rosenkranz, et al., 2012). Previous study Haerens, et al., (2010) found that students who are highly autonomously driven (behaviours done for pleasure) are more likely to be physically active outside of PE class. According to Rutten et al. (2015), PE instructors should be helpful in order to maintain a high level of motivation among pupils.

Physical Education (PE) is essential since it is a skill-based subject that gives students the skills and confidence they need to pursue PA for the rest of their lives. "Physical education is the most effective way of equipping all children and adolescents with the skills, attitudes, values, knowledge and understanding for lifelong involvement in society," according to the statement of the UNESCO World Sports Ministers Conference (MINEPSV) in Berlin in 2013.

Education is the means for advance development of any nation of the country as well as the world and it depends on the quality of teachers. Knowledge, devotion, quality,

professional dedication and motivation of teachers are the factors accountable for quality education and learner achievement. Producing such teachers is a most important challenge for governments across the world today. With the continually increasing amount of knowledge today, teacher's job has been more challenging in the light of new pedagogical and psychological theories, philosophy, sociology and globalization. Well designed and creative Teacher education programmes are required today. Teacher education programme has to be critiqued, studied, reformed, rethought and reoriented today. Progress in teacher education is a 3dimensional task- It's main challenge for every nation to provide well set and effective teachers; it is an area of concern for degrading values and questions about rationale and goals of education for society; and it is the research problem regarding educational issues, concerns, questions and conditions. Physical education equips students with the skills they need to develop and sustain a physically active lifestyle throughout their lives, according to the Centers for Disease Control and Prevention (CDC) (2010) and the [National Association of State Boards of Education \(NASBE\) \(2012\)](#).

According to [Siedentop and Tannehill \(2000\)](#), the quality of their instructors is the most significant element influencing how children learn and develop in school. Active and successful instructors are excellent at teaching children, especially less-skilled pupils, students from educationally disadvantaged families, and novices of any age level, according to research. The purpose of this article is to discuss how teachers may inspire students and impact their physical activity, the significance of teacher pedagogical subject understanding, and significant problems in the school education system while implementing a Quality Physical Education Program.

The present research paper is purposed for teacher and physical education, the researcher choose this topic due to some reason were found, there is a gap of study in teacher and physical education especially the researcher found many issues and challenges in physical education during Covid-19 Pandemic, most of the educational institutions were closed till date, during this pandemic time students and teachers faced many difficulties, likewise network issues and many other problems, so that is why the researcher select this topic. The aims of this study are: (1) to explore the issues and challenges in teacher education, (2) to explain the difficulties faced in physical education during Covid-19.

METHOD

The researcher used exploratory types of method for this study, for this research article investigator used secondary data, which includes Journals, magazines, reference books, libraries and internet sources.

RESULTS AND DISCUSSION

Indian Educational System

India has the world's third largest educational system and is among the largest systems of teacher education in the world. The educational expansion, universalization of elementary education, vocationalization of secondary education, higher and professional education and quality concerns of education are major drivers for thin creased demand and need of good teachers, in such conditions, there is a big need to produce good teachers and today it is on the top of global agenda. Recently Universlization of Elementary Education, and implementation of RTE coupled with sustainable Development Goals (SDGs) have produced a huge requirement of teachers

and to meet this new challenge, our country should be able to supply good teachers in large numbers. Today new innovations and experiments are being tried out inside as well as outside the classroom that includes project-based learning, development thinking skills, and discovery learning approaches. Many teachers are not perfectly familiar in implementing the. Concepts of new curriculum and many are not equipped to properly implement the curriculum. So it is necessary to define the professional qualifications and skills needed for a good teacher and inculcate them within prospective teachers. In India, during the quest of this reforming and restructuring and in the light of various policy papers and documents like- [National Council of Educational Research and Training \(1970\)](#), Acharya Rammurti Samiti Report ([Singh, 1991](#)). The Teacher education curriculum and regulations have witnessed a concept shift in recent years. On the other hand some of the problems have also been there like updated curriculum, duration and quality of internship; in-service teacher education, lack of practical aspects and teacher education through distance mode are controversial issues.

Challenges of Teacher Education

Great expansion of teacher education institutions during the last decade reflects the teacher education scenario of today. Increase in the no. of schools and enrolment as a result of countrywide primary education programmes like Operation Blackboard, District Primary Education Programme, Sarva Shiksha Abhiyan and Universalization of Elementary Education, has resulted in increased demands for the teachers. This produced a great demand and increase of teacher education institutions but the quality parameters were ignored in the process. As result, poor quality, lack of responsibility, and lack of desired qualities and dedication is seen among the newly produced pupil teachers.

Quality Crisis

There are problems of quality perception, quality scaling and quality differentiation in Teacher Education. There is a significant variance between expected and actual quality. Alas, this gap is widening. This is exemplified by the successive entrance tests for higher level, be it Graduate, Post-Graduate or Doctoral Level. There has to be adequate focus on all the systemic parameters input, process and output. The degeneration of quality of Teacher Education can be attributed more to the private sector. Unless the teacher education norms are observed sincerely by the society, nobody can help.

Physical Education

Physical Education (PE) is a difficult subject to teach in most nations ([Hardman, 2009](#)). Reduced curriculum time and a lack of properly trained instructors are among the difficulties, as are inadequate facilities and a bad image among teachers, students, and parents ([Nyakwebwa, 2005](#)). According to [Van Deventer \(2005\)](#), the worldwide crisis in PE has both a scientific and apolitical component, implying that it is not just about curriculum content but also about the politics that surround curriculum development and implementation in schools. In order to better grasp the nature of these problems across ed/cation systems in various countries, [Yardman et al. \(2021\)](#) established the following seven themes:

Physical Education's Purpose

Physical education has developed into a multi-disciplinary topic throughout time, with a scope that extends beyond physical fitness and knowledge of game and sport regulations. Many issues from various disciplines, such as science, biology, genetics, psychology, and sociology, are included. It's likely that not all of the elements that make up the scope of physical education will find a home in the school curriculum.

Physical Education Program

1. Physical Education Instructors Who are Qualified

It is a widely held belief in society that schools should employ instructors who are qualified to teach in the subject areas in which they are licenced in order to preserve the quality of education. When compared to classroom instructors qualified to teach physical education, research has shown that licensed physical education specialists can offer more and longer chances for children to fulfil physical activity requirements (McKenzie, & Lounsbury, 2009). All employees who take professional responsibility for PE and sport must have adequate credentials and training, according to the International Charter of Physical Education and Sports. To guarantee that they achieve an appropriate degree of expertise, they must be carefully chosen in sufficient numbers and provided preparatory as well as further training."

Physical education and sport should be taught, coached, and administered by competent people. Every primary school, according to Carney and Howells (2008), should have a physical education expert to teach PE. This viewpoint is backed up by Blackburn (2001), who claims that the specialist PE instructor has the greatest impact on student achievement in PE. In her research, Majagaonkar and Vaishali (2020) discovered that PE experts outperform non-specialists and generalist instructors. In her research, she discovered that no one specialized PE instructor is assigned to elementary schools in Satara City, and that non-specialist teachers teach PE to pupils in high schools. Many primary school teachers, according to Morgan and Bourke (2008), would rather not teach PE as all, therefore hiring specialized PE instructors should be prioritized.

2. Pupil-Teacher Ratio

According to a British Council Survey Report (2014), the Indian school education system faces major challenges today, including a high pupil-teacher ratio, a lack of professionally trained teachers, and poor student learning resulting in poor learning outcomes at each stage of education. According to the study, unfavorable pupil-teacher ratios exist in 46 percent of primary and 34 percent of upper primary schools. Due to the high class size, the instructor is unable to attend to the individual needs of each student and is unable to engage all pupils in physical exercise. Low-skilled pupils as well as advanced learners are affected by unfavorable pupil-teacher ratios (advanced skilled student).

3. Inadequacies in the quality of PE Teachers

The teacher-related obstacles to delivering PE programmes in elementary schools have been shown by researchers. Lack of training and knowledge, difficulty providing safely planned and structured lessons, gender stereotyping of activities, poor planning, and perception of the value of PE (DeCorby, Halas, Dixon, Wintrup, and Janzen, 2005), high level of accountability for other subjects, attitude toward PE (Dwyer et al., 2003), confidence in teaching PE, expertise or qualifications, interest in PE (Dwyer et al., 2003); (Morgan and Hansen, 2008). According to Jenkinson and Benson (2010), almost two-

thirds of the participating instructors found it challenging to engage students in PA, and they believed their own teaching had influenced their students' involvement in PE and PA. [Majagaonkar and & Vaishali \(2020\)](#) discovered that instructors in Satara city primary and secondary schools were unable to engage all students in physical activity during physical education class, with pupils spending an average of 3.86 (1.82) minutes and 2.48 (1.65) minutes in MVPA. [Nalkar \(2015\)](#) examined the planning time, time for providing instructions, teaching time, children's waiting time, and children's activity time in a survey of 59 teachers from Pune. He discovered that instructors spend more time engaging students in activities and less time teaching, implying poor lesson preparation and a lack of subject understanding among teachers.

Issues faced in Online teaching Learning during Covid-19

Access to online education is an issue that affects a significant number of kids and is not restricted to one block or area. Poor internet connection, a small number of Smartphone users and severe weather have made online learning difficult for students and instructors alike. The acquisition of knowledge is critical to the development of any civilization; this is also true in rural areas. Guidance and assistance to disadvantaged groups in obtaining their rights. Rural communities, in particular, often fail to meet the same educational requirements as more densely populated places. E-learning is a great tool for students in rural areas to get access to the same benefits as their urban counterparts

CONCLUSION

It is concluded from the study that teachers are the most important factor for the students for providing more opportunities to learn and be physically active and maintain a physically active lifestyle throughout their life span. It is suggested that, government should pay attention towards teachers training, employment of specialist (qualified) PE teachers in adequate number in order to achieve standard pupil-teacher ratio and improve quality of physical education. Besides this, to improve the quality of in-service PE teachers, in-service training should be conducted after duration of 2-3 years.

Suggestion

1. The applicant for the teacher training programme should be chosen using a proper selection technique. The test procedure for B.Ed. admission should be reformed such that only those students with teaching ability and a commitment to the teaching profession are admitted. Some steps should be made to make the B.Ed admissions process as safe as feasible against manipulation and interference.
2. The teacher training programme should be structured in such a way that pupil-teachers have sufficient chances to acquire the necessary teaching skills. It will assist aspiring instructors in developing a complete personality and becoming competent enough.
3. In inclusive classrooms, prospective instructors should be educated in the abilities required to cope with "Children with Special Needs" alongside regular pupils. The inclusion of inclusive education in teacher education should be a requirement.
4. To maintain a balance between professional work and personal life, teachers should acquire techniques such as meditation and yoga. According to [Sharma & Shakir \(2017\)](#), meditation may assist to relieve tension in the mind.
5. Teacher educators' professional development is a continual process. As a result, new refresher courses, orientation programmes, workshops, symposiums, and

short-term courses should be promoted on a regular basis for teacher educators' professional development. The institution should be properly provided with facilities for organising different kinds of activities such as daily assembly programmes, community living, social work, library organisation, and other curricular activities in order to create a professional mindset.

6. The Indian government should provide a substantial raise in teacher salaries on a regular basis.
7. Our instructors need to be updated on the latest educational advances, and pupil-teachers should be trained how to use information and communication effectively.
8. More focus should be placed on doing research on curriculum creation and assessment procedures by teacher education departments. The government should fund extension programmes and exchange programmes with other institutions both inside and beyond India.
9. Appropriate preparations for teacher training should be made at teacher training institutes. NCTE should keep an eye on the issue so that if such institutions do not have the requisite infrastructure, action may be taken against them.
10. The NCTE shall supervise private teacher education institutes on a regular basis to ensure that they are not used only for the purpose of generating money. Institutions that participate in the commercialization of education should face severe consequences.

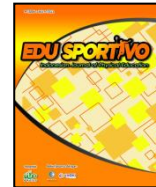
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Students' experiences in learning physical education in an online environment

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ABSTRACT

The start of the Novel Corona Virus in 2019 has been the root cause of the severe disruption of economic opportunities and educational curriculum implementation affecting people's daily living across the world. In the field of education, the pandemic has brought changes to the educational system. A shift in the mode of learning has shifted from face-to-face to online and modular learning, wherein the former has been utilized more. This basic qualitative study was conducted to explore the experiences of students along with their recommendations to further improve the delivery of online physical education. Twenty informants from the different departments of the University of Saint Louis participated in this study through online interviews. In utilizing open coding, axial coding, and selective coding, the results revealed five major recurring themes, to wit: (1) Student-Teacher Interaction, (2) Technology-Related Experience, (3) Online Classroom Experience, (4) Pedagogical-Related Experience, and (5) Personal-Related Experiences. The study concluded that students have both desirable and undesirable experiences in learning online physical education amidst the COVID-19 Pandemic. The informants' recommendations focused mainly on the teacher's regular monitoring of students, the use of effective online strategies in teaching physical education, and providing enough time for activities. In addition, implications and recommendations are also discussed.

Keywords: Physical education; online learning; covid-19 pandemic; positive experiences; negative experiences

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INTRODUCTION

The emergence of the novel Corona virus in 2019 has been severely affecting the daily lives of people around the world. Focusing on the educational sector, the pandemic brought changes in the educational system as it shifted its mode of learning into online learning. The traditional face-to-face classes were abruptly shifted to the visionary idea of flexible learning (Zhang, 2020). Flexible learning for higher education institutions or HEIs involves a combination of digital and non-digital technology or in simpler terms, the online and modular learning modalities (Huang, Liu, Tlili, Yang, & Wang, 2020). In this kind of educational approach, one of the subjects in college that encounters a lot of challenges in online learning is physical education.

Physical education is a process of learning, the context being mainly physical, and it aims to develop students' physical competence and confidence through performing a range of physical activities associated with an active and healthy lifestyle as it helps students develop both personally and socially (Estevan et al., 2021; Young et al., 2021).

Finally, it is because of this that physical education is classified as adversity, as it requires collaboration, communication, creativity, critical thinking, and aesthetic appreciation (Romero-Naranjo, 2020). Undeniably, physical education activities make college life worth remembering. It is a way wherein students create a passion for active recreation and sport, broaden sporting experience, cultivate enjoyment and nurture sportsmanship in a variety of sporting environments. In these times, it is hard to establish these aims in behind-the-screens set-ups.

In the digital world, online physical education is unique in the sense that, if the subject is well-taught, it can elicit a reaction from the learner in response to the movement. Because of this, some of the aims of physical education are incredibly difficult to achieve online even if technology is already accessible (Varea & González-Calvo, 2020). In addition, students who are engaged in online physical education are unable to obtain adequate space to regularly participate in physical activity and often have limited access to materials and equipment needed for online physical education (Jeong & So, 2020). Thus, materials that are readily accessible at home were used by the students.

In contrast, there are some studies that show physical education can be effectively done through e-learning (Hghasemipnuacir & Mataruna-dos-santos, 2021; Lang et al., 2017). Thousands of students across the nation have completed PE courses online (Goad & Jones, 2017; Lang et al., 2017). These students have attested to the benefits online learning could give. For them, it is self-paced learning, and it adds flexibility to their lives. They are provided with better time management as they create their own schedules (Hambali et al., 2021). Moreover, it has improved their virtual communication and collaboration. There are students who failed PE in the traditional setting but have experienced success in the online course because of privacy and freedom to participate in fitness activities away from the critical eyes of their peers (Goodyear et al., 2014). Together with emerging exergaming, the use of e-learning as an educational option lets students engage in physical activities in an e-course that meet their physical, emotional, social and mental curricular needs (Staiano & Calvert, 2011). This study was conducted to explore the second-year college students' experience in online physical education along with their recommendations to further improve the delivery of online physical education under physical activity towards health and fitness (Indoor Games).

The outcome of this study will help in improving the learning system in the online modality, especially in fulfilling the physical activities and wellness requirements of college students. It will be beneficial not only among college students but also to other students who are enrolled in physical education subjects. This study will serve as a way for them to address their learning difficulties through online physical education courses wherein practical suggestions will also be provided to cater to their needs in enhancement of learning. The results of the study will also be beneficial to all physical education instructors toward integrating much more suitable teaching strategies regarding modes of online learning.

METHOD

This study utilized a qualitative research design employing basic qualitative research. It helped interpret how individuals experience and interact with their social world, the meaning it has for them, which in this case were college students enrolled in Physical Education III classes who brought to light their varied experiences in learning online physical education, including their issues and difficulties and recommendations to further improve the delivery of physical education in an online environment.

The informants of the study were 20 second year college students in the First Semester of S.Y. 2020-2021. The informants of the study were chosen through purposive sampling with the following inclusion criteria: (1) enrolled in PHED 1033 (Physical Activity towards Health and Fitness: Indoor Games) in the First Semester, SY 2020-2021, (2) enrolled either in full-online learning modality or blended learning modality in the First Semester, SY 2020-2021, and (3) willing to participate as informants in the present study. They were assured that anonymity and confidentiality were to be strictly observed from data gathering until the writing and publication of the research output (Ballena & Liwag, 2019). The informants were given corresponding codes which were referred to by codes PE01 to PE20.

The study utilized an online interview through ZOOM and Google Meet as its data collection technique. A semi-structured interview was employed in this study which is considered as the most common data collection technique in qualitative research (Bearman, 2019; Kallio et al., 2016). An interview protocol, which enables the researchers to take notes on the responses of the interviewee served as a guide during the conduct of the interviews. The validated and pilot-tested interview protocol contained interview questions which were contemplative of the specific research questions (Ballena & Liwag, 2019). Online interviews with each of the 20 informants were sustained until data saturation was reached. The interviews were transcribed following the denaturalized approach to transcription (Azevedo et al., 2017; Nascimento & Steinbruch, 2019). Speech fillers, pauses, extralinguistic and paralinguistic elements were deliberately removed.

The interview transcripts were analyzed following three major stages: open-coding, axial coding and selective coding (Creswell et al., 2007). While reading the interview transcripts, open coding was done by literally underlining and highlighting significant statements, and writing notes and comments on the margin. Initial codes were also identified based on the significant statements and marginal notes. Open coding was repeatedly done across all of the pages of the transcripts; interview transcripts had an average of thirty-three initial codes for the experiences of the informants in learning online physical education. Axial coding ensued by classifying and tabulating the identified initial codes, and similarity or identity of the meanings of the initial codes was the basis for classification and tabulation. The axial coding stage gave rise to twenty-five classifications for the experiences of the informants in learning online physical education which constituted the initial list of categories or themes. The initial categories were subjected to selective coding, the final stage of qualitative data analysis, whereby overlapping categories were lumped together after a thorough analysis. Selective coding yielded four categories or themes which constituted the findings of the present study.

The number of categories was finalized using the CERES criteria for the determinations of categories (Ballena & Liwag, 2019): (1) Conceptual congruence, (2) Exclusivity, (3) Responsiveness, (4) Exhaustiveness, and (5) Sensitivity. Conceptual congruence of themes was observed when all of them belonged to the same conceptual level; in short parallelism is observed in the phraseology of themes. Second, exclusivity means that one identified theme should mutually exclude the others; thus, overlapping of themes was avoided. Third, responsiveness was maintained when the identified themes were the direct answers to the research problems or objectives of the research. Fourth, exhaustiveness was followed when the identified themes were enough to encompass all the relevant data contained in the transcripts. Fifth and last, sensitivity was observed when the identified themes were reflective of the qualitative data; in short, they had strong and material support from the data. Employing the CERES for the determinations of categories, five themes were established for the experiences of the informants in

learning online physical education.

RESULTS AND DISCUSSION

This research study explored the experiences of second-year college students as regards online physical education, along with their recommendations to further improve the delivery of online physical education. Major findings were considered in this study wherein it talked about the experiences of students of online physical education and it dealt with the different recommendations to further improve the delivery of online physical education. Five major recurring themes were revealed in the study, which included: (1) Student-Teacher Interaction; (2) Technology-Related Experience; (3) Online Classroom Experience; (4) Pedagogical-Related Experience; and (5) Personal-Related Experiences.

Theme 1. Student-Teacher Interaction

One of the major themes that was revealed in the study is student-teacher interaction. It was revealed that many of the informants did not provide responses or comments for their teachers toward their online physical education activities which lead us to a sub-theme that includes:

Teacher Feedback Giving

The role of feedback in optimizing students' learning experiences could never be overstated. This has a direct impact on the professionalization of teaching in higher education. However, in this study, teachers' feedback produced an undesirable experience of the informants. Generally, many informants revealed an unfavorable experience towards teachers' feedback giving. Some of the verbalizations of the informants were as follows:

PE01: *"I don't know if all of my executions are correct or not due to teachers' not giving timely feedbacks as regards the submission of my active ties even after passing and grading my assessments, no comments at all."*

PE10: *"And difficulty for me as regards to physical education delivered online is that no proper guidance or feedback between me and my professor, if only my professor leaves a comment in the LMS, that can help me ascertain what I'm doing right to improve my demonstration in the next activities."*

Teachers should provide quality information to students about their learning in order to track students' success and development in demonstrating or performing their sports activities. Furthermore, students will track their own learning progress through the teacher's feedback. Concurrently, with the objectives of the study to emphasize the importance of feedbacks from teachers towards better educational outcome, online feedback immediacy is an important component to effective online communication (Ramlatchan & Watson, 2020). It is because an online presence that includes feedback is easily established within an online learning environment. Furthermore, feedback can be given and received through instructor-to-learner, learner-to-necessary because it provides learners with constructive academic feedback in which to reflect, inform, and adjust learning.

Moreover, for purposes of emphasizing the role of effective student-teacher interaction, majority of the respondents recommended that there is a need to have a

regular monitoring of students' coping mechanisms in online education of physical education. Such monitoring and effective communication will resolve some academic concerns of students and will thereby improve educational performance outcome while putting the guidance of the teachers nearer to the students. This recommendation was based from the following verbalizations:

PE01: *"Improve the communication between students and teachers and enhance students' engagements, teachers must implement appropriate activities that makes the students be more participative and increase their interest in Online Physical Education and also teachers must provide proper feedback to students to further have an active communication."*

PE05: *"Teachers should not always let their students' study on their own, they should also help them with their concerns because there are still some students that are slow learners that cannot cope up immediately with the lessons that are given to them."*

PE03: *"Due to the absence of face-to-face platforms, there had been some effect wherein teachers and students were not so close since they only appear on a virtual meeting."*

Most of the time, the underlying concerns of the students in online physical education there were lapses of social interaction between teachers and students. With this, it eventually led to poor performance and outputs generated by students as a result of insufficient student-teacher interaction in an online learning system. The findings imply that teacher's feed backing has been an emerging issue among students in learning physical education in an online learning environment. The results affirm some of previous studies stressing that teacher's feed backing have been one of major issues and challenges being experienced by students in online learning (Dhawan, 2020; Putri et al., 2020; Yusuf, 2020). Hence, the need to monitor teacher's feedback mechanisms should be a prime consideration among school administrators. Students' confidence, self-awareness, and enthusiasm for learning can all be enhanced through feedback. Effective feedback can also help students adjust to higher education and may even help them retain students (Winstone & Boud, 2020).

Theme 2. Technology-Related Experience

This theme shows the effects of technology in both teaching and learning physical education through online. It was revealed that many of the informants encountered undesirable experiences and only few encountered positive experience which led to 3 sub-themes:

Use of technology

The use of technology increased students' participation, made information more available, improved learners' knowledge absorption and retention and boosted motivation and productivity. One of the advantages of integrating technology into online physical education classrooms is that learning can be expanded beyond a person and team sports techniques, abilities and guidelines. Generally, informants revealed a favorable feedback about using applications in doing their activities. Some of the verbalizations of the informant were as follows:

PE01: *“I think the integration of physical education online is quite effective. What makes it effective is that when doing the activities specifically the videos, technology or application found in the internet helped me edit and I have the ample time in doing it.”*

Using technology is of great tool in order for students to be creative and active in making their activities, this will also help them maximizing their time in doing other activities with their different subjects (Tindowen et al., 2017), especially during this kind of learning set-up brought by the pandemic. By using technology through varied avenues like Google Applications, the teaching of Physical Education curriculum will be better implemented achieving higher educational learning outcome (Koh et al., 2020).

Unstable internet connection

Another problem that may arise is when one or more students experience an unstable internet connection and unable to enter the class through the video platform. Even if the camera was disabled and only the voice function was retained, it was unlikely that they would be able to remain in the virtual classroom if they have a low bandwidth or limited mobile data. Generally, many informants stated an unfavorable experience towards unstable internet connection. Some of the verbalizations of the informants were as follows:

PE13: *“My teacher required us to follow and imitate her, but unfortunately not all of them can follow what she is demonstrating including me due to the slow internet connection. I can say that it is really hard to come up with the lessons because not all of them have a stable internet connection. Even if the teachers are discussing, still we cannot understand it because their voices aren’t clear.”*

PE18: *“The challenges that I had encountered in learning physical education in online setting is the internet connection. Being in a country who is one of those countries who have slow internet connectivity, online setting of learning is a huge problem that I myself cannot solve.”*

PE20: *“The issue I encountered is my unstable internet connection since it always ends up going slow then comes back up again.”*

Internet connection is very important during online classes. This allows the communication between students and teachers. It also serves as a medium of information, educational resources and knowledge within a class discussion. Unstable Internet connection of both teachers and students is a major problem in online physical education. It does not only affect the teachers’ ability to teach but also the students’ willingness to learn. This is in consonance with results of previous studies which stated that e-learning modalities encourage student-centered learning and they are easily manageable during this lockdown situation (Jeong & So, 2020; Mukhtar et al., 2020).

With respect to the struggles of the students on weak internet connection, the respondents recommended that teachers need to minimize screen time and allocate their time properly by giving them ample time to effectively finish their tasks without pressure of not being able to send it on time. Also, such a recommendation will also help them to safeguard their health against emotional distress which might be brought by academic pressure governed by strict rules. The following were the verbalizations under the given recommendation:

PE15: *“Have lesser activities/assessment with more amount of the time for the deadline of submission.”*

PE16: *“And as such, I also recommend that the teacher should give an extended time for their students to accomplish all the activities.”*

PE02: *“Also, since it is about the health of the students minimize screen time and focus on activities that can help students to maintain their healthy body and mind.”*

PE05: *“Students also need breaks to refresh their body and mind from much load and screen time as well.”*

Indeed, there are lapses on internet connection and other instances that affect the students' learning process. This means that there has to be an allocation of time on demonstrations, giving activities, and deadlines of activities. Further, online learning is not all about who learns the fastest way but it is how the teacher assure that all the students can learn, thus, allocation of time is one way to improve the delivery of online physical education.

Theme 3. Online Classroom Experience

Another major theme that was disclosed in the study is online classroom experience. Students have the difficulty in online classroom because they do not have hands-on learning. Majority of the students cannot go through with their physical education activities because they do not have the sports equipment and have a limited learning space. Meanwhile, desirable experience was revealed in the study which talked about the accessibility of written material which led to three sub-themes that included:

Lack of Educational Facilities

Lack of educational facilities limits the ability of students to achieve various physical education learning and it hinders them to have an authentic learning experience. Hence, in this study, majority of the students had a difficult experience as regards educational facilities. Generally, many of the informants revealed an undesirable experience towards educational facilities. Some of the verbalizations of the informants were as follows:

PE04: *“Some activities require the use of facilities and equipment that are not available at home.”*

PE07: *“Also, they are no equipment available in our house when the activity requires a piece of equipment.”*

Indeed, many students don't have the materials that they can use to execute their different sports activities. Specific sports materials are not available in their respective houses. This is also a pressing concern in this kind of learning set-up since there are limited materials and resources available at home, especially that students are not able to go to school due to COVID-19 restrictions (Sonnenschein et al., 2021). The findings also affirm the results of previous studies that indeed, there is a difficulty in learning physical education at home due to limited resources and sports facilities (Almonacid-Fierro et al., 2021; Filiz & Konukman, 2020).

Lack of Learning Space

By definition, limited learning area referred to any venue other than a dedicated gymnasium or athletic field for physical education. This limits free movement, which could cause a slew of problems and restrictions. As a result, a larger percentage of students in this sample were reported of having a small classroom area while participating in physical education events. Generally, many of the informants revealed an unfavorable experience towards learning space. Some of the verbalizations of the informants were as follows:

PE11: *“I don’t have an environment that is suitable for the given practical examination because there are many distractions and space might be in appropriate for a certain activity such as badminton which needs a large area to engage with.”*

PE16: *“Next issue is on the part of the environment because of some the activities I have to look for a wide space to perform the activities therefore; I often go to other places around our municipality like in the public park, unlike in the school we have our own field and gymnasium.”*

With lack of learning space, students could not also attain a full execution of movements when doing their sports activities. Consequently, there would be a decrease of strength preventing students from receiving a better physical education experience. The culmination of a lack of skill and the inability to obtain adequate quality experience may lead to greater issues over time. Previous studies claimed that students with conducive learning spaces have higher level of academic achievement and success in online learning than those lacking learning spaces at home (Andrew et al., 2020; Cahapay, 2020).

Access to Written Materials

This referred to any lecture slides, modules, video lectures that were presented in the Learning Management System of the students. In this study, majority of the informants provided a favorable experience in accessing their online learning written materials in online physical education. Generally, many of the informants revealed a positive experience as regards access to written materials. Some of the verbalizations of the informants were as follows:

PE02: *“Easy to access because I can read and learn the topics anywhere. Such as when I don’t have anything to do, I just browse my LMS and open my PE lessons and be prepared to work on my activities.”*

PE19: *“It is better than the face to face learning since the information and lessons are held directly and in a modular way. In this setting the information is absorbed more relatively.”*

Students’ ability to easily access the learning content through modules, video lectures and lecture slides allows them to fully understand and assimilate their physical education lessons online with a great deal of time viewing, browsing and learning their learning materials.

Theme 4. Pedagogical- Related Experience

One more major theme that was transcribed in the study is pedagogical-related experience. This implies Physical Education instructors to provide a quality educational learning experience to students online. In this study, a mixed of experiences of students was revealed. Students who have more time in doing their online physical activities connote a favorable experience while conveying the true value of physical education and teachers' demonstration produced negative experiences. The following were sub-themes under this category which included:

More Time in Doing Physical Activities

Teachers' providing enough time in doing physical activities to students allowed them to finish the tasks before the due date. This also made learning Physical Education online more productive. It was revealed that they have more time in doing their physical activities. Generally, many of the informants revealed a commending experience towards having more time in doing physical education activities online. Some of the verbalizations of the informants were as follows:

PE01: *"I had more time doing my online physical education activities despite having other activities in my other subjects as well. Also, I had more time to execute and demonstrate the said activities and pass it on time meaning I have the flexibility in terms of doing the activities."*

PE18: *"I manage my time wisely because time management is important for me to avoid procrastination and disturbance from other activities."*

Students' having more time in doing their physical activities allows them to accomplish their task in physical education and other subject online as well. Time management also helps them in dividing their time to do all their activities in different subjects thus, their allocated time in P.E is greater than their allocated time in other subjects online.

Conveying the True Value of Physical Education

The true value of physical education according to the majority of the informants is social interaction. Social interaction is the ability of the students to interact and cooperate to other students through various group activities. In addition, social interaction motivated students to be more engaged in doing physical activities and made physical education more enjoyable and less trying. In this study, conveying the true value of physical education which is social interaction was not met online. Generally, most informants revealed an adverse experience in receiving the true value of physical education in an online setting. Some of the verbalizations of the informants were as follows:

PE05: *"The true essence of physical education which is social interaction to peers was not met online."*

PE15: *"It is impossible to be effective online classes since it is more on physical approach that theoretical approach and based on the governments' reason to add thin in our curriculum which is to implement healthy and fit body of the students, it is not really followed and accomplished through online classes."*

The true essence of physical education when implemented online was an issue to the majority of the students. Due to this circumstance, lack of social interaction between students and teachers hindered learners to acquire the true value of physical education.

Lack of Teacher's Demonstration

Demonstration entails demonstrating by way of evidence, justifying or clarifying by the use of examples. Demonstrations to the students gauge their level of understanding about a certain unit of study as well as to ensure all students have equal opportunity to learn. However, in this study, demonstration of teachers was lacking. Generally, most of the informants revealed an undesirable as regards to teachers' demonstration of physical education online. Some of the verbalizations of the informants were as follows:

PE09: *"Physical education needs actual demonstration for effective teaching. I can't understand properly the lessons especially when it comes to steps and formation because of teacher lack of demonstration."*

PE14: *"Too many lapses in online physical education such as ineffective teaching due to teachers lack of teaching demonstration in online classes."*

Teachers' really have to involve themselves in demonstrating the different sports activities in physical education so that students can be able to have a full understanding of the lesson with the aid of teachers' demonstration. This will serve as their basis in doing their physical education activities online. The same was asserted by previous study stressing that demonstrations are useful for facilitating and developing learning, since they promote student interest in the lessons and provide teachers with a greater variety of pedagogical tools (Meng et al., 2020). Demonstrations can make the lesson livelier and make teaching and learning more enjoyable and interesting, leading to better understanding.

In connection to the relevance of pedagogy as one of the themes analyzed under this study, majority of the respondents recommended that teachers should employ more student-centered approaches and deliver the most appropriate learning tasks in order to correlate the objectives of subject courses on physical education and excellent performance outcome. The following are the verbalizations of the respondents under the foregoing recommendation:

PE19: *"I would recommend more concrete systems of procedures in terms of the content of the lessons, a more elaborated execution of students' physical activities."*

PE02: *"Focus on activities that can help students to maintain their healthy body and mind."*

PE17: *"I hope that activities would be more practical like I and other students would typically do at home because with this, student will be more engage to the activities and even to enjoy the activities ourselves."*

With respect to student centered approach as recommended by respondents, it is an approach which encourages and enables students to be more engaged in and take more responsibility for their education (Tomas et al., 2019). Although not every classroom or class period will include all the components listed above, utilizing even one area can significantly benefit your students and create a more engaging classroom environment.

In order to improve the delivery of teaching physical education in the online setting, teachers should design activities that are appropriate for the course program. It is because students usually perform individually, they suggested that activities should be given according to the availability of equipment and space where they will perform. Activities must not also be deprived of the capability of the students to perform and rather let them discover what they can do and what changes should they adapt onto.

Theme 5. Personal-Related Experience

This theme shows the Personal-Related Experiences of the informant in online physical education. It was revealed that there were lots of factors that affect the informant's performance during online classes; they have encountered negative experiences and positive experience which lead us to 3 sub-themes which includes the following:

Learning style

Students learn in different ways which is referred to as learning styles. A person's chosen method of absorbing, processing, comprehending and remembering knowledge. Furthermore, different types of learners will learn information at their own speed and convenience. Students created their own learning experience, not just at their own speed, but also based on their interests and learning preferences. The instructor's job is to guide students, provide input on their progress, and customize the learning experience to their needs. Generally, majority of the informants revealed an unfavorable feedback about her learning style. Some of the verbalizations of the informant were as follows:

PE05: *"I'm a visual learner. During our meeting, there is no entire demonstration of the games about the lesson and it is a problem for me to fully understand it."*

PE17: *"But looking on the brighter side, this kind of learning system has boosted my confidence because I used to be shy to execute in front of my classmates but now, whenever I am done sending a video requirement, I don't feel bothered of their opinions as long as I did good."*

Every student has their own style of learning, some are linguistic learners, visual learners, kinesthetic learners, auditory learners and many more. It is important that teachers must consider the diversity of learners in order to design varied strategies to catch their students' interest with their subjects. Educational settings whether in classroom or online gives an impact on students' academic performance. Some were good during face-to-face classes because they have enough confidence to talk in front of the class but during online classes some students excel because they are not bothered with the judgment of their classmates.

Easy in giving and learning lesson

Students performed better when they were given the opportunity to fully engage with the knowledge they are studying especially when instructors give easy lessons to learn. It nourished the brain by allowing it more time to connect new and old knowledge, correct previous misunderstandings, and rethink previously held beliefs or opinions. Generally, many informants revealed a sensible experience about easy in giving and learning lesson. Some of the verbalizations of the informants were as follows:

PE02: *“When it comes to learning and giving lessons, online is easier.”*

PE16: *“If I were to assess this education learning performed through online, it would be 7 out of 10 because I can understand the lesson via the modules.”*

PE19: *“According to what I had absorbed during the assimilation of Physical Education in online platform, it is better than the face-to-face learning, since the information and lessons were held directly and in modular way.”*

Some students really admired an online set-up of class because they were comfortable and interest them to learn. It is easy for them to cope with the discussion when it is given online via modules. Concurrently, online learning helped ensure remote learning since it was manageable, and students could conveniently access teachers and teaching materials. It also reduced the use of traveling resources and other expenses. It eased administrative tasks such as recording of lectures and marking attendance. Both the students and teachers had an opinion that online learning modalities had encouraged student-centeredness during this lockdown situation. The student had become self-directed learners and they learnt asynchronously at any time in a day.

CONCLUSION

The study concludes that students have both desirable and undesirable experiences in learning online physical education in the midst of COVID-19 pandemic. Despite the implementation of flexible learning, online physical education is commending because students find it easier to learn their lessons with the video lectures, learning materials and other instructional strategies provided to them. Aside from the effective technology integration, students can easily access the learning materials which they can go over again as well as they have more time in doing physical activities. On the other hand, in its first year of implementation, students also experienced lapses in online physical education such as the lack of accurate feedback of teachers to their tasks, unstable internet connection, lack of educational facilities and learning space, lack of teachers' demonstrations, lack of interaction, and most importantly, their varying learning style. Their recommendations focused on teacher's regular monitoring of students, teacher's use of effective online strategies in teaching P.E and teacher's providing enough time for physical education activities.

The findings of the study had a variety of implications. First, there is a need to study and organize methods for online physical education programs, as well as to assess the overall efficacy of such programs. Second, in light of physical education teachers' increased expertise gained through the operation of online physical education classes, it is necessary to investigate the potential of online physical education classes linked to face-to-face physical education classes in order to assess their respective effectiveness and potential possibilities. Third, future research should examine the educational value of adjusting existing pedagogical techniques, content, and assessments, and so on to more successfully teach online physical education classes in order to build a theoretical framework for online physical education classes.

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Indices determining effective teaching of physical education in secondary school teachers in Ilorin West Local Government Area

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ABSTRACT

Many factors cause students' physical education learning outcomes to be not so encouraging, ranging from learning infrastructure, teacher competence, learning environment, learning curriculum. The purpose of this study was to investigate the index of determining the effective teaching of physical education in secondary schools in West Ilorin Local Government Area, Kwara State, Nigeria. Descriptive research design of survey type is used in this research. The population for this study consisted of sixty-five (65) physical education teachers in both public and private secondary schools. Four five (45) public secondary schools and twenty (20) private secondary schools were deliberately selected for this study. The questionnaire was well structured and designed by the researcher as the instrument used for data collection. The instrument was validated and the reliability of the instrument was confirmed through the split-half method. This instrument was given to 20 respondents from the East Ilorin Regional Government, Kwara State. All items on even numbers are scored separately, as well as scores on odd items. Both scores were analyzed using Cronbach's alpha, which yielded 0.62r. Sixty-five (65) questionnaire forms were taken and analyzed using PPMC and Multiple Linear Regression at an alpha level of 0.05. Based on the research findings, it is concluded that the Index (teaching materials, teaching strategies and school factors) determines the effectiveness of teaching physical education in junior high schools in the Ilorin Local Government Area of Kwara State, Nigeria. The researcher recommends that this type of research should be conducted in other Local Government Areas in Kwara State to investigate the index that determines effective physical education teaching.

Keywords: Physical education; indices; teaching strategies; instructional materials; school factors; effective teaching

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INTRODUCTION

Physical education has a strong influence on promoting youth physical activity (PA). Physical education is a movement in its various forms, with a particular focus on the motor skills, knowledge, and social skills needed to achieve that outcome (Ward, 2014). This review describes correlates of youth PA, examines however these factors have been targeted in physical education (PE) primarily based interventions and makes suggestions for PE pedagogy to market PA. Perceived physical competency, enjoyment of PA, intention, direct facilitation and support from parents and important others, and opportunities to be active were systematically related to youth PA. The large-scale PE-based PA promotion programs that were prosperous in increasing out-of-school PA applied a pedagogic framework targeting variables related to motivation (i.e., perceived competency, enjoyment of PA, self-determination). PE-based interventions ought to continue to

address the character of activities, however, conjointly utilize pedagogy that promotes psychological determinants of student motivation.

Physical education does not have a valid standard measure in student learning (Metzler, 2014). Physical education pedagogy has traditionally been viewed as a teaching style of exercise. While this traditional pedagogical approach provides exposure to a wide range of skills, which are used in school-based physical education and sports contexts, it does not demonstrate student competencies related to their ability to apply these skills in complex game situations (Usher et al., 2015). What students learn has historically been determined by the curriculum, a forum in which ideologies and paradigms can influence the pedagogy, content, and assessment of what is taught (Ward, 2013). Students' initial perception of learning related to promoting a healthy and active lifestyle in physical education is different from what they experienced in school during their training (Harris, 2014). Learning conditions tend to be teacher-centered. Teacher-centered learning which causes students to be less creative in collecting information (Fikrianto et al., 2021).

Given the claim that physical educators have a responsibility for the promotion of public health, it is considered important to explore their experiences, views and understanding of the most obvious vehicles through which physical activity and health can be promoted in the curriculum (Alfrey et al., 2012). Physical educators seek to address the individual needs of these students through physical education reform (Butz, 2018). Teaching experience has traditionally been considered very valuable in the teacher education curriculum. The empirical literature, however, suggests that the role of these experiences in the professional development of teachers is not always positive (Tsangaridou, 2014). Educators today are under tremendous pressure to be considered "effective" by parents, administrators, community members and public officials (Ellison & Woods, 2016).

Physical educators can consider the following seven principles for engaging their students in learning experiences: (1) students' prior knowledge; (2) knowledge organization; (3) motivation; (4) development of mastery skills; (5) goal-directed practices; (6) students as social, emotional and intellectual learners; and (7) students as independent learners (Trendowski & Woods, 2015). Dominant learning is teacher-centered so that students are not creative in gathering information (Sofyan, 2020). Effective teachers plan carefully, create an engaging environment, provide clear instructions, and support students with learning cues and formative assessment (Ennis, 2017). Even given the challenges involved in measuring effectiveness, there is still a need for all teachers, including first-year teachers, to be held accountable for their performance in relation to student outcomes (Ensign et al., 2018). The teaching strategies used by some teachers can increase students' responsibility for learning and feedback while others allow students to progress through a sequence of learning activities without the direct presence of the teacher (Gumbo et al., 2017).

Developing Pedagogical Content Knowledge (PCK) is very important for physical education teachers before and in office (Chang & Lee, 2020). In other words, an effective professional development program designed to deepen teachers' knowledge in a particular discipline carried out over a longer period of time will provide maximum potential to teachers who are actively seeking various resources, participating in these activities collectively with others, teachers, and combine those experiences with their national goals and standards (Chen et al., 2013). Professional development must relate what teachers have learned from current experiences with possible future events (Tsuda et al., 2019). Quality teaching is a term that has the potential to divert our attention beyond focusing solely on effectiveness issues with regard to achieving predetermined

goals (Dyson, 2014).

Teachers need to determine the relative importance of various priorities in the classroom (Henkel, 2016). A reflective teacher is one who constantly questions his own goals and actions, monitors practice and results, and considers the short and long-term effects on each student (Jung, 2012). Given that a teacher is entrusted with the most sensitive and responsible task by the state, the task of educating its citizens, teacher evaluation is of great concern in the educational community (Kyrgiridis et al., 2014).

Sports education is a pedagogical model based on the idea that learning teams with mixed abilities work together in such a way that all co-workers benefit from the benefits and experiences. Sports education provides students with sufficient time to improve their abilities and find ways to satisfy the group members for a successful sports education season (Nikravan et al., 2019). The efficiency of teaching in the field of physical activity (movement and sports programs), we believe, has a broader aspect than just achieving the knowledge that teachers should acquire (Pišot et al., 2014).

The majority of the research works on effective teaching has been conducted within the classroom environment, concentrating on more ancient subject areas like mathematics and language arts. A relatively small amount of data has been gathered within the area of physical education. Consequently, knowledge of what is effective teaching in physical education and the way it supports student-learning outcomes is comparatively thin, with solely a small number of studies providing insight. It is a research gap that must be attended to if teachers of physical education are to understand a way to support student learning by effective teaching. It is on the note this research was carried out to investigate indices (teaching strategies, instructional materials and school factors) determine effective teaching of PE in secondary Schools in Ilorin West Local Government Area of Kwara State, Nigeria.

METHOD

The study was carried out in Ilorin West Local Government Area, Kwara State using descriptive research design of survey type and the population for this study comprised of 65 physical education teachers in both public and private secondary schools. Forty-five (45) public secondary schools and twenty (20) private secondary schools were purposively selected for this study. A well-structured questionnaire designed by the researchers was the instrument used for data collection. The instrument was validated by three (3) experts in the Department of Human Kinetic Education, University of Ilorin, and Ilorin, Nigeria. The reliability of the instrument was confirmed through the split-half method. The instrument was administered to 20 respondents from the Ilorin East Local Government Area of Kwara State. All the items on even numbers were scored separately likewise, the scores on the odd items. The two scores were analyzed using Cronbach alpha, which yielded 0.62. The copies of questionnaire forms were personally administered by the researchers with the assistance of the school heads. The sixty-five (65) questionnaire forms administered were retrieved and analysed using PPMC at .05 alpha levels.

RESULTS AND DISCUSSION

HO1: There is no Significant Relationship between Instructional Materials and Effective Teaching of Physical Education in Secondary Schools in Ilorin West Local Government Area of Kwara State, Nigeria.

Table1. PPMC Analysis Showing Relationship between Instructional Materials and Effective Teaching of Physical Education

Variable	No	X	σ	df	r-value	p-value	Decision
Instructional Materials	65	1.06	0.62				H0
				63	0.61	.000	Rejected
Effective Teaching Physical Education	65	2.03	0.81				

P≤0.05

Table 1 shows the calculated r-value of 0.61 against the critical p-value of 0.000 with 63 degrees of freedom at 0.05 alpha level since the p-value of 0.000 is less than 0.05 hence the null hypothesis that stated that there is no significant relationship between instructional materials and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria, therefore, rejected which implies that there is relationship between instructional materials and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria.

HO2: There is no Significant Relationship between Teaching Strategies and Effective Teaching of Physical Education in Secondary Schools in Ilorin Local Government Area of Kwara State, Nigeria.

Table 2. PPMC Analysis Showing Relationship between Teaching Strategies and Effective Teaching of Physical Education

Variable	No	X	σ	df	r-value	p-value	Decision
Teaching Strategies	65	1.91	0.74				H0
				63	0.63	.000	Rejected
Effective Teaching Physical Education	65	2.03	0.81				

P≤0.05

Table 2 shows the calculated r-value of 0.63 against the critical p-value of 0.000 with 63 degrees of freedom at 0.05 alpha level since the p-value of 0.000 is less than 0.05 hence the null hypothesis that stated There is no significant relationship between teaching strategies and effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria is therefore, rejected which implies therefore, rejected which implies that there is relationship between teaching strategies and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria.

HO3: There is no Significant Relationship between School Factors and Effective Teaching of Physical Education in Secondary Schools in Ilorin Local Government Area of Kwara State, Nigeria

Table 3. PPMC Analysis Showing Relationship between Schools Factors and Effective Teaching of Physical Education

Variable	No	X	σ	df	r-value	p-value	Decision
School Factors	65	2.06	0.71	63	0.59	.001	H0
Effective Teaching							Rejected
Physical Education	65	2.03	0.81				

$P \leq 0.05$

Table 3 shows the calculated r-value of 0.59 against the critical p-value of 0.001 with 63 degrees of freedom at 0.05 alpha level since the p-value of 0.001 is less than 0.05 hence the null hypothesis that stated that there is no significant relationship between School factors and effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria is, therefore, rejected which implies therefore, rejected which implies that there is relationship between school factors and effective teaching of physical education in secondary schools in Ilorin West Local Government Area of Kwara State, Nigeria.

The finding of hypothesis one reveal that instructional material contribute to the determinant of effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria. The first refers to teacher actions that are explicitly intended to instruct knowledge and skills and to manage the classroom, such as demonstrating, explaining, providing feedback, making corrections, and setting goals (Jung & Choi, 2016). Sports teachers can design better programs and policies that create an emotionally safe and inclusive learning environment and school culture (Li et al., 2017). Taking time for continuous reflection and dialogue is a major challenge in building a professional learning culture (Murphy & O'Leary, 2012).

The finding of hypothesis two also revealed the relationship between teaching strategies and effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria. At all levels, evaluating the teaching effectiveness of physical education teachers is a very difficult task (Lindsay, 2014). Effective teaching must demonstrate a match between what students want to know and can do, the opportunities they receive to learn and practice, and how we assess learning. In turn, this promotes effective and efficient learning (MacPhail et al., 2021). Effective teaching is ultimately judged by achievement of learning outcomes, and to date, the effectiveness of sports teachers in helping students achieve public health outcomes has received little research attention (McKenzie & Lounsbery, 2013). Our treatment of the question of evaluating the effectiveness of physical education teachers is contextualized by the key issues facing PE as a curricular field (e.g., low enrollment requirements, canceled classes, course abandonment and replacement, lack of requirements for teacher credentials) and the critical health communities need schools to promote and provide physical activity (McKenzie & Lounsbery, 2014).

The finding of hypothesis three affirmed the relationship between school factors and effective teaching of physical education. The provision of effective teaching in schools will be disrupted if no attention is paid to the physical and psycho-social emotional environment in general (Mupa & Isaac., 2015). Physical education teaching is mostly carried out in secondary schools and is an important aspect of the secondary school curriculum and is thought of directly and indirectly. Physical education is thought of directly through classroom and practical instruction and indirectly through student involvement in the school's annual inter-home sports activities, sports quizzes and debates, cultural dances and other sports activities (Nwaogu & Oyedele, 2019). If physical

education is to be a supported school program, physical educators must be willing to define the outcomes of their programs and ways to measure those outcomes (Rink, 2013). An argument can be made that our best hope for the future is to place ourselves in a public health context, and there is support for comprehensive school physical activity programs as a mechanism to address concerns about childhood obesity and physical inactivity (Solmon & Garn, 2014).

CONCLUSION

Based on the findings of the study, the conclusion was drawn that the teacher uses instructional materials to arouse the interest of the learners thereby enabling the learner to gain direct experience of physical education. It was also concluded that adoption of teaching strategies by PE teachers have a significant relationship to the effective teaching process and other School factors like sports facilities and equipment, time allotment, school administrations' attitude to PE also have a significant relationship to effective teaching of physical education in secondary schools in Ilorin Local Government Area of Kwara State, Nigeria.

This study is limited to the relationship of instructional material, teaching strategies and school factors on effective teaching of physical education in secondary school in Ilorin West Local Government Area, Kwara State. Based on the findings of this study, the following recommendations were made: 1) Ilorin West Local Government Education Authority should make a policy that will give room for adequate provision of instructional materials for effective teaching of PE to take place in secondary schools; 2) Ilorin West Local Government Education Authority should ensure that when recruiting teachers for physical education subject the subject methodology should be adequately examined for them to select qualified physical education teachers for the appointment; 3) School management in Ilorin West Local Government Area of Kwara State should try as much as possible to change their attitude positively towards to teaching of PE subject to realize the objectives of teaching of PE subject in Secondary Schools; 4) This type of research should be carried out in other Local Government Areas in Kwara State to investigate indices determining effective teaching of physical education.

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Identifikasi kebiasaan pemanasan pada mata pelajaran pendidikan jasmani di sekolah


The identification of heating habits in physical education subject in schools

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ABSTRAK	ABSTRACT
<p>Pemanasan merupakan awal menuju latihan inti, jika pemanasan yang dilakukan menyenangkan maka latihan inti akan menyenangkan begitu pula sebaliknya jika pemanasan tidak menyenangkan bagi siswa maka pada latihan inti juga tidak akan menyenangkan. Tujuan penelitian untuk menggali informasi pemanasan yang terjadi di mata pelajaran pendidikan jasmani. Metode penelitian yang digunakan adalah penelitian survey dengan pendekatan kuantitatif. Instrumen penelitian menggunakan angket yang diberikan ke siswa dengan jumlah 83 orang yaitu 52 orang siswa SMP dan 31 orang siswa SD. Hasil penelitian menunjukkan bahwa nilai rata-rata 82,3% siswa SMP dan 93% siswa SD menjawab ya. Berdasarkan hasil penelitian menunjukkan bahwa pemanasan dilakukan dengan cara lama yaitu <i>jogging</i> dan tentunya membosankan untuk dilakukan.</p>	<p>Warming up is the beginning to core training, if the warm-up is fun, the core exercises will be fun and vice versa if the warm-up is not fun for students, the core exercises will also not be fun. The purpose of the study was to explore information on warming that occurred in physical education subjects. The research method used is survey research with a quantitative approach. The research instrument used a questionnaire given to students with a total of 83 people, namely 52 junior high school students and 31 elementary school students. The results showed that the average score of 82.3% of junior high school students and 93% of elementary school students answered yes. Based on the results of the study, it showed that warming up was done the old way, namely <i>jogging</i> and of course it was boring to do.</p>
<p>Kata kunci: Kebiasaan; pemanasan; pendidikan jasmani</p>	<p>Keywords: Habit; warm-up; physical education</p>
<p>*Corresponding Author Email: imamandi667@gmail.com</p>	<p> https://doi.org/10.25299/es:ijope.2021.vol2(3).7504</p>

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PENDAHULUAN

Aktivitas olahraga dilakukan secara terencana dan terstruktur yang melibatkan gerakan tubuh berulang-ulang dan ditujukan untuk meningkatkan kebugaran jasmani (Arifin, 2015). Olahraga dapat dikatakan sebagai kebutuhan hidup untuk mencapai kesehatan jasmani dan memberi pengaruh baik terhadap perkembangan rohani, sehingga ada efisiensi kerja alat-alat tubuh, keteraturan peredaran darah, pernafasa dan pencernaan (Gustiawati, 2017). Olahraga juga dapat membantu karakteristik masyarakat menjadi lebih baik dalam hidup, dan membentuk keselarasan jiwa dan raga sehingga mencapai keselarasan individual-sosial yang mandiri (Indrayogi, 2020).

Aktivitas olahraga melibatkan seluruh anggota tubuh yaitu otot, jantung, paru-paru, sendi dan lain-lain. Untuk itu, sebelum melakukan kegiatan olahraga diwajibkan untuk melakukan pemanasan agar terhindar dari cedera dan menyiapkan tubuh untuk masuk pada kegiatan inti saat berolahraga (Hanief & Sugito, 2015). Seperti yang dikatakan Kusworo dan Winarni (2017) pemanasan berguna untuk menghangatkan suhu otot, melancarkan aliran darah dan memperbanyak masuknya oksigen kedalam tubuh, memperbaiki kontraksi otot dan kecepatan gerak refleks, juga untuk mencegah kejang otot. Pemanasan sangat berguna untuk mempersiapkan tubuh secara psikologis dan fisik atau *physical performance* (Gandasari, 2020). Jika otot tidak siap ketika masuk ke dalam fase latihan inti maka akan mengakibatkan cedera pada otot. Untuk meminimalisasi terjadinya cedera dalam olahraga antara lain dengan cara pemanasan dan pendinginan yang baik (Nurchahyo, 2015), sehingga pemanasan sangat penting dilakukan sebelum memasuki latihan inti.

Pengembangan pemanasan olahraga dengan permainan akan sangat membantu dalam menaikkan suhu tubuh bagi peserta didik karena hal ini akan dilakukan dengan kegembiraan, sehingga peserta didik tidak mengalami kebosanan ketika melakukan pemanasan (Huda, 2018). menurut Bezkorovainyi (2015) permainan yang dilakukan saat pemanasan selain untuk meningkatkan minat siswa tetapi juga untuk meningkatkan efektifitas pembelajaran pendidikan jasmani mengingat bahwa pendidikan jasmani sangat erat kaitanya dengan keterampilan gerak. Karena pada umumnya pemanasan hanya diberikan dengan cara *jogging* maka akan kurang efektif sehingga hasil yang didapat dari pemanasan tidak akan menyeluruh bagi siswa yang melakukan (Jayanti, 2015).

Menurut Suhartoyo et al., (2019) guru yang sudah terbiasa dengan metode pembelajaran teoritis, mereka akan mengalami kesulitan untuk membuat metode yang lebih bervariasi atau metode mengajar yang mengedepankan kognitif, psikomotorik dan afektif. Oleh sebab itu, karakteristik siswa Sekolah Dasar juga harus diperhatikan apakah pemanasan yang diberikan mudah dipahami atau sulit untuk dipahami ditingkat SD. Menurut Nurkadri (2017) tahap terpenting dalam proses pembelajaran adalah analisis karakteristik siswa dimana karakteristik siswa cenderung berbeda yaitu pola pikir, persepsi dan cara mengatasi masalah. Menurut Zuhri et al., (2019) untuk mencapai efektifitas dari pembelajaran, yang harus dilakukan yaitu pendekatan, variasi maupun modifikasi dalam pembelajaran. Dengan melakukan permainan sebagai pemanasan olahraga bagi siswa dapat mengatasi kebosanan serta tujuan dari pemanasan itu sendiri tercapai dan lebih efektif dari pemanasan yang dilakukan hanya dengan *jogging* (Mashud, 2019).

Beberapa penelitian menunjukkan bahwa pemanasan dengan permainan dapat memberikan pengaruh yang signifikan terhadap pemanasan sebelum melakukan aktivitas olahraga. Permainan kecil dapat memberikan pengaruh yang signifikan terhadap pemanasan dengan peningkatan sebesar 7,4% (Prasetio et al., 2018). Menurut Nugraha (2015) menyatakan bahwa bermain merupakan dorongan yang timbul langsung dari dalam diri individu, bagi anak merupakan pekerjaan sedangkan orang dewasa sebagai hobi. Sehingga berdasarkan dari beberapa penelitian di atas dapat disimpulkan bahwa pemanasan yang dilakukan dengan bermain lebih efektif dilakukan dari pemanasan yang hanya dilakukan dengan *jogging*. Oleh karena itu guru mata pelajaran pendidikan jasmani harus lebih kreatif dalam memberikan pemanasan kepada siswa sehingga hasil pemanasan lebih efektif didapat oleh siswa untuk masuk ke materi inti dan tentunya mencegah terjadinya cedera. Dengan melakukan survei terhadap

pemanasan di sekolah dan dibuktikan dengan penelitian yang relevan menunjukkan bahwa pemanasan dengan bermain lebih efektif dilakukan di sekolah.

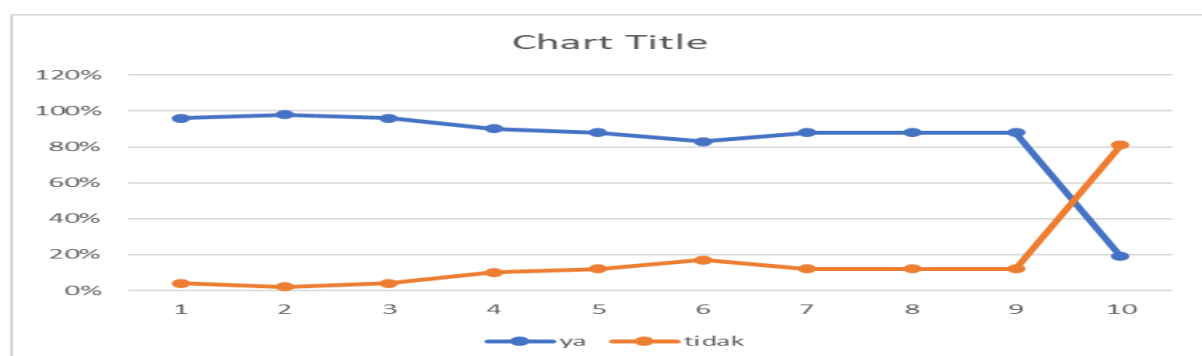
Tujuan dilakukan penelitian untuk mendapatkan data dan fakta di lapangan bagaimana pemanasan dilakukan di sekolah dalam mata pelajaran pendidikan jasmani, sehingga pemanasan yang dilakukan dengan cara lama yaitu *jogging* kurang efektif untuk menaikkan denyut nadi dan tentunya cenderung membosankan bagi siswa. Survei pemanasan di sekolah dilakukan untuk melengkapi beberapa penelitian sebelumnya yang dilakukan dengan menggunakan metode R&D (*Riset and Development*).

METODE

Metode penelitian yang digunakan dalam penelitian ini adalah penelitian survei dengan pendekatan kuantitatif (Handayani, 2019). Instrumen dalam penelitian ini menggunakan kuesioner yang berisi pertanyaan tentang pemanasan yang dilakukan di sekolah. Pengumpulan data didapat dari tanggapan yang diberikan siswa terhadap pemanasan di sekolah. Sampel yang digunakan dalam penelitian ini adalah siswa SMP dan SD dengan jumlah keseluruhan 83 orang coba/sampel, yaitu siswa SMP berjumlah 52 orang dan siswa SD berjumlah 31 orang dengan rentang usia SD 11-13 tahun dan SMP 13- 15 tahun. Teknik analisis data yang digunakan dalam penelitian ini adalah statistik deskriptif. Menurut Falah dan Fatimah (2019) metode analisis statistik deskriptif adalah statistik yang digunakan untuk menganalisis data dengan cara mendeskripsikan atau menggambarkan data yang telah terkumpul sebagaimana adanya tanpa membuat kesimpulan yang berlaku untuk umum atau generalisasi. Teknik analisis data yang digunakan deskriptif-frekuentif dengan menganalisis mean, median dan modus.

HASIL DAN PEMBAHASAN

Penelitian dilakukan dengan memberikan kuesioner kepada siswa SD dan SMP dengan jumlah total orang coba 83 orang, yaitu SD 31 orang dan SMP 52 orang. Kuesioner yang diberikan berupa pertanyaan tentang pemanasan yang diberikan di mata pelajaran pendidikan jasmani kepada siswa. Sehingga berdasarkan pertanyaan, menunjukkan bahwa tidak ada pemanasan lain yang diberikan kepada siswa selain *jogging*.

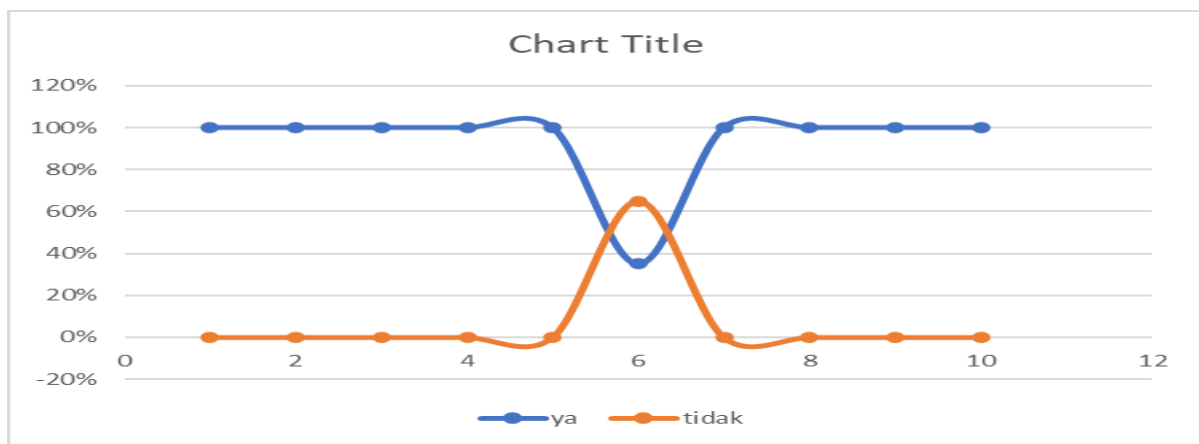


Grafik 1. Angket Tanggapan Siswa SMP Terhadap Pemanasan di Sekolah

Ket : p = pertanyaan

Berdasarkan tabel 1 siswa SMP di atas, menunjukkan bahwa rata-rata dari 83 sampel didapatkan hasil p1 96%, p2 98%, p3 96%, p4 90%, p5 88%, p6 83%, p7 88%,

p8 88%, p9 88%, p10 19%. Sehingga rata-rata siswa SMP menjawab bahwa tidak ada pemanasan yang diberikan selain *jogging*.



Grafik 2. Angket Tanggapan Siswa SD Terhadap Pemanasan di Sekolah

Ket : p = pertanyaan

Berdasarkan tabel 2 siswa SD di atas, menunjukkan bahwa rata-rata dari 31 sampel didapatkan hasil p1 – p5 100%, p6 35%, dan p7-p10 100%. Sehingga rata – rata siswa SD menjawab bahwa tidak ada pemanasan yang dilakukan selain *jogging*. Pemanasan olahraga di sekolah dapat dilakukan melalui berbagai aktivitas terutama aktivitas yang paling diminati oleh para siswa di sekolah tersebut (Permana et al., 2018). Penelitian ini bertujuan untuk membuktikan bahwa siswa lebih senang melakukan pemanasan dengan cara bermain. Seperti yang dikatakan oleh Gandasari (2020) jika pemanasan dilakukan dengan game atau permainan, dapat meningkatkan respon siswa sebelum menyampaikan materi inti.

Pemanasan merupakan hal yang paling mendasar yang harus dilakukan berupa aktivitas fisik sebelum melakukan latihan (Gray et al., 2011; Mustafa & Sugiharto, 2020). Selain meningkatkan suhu otot, pemanasan juga dapat memungkinkan terjadinya beberapa perubahan internal terhadap atlet sehingga memaksimalkan pencapaian suhu otot agar dapat memaksimalkan kinerja otot (Dvorak & Racinais, 2010). Pemanasan harus dilakukan sebelum masuk ke latihan inti dan tentunya mencegah terjadinya cedera, namun jika pemanasan yang dilakukan kurang efektif juga dapat menyebabkan terjadinya cedera terhadap pelaku olahraga (Nurcahyo, 2015). Sehingga pemanasan yang dilakukan harus menyenangkan agar manfaat dari pemanasan yang didapat lebih efektif.

Berdasarkan tabel 1 dan 2 statistik deskriptif kusioner di atas menunjukkan bahwa siswa selalu melakukan pemanasan dengan cara *jogging*. Dengan rata – rata jawaban ya, yaitu 83% dari 52 orang sampel siswa SMP dan 93% dari 31 orang siswa SD. Sehingga perlunya modifikasi pemanasan di sekolah khususnya pada mata pelajaran pendidikan jasmani untuk meningkatkan keefektifan dan manfaat dari pemanasan.

Berdasarkan penelitian terdahulu (Amaliya et al., 2019; Wijaya et al., 2020; Gandasari, 2020; Yusuf et al., 2020; Nurcahyo, 2015; Permana et al., 2018; Mashud, 2019; Yudanto, 2015), menyatakan bahwa pemanasan yang dilakukan dengan permainan lebih menyenangkan dari pemanasan yang dilakukan dengan cara yang biasanya yaitu *jogging*. Manfaat pemanasan dengan permainan lebih efektif dibanding pemanasan yang hanya dilakukan dengan *jogging*, terutama bagi siswa SD dan SMP.

Penelitian ini membuktikan bahwa sampai saat ini pemanasan di sekolah masih dilakukan dengan cara lama atau hanya dengan *jogging*. Sehingga pemanasan yang dilakukan oleh siswa cenderung membosankan dan manfaat yang didapat kurang efektif. Modifikasi pemanasan diperlukan untuk meningkatkan motivasi siswa saat melakukan pemanasan, jika pemanasan dilakukan dengan menyenangkan siswa akan termotivasi untuk bergerak saat masuk ke materi inti (Gandasari, 2020). Pemanasan dapat dilakukan dengan permainan yang berhubungan dengan materi inti (Wijaya et al., 2020).

KESIMPULAN

Berdasarkan hasil penelitian dari kusioner siswa SD dan SMP pada tabel 1 dan 2 menyatakan bahwa pemanasan yang diberikan pada mata pelajaran pendidikan jasmani di sekolah hanya dilakukan dengan *jogging*. Sehingga dapat disimpulkan bahwa perlunya modifikasi dari pemanasan agar tidak dilakukan hanya dengan *jogging* saja. Pemanasan dengan bermain lebih efektif dilakukan dari pemanasan sebelumnya yang hanya dilakukan dengan *jogging* dan tentunya tidak membosankan bagi siswa saat melakukan. Keterbatasan penelitian yang dilakukan kurang luas yaitu hanya dilakukan dengan satu SD dan satu SMP. Bagi pembaca yang ingin melanjutkan penelitian seperti penelitian di atas, silakan melanjutkan pada tahap “keterbatasan penelitian” dengan menambah jumlah sampel penelitian agar penelitian yang dilakukan lebih luas.

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Pembelajaran pendidikan jasmani adaptif: Minat siswa tunarungu dalam pembelajaran daring di masa pandemi COVID-19


The adaptive physical education learning: Deaf students' interest in online learning during the COVID-19 pandemic

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ABSTRAK	ABSTRACT
<p>Pada masa pandemi Covid-19 ini, guru pendidikan jasmani adaptif dalam melaksanakan pembelajaran secara daring mengalami banyak hambatan, sehingga minat belajar menjadi menurun. Tujuan penelitian ini adalah untuk mengetahui minat siswa terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif di SMPLB Kartama Kasih Ibu Pekanbaru. Jenis penelitian ini adalah deskriptif kuantitatif. Populasi dalam penelitian ini siswa tunarungu SMPLB Kartama Kasih Ibu Pekanbaru yang berjumlah 47 siswa. Teknik sampel adalah sampling sistematis dengan jumlah sampel 45 siswa. Indikator minat dalam angket terbagi menjadi 4 indikator yaitu: 1) perasaan senang, 2) ketertarikan siswa, 3) perhatian, 4) keterlibatan siswa. Jumlah pernyataan awal dirancang 60 butir pernyataan dan setelah diuji validitas menjadi 44 butir pernyataan. Hasil penelitian ini adalah minat siswa terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif di SMPLB Kartama Kasih Ibu Pekanbaru dengan rata-rata 78,5% dengan kategori baik. Diharapkan dengan penelitian ini, agar siswa terus meningkatkan minat terhadap mata pelajaran pendidikan jasmani adaptif, karena mata pelajaran ini merupakan salah satu mata pelajaran penting yang memiliki manfaat untuk kebugaran jasmani.</p>	<p>During the Covid-19 pandemic, adaptive physical education teachers in carrying out online learning experienced many obstacles, resulting in decreased interest in learning. The purpose of this study was to determine students' interest in online learning in adaptive physical education subjects at the Kartama Kasih Ibu Special Junior High School Pekanbaru. This type of research is descriptive quantitative. The population in this study was students who were deaf at SMPLB Kartama Kasih Ibu Pekanbaru, amounting to 47 students. The sampling technique is systematic sampling with a sample of 45 students. The indicators of interest in the questionnaire were divided into 4 indicators, namely: 1) feelings of pleasure, 2) student interest, 3) attention, 4) student involvement. The number of initial statements designed is 60 statement items and after being tested for validity it becomes 44 statement items. The results of this study are student interest in online learning in adaptive physical education subjects at Kartama Kasih Ibu Special Junior High School Pekanbaru with an average of 78.5% in the good category. It is hoped that with this research, students will continue to increase their interest in adaptive physical education subjects, because these subjects are one of the important subjects that have benefits for physical fitness.</p>
<p>Kata Kunci: Minat; pembelajaran; pendidikan jasmani; adaptif; covid-19</p>	<p>Keywords: Interest; learning; physical education; adaptive; covid-19</p>
<p>*Corresponding Author Email: merlinasariopenjas@edu.uir.ac.id</p>	<p> https://doi.org/10.25299/es:ijope.2020.vol2(3).7905</p>

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PENDAHULUAN

Pembangunan yang sedang berkembang dilaksanakan bangsa Indonesia bertujuan membentuk manusia seutuhnya baik mental, fisik, maupun material. Salah satu aspek pembangunan yang menjadi perhatian utama bangsa Indonesia saat ini adalah pembangunan di bidang pendidikan (Kusmana, 2017). Karena pendidikan menjadi tolok ukur kemajuan suatu bangsa (Aisah, 2019). Dalam hal ini pendidikan di sekolah khususnya di Sekolah Luar Biasa (SLB) untuk Anak Berkebutuhan Khusus (ABK) menjadi perhatian banyak orang. Anak berkebutuhan khusus saat ini diperlakukan sama seperti peserta didik lainnya di sekolah, yaitu tanpa mendapat pelayanan yang khusus sesuai kebutuhannya (Aisah, 2019). Selain itu, juga belum ada sistem penilaian yang cocok untuk menilai kemajuan hasil belajar siswa berkebutuhan khusus (Aisah, 2019). Dalam proses belajar, minat merupakan suatu bagian dari dimensi motivasi. Oleh sebab itulah seseorang yang berminat besar terhadap suatu mata pelajaran ataupun kegiatan yang akan atau sementara dilakukan akan mengundang rasa gembira, gairah yang tinggi atau dengan hasrat yang besar akan sesuatu itu sehingga peluang untuk memperoleh hasil yang cukup terbuka lebar (Fadlih & Riyanto, 2019).

Sehingga peneliti dalam hal ini mengharapkan hal-hal yang berkaitan dengan minat dalam pembelajaran pendidikan jasmani di sekolah khususnya untuk anak tunarungu di SMPLB Kartama Kasih Ibu Pekanbaru. Secara umum anak tunarungu dapat diartikan anak yang tidak dapat mendengar (Nurajab, 2016). Tidak dapat mendengar tersebut dapat dimungkinkan kurang dengar atau tidak mendengar sama sekali. Pada dasarnya anak yang mengalami tunarungu sebenarnya bisa melakukan aktifitas seperti orang biasanya, karena tunarungu bukanlah ketidakmampuan untuk belajar. Namun karena ketulian yang dialaminya, secara signifikan berdampak terhadap ekspresi lisannya dan juga proses pendengarannya, serta dalam proses belajar dan interaksinya (Nurajab, 2016). Setyawan (2017) juga menyampaikan dalam temuan penelitiannya bahwa anak tunarungu lambat dalam menerima penjelasan dan anak tunarungu juga suka membuat alasan untuk tidak ikut pembelajaran pendidikan jasmani. Apalagi pada masa pandemi ini, sistem pembelajaran berubah secara drastis dari pembelajaran tatap muka menjadi pembelajaran di rumah secara daring (Setiyawan, Kresnapati, & Setiawan, 2020). Jauhari et al., (2020) menyatakan bahwa guru pendidikan jasmani adaptif dalam melaksanakan pembelajaran daring mengalami hambatan pada pelaksanaan praktik program pendidikan jasmani adaptif di sekolah.

Berdasarkan permasalahan tersebut, penulis tertarik untuk mencari tahu secara jelas seberapa besar minat belajar siswa tunarungu dalam pembelajaran daring terhadap mata pelajaran pendidikan jasmani. Jayul dan Irwanto (2020) menyatakan bahwa siswa yang menaruh minat pada suatu mata pelajaran, perhatiannya akan lebih tinggi dan minatnya berfungsi sebagai pendorong yang kuat untuk terlibat secara aktif dalam kegiatan pembelajaran. Minat adalah motivator yang kuat di sekolah (Renninger & Hidi, 2016). Sebagai komponen penting dari proses pendidikan, motivasi berbasis minat dapat menembus semua kegiatan belajar mengajar, dari memulai keterlibatan hingga meningkatkan perhatian hingga mempromosikan pemahaman kognitif (Alexander, Schallert, & Reynolds, 2009).

Dalam pendidikan jasmani, penelitian yang berkaitan dengan minat belajar sudah banyak dilakukan oleh banyak peneliti (Pangestuti & Raharjo, 2017; Saleh & Malinta, 2020; Septiadi et al., 2021; Solihin et al., 2019; Wang et al., 2021), akan tetapi penelitian yang berfokus pada tunarungu hanya ada satu penelitian, yaitu minat dan motivasi penyandang disabilitas ketunarunguan (Fadlih & Riyanto, 2019). Namun yang membedakan dengan penelitian ini yaitu peneliti membahas tentang minat siswa

tunarungu dalam pembelajaran daring pada pembelajaran pendidikan jasmani adaptif.

Oleh karena itu peneliti menganggap penelitian ini sangat penting dilaksanakan, karena minimnya penelitian sebelumnya yang membahas topik ini. Selain itu, pentingnya dilaksanakan penelitian ini karena banyaknya hambatan dalam pembelajaran pendidikan jasmani adaptif pada masa sekarang di tingkat SMPLB, yang mana di SMPLB ini pembelajaran dan kurikulumnya sama dengan sekolah biasa namun pelaksanaan dan prakteknya yang berbeda, sehingga jika guru bidang studi pendidikan jasmani adaptif tidak memiliki metode dan kiat agar siswa tunarungu untuk belajar maka pembelajaran ini tidak akan berjalan dengan baik, minat untuk belajarpun menjadi tidak ada. Penelitian ini bertujuan untuk mengetahui minat siswa tunarungu terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani di SMPLB Kartama Kasih Ibu Pekanbaru.

METODE

Penelitian ini merupakan penelitian deskriptif kuantitatif yang memberikan gambaran tentang objek yang diteliti. Populasi dalam penelitian ini siswa tunarungu SMPLB Kartama Kasih Ibu Pekanbaru yang berjumlah 47 siswa. Teknik sampel adalah sampling sistematis dengan jumlah sampel 45 siswa.

Instrumen yang di gunakan dalam penelitian ini adalah angket, yaitu berupa pernyataan yang dikembangkan sesuai dengan tujuan penelitian dan pernyataan tersebut tidak menyulitkan responden. Pada penelitian ini menggunakan skala likert, dan variabel yang akan diukur dijabarkan menjadi dimensi, dimensi dijabarkan menjadi sub variabel kemudian sub variabel dijabarkan lagi menjadi indikator-indikator yang dapat diukur. Adapun kisi-kisi angket dapat dilihat pada tabel 1.

Tabel 1. Kisi-Kisi Angket Penelitian

Variabel	Indikator Penelitian	Item	
		Positif	Negatif
Minat	Perasaan Senang	1,2,3,5,6,8,9,10	4,7
	Ketertarikan Siswa	11,13,15,16,18,20,21	14,17,19
	Perhatian	22,23,24,26,27, 28, 31	25, 29,30
	Keterlibatan Siswa	32,33,34,35,37,40	36,38,

(Sulistiyani, Sugianto dan Mosik, 2016)

Setelah data terkumpul melalui angket, data tersebut diolah menggunakan rumus presentase (Sudijono, 2011).

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

Keterangan:

- F : Frekuensi yang sedang dicari presentasinya
- N : Jumlah Frekuensi
- P : Angka Presentase
- 100% : Bilangan tetap

Tabel 2. Kriteria Penilaian

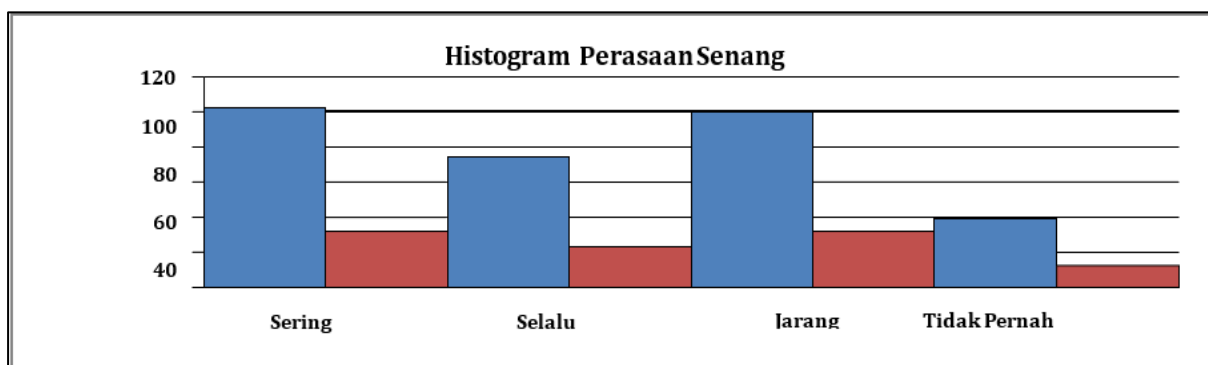
No	Nilai	Kategori
1	0% - 20%	Sangat Lemah
2	21% - 40%	Lemah
3	41% - 60%	Cukup
4	61% - 80%	Kuat
5	81% - 100%	Sangat Kuat

(Ridwan & Sunarto, 2017)

HASIL PENELITIAN DAN PEMBAHASAN

Minat Siswa Tunarungu Terhadap Pembelajaran Pendidikan Jasmani Adaptif di SMPLB Kartama Kasih Ibu Pekanbaru di Tinjau Dari Perasaan Senang

Berikut di bawah ini grafik histogram dari hasil persentasenya.

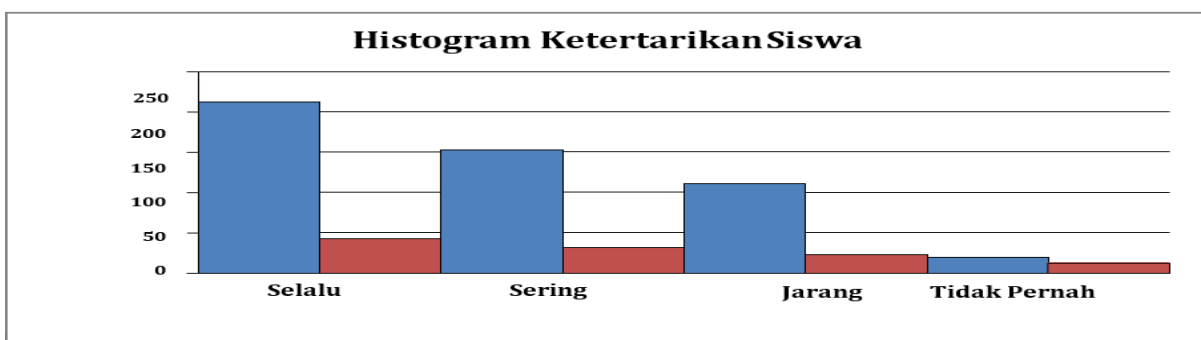


Grafik 1. Histogram data Indikator Perasaan Senang Siswa

Berdasarkan hasil perhitungan yang telah dilakukan, diketahui rata-rata jawaban responden tentang minat siswa tunarungu terhadap pembelajaran pendidikan jasmani adaptif di SMPLB Kartama Kasih Ibu Pekanbaru ditinjau dari perasaan senang sebesar 77% persentase tersebut terletak pada interval antara 76%- 85% dengan kategori baik. Artinya responden memiliki rasa senang yang baik terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif.

Minat Siswa Tunarungu Terhadap Pembelajaran Pendidikan Jasmani Adaptif di SMPLB Kartama Kasih Ibu Pekanbaru Ditinjau Dari Ketertarikan Siswa

Berikut di bawah ini grafik histogram dari hasil persentasenya tentang indikator ketertarikan siswa maka dapat digambarkan dalam grafik di bawah ini.

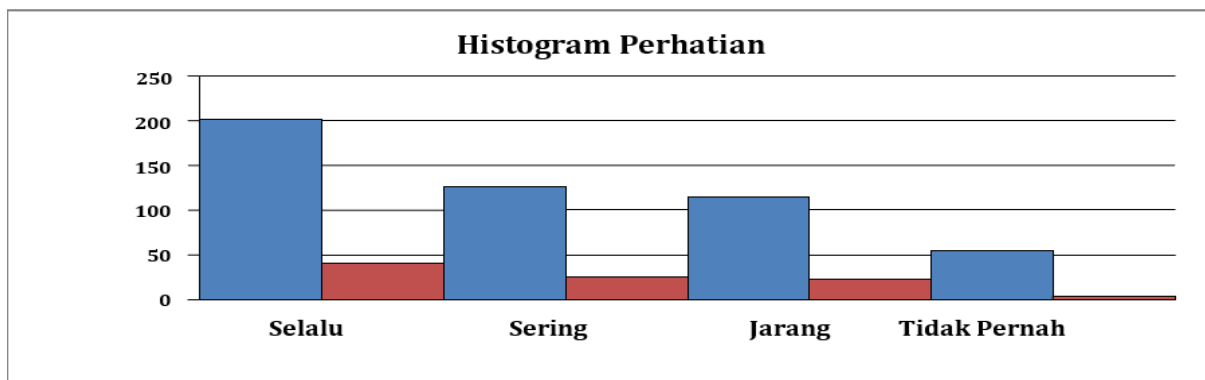


Grafik 2. Histogram Data Indikator Ketertarikan Siswa

Berdasarkan hasil perhitungan yang telah dilakukan, diketahui rata-rata jawaban responden tentang minat siswa tunarungu terhadap pembelajaran pendidikan jasmani adaptif di SMPLB Kartama Kasih Ibu Pekanbaru ditinjau dari ketertarikan siswa sebesar 79% persentase tersebut terletak pada interval 76%-85% dengan kategori baik. Artinya responden memiliki rasa ketertarikan yang baik terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif.

Minat Siswa Tunarungu Terhadap Pembelajaran Pendidikan Jasmani Adaptif di SMPLB Kartama Kasih Ibu Pekanbaru Ditinjau Dari Aspek Indikator Perhatian

Berikut di bawah ini grafik histogram dari hasil persentasenya tentang indikator perhatian, maka dapat digambarkan dalam grafik di bawah ini.

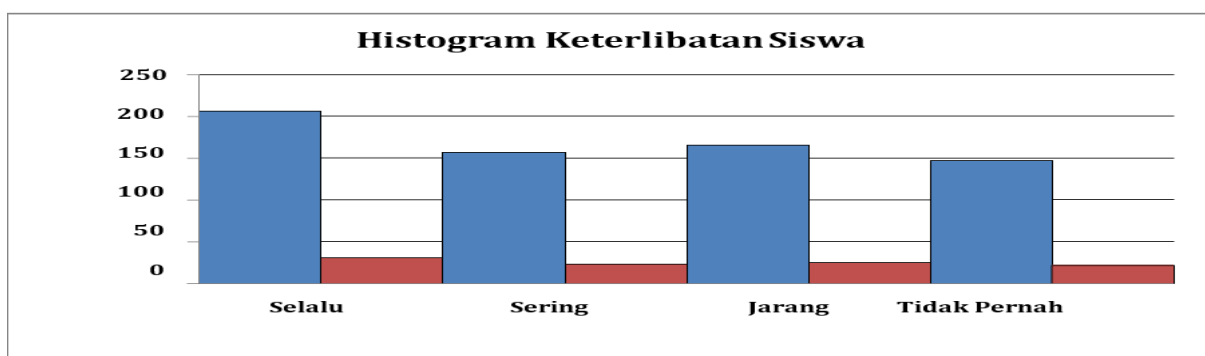


Grafik 3. Histogram Data Indikator Perhatian Siswa

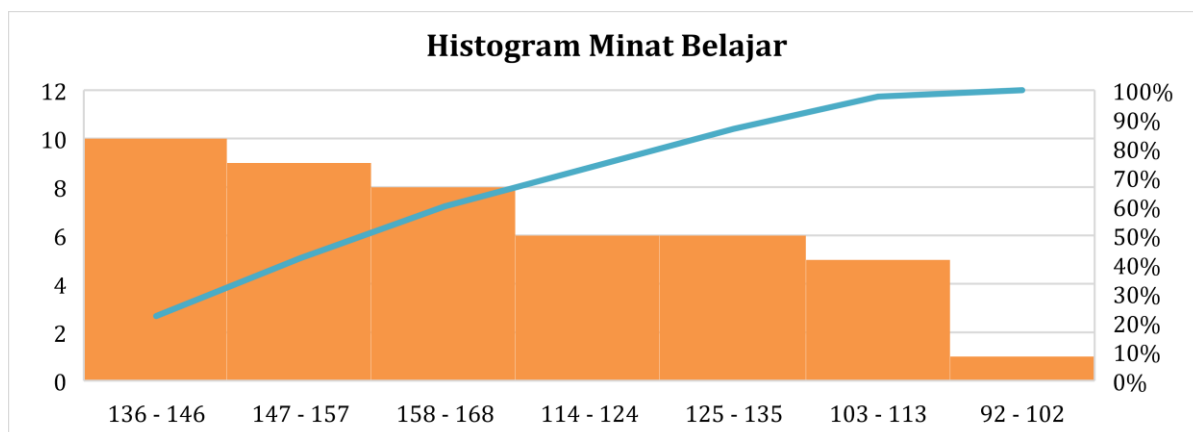
Berdasarkan hasil perhitungan yang telah dilakukan, diketahui rata-rata jawaban responden tentang minat siswa tunarungu terhadap pembelajaran pendidikan jasmani adaptif di SMPLB Kartama Kasih Ibu Pekanbaru ditinjau dari indikator perhatian sebesar 82% persentase tersebut terletak pada interval 76%-85% dengan kategori baik. Artinya responden memiliki perhatian yang baik terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif.

Minat Siswa Tunarungu Terhadap Pembelajaran Pendidikan Jasmani Adaptif di SMPLB Kartama Kasih Ibu Pekanbaru di Tinjau Dari Aspek Keterlibatan Siswa

Berikut di bawah ini grafik histogram dari hasil persentasenya tentang indikator keterlibatan siswa, maka dapat digambarkan dalam grafik di bawah ini.



Grafik 4. Histogram Data Indikator Keterlibatan Siswa



Grafik 5. Histogram Data Keseluruhan Indikator dalam Minat Siswa Tunarungu Terhadap Pembelajaran Daring

Penelitian ini bertujuan untuk mengetahui minat siswa terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani di SMPLB Kartama Kasih Ibu Pekanbaru. Berdasarkan hasil yang diperoleh, menunjukkan bahwa minat siswa tunarungu terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif berada kategori “Baik”. Keadaan ini dipengaruhi oleh beberapa indikator seperti perasaan senang, ketertarikan siswa, perhatian dan keterlibatan siswa. Hasil ini menunjukkan seberapa besar minat siswa dalam mengikuti pembelajaran jasmani adaptif dan apa saja faktor yang mempengaruhinya. Minat siswa dalam mengikuti pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif sangatlah berpengaruh terhadap keberhasilan pelajaran yang dikemas oleh guru. Hal ini dikarenakan siswa sebagai pelaku pelajar menjadi bagian terpenting dalam keberhasilan pembelajaran.

Sehingga pembelajaran harus dikemas sedemikian rupa dan berusaha menumbuhkan minat belajar siswa agar pembelajaran dapat berjalan dengan maksimal. Ibrahim dan Suardiman (2014) menyatakan ada perbedaan atau pengaruh penggunaan *e-learning* dengan pembelajaran secara konvensional, dimana penggunaan *e-learning* lebih baik dari pada pembelajaran secara konvensional terhadap prestasi belajar siswa. Pratomo dan Gumantan (2021) juga menyampaikan dalam temuannya, bahwa hasil belajar siswa yang didapatkan selama proses pembelajaran daring di masa pandemi COVID-19 masih dapat diterima baik oleh siswa. Namun, dari temuan penelitian Jumadi et al., (2021) menyatakan sebaliknya, bahwa pembelajaran daring secara keseluruhan kurang efektif dilakukan mata pembelajaran pendidikan jasmani, karena banyaknya masalah yang dirasakan sewaktu pembelajaran berlangsung. Permasalahan yang sering muncul dalam pembelajaran pendidikan jasmani harus mampu diminimalisir oleh guru agar siswa dapat tertarik mengikuti pembelajaran pendidikan jasmani dengan baik, permasalahan yang beragam dari siswa maupun pengemasan pembelajaran akan mempengaruhi minat siswa dalam mengikuti pembelajaran.

Minat cenderung dalam diri individu untuk tertarik pada subyek atau menyenangkan suatu obyek. Hal ini menunjukkan bahwa seberapa besar minat siswa dalam mengikuti pembelajaran pendidikan jasmani merupakan cerminan seberapa besar siswa tertarik terhadap pembelajaran pendidikan jasmani. Minat siswa yang tinggi akan tercermin dengan tingkat partisipasi siswa terhadap pembelajaran pendidikan jasmani yang tinggi (Nazirun et al., 2019). Sebaliknya jika minat siswa rendah maka dapat tercermin dalam partisipasi siswa dalam mengikuti pembelajaran pendidikan jasmani yang rendah (Pangestu et al., 2021; Saleh & Malinta, 2020).

Minat dan motivasi belajar merupakan hal yang sangat penting dalam mencapai prestasi belajar (Heriyati, 2017; Rahmayanti, 2016). Apabila siswa memiliki motivasi, siswa akan memiliki dorongan dalam dirinya yang kemudian menimbulkan keinginan untuk berpartisipasi atau terlibat pada pembelajaran *e-learning* (Rifaldi & Gazali, 2020). Namun perlu diingat juga bahwa sehebat apapun kemajuan teknologi pembelajaran tentu mempunyai kelebihan dan kekurangan, sehingga pembelajaran konvensional tetap dibutuhkan (Supriyadi & Dupri, 2020).

KESIMPULAN

Berdasarkan pengolahan data dan analisis data yang telah dilakukan kesimpulan dalam penelitian ini yaitu minat siswa tunarungu terhadap pembelajaran daring pada mata pelajaran pendidikan jasmani adaptif di SMPLB Kartama Kasih Ibu Pekanbaru dengan persentase 78,5% dengan kategori baik. Diharapkan dengan penelitian ini, agar siswa terus meningkatkan minat terhadap mata pelajaran pendidikan jasmani, karena mata pelajaran ini merupakan salah satu mata pelajaran penting yang memiliki manfaat untuk kebugaran jasmani. Penelitian ini hanya dibatasi pada siswa tunarungu dan dilaksanakan pada satu sekolah, yakni SMPLB. Sampel dalam penelitian ini juga tergolong sangat kecil. Diharapkan bagi peneliti lain ke depannya agar bisa melanjutkan kepada anak berkebutuhan khusus lainnya dan memperluas pengambilan sampelnya.

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Sports participation and its implication on the academic performance of students in tertiary institutions in Nigeria: A literature review

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ABSTRACT

The study focused on sports participation and its implication on the academic performance of students in tertiary institutions in Nigeria. To ascertain the objective of the study, the study focused on Overview of sports, Sports participation, Implication of sports on academic performance of students and Benefits of Sports Performance on academic Performance of Students however, concluded that, sports participation would have no negative implication on students' academic performance in tertiary institutions. The study also concluded that students of tertiary institution in Nigeria should not be discouraged from participating in sports with the misconception that participation in sports worsens students' general performance and specifically performance of students of tertiary institution. What this study implies is that, coaches, lecturers and school management should not seize students from participating in sporting activities as this go a long way in assisting them in all ramifications. It was suggested that future researcher should broaden the scope of the study to at least two to three countries so as to encourage participation in sports. It was further suggested that the Study should be conducted on the effects of sports participation among secondary and primary school students in Nigeria.

Keywords: Sports participation; academic performance; tertiary institution

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INTRODUCTION

Sports and its associated competitions across the globe have made participation in sports appealing to several others in various parts of the world, specifically in Nigeria. It is asserted that, inside a healthy body is a sound mind. Choi, Johnson and Kim (2014) emphasized that sporting activities is a key factor in promoting healthy lifestyles among students who engage in sporting activities and through sports, students learn social and cognitive skills. A student who partakes in sporting activities is believed to have a sound mind and thus, the likelihood for him or her to excel in his or her academics is very high. Generally, Bailey, Hillman, Aren't, and Petitpas (2013) identified that students' participation in sports is associated with a cluster of benefits including: social, mental and cognitive wellbeing, and academic performance.

To the researcher perspectives, sports have become a major business and attraction for the Nigerian public at large. The radio, television, internet, and cinema media have contributed to the explosive popularity of professional sports. It is not surprising, therefore, that the popularity of professional sports has been reflected in the sports

programs of Nigerian tertiary schools. From the researchers' view student's engagement in sports competition is known to contribute to the developmental outcomes for a healthy lifestyle, where students learn about physical, social and cognitive skills. Looking at it vividly, engagement in physical activity is also recognized to contribute a range of positive outcomes, specifically; physical and mental health, social wellbeing, cognitive and academic performance (Westerterp, 2013). For young people to achieve such outcomes it is recognized that physical education (PE) in schools is an ideal vehicle to promote physical activity due to its availability to all young people. Whilst teachers also have the opportunity to integrate this into the overall education process (Telford, 2012).

Sports nowadays have become embedded in several areas of our life be it culture, religion, and academics. Participation in sports in the higher institution has also been remarkable over the years with a series of competitions both national and international. One of the challenges that students of tertiary institution have is being able to combine academics with sports. Parents, guardians, lecturers, and other stakeholders in the system have a different notion of the influence of sports on academic performance.

The usual thought that leads to set back in participation in sports at a higher institution is whether sports as an activity has a positive impact on other endeavours in life, including academics (Clark & Parette, 2002). Students that participate in sports are exposed to a series of training which add to their knowledge especially towards becoming a better student. It is wrong to assume that sports hinder or promote academic performance without a logical reason or observation of both student athletes and regular students. Not all students will graduate with good results in the University even though they might work hard and hate sport, at the same time all athletes are aspiring to have a good grade, so the notion that sports are the reason why student-athletes fail is not a justifiable one.

The author also affirmed that participating in sports can help improve the physical fitness level of the student, promote his level of discipline and knowledge through exposure to rules and regulation guiding their games as well as providing an avenue for socialization and self-discovery and most University management understands the need for sports and that is why you can hardly see any University without one or two sports facilities. The controversy has always been to what extent can students participate in it and it will not have a negative influence on their academics. Sports can be very challenging with a lot of training and activities for the student-athletes to the extent that even outside the field, they continue to strive to become a better athlete through mental training, and this kind of enthusiasm if diverted towards their study, they will perform at their optimum capacity. This implies that if student of tertiary institution is properly guided, can perform better in their academics (Clark & Parette, 2002). Some higher institutions prefer to spend more money on security hoping to reduce thugs and hooligans within the environment, instead of spending money on building adequate sports facilities to engage such students to divert their excessive energy on sports. Combining academics with sports can be a huge task if the student-athlete is under a series of pressure but it can be enjoyed at the same time if the environment is friendly. Sports can influence a sense of coherence or a personal orientation that expressed the way the individual responds to stress in life (Sollerhed, Ejlertsson, & Apitzsch).

Sports will continue to motivate some students because being on a team provides them with a sense of belonging, it is also being used by some students to provide perks or peak experiences that counteract the fear of not being able to survive in life outside of

sports (Parish, & Williams, 2007). However, there is a growing body of people who hold on to an assertion that students who engage in sports activities do not perform well academically hence yielding a debate among researchers on the effects of students' engagement in sports and academic performance. This debate has been an issue of contention between several researchers over the previous decades. Some studies (See for example; Tomporowski, Davis, Miller, & Naglieri, 2008; Trudeau & Shephard, 2008) identified that engagement in sports have positive influence on students' academic performance. Tremblay, Inman and Williams (2000) revealed that partaking in sports have negative effects on students' academic performance. To identify the effect of sports participation in Canada, Tremblay et al. (2000) discovered that a negative relationship existed between sports participation and standardized test scores among students. It was espoused by Davis and Cooper (2011) that people who partake in sporting activities in schools argue that there exist no positive effects of sports on academic performance. Thorlindson and Bernburg (2006) observed that some parents associate sports with some illmanner behaviors.

People, who question the place of sports in educational institutions, claim that sports participation results in poor performance by sportsmen and sportswomen. These critics claim that students who participate in sports relinquish all their energies into training and partaking in sporting activities and have less time and energy to dedicate to their academic work. Hartmann (2008) asserted that too much periods and energy emphasized on sports shifted focus from academic work of schools. Hartman investigated quite a number of researches done to ascertain the kind of relationship that exists between athletic participation and students' academic achievements. He found out that, most works done in this field claimed students lose their motivation to pursue academic excellence when they get deeply engrossed in sporting activities. On the contrary, Nelson and Gordon-Larsen (2006) discovered that students who engage in sports perform well in science subjects. In a similar vein, Broh (2002) also identified good results in English and mathematics for students who engage in sports.

Sports Participation

The effect of participating in sports as a student on academic performance is theoretically ambiguous. Participation may reduce the time available for studying and learning. Conversely, it has been argued that sports participation increases students' motivation and teaches teamwork and self-discipline, resulting in positive academic spillovers. Darling, Caldwell and Smith (2005) reported that secondary school athletes receive better grades, have higher educational and occupational aspirations, spend more time doing homework, and have a more positive attitude towards school than non-athletes. The associations found for participation in competitive sport and physical activity often yield multiple benefits. Westerterp (2013) recognized that such benefits are not autonomous, independent or disconnected, but instead reinforce each other. Despite these recognized benefits, it remains a concern that within schools "the increasing pressures to improve academic performance often lead to additional instructional time for subjects such as mathematics and language at the cost of time for being physically active" (O'Keefe, Vogel, Lavie, & Cordain, 2012). Trudeau and Shepard (2008) stated that if we want to improve the academic performance, physical fitness and health of our young people, we should not be limiting the time allocated to physical education and school sport. Where possible, this review draws upon evidence that explores the impact of competitive school sport on young people. However, due to the limited research available on these competition specific outcomes, the findings

presented focus on the role physical activity, physical education and school sport play on the holistic development of the child. Particular attention has been paid to the academic, diet and health and wellbeing outcomes for young people.

Participation in structured sport activities is said to promote a wide range of “social, physical, and intellectual skills,” leading to better academic performance (Eccles, Barber, Stone, & Hunt, 2003). In fact, there is a fair amount of evidence to support this claim. As noted above, secondary school athletes on average perform better academically than non-athletes, an association that persists even after controlling for factors such as race, ethnicity, and family background variables. Many researchers in this area have concluded that the link between sports and academic performance is casual. However, much of the empirical work in this area has treated sports participation as exogenously determined. According to Eccles, Barber, Stone, and Hunt (2003), this empirical strategy risks confusing the effect of participation with unobservable (from the standpoint of the researcher) “characteristics of the youth who sign up for and stay in the programs.

Similarly, it is possible that sport communities in secondary schools have developed a negative reputation with respect to academic performance. While a number of researchers studied sport participation and academic performance in college (Gaston-Gayles, 2005), few studies addressed the relationship between academics and sport participation at the secondary school level. Similarly, these studies have focused on the comparison of non-athletes to athletes; with respect to a variety of dependent variables (Yiannakis & Melnick, 2001). The effect of participation on sports, with respect to its direct effect on the participants themselves, has not been investigated in the literature. Taras (2005) conducted a review of studies on younger students and the effect that physical activity had on school performance. Taras (2005) demonstrated that there may be some short-term improvements due to physical activity, specifically with respect to concentration, but there is no well substantiated long-term improvement of academic performance as a result of more vigorous physical activity.

Studies based on longitudinal research of children which attempt to use methodologically sound correlational data, showed that extracurricular (sport and physical) activity participation was positively related to Grade Point Average, educational aspirations, educational/occupational attainment and standardized achievement test scores (Jamil, Khan & Kareem, 2012). According to Cornelißen and Christian (2007), revealed that youth sports participation is significantly correlated with their academic enhancement in terms of attainment of a higher school degree more successfully and that there is a comparatively higher impact of sports on academic achievement among the female than the male. Din (2006) indicated that there was no significant impact of school-sponsored sports activities on the academic enhancement of the students taking part in sports. The role of sport participation in the academic achievement of students has been a topic of debate for decades. Critics observe that sport activities deflect time away from the classroom, sports diverted talent from academic programs and the students who put their energies into sports are less likely to pursue academic objectives.

They do not have time or energy to achieve excellence and satisfaction in both roles. Supporters of school sport programs argue that sport participation improves students' achievement, motivation, improves students' grades, keeps them in school, raises their educational aspirations, increased students' overall interest and commitment to schooling as well as their engagement in more student-teacher contact, more positive attitudes about schooling, and more parent-school contact. Some researchers suggested

that further studies may be conducted on this topic because previous studies conducted on the topic were limited and their results were not clear (Din, 2006). In educational institutions sports activities are not regarded as essential part education and many people have believed that participation in sports negatively effect on the education of the students (Pfeifer & Cornelißen, 2006). It is also affirmed that relationship between participation in high school sports and academic achievements of students is a topic mostly discussed by the sportsman, society members and researchers (Hartmann, 2008).

Implication of Sports on Academic Performance of Students

Sports have both a positive and negative impact on the physical and biological well-being of students in tertiary institution. These impacts vary depending on whether the students are male or female, due to biological differences; however, some male and female problems can be similar. Active participation in tertiary institution sports can positively affect both male and female athletes physically as well as mentally. Sports positively affect female student athletes in regard to their mental health as well as their general health. Mentally, female student athletes will have a higher view of self than female non-athletes, especially regarding their body image. Also, female athletes have a higher sense of self-worth than their non-athlete classmates. Furthermore, female athletes often have a higher sense of self-confidence than male athletes (LaFountaine, 2007).

Sports negatively affect male student athletes because the athletic environment creates an atmosphere of higher risk for partaking of and involvement in substance abuse with performance enhancing substances as well as illegal substances. Research has recorded supplements, stimulants, and other substances that are commonly found to affect male athletes' hormones. Athletes involved in using these substances were more prone to experimenting with other substances, such as alcohol, tobacco, or illegal drugs. Marijuana has become one of the leading substances abused by student athletes. This can lead to a decrease in sport performance, which includes but is not limited to a lack of alertness, reaction, and memory formation. On top of all of that, marijuana also greatly affects muscle recovery and induces muscles fatigue. Lastly, use of marijuana (as well as any other illegal substance) can lead to the end of college athletic careers as well as overall health. Another illegal substance that is commonly abused by male student athletes is that of alcohol. Research has shown that male athletes are more likely to abuse alcohol than non-athletes, for several different reasons. These reasons include but are not limited to the male athlete's desire for sensation seeking, battles with mood swings, and struggles with adaption (Wilson, Pritchard, & Schaffer, 2004).

For both male and female student athletes, another factor contributing to exhaustion could be the demand of team travel. Sleeping in a non-familiar setting can decrease your quality of sleep. This happening is called "first night affect" and most often occurs when the brain senses it is in a new environment. This affect creates an uneasiness, alertness, and sometimes anxiety that keeps the brain from fully reaching a completely deep sleep (Tamaki & Sasaki, 2017).

Benefits of Sports Performance on Academic Performance of Students

Many sports psychologists argue for the importance of sport in shaping youth development. Hansen, Larson, and Dworkin (2003) attributed positive youth experiences to organized sport. The researchers claimed that organized activities help youth develop social connections with others and learn skills for cultivating these

connections. Activities where youth work together to achieve goals (i.e. team sports) provides the opportunity for experiences that foster social competencies and develop leadership skills. Youth are also able to develop connections with adults in the wider community by forming meaningful relationships with coaches. Sport settings also provide a context for developing relationships with and gaining a better understanding of peers from diverse ethnic and social class groups. The researchers found that youth in sports activities reported high rates of managing emotions, physical skills, and self-knowledge (e.g. understanding one's own abilities and limitations) compared to youth in academic and leadership activities and who did not play sports.

Research has shown the developmental benefits of sports participation for youth. Focus areas of youth development include personal, interpersonal, and life skills. In a qualitative case study conducted by [Holt, Sehn, Spence, Newton, and Ball \(2012\)](#), researchers examined school staff members' and children's perceptions of school physical education, intramural sports, and team sports with a view toward establishing factors that facilitated positive youth development. The domains of personal development that they studied were identity exploration, initiative, and emotional regulation. The domains of interpersonal development included teamwork and social skills, positive relationships, and the development of adult social networks. Life skills were defined as the skills that are required to deal with the demands and challenges of everyday life.

Students' participation in physical activity within the school setting can take a variety of forms, with a broad classification outlining three major types: (a) physical education classes, (b) school sports, and (c) free-time activity ([Centers for Disease Control and Prevention, 2013](#)). Physical education is often the dominant form of physical activity in schools due to its widespread prevalence and mandate by most school districts. The components of physical education classes often vary by school, teacher, class, region, and season. Generally, students are given a range of activities that are individual or team based, with periodic testing of specific skills to measure levels of fitness. Questions remain, however, regarding the actual amounts of activity students achieve in physical education classes. School sports are a second type of physical activity of increasing interest to researchers. Sports within middle and high schools vary widely by school level and type, grade level, district resources, and individual student preferences, and school sports can occur both in team (e.g., soccer, basketball) or individual (e.g., tennis, cross country) contexts. Unlike physical education, participation in school sports is rarely mandated by schools or districts.

This is despite promising evidence that school sports may promote both physical activity and student academic outcomes due to important social contexts, increased involvement with school resources, and identification with school values ([Marsh & Kleitman, 2003](#); [Trudeau & Shephard, 2008](#)). The lack of school sports research is unfortunate given the popularity of school sports and athletics, and the large proportion of children's physical activity that is comprised by school sports. Nationally representative data indicate that more than half of high school students annually participate in school sports ([Kann et al., 2014](#); [Pate, Davis, Robinson, Stone, McKenzie, & Young, 2006](#)). In all, there exists a great need for additional research that extends the robust findings linking general physical activity and academic achievement to school sports.

One way in which physical activity levels can be increased is to increase student's involvement in organised community sport ([Department of Sport and Recreation, 2013](#)).

Organised, community sport and recreational activities have been indicated as exerting a positive effect on academic success and attitude to school. Organised recreation may also have a positive effect on student's attitude and self-esteem. Total organised, extracurricular activity participation was examined in a cohort of high school students. The results of this study showed that total extracurricular participation was positively associated with academic self-concept, educational aspirations, coursework selection, homework completion, absenteeism, academic achievement and college attendance. One study found that participants doing extracurricular activity alone, or in combination with sports, had higher odds of doing more exercise, liking school and doing more homework. These results suggest that identification with school and school values is enhanced by involvement in organised, community sport or recreation. With evidence that students involved in more organised, community sports or recreation are more likely to perform better academically, there needs to be greater impetus for encouraging and supporting children's involvement in community sports and recreation (Department of Sport and Recreation, 2013).

CONCLUSION

The conclusions drawn from the study indicate that sports participation would have no negative effect on the academic performance of tertiary school students. Also, participation in sports would not affect the learning time of students. Although students may spend substantial amount of time in partaking in sporting activities, they still get time to learn. The study shows that students of tertiary institution in Nigeria should not be discouraged from participating in sports with the misconception that participation in sports worsens students' general performance and specifically performance of students of tertiary institution. Students who possess the talent and ability to partake in sports should be motivated by their coaches, lecturers and school authorities to engage in sports since participation in sports has been shown to make students more active even in the lecture room. Concomitantly, students would have immense benefits when participating in sporting activities rather than inactive. Lack of sample size, population, design and location

Suggestion for Further Findings

1. The future researcher should broaden the scope of the study to at least two to three countries so as to encourage participation in sports.
2. Study should be conducted on the effects of sports participation among secondary and primary school students in Nigeria.

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Model pembelajaran bolabasket berbasis permainan: Bagaimana peningkatannya terhadap keterampilan *passing*?

Game-based basketball learning model: How is the improvement towards passing skills?

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ABSTRAK	ABSTRACT
<p>Penelitian ini bertujuan untuk mengetahui peningkatan keterampilan <i>passing</i> bolabasket dengan pendekatan berbasis permainan. Penelitian ini melibatkan 10 mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi, Universitas Islam Riau. Metode yang digunakan adalah kuasi eksperimen. Metode yang digunakan adalah eksperimen semu. Instrumen penelitian menggunakan tes <i>passing</i> bolabasket yang terdiri tiga fase: fase awal, fase utama, dan fase follows through. Teknik analisa data menggunakan t test untuk kelompok sampel sejenis. Berdasarkan hasil analisa data dapat dijelaskan bahwa nilai rata-rata pre-test adalah 9.6, sedangkan nilai rata-rata pada saat post-test meningkat menjadi 10.6. Terjadi peningkatan 10.41% dari perbedaan hasil <i>pre-test</i> dan <i>post-test</i>. Itu artinya berdasarkan hasil penelitian terbukti bahwa dengan menerapkan pendekatan berbasis permainan dapat meningkatkan keterampilan <i>passing</i> bolabasket pada mahasiswa Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi Universitas Islam Riau.</p> <p>Kata Kunci: Model; pembelajaran; bolabasket; permainan; <i>passing</i></p>	<p>This study aims to determine the improvement of basketball <i>passing</i> skills with a game-based approach. This study involved 10 students of the Department of Physical Education, Health and Recreation, Universitas Islam Riau. The method used is quasi-experimental. The research instrument used a basketball <i>passing</i> test which consisted of three phases: the initial phase, the main phase, and the follows through phase. The data analysis technique used t test for similar sample groups. Based on the results of data analysis, it can be explained that the average value of the pre-test was 9.6, while the average value at the time of the post-test increased to 10.6. There was an increase of 10.41% of the difference in the results of the pre-test and post-test. That means that based on the results of the research it is proven that by applying a game-based approach can improve basketball <i>passing</i> skills in students of the Department of Physical Education, Health and Recreation, Universitas Islam Riau.</p> <p>Keywords: Model; learning; basketball; game; <i>passing</i></p>
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PENDAHULUAN

Dewasa ini pendidikan jasmani sudah berkembang ke arah yang baru. Dengan kondisi zaman yang semakin berubah, pendidikan jasmani diharapkan mampu memberikan sumbangsih pada pendidikan di Indonesia. Pendidikan jasmani seyogyanya dimaknai sebagai bentuk pendidikan melalui aktivitas jasmani dalam arti

menyeluruh, yaitu memanusiaikan manusia secara utuh (Noprian, Zulrafla, & Kamarudin, 2020). Pendidikan jasmani bukan hanya merupakan aktivitas pengembangan fisik secara terisolasi, akan tetapi harus berada dalam konteks pendidikan secara umum (*general education*) (Sembiring, Tarigan, & Budiana, 2020). Mengapa pendidikan jasmani begitu penting bagi dunia pendidikan dikarenakan berhubungan dengan semua aspek perkembangan manusia, baik secara fisik maupun psikis. Salah satu bentuk kontribusinya bisa diberikan oleh program-program studi pendidikan jasmani maupun olahraga di universitas-universitas seluruh Indonesia.

Salah satu aspek yang menjadi perhatian adalah bagaimana menerapkan suatu bentuk pendekatan baru dalam mengajarkan keterampilan cabang olahraga di Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi, khususnya dalam mata kuliah bolabasket. Mahasiswa yang sebelumnya biasanya diajarkan berbagai keterampilan hanya secara konvensional, dan mulai sekarang harus bisa beradaptasi dengan pendekatan berbasis permainan. Pendekatan ini memberikan pengalaman baru bagi mahasiswa, baik dari segi gerak lalu dikombinasikan dengan berbagai variasi materi yang bisa meningkatkan kemampuan psikomotorik mahasiswa. Saleh, Nugraha dan Nurfitriani (2017), mengatakan bahwa permainan merupakan sesuatu yang mengasyikkan dan menyenangkan karena permainan itu memuaskan dorongan penjelajahan kita. Sedangkan Siregar, Budiningsih dan Novitasari (2018), menyebutkan bahwa permainan adalah salah satu bentuk rekreasi yang bertujuan untuk bersenang-senang, mengisi waktu luang, atau berolahraga ringan. Pendekatan bermain juga berperan penting dalam menciptakan suasana belajar yang efektif sehingga dapat mengurangi kebosanan dimana kondisi ini dapat berdampak pada pembentukan dan pengembangan siswa (Arianti, 2019).

Dari hasil pengamatan peneliti di lapangan, ada beberapa kendala yang dialami mahasiswa khususnya dalam belajar keterampilan *passing* bolabasket. Masih ada di antara mahasiswa yang belum bisa menguasai keterampilan *passing* dengan baik. Mahasiswa tidak memahami fase-fase gerakan *passing* mulai awalan, inti dan *follows through*. Akibatnya gerakan menjadi tidak terkoordinasi dan hasil *passing* menjadi tidak sempurna. Kemudian dalam metode belajar yang konvensional, hanya mengulang beberapa variasi materi saja, sehingga menjadikan mahasiswa kurang bergerak, malas bergerak dikarenakan mengalami kebosanan.

Bolabasket merupakan cabang olahraga permainan bola besar yang terdiri dari beberapa keterampilan dasar yang harus dikuasai oleh siapa saja yang mempelajarinya (Ramadhan, Yulianti, & Henjilito, 2020), seperti keterampilan *dribbling*, *shooting* dan *passing*. Ketiga keterampilan tersebut merupakan fundamental dan sangat dominan sekali dalam permainan bolabasket (Daharis & Rahmadani, 2018). Pada penelitian ini peneliti mencoba untuk meneliti satu keterampilan saja, yaitu *passing*. Ada beberapa bentuk *passing*, yaitu: *overhead pass*, *chest pass* dan *bounce pass*. *Passing* dalam permainan bolabasket berperan sangat vital sekali, karena seseorang yang memiliki keterampilan *passing* yang baik, tentu akan memberikan keuntungan dalam permainan bolabasket. Menurut Rahmadani, Asmawi, and Hanif (2020), *passing* digunakan untuk membangun serangan atau saat melakukan fast break. Untuk itu setiap pemain dituntut memiliki kualitas *passing* yang akurat agar dapat membantu tim mendapatkan skor sebanyak-banyaknya.

Menurut Wissel (2012) bolabasket adalah permainan dimana lima pemain memindahkan bola sebagai satu tim. *Passing* yang bagus adalah inti dari permainan tim keterampilan yang menjadikan bolabasket sebagai olahraga tim yang indah. Showalter (2012), menambahkan *passing* efektif adalah kunci untuk menggerakkan bola ke posisi

untuk mengambil tembakan persentase tinggi. Pemain mengoper bola untuk mempertahankan kepemilikan dan menciptakan peluang mencetak angka. Krause, Meyer, dan Meyer (2008), menjelaskan dalam pembinaan, *passing* yang bagus cenderung menghilangkan tekanan dari permainan pertahanan tim dan memecah pertahanan lawan. Karena *passing* adalah cara tercepat untuk menggerakkan bola dan menantang pertahanan, itu harus menjadi senjata utama serangan ofensif, sehingga menerapkan prinsip prioritas keseimbangan dan kecepatan.

Menurut Lieberman (2012), di setiap level permainan, pemain perlu mengetahui operan dasar. Anda harus tahu mengapa anda menggunakan *passing* tertentu, apa tujuannya, dan apa hasilnya nanti. *Passing* adalah bagian dari pemain yang berpikir dalam permainan. Mengoper bola merupakan cara paling efektif untuk dilakukan. Bavli, (2016), menyatakan bahwa pemain harus memiliki performa motorik untuk menguasai keterampilan bolabasket. Untuk melatih keterampilan tersebut tentunya dibutuhkan kemampuan fisik yang prima, seperti *strength, power, speed, flexibility*, dan sebagainya. Daharis dan Rahmadani (2018), menjelaskan untuk dapat melakukan operan dengan baik dalam berbagai situasi, pemain harus menguasai berbagai macam teknik dasar mengoper bola dengan baik.

Selain itu juga dibutuhkan pendekatan metode yang berbeda dalam melatih keterampilan *passing* bolabasket. Dalam penelitian ini peneliti mencoba untuk menerapkan pendekatan berbasis permainan dalam mengajarkan keterampilan bolabasket. Pendekatan dengan cara ini dilakukan untuk memberikan mahasiswa sudut pandang baru dalam melatih keterampilan *passing* bolabasket. Smith (2009), berpendapat dengan menerapkan metode permainan bisa memperkaya gerak dengan melibatkan variasi dari jenis permainan. Mayesky (2009), menambahkan bahwa permainan bisa membuat anak-anak lebih terampil dengan kekayaan gerak yang beragam. Langkah itu bisa ditempuh dengan cara permainan-permainan yang memakai alat yang dimodifikasi atau permainan tanpa alat. Semuanya itu bisa diorganisasikan dalam bentuk pertandingan dan perlombaan dengan menekankan kepada sikap *fair play*, kerjasama, disiplin, serta menunjukkan etika-etika yang menjunjung tinggi sportivitas.

Permainan mempunyai peran yang vital dalam melatih gerak motorik anak, melatih kecerdasan emosional dan meningkatkan kebugaran fisik (Barkley, 2009). White (2008), menambahkan terdapat berbagai macam jenis permainan yang bisa diterapkan dalam kegiatan olahraga, baik secara berkelompok maupun perorangan dengan ciri khas yang berbeda satu dengan yang lainnya. Bentuk-bentuk pelaksanaannya mengacu kepada peraturan-peraturan yang dimodifikasi dan disepakati sesuai dengan tersedianya waktu, serta sarana dan prasarana yang ada yang pada akhirnya penekanan pada penyederhanaan peraturan yang hampir mirip dengan peraturan olahraga yang sudah baku. Artinya mahasiswa dalam bermain terikat atau terkontrol oleh aturan-aturan yang disepakati sebelum permainan dilakukan. Di sisi lain pengaturan peserta bermain harus melihat keseimbangan baik keseimbangan jumlah maupun keseimbangan kekuatan tim atau kelompok yang sedemikian rupa yang harus dilaksanakan oleh pengajar agar permainan yang dilaksanakan dapat berjalan secara harmonis.

Dari bermacam-macam fenomena yang dialami mahasiswa di lapangan, peneliti akan menerapkan suatu bentuk pendekatan berbasis permainan. Sesuai dengan penelitian Gianusha dan Supriyadi (2019), menjelaskan bahwa metode bermain efektif untuk meningkatkan keterampilan dasar bolabasket. Nantinya ada beberapa materi yang akan diberikan yang terdiri dari 3 jenis keterampilan *passing* bolabasket yang

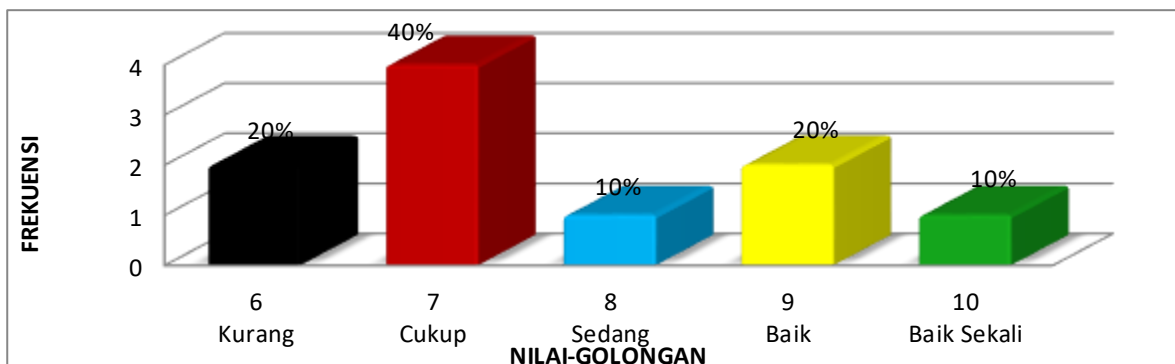
dikombinasikan dengan permainan. Menurut [Prasetya, Wiradihardja, Suwarso, dan Widiastuti \(2018\)](#), model latihan *passing* bolabasket berbasis permainan bisa memberikan berbagai macam variasi latihan yang sudah dimodifikasi sesuai dengan kebutuhan latihan. Materi yang diterapkan adalah dengan konsep permainan yang menantang dan mengasyikkan sehingga membuat mahasiswa antusias untuk melakukannya, namun tetap ada unsur latihan di dalamnya. Sehingga mahasiswa tanpa sadar tetap melakukannya namun tidak membosankan karena berupa permainan yang didesain menyenangkan tanpa menghilangkan unsur penguasaan teknik dalam melakukan keterampilan *passing*. Selain itu bentuk latihan akan didesain menyerupai kondisi sesungguhnya dalam suatu pertandingan, jadi mahasiswa akan terbiasa dengan keadaan ketika di lapangan dalam permainan yang sesungguhnya. Oleh karena itu nantinya mahasiswa bisa mempelajari keterampilan *passing* dengan maksimal sehingga bisa menguasainya dengan gerakan yang benar. Tujuan penelitian ini adalah untuk meningkatkan keterampilan *passing* bolabasket menggunakan model pembelajaran berbasis permainan. Sehingga peneliti merasa pentingnya model pembelajaran berbasis permainan ini diberikan dalam mata kuliah bola basket pada mahasiswa Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi.

METODE

Metode yang digunakan adalah eksperimen semu dimana akan dilakukan perlakuan terhadap sampel penelitian. Untuk pengambilan sampel dilakukan dengan menggunakan *total sampling* yang menjadikan semua populasi mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi, Universitas Islam Riau berjumlah 10 orang sebagai sampel. Instrumen penelitian menggunakan tes *passing* bolabasket yang terdiri tiga tahap: fase awal, fase utama, dan fase *follows through*. Teknik analisa data menggunakan t-test untuk kelompok sampel yang sejenis.

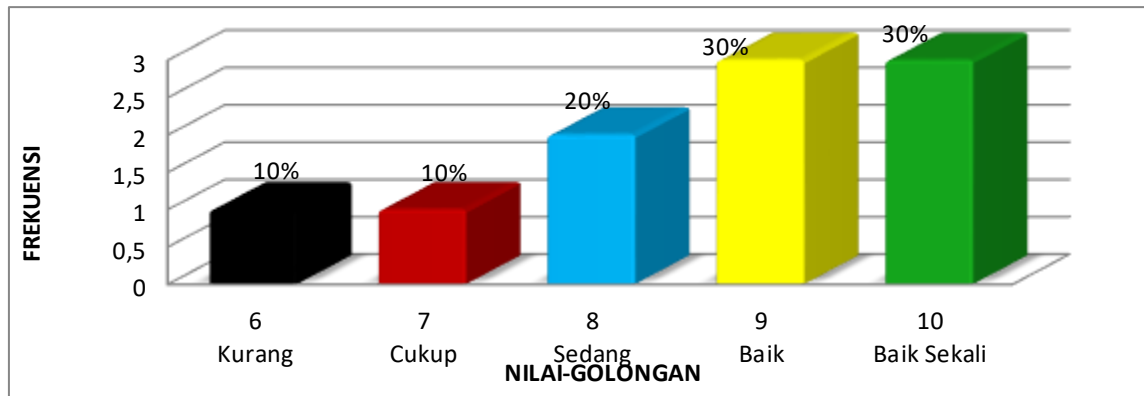
HASIL DAN PEMBAHASAN

Sebelum melakukan eksperimen terhadap sampel penelitian, terlebih dahulu dilakukan tes awal untuk mengetahui tingkat penguasaan keterampilan *passing* bolabasket pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. Dari hasil tes tersebut didapati 1 mahasiswa (10%) masuk dalam kategori baik sekali. Kemudian ada 2 mahasiswa (20%) mendapat kategori baik dan 1 mahasiswa (10%) masuk kategori sedang. Skor terbanyak diraih oleh 4 mahasiswa (40%) yang mencapai kategori cukup. Hasil tes juga menunjukkan skor terendah diperoleh 2 mahasiswa (20%) yang masuk kategori kurang. Lebih jelasnya dapat dilihat pada grafik 1.



Grafik 1. Hasil Pre Tes

Setelah melakukan eksperimen terhadap sampel penelitian dalam beberapa kali pertemuan, lalu dilakukan tes akhir untuk mengetahui apakah terdapat perbedaan tingkat penguasaan keterampilan *passing* bolabasket pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. Dari hasil tes akhir didapati peningkatan yang cukup signifikan terdapat masing-masing 3 mahasiswa (30%) masuk dalam kategori baik sekali dan baik. Kemudian ada 2 mahasiswa (20%) mendapat kategori sedang. Hasil tes juga menunjukkan skor terendah hanya diperoleh masing-masing 1 mahasiswa (10%) yang masuk kategori cukup dan kurang, jauh menurun dibandingkan saat tes awal. Lebih jelasnya dapat dilihat grafik 2.



Grafik 2. Hasil Post Test

Dari hasil analisis data penelitian diperoleh nilai rata-rata *pre-test* adalah 9,6, sedangkan nilai rata-rata pada saat *post-test* meningkat menjadi 10,6. Terjadi peningkatan 10,41% dari perbedaan hasil *pre test* dan *post test*. Itu artinya model yang diterapkan efektif dalam meningkatkan penguasaan keterampilan *passing* bolabasket. Selain itu, nilai t_{hitung} yang diperoleh adalah 3,37. Kemudian hasil perhitungan tersebut dikonsultasikan pada t tabel dengan derajat bebas 9, maka didapat t_{tabel} 0,70. Berarti t_{hitung} lebih besar dari t_{tabel} . Dengan demikian hipotesis yang diajukan terbukti bahwa dengan menerapkan pendekatan berbasis permainan dapat meningkatkan keterampilan *passing* bolabasket pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi.. Untuk lebih jelasnya dapat dilihat tabel berikut:

Tabel 1. Hasil Analisis Data

Mean		t_{hitung}	df (N-1)	t_{tabel}	Kesimpulan
Pre-Test	Post-Test				
9.6	10.6	3.37	9	0.70	Terdapat Peningkatan

Dari hasil analisis data penelitian menunjukkan bahwa terdapat perbedaan antara hasil *pre test* dan *post test* keterampilan *passing* bolabasket setelah diberikan perlakuan berupa penerapan model *passing* bolabasket berbasis permainan. Penelitian yang dilakukan oleh Hamidi, Asmawi, dan Hanif (2018), menyimpulkan bahwa dengan menerapkan model pembelajaran berbasis modifikasi permainan efektif dapat meningkatkan keterampilan bermain bolabasket. Penelitian ini merujuk pada permasalahan yang timbul dalam proses pembelajaran khususnya dalam materi bolabasket.

Jika dibandingkan dengan penelitian yang dilakukan oleh peneliti terdapat sedikit perbedaan dengan kebaruannya adalah membuat model pembelajaran *passing*

bolabasket dengan pendekatan bermain. Model ini terdiri dari beberapa materi dari keterampilan *passing* bolabasket. Setelah dilakukan penelitian ternyata dengan menerapkan model pembelajaran ini efektif dalam meningkatkan keterampilan *passing* bolabasket siswa. Mahasiswa menjadi aktif berpartisipasi dalam pembelajaran berbasis permainan, mahasiswa juga bergerak sehingga dapat meningkatkan kebugaran jasmani.

Ada juga penelitian yang dilakukan oleh [Jarani et al., \(2016\)](#) menyimpulkan bahwa pembelajaran pendidikan jasmani yang berbasis permainan merupakan strategi yang berguna untuk meningkatkan kesehatan dan keterampilan yang berhubungan dengan kebugaran fisik. Jika dibandingkan dengan penelitian yang dilakukan oleh peneliti, justru terdapat persamaan dalam hal pendekatan yang dilakukan dalam proses pembelajaran pendidikan jasmani dengan menggunakan pendekatan bermain. Perbedaannya hanya pada materi pembelajarannya saja, peneliti lebih fokus dalam materi pembelajaran *passing* bolabasket yang mencakup keterampilan *chest pass*, *bounce pass*, dan *overhead pass*, dan tidak mencakup dalam pembelajaran pendidikan jasmani secara umum.

Penelitian yang dilakukan oleh [Arianto \(2013\)](#), menyimpulkan bahwa model pembelajaran modifikasi berbasis permainan lebih baik dibandingkan model pembelajaran konvensional, model pembelajaran modifikasi permainan mampu membuat dan meningkatkan kreativitas anak/siswa dalam pembelajaran keterampilan *dribbling* bolabasket, sedangkan model pembelajaran konvensional lebih menekankan pada *teaching center* yang membuat siswa lebih pasif. Berdasarkan hasil tes dan pengukuran keterampilan *passing* bolabasket pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. menggunakan instrumen *passing* bolabasket menunjukkan bahwa model pembelajaran *passing* bolabasket dengan pendekatan bermain membantu mahasiswa dalam menguasai *passing* bolabasket.

Selain itu yang tak kalah penting adalah bisa meningkatkan kebugaran jasmani. Mahasiswa yang tadinya malas bergerak saat pelajaran pendidikan jasmani, bisa bersemangat ikut aktif berpartisipasi mengikuti kegiatan tersebut. Banyak sekali manfaat yang dirasakan mahasiswa, diantaranya: manfaat kesehatan, mahasiswa merasa senang, terpuaskan, bebas bermain, dan bisa mengekspresikan keinginannya. Mahasiswa juga ditanamkan nilai-nilai moral selama mengikuti pembelajaran seperti: bertanggung jawab, bekerja sama, disiplin, dan menghargai orang lain. Seperti yang disampaikan oleh [Safari \(2017\)](#), bahwa banyak manfaat yang didapat dari bermain yaitu dapat memperkuat dan mengembangkan otot dan koordinasinya melalui gerak, dapat mengembangkan keterampilan emosi dan sosialnya, dapat mengembangkan kemampuan intelektualnya dan dapat mengembangkan kepribadiannya. Selanjutnya melalui bermain, anak dapat memuaskan tuntutan dan kebutuhan perkembangan dimensi motorik, kognitif, kreativitas, bahasa, emosi, sosial, nilai dan sikap hidup ([Putro, 2016](#)). Diharapkan nantinya mahasiswa tidak hanya cerdas secara intelektual, tetapi juga cerdas secara emosional dan bisa meningkatkan setiap tahap perkembangan fisik dan psikisnya sehingga memberi kontribusi positif bagi masa depan mereka.

KESIMPULAN

Berdasarkan analisis data dan pembahasan dalam penelitian ini, maka dapat disimpulkan sebagai berikut: Berdasarkan hasil pengujian hipotesis menunjukkan bahwa dengan menerapkan pendekatan berbasis permainan dapat meningkatkan keterampilan *passing* bolabasket pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. Ada beberapa keterbatasan atau hambatan pada penelitian ini dikarenakan situasi saat ini masih dalam pandemi covid 19, sehingga tidak bisa

mengumpulkan mahasiswa dalam jumlah banyak yang berakibat pada jumlah sampel yang sedikit. Peneliti merekomendasikan bahwa untuk penelitian berikutnya bisa menambah jumlah sampel yang lebih banyak dan ruang lingkup penelitian yang lebih luas, sehingga bisa dirasakan manfaatnya tidak hanya di lingkungan sekolah atau kampus tapi juga masyarakat luas.

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Block Practice Vs Random Practice: Bagaimana perbedaannya terhadap peningkatan gerakan senam forward roll?


Block Practice Vs Random Practice: How are the differences towards the improvement of the forward roll gymnastics?

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ABSTRAK	ABSTRACT
<p>Penelitian ini bertujuan untuk mengetahui perbedaan pengaruh metode block practice dan random practice terhadap peningkatan gerakan senam forward roll. Metode yang digunakan adalah eksperimen semu. Sampel dibagi menjadi 2 kelompok yang masing-masing terdiri dari 10 mahasiswa dalam kelompok block practice dan random practice. Instrumen penelitian menggunakan forward roll test yang terdiri tiga tahap: fase awal, fase utama, dan fase akhir. Teknik analisa data menggunakan t-test untuk kelompok sampel yang berbeda. Berdasarkan hasil penelitian bahwa terdapat perbedaan pengaruh metode block practice dan random practice terhadap hasil belajar praktek senam forward roll mahasiswa Pendidikan Jasmani Kesehatan dan Rekreasi, Universitas Islam Riau. Hasil analisa data juga membuktikan terdapat perbedaan dari nilai rata-rata dari kedua kelompok sampel tersebut. Pada kelompok sampel dengan metode random practice nilai rata-ratanya adalah 7.1 lebih besar dari kelompok sampel metode block practice dengan nilai rata-rata 7.9. Itu artinya berdasarkan hasil penelitian ternyata metode random practice lebih unggul dibanding metode block practice dalam meningkatkan gerakan senam forward roll pada mahasiswa Pendidikan Jasmani Kesehatan dan Rekreasi Universitas Islam Riau.</p> <p>Kata Kunci: Block practice; random practice; forward roll; senam</p> <p>*Corresponding Author Email: daharispenjas@edu.uir.ac.id</p>	<p>This study aims to determine the difference in the effect of the block practice method and random practice on the improvement of the forward roll exercise. The method used is a quasi-experimental. The sample was divided into 2 groups, each of which consisted of 10 students in block practice and random practice groups. The research instrument uses a forward roll test which consists of three stages: the initial phase, the main phase, and the final phase. The data analysis technique used t test for different sample groups. Based on the results of the study, there were differences in the effect of block practice and random practice methods on the learning outcomes of forward roll gymnastics for students of Physical Education, Health and Recreation, Universitas Islam Riau. The results of data analysis also prove that there are differences in the average value of the two sample groups. In the sample group using the random practice method, the average value is 7.1, which is greater than the sample group using the block practice method with an average value of 7.9. That means that based on the results of the research, it turns out that the random practice method is superior to the block practice method in improving the forward roll exercise for students of Physical Education, Health and Recreation, Universitas Islam Riau.</p> <p>Keywords: Block practice; random practice; forward roll; gymnastic</p> <p> https://doi.org/10.25299/es:ijope.2020.vol2(3).7973</p>

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PENDAHULUAN

Di era ini kita sebagai manusia dituntut untuk beradaptasi dengan kemajuan yang semakin global. Kita harus memiliki sumber daya manusia yang mumpuni untuk menghadapi tantangan yang muncul seiring kemajuan zaman salah satunya yaitu dengan pendidikan. Dalam kehidupan kata pendidikan merupakan istilah yang sudah tidak asing lagi bagi masyarakat umum dengan konteks pemahaman yang bervariasi, dari yang abstrak sampai dengan yang kongkrit praktis (Setiyawan, Kresnapati, & Setiawan, 2020). Definisi di atas menjelaskan bahwa pendidikan adalah yang utama yang harus dilakukan jika ingin meningkatkan sumber daya manusia masyarakat Indonesia. Banyak cara yang bisa kita lakukan, salah satunya bisa melalui penerapan pendidikan jasmani.

Pendidikan jasmani merupakan program dari bagian pendidikan umum yang memberi kontribusi terhadap pertumbuhan dan perkembangan anak secara menyeluruh yaitu fisik, gerak, mental, dan sosial (Haris, 2018). Pendidikan jasmani seyogyanya dimaknai sebagai bentuk pendidikan melalui aktivitas jasmani dalam arti menyeluruh, yaitu memanusiaikan manusia secara utuh (Noprian, Zulrafi, & Kamarudin, 2020). Pendidikan jasmani bukan hanya merupakan aktivitas pengembangan fisik secara terisolasi, akan tetapi harus berada dalam konteks pendidikan secara umum (*general education*) (Sembiring, Tarigan, & Budiana, 2020). Suherman (2004), juga menjelaskan bahwa pendidikan jasmani olahraga dan kesehatan didesain untuk meningkatkan kebugaran jasmani, mengembangkan keterampilan motorik, pengetahuan dan perilaku hidup sehat dan aktif, dan sikap sportif, kecerdasan emosi.

Pembelajaran pendidikan jasmani di perkuliahan yang mengajarkan bermacam-macam cabang olahraga, seperti: atletik, senam, renang, bela diri dan berbagai jenis keterampilan olahraga permainan, seperti: bola basket, sepakbola, bolavoli, sepak takraw, bola tangan dan sebagainya. Dewasa ini, senam adalah olahraga yang sering dilakukan di berbagai tempat, mulai dari sekolah dasar, sekolah menengah, maupun di bangku perkuliahan. Senam dinyatakan secara global sebagai latihan fisik di lantai atau peralatan yang meningkatkan daya tahan, kekuatan, fleksibilitas, kelincahan, koordinasi, dan kontrol tubuh (Werner, 2012). Menurut Daharis, (2017), senam adalah suatu latihan tubuh yang dipilih dan dikonstruksi dengan sengaja, dilakukan secara sadar dan terencana, disusun secara sistematis dengan tujuan meningkatkan kesegaran jasmani, mengembangkan keterampilan, dan menanamkan nilai-nilai mental spiritual. Permatasari, Bambang, dan Rustiadi, (2012), juga menjelaskan senam adalah latihan jasmani/olahraga yang bentuk gerakannya dipilih dan disusun secara sistematis berdasarkan prinsip-prinsip tertentu sesuai dengan kebutuhan dan tujuan tertentu.

Sedangkan olahraga senam lantai merupakan salah satu unsur pendidikan yang mengutamakan kebiasaan hidup sehat, pengembangan jasmani, pembinaan mental, dan pengendalian emosional, serta pembinaan disiplin yang sangat tinggi (Hadjarati & Haryanto, 2020). Cabang olahraga senam tidak hanya diajarkan di bangku sekolah saja, tapi juga dikembangkan dalam kurikulum perkuliahan, khususnya dalam Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi. Pada mata kuliah senam lantai, diajarkan berbagai macam jenis keterampilan gerakan seperti; *handstand*, *kopstand*, *neck keep*, *forward roll*, *front handspring*, *round off*, *radslag* dan sebagainya. Dalam penelitian ini akan dibahas tentang gerakan *forward roll* atau guling ke depan dalam pembelajaran senam. Materi *forward roll* ini diajarkan pada pertemuan awal perkuliahan, karena gerakannya tidak kompleks sehingga mudah dipelajari oleh mahasiswa di tingkat awal. Perkuliahan ini juga didukung oleh tersedianya sarana dan prasarana yang memadai,

seperti ruangan senam yang sangat luas, dan matras yang banyak dengan kualitas bagus. Sehingga nantinya diharapkan akan terjadi pembelajaran yang berkualitas dan efisien. Daharis dan Rahmadani, (2018), berpendapat gerakan guling depan merupakan gerakan yang harus dilatih secara baik agar penguasaan keterampilan gerakannya menjadi maksimal.

Mabrur, Setiawan, dan Mubarok (2021), menyatakan bahwa gerakan *forward roll* adalah suatu gerakan berputar ke depan dengan awalan berdiri atau dalam posisi jongkok di depan matras dengan kaki selebar bahu kemudian tangan menyentuh matras dengan awalan tengkuk menempel pada matras lakukan dorongan ke depan hingga posisi jongkok atau duduk. Gerakannya yang sederhana, mudah dipelajari koordinasi antar satu gerakan dengan yang lain. Mahasiswa bisa mengamati gerakannya dalam bentuk audio-visual atau mempelajari teorinya sebelum melatih keterampilannya. Wibowo (2016), menjelaskan bahwa gerakan *forward roll* membutuhkan keseimbangan yang baik, sehingga tidak terjadi kesalahan-kesalahan pada gerakannya. Setelah mahasiswa paham fase gerakan *forward roll*, maka dibutuhkan latihan yang terprogram dengan baik yang dilakukan secara berkelanjutan. Karena gerakan senam membutuhkan koordinasi yang baik, dan tanpa latihan kualitas gerakan yang baik tidak akan didapat.

Dalam melatih gerakan *forward roll* bisa dilakukan dengan pendekatan latihan (*block practice*) dan (*random practice*). Pendekatan *block practice* digunakan dengan cara memberikan materi secara bertahap bagian per bagian dengan urutan yang sudah ditentukan dan tidak bisa diubah (Mulyanto, 2011; Edwards, 2011). Kusuma (2019), menyatakan bahwa metode ini dilakukan berulang-ulang dalam waktu yang sudah ditentukan atau sampai atlet menguasai aspek teknik tersebut sebelum beralih ke aspek teknik yang lain. Hal yang sama disampaikan oleh Mustika, Subekti, dan Herliana, (2021); Otte dan Zanic (2008); Wilde, Curt, dan Charles (2013), menyatakan *block practice* berkonsentrasi pada satu aspek teknik, berlatih berulang-ulang sampai melakukannya dengan benar. Sedangkan *random practice* adalah pengaturan susunan praktek keterampilan yang terus berubah-ubah dan tidak dapat diprediksi urutannya dalam satu sesi latihan (Edwards, 2011). Schmidt dan Wrisberg, (2000), menambahkan pada *random practice*, siswa melakukan tugas secara terus menerus secara berbeda tidak saling berurutan atau terkait, namun tugas tersebut dicampur diantara tugas-tugas lainnya.

Pada penelitian sebelumnya hanya membahas pada cabang olahraga bulutangkis dan renang. Namun, belum ada yang membandingkan dan melihat efektifitas dari dua metode ini dalam meningkatkan gerakan *forward roll* pada senam lantai dan pada penelitian ini dipraktekkan menggunakan media audio-visual, sehingga memudahkan mahasiswa dalam memahami dan mempelajari gerakan senam *forward roll*. Dari hasil analisis berdasarkan fenomena-fenomena yang ditemui di lapangan, peneliti ingin mengungkap sekaligus membuktikan apakah terdapat perbedaan pengaruh dari penerapan latihan *block practice* dan *random practice* pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. Penelitian ini sangat penting dilakukan karena dosen atau guru bisa mengetahui metode yang baik digunakan dalam meningkatkan gerakan senam *forward roll*.

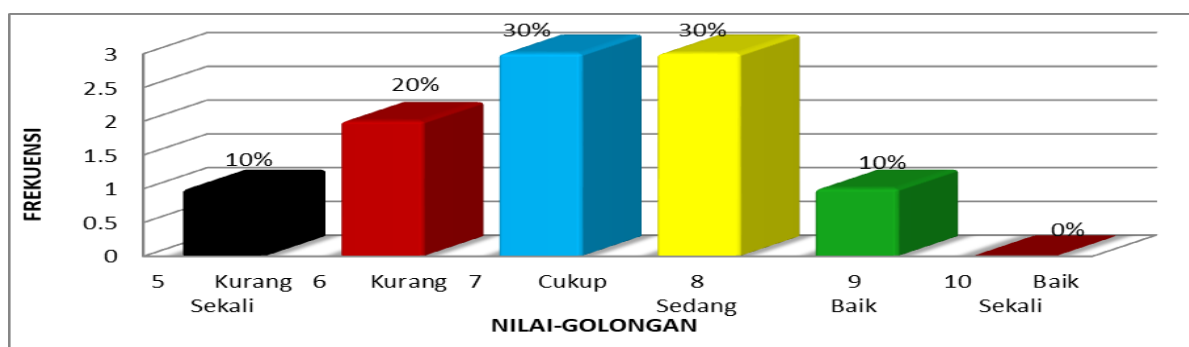
METODE

Pada penelitian ini menggunakan pendekatan eksperimen semu yang bisa dikategorikan termasuk penelitian kuantitatif. Ada dua variabel yang diteliti, yaitu variabel bebas: metode *block practice* dan *random practice*, dan ada pula variabel

terikat yaitu gerakan *forward roll*. Pengambilan sampel dilakukan dengan menggunakan total sampling yang menjadikan semua populasi mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi yang dihitung dalam dua kelas berjumlah 20 sebagai sampel. Instrumen penelitian menggunakan *forward roll test* yang terdiri tiga tahap: fase awal, fase utama, dan fase akhir. Teknik analisa data menggunakan t-test untuk kelompok sampel yang berbeda.

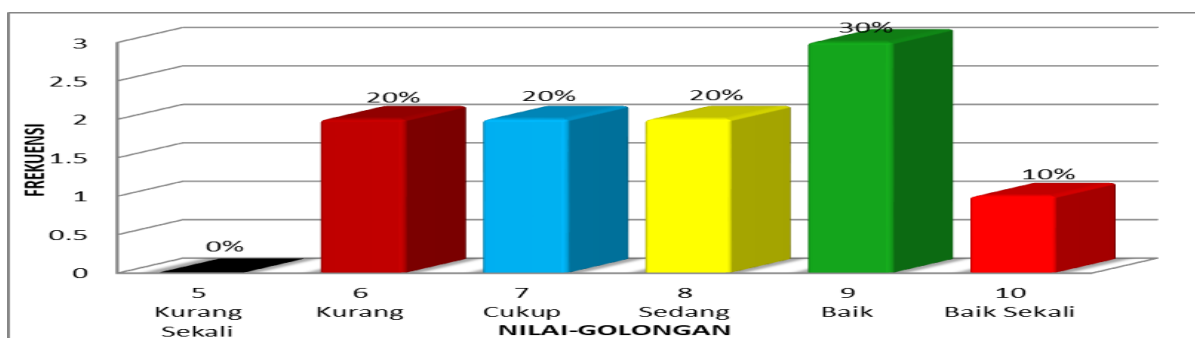
HASIL PENELITIAN DAN PEMBAHASAN

Setelah kelompok sampel dilatih dengan metode *block practice*, kemudian dilakukan tes senam *forward roll*. Dari hasil tes tersebut tidak ada mahasiswa yang masuk dalam kategori baik sekali. Skor tertinggi diraih oleh 1 mahasiswa (10%) yang mencapai kategori baik. Ada terdapat 2 mahasiswa (20%) yang masuk dalam kategori kurang. Mayoritas dari mahasiswa masuk dalam golongan cukup dan sedang yang berjumlah masing-masing 3 mahasiswa (30%). Hasil tes juga menunjukkan untuk skor terendah diperoleh 1 mahasiswa (10%) yang masuk kategori kurang sekali. Lebih jelasnya dapat dilihat pada grafik 1.



Grafik 1. Hasil Tes *Forward Roll* dengan Metode *Block Practice*

Dari hasil tes kelompok sampel dengan metode *random practice* didapati skor tertinggi diraih oleh 1 mahasiswa (10%) yang mencapai kategori baik sekali. Mayoritas dari mahasiswa masuk dalam golongan baik, terdapat 3 mahasiswa (30%). Kemudian terdapat masing-masing 2 mahasiswa (20%) yang masuk dalam kategori sedang, cukup, dan kurang. Hasil tes juga menunjukkan tidak ada mahasiswa yang masuk kategori kurang sekali. Lebih jelasnya dapat dilihat pada grafik 2.



Grafik 2. Hasil Tes *Forward Roll* dengan Metode *Random Practice*

Dari hasil analisis data diperoleh nilai rata-rata kelompok sampel dengan metode *block practice* adalah 7.1, sedangkan nilai rata-rata pada kelompok sampel dengan metode *random practice* adalah 7.9. Itu artinya metode *random practice* lebih unggul

dalam meningkatkan hasil belajar gerakan senam *forward roll* dibandingkan dengan metode *block practice*. Selain itu, nilai t_{hitung} yang diperoleh adalah 6.75. Kemudian hasil perhitungan tersebut dikonsultasikan pada t_{tabel} dengan derajat bebas 18, maka didapat t_{tabel} 1.7. Berarti t_{hitung} lebih besar dari t_{tabel} . Dengan demikian hipotesis yang diajukan terbukti bahwa terdapat perbedaan yang signifikan gerakan senam *forward roll* kelompok sampel dengan metode *block practice* dan kelompok sampel dengan metode *random practice* pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. Untuk lebih jelasnya bisa dilihat pada tabel 1.

Tabel 1. Hasil Analisis Data

Mean		t_{hitung}	df (N_1+N_2) - 2	t_{tabel}	Kesimpulan
Metode Block Practice	Metode Random Practice				
7.1	7.9	6.75	18	1.7	Terdapat Perbedaan

Berdasarkan hasil analisa di atas, dapat dimaknai bahwa terdapat perbedaan yang signifikan hasil praktek senam *forward roll* kelompok sampel dengan metode *block practice* dan kelompok sampel dengan metode *random practice*. Ternyata dari hasil penelitian terbukti bahwa metode *random practice* lebih unggul dibandingkan metode *block practice* dalam gerakan senam *forward roll*. Dalam praktek senam gerakan *forward roll* tentunya terlebih dahulu harus dipelajari teori gerakannya, memahami fase-fase gerakannya, dan setelah itu baru melatih keterampilan gerakan. Diperlukan latihan yang panjang secara *continue* agar bisa menguasai keterampilan gerakan tersebut. Dan untuk menunjangnya, dibutuhkan kondisi fisik yang prima, di antaranya: kelentukan, kekuatan otot lengan, koordinasi gerak. Ini bisa dipelajari dengan menggunakan pendekatan dua metode yang berbeda. Metode *block practice* mengajarkan keterampilan gerakan secara berulang-ulang sehingga tidak dirasakan oleh mahasiswa gerakan yang dilakukan semakin kelihatan keberhasilannya. Dengan kata lain mahasiswa terpusat atau fokus terhadap gerakan yang diajarkan oleh dosen. Hal lain dapat mempercepat waktu penguasaan gerakan tanpa diulang-diulang kembali pada pertemuan minggu berikutnya. Seperti yang disampaikan oleh [Mahendra \(2003\)](#), bahwa pengaturan latihan terpusat dilaksanakan dengan mendahulukan satu tugas hingga selesai sebelum berpindah ke tugas lainnya. Sedangkan [Kusuma \(2019\)](#), menjelaskan metode ini digunakan untuk memberikan kesempatan pada mahasiswa agar kemampuan yang diajarkan cepat dikuasai.

Selain itu, gerakan senam *forward roll* bisa dipelajari dengan pendekatan metode *random practice*. Pada metode ini pembelajarannya selalu dikombinasikan cara-cara bervariasi menggunakan bantuan dinamis dan bantuan statis. Metode ini merupakan kombinasi beberapa elemen gerakan menjadi satu rangkaian gerakan yang dipelajari secara elementer artinya gerakan yang dipelajari selalu ada variasi yang dimulai dari variasi sederhana sampai ke variasi lebih kompleks. Sehingga dirasakan dalam pendekatan ini pembelajaran menimbulkan semangat, tidak membosankan mahasiswa. Beberapa penelitian relevan yang berhubungan dengan temuan ini, yaitu [Pratama dan Syahudi \(2016\)](#), menambahkan bahwa metode *block practice* dan *random practice* sangat membantu untuk menguasai keterampilan gerak olahraga. [Kusuma \(2019\)](#), juga menjelaskan bahwa kelebihan metode *block* dan *random practice* terletak pada kinerja yang bersifat *repetitive* dan *variatif* yang membuat peserta didik untuk mengoreksi dan menyesuaikan diri pada aspek keterampilan yang sedang diajarkan. Kedua metode ini sama-sama Sesuai dengan penelitian oleh memberikan manfaat terhadap keterampilan motorik cabang olahraga ([Putra, 2020](#)). [Arifin \(2018\)](#), menyatakan kedua aspek dari

latihan *random* maupun *block* berpengaruh untuk melatih keterampilan dasar olahraga, dan penguasaan yang lebih cepat terhadap kemampuan teknik yang dilatih. Saputra, Yarmani, dan Sugiyanto (2019), menjelaskan bahwa latihan *random* dan terpusat bisa meningkatkan kinerja motorik dalam melatih berbagai macam keterampilan olahraga.

Sedangkan dari hasil perbandingannya, Ratnasari dan Suntoda (2018), menjelaskan *block practice* atau latihan yang terpusat mampu meningkatkan performa latihan, namun hasil *random practice* mampu memberikan pembelajaran yang lebih baik. Hal yang sama juga disampaikan oleh Wati, Sugihartono, dan Sugiyanto (2018), bahwa latihan acak (*random practice*) memberikan pengaruh yang lebih signifikan dari latihan terpusat (*block practice*) terhadap hasil penguasaan teknik dasar bola basket. Selanjutnya Wilde et al., (2013), menunjukkan bahwa latihan *random* (acak) meningkatkan performa umum ke tingkat yang lebih tinggi dari pada kelompok *block* (terpusat). Dari hasil penelitian tersebut telah membuktikan bahwa metode *random practice* lebih berpengaruh dibandingkan metode *block practice* terhadap peningkatan gerakan senam *forward roll* pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. Dengan menerapkan kedua bentuk metode tersebut baik itu *block practice* ataupun *random practice* dalam pembelajaran senam *forward roll*, bisa membantu tenaga pengajar dalam penyampaian materi pembelajaran dengan cara yang lebih baik.

KESIMPULAN

Berdasarkan analisis data dan pembahasan dalam penelitian ini, maka dapat disimpulkan sebagai berikut: Berdasarkan hasil pengujian hipotesis menunjukkan bahwa terdapat perbedaan yang signifikan hasil praktek senam *forward roll* kelompok sampel dengan metode *block practice* dan kelompok sampel dengan metode *random practice* pada mahasiswa Program Studi Pendidikan Jasmani, Kesehatan dan Rekreasi. Hasil analisa data juga menunjukkan terdapat perbedaan nilai rata-rata pada kedua kelompok sampel tersebut. Pada kelompok sampel dengan metode *block practice* nilai rata-rata mahasiswanya adalah 7.1, sedangkan nilai rata-rata pada kelompok sampel dengan metode *random practice* adalah 7.9. Itu artinya penggunaan metode *random practice* lebih unggul dalam meningkatkan hasil belajar praktek senam *forward roll* dibandingkan dengan metode *block practice*. Keterbatasan pada penelitian ini adalah karena sedikitnya jumlah sampel sebagai akibat dari pandemi covid 19 yang membatasi aktifitas. Diharapkan ke depannya supaya penelitian ini bisa dilanjutkan dengan melibatkan jumlah sampel yang banyak pada tingkatan umur yang beragam. Selain itu juga bisa melibatkan kelompok kontrol agar bisa dilihat perbedaan antara kelompok sampel yang berbeda, sehingga penelitian ini bisa proporsional.

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