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Analisis kebugaran jasmani siswa: Studi komparatif antara ekstrakurikuler bolabasket dan futsal

Analysis of students' physical fitness: Comparative study between basketball and futsal extracurriculars

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ABSTRAK

Kebugaran jasmani menjadi satu di antara aspek terpenting untuk meningkatkan prestasi olahraga. Akan tetapi, saat ini ekstrakurikuler di sekolah yaitu tidak ada perencanaan, tujuan dan sasaran yang jelas untuk dilakukannya tes kebugaran jasmani. Penelitian ini bertujuan membandingkan tingkat kebugaran jasmani ekstrakurikuler bolabasket dan futsal. Metode penelitian ini menggunakan pendekatan kuantitatif melalui survei dimana peneliti memberikan tes dan pengukuran pada siswa ekstrakurikuler bolabasket dan futsal. Teknik sampling dengan *purposive sampling* sehingga didapatkan sampel sebanyak 40 siswa terdiri dari 20 siswa ekstrakurikuler basket dan 20 futsal di Madrasah Tsanawiyah Negeri 1 Pontianak. Instrumen penelitian ini adalah Tes Kebugaran Jasmani Indonesia (TKJI) usia 13-15 tahun. Penelitian dilakukan 19-25 Februari 2021. Analisis data menggunakan deskriptif persentase, dibantu menggunakan aplikasi *Software Microsoft Excel*. Hasil tes kebugaran jasmani menunjukan nilai rata-rata perbedaan sebesar 2.5, sehingga terdapat perbedaan yang nyata siswa ekstrakurikuler bolabasket dengan siswa ekstrakurikuler futsal. Hal ini perlu diperhatikan dan menjadi pertimbangan pelatih dan guru pendidikan jasmani dalam memberikan program latihan kepada siswa. Berdasarkan hasil penelitian ini dapat dimaknai bahwa ternyata ekstrakurikuler bolabasket memiliki kontribusi yang baik dibandingkan ekstrakurikuler futsal untuk kebugaran jasmani siswa.

Kata Kunci: Kebugaran jasmani; ekstrakurikuler; futsal; bolabasket

ABSTRACT

Physical fitness is one of the most important aspects to improve sports performance. However, currently extracurricular at school is that there is no clear planning, goals and objectives for conducting physical fitness tests. This study aims to compare the level of extracurricular physical fitness of basketball and futsal. This research method uses a quantitative approach through a survey where the researcher gives tests and measurements to basketball and futsal extracurricular students. The sampling technique used purposive sampling so that a sample of 40 students consisted of 20 extracurricular basketball students and 20 futsal students at Madrasah Tsanawiyah Negeri 1 Pontianak. The research instrument is the Indonesian Physical Fitness Test (TKJI) aged 13-15 years. The research was conducted on 19-25 February 2021. Data analysis used descriptive percentage, assisted by using Microsoft Excel software application. The results of the physical fitness test showed an average difference of 2.5, so there was a significant difference between basketball extracurricular students and futsal extracurricular students. This needs to be considered and taken into account by coaches and sports teachers in providing training programs to students. Based on the results of this study, it can be interpreted that basketball extracurricular has a good contribution compared to futsal extracurricular for students' physical fitness.

Keywords: Physical fitness; extracurricular; futsal; basketball

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PENDAHULUAN

Olahraga merupakan aktivitas fisik yang bisa dilakukan oleh semua kalangan umur tidak terkecuali usia lansia (Suryadi et al., 2022), namun saat ini aktivitas masyarakat ditempat umum sudah jarang ditemukan, hal ini disebabkan oleh pandemic covid-19 sehingga memberikan dampak buruk secara global (Grix et al., 2021), salah satunya olahraga (Bowes et al., 2021; Horky, 2020; Hughes et al., 2020). Sebuah artikel mengatakan pandemi covid-19 juga berdampak pada pekerjaan sehingga masyarakat lebih sering melakukan pasif dari pada aktif (Suryadi et al., 2021). Sebagai tanggapan, banyak pemerintah telah memilih untuk menerapkan isolasi wajib di bawah peraturan nasional (Ayala et al., 2018; Harapan et al., 2020; Radhitya et al., 2020). Pada tanggal 15 Maret, pemerintah Peru menetapkan keadaan darurat wajib isolasi (Moreno-Quispe et al., 2021).

Bahkan para ahli bidang kesehatan dan kedokteran memperhatikan penurunan yang signifikan dalam tingkat aktivitas fisik harian penduduk (Fagaras et al., 2015), selama karantina, mahasiswa menunjukkan tingkat aktivitas fisik yang tinggi, kebanyakan perempuan dari daerah pedesaan tingkat aktivitas rendah dari pada daerah perkotaan (Moreno-Quispe et al., 2021). Data penelitian penilaian tingkat aktifitas fisik siswa menunjukkan kurang pada anak muda moderen (Lipošek et al., 2019). Berdasarkan fakta di atas, konsekuensi negatif dari penurunan aktivitas fisik juga tercermin pada populasi siswa, dimana pengurangan aktivitas fisik juga dapat menyebabkan penurunan kebugaran jasmani. Kebugaran jasmani yang berhubungan dengan kesehatan juga dipengaruhi oleh banyak faktor lain, seperti berat badan dan status sosial ekonomi (Kljajevi et al., 2022).

Aktivitas fisik berkontribusi pada kesehatan dan kesejahteraan siswa karena manfaat fisik, psikologis, dan sosial yang diberikannya (Moreno-Quispe et al., 2021). Manfaat besar yang ditawarkan olahraga dapat mengurangi resiko penyakit dan dapat menjaga kesehatan tubuh (Meo et al., 2021), kurangnya aktifitas dalam bergerak menjadi penyebab utama (Fajar & Iswahyudi, 2018). Oleh karena itu, olahraga sangat penting untuk dilakukan agar tubuh selalu dalam keadaan bugar. Ketidakaktifan fisik, perilaku menetap sehingga tingkat kebugaran menjadi lebih rendah berisiko munculnya berbagai penyakit tidak menular (Lavie et al., 2019). Berdasarkan penjelasan diatas memberikan gambaran pentingnya menjaga kebugaran jasmani dengan berbagai aktifitas fisik dan kesadaran akan dampak apabila kebugaran jasmani seseorang menurun.

Selain itu, kesehatan mereka juga dipengaruhi secara negatif oleh biaya makanan sehat dibandingkan dengan *junk food* (Franck et al., 2013), mengkonsumsi zat gizi dan aktivitas fisik (Erliana & Hartoto, 2019; Hartanti & Mawarni, 2020). Penelitian lainnya menyatakan prestasi akademik dan kesehatan mental peserta didik dipengaruhi oleh kebugaran jasmani (Oktaviani & Wibowo, 2021). Selain itu, fakta menunjukan bahwa durasi waktu yang tersedia untuk siswa berlatih aktivitas fisik di sekolah yang relative singkat sehingga banyak siswa yang memiliki kemampuan fisik yang buruk (Kremer, Reichert, & Hallal, 2012). Berdasarkan pembahasan tersebut, sangat penting mengetahui tingkat kebugaran jasmani dan kebutuhan yang sesuai pada siswa yang selalu dihadapkan dengan jadwal yang padat, karena itu lebih dengan meningkatkan kebugaran dapat membawa faktor positif bagi daya tahan fisik.

Permasalahan yang terjadi saat ini ekstrakurikuler di sekolah yaitu tidak ada perencanaan, tujuan dan sasaran yang jelas untuk dilakukannya tes kebugaran jasmani. Berdasarkan hasil studi pendahuluan melalui wawancara guru ekstrakurikuler masalah kebugaran jasmani siswa masih belum terpantau. Penelitian terdahulu mengatakan permainan basket dan futsal membutuhkan kebugaran, kelenturan, tenaga, kekuatan,

kelincahan, daya tahan (Miranda et al., 2020; Sukhiyaji & Patel, 2020), kecepatan pemain juga sangat dibutuhkan (Daulatabad et al., 2020), karena permainan mempunyai tempo yang tinggi, dan bersifat aktif (Setia & Winarno, 2021). Melihat fakta tersebut, peneliti menemukan adanya permasalahan pada tingkat kebugaran siswa peserta ekstrakurikuler bolabasket dan futsal di Madrasah karena kurang optimal dalam bertanding dan berlatih. Oleh karena itu, upaya yang dapat dilakukan yaitu dengan melakukan tes dan pengukuran kebugaran jasmani terhadap siswa ekstrakurikuler bolabasket dan futsal. Hal ini disebabkan kebugaran jasmani memiliki dampak positif pada daya tahan.

Tujuan dilakukan penelitian untuk menemukan perbedaan kebugaran jasmani pada siswa putera ekstrakurikuler futsal dan ekstrakurikuler basket di Madrasah Tsanawiyah Negeri 1 Pontianak. Penelitian yang dilakukan dengan menggunakan TKJI untuk menentukan tingkat kebugaran jasmani siswa. Adapun di sekolah, ekstrakurikuler menjadi salah satu solusi agar siswa dapat menjaga kebugaran (Abidin & Prihanto, 2016), karena hal ini berkaitan erat dengan prestasi (Aprilianto & Fahrizqi, 2020), Maka dari itu, siswa yang mengikuti ekstrakurikuler sangat penting memiliki kebugaran jasmani yang baik agar tercapainya prestasi (Satrio & Winarno, 2019). Sehingga tata penelitian ini sangat penting untuk mengukur keberhasilan pola pembinaan olahraga dan akan memungkinkan penyesuaian proses pelatihan dengan cara yang lebih efektif (Vavilov et al., 2020), dengan demikian akan mempermudah guru dalam memberikan program latihan.

METODE

Metode penelitian ini menggunakan pendekatan kuantitatif melalui survei dimana peneliti memberikan tes dan pengukuran pada siswa ekstrakurikuler bolabasket dan futsal dengan tes kebugaran jasmani indonesia (TKJI) usia 13-15 tahun. Populasi dalam penelitian ini adalah keseluruhan siswa putera yang mengikuti ekstrakurikuler bolabasket dan futsal di Madrasah Tsanawiyah Negeri 1 Pontianak. Adapun sampel dalam penelitian ini adalah siswa putera dengan usia 13-15 tahun yang berjumlah 40 siswa terdiri-dari 20 bolabasket dan 20 futsal. Kemudian, teknik sampling adalah *purposive sampling* dengan pertimbangan yaitu (1) siswa aktif ekstrakurikuler bolabasket dan futsal, (2) laki-laki berusia 13-15 tahun, (3) mengikuti tes TKJI.

Instrumen yang digunakan dalam penelitian ini adalah Tes Kebugaran Jasmani Indonesia (TKJI) usia 13-15 tahun untuk mengukur kebugaran jasmani siswa (Aldiansyah & Asriansyah, 2020; Arifandy et al., 2021), yaitu Tes Lari Jarak Jauh 1000 Meter, Tes Lari Cepat 50 Meter, Tes Baring Duduk 60 Detik, Tes Angkat Tubuh dan Tes Loncat Tegak. Analisis data dalam penelitian ini menggunakan deskriptif persentase, hal ini bertujuan untuk mengetahui tingkat kebugaran jasmani siswa ekstrakurikuler bolabasket. Selanjutnya perhitungan data dibantu menggunakan aplikasi *Software Microsoft Excel*. Adapun pengkategorian menggunakan norma TKJI menurut (Arifandy et al., 2021).

Tabel 1. Norma TKJI Usia 13-15

Nilai	Klasifikasi
22 – 25	Baik Sekali
18 – 21	Baik
14 – 17	Sedang
10 – 13	Kurang
5 – 9	Kurang Sekali

(Arifandy et al., 2021)

HASIL DAN PEMBAHASAN

Tabel 2 menunjukan nilai rata-rata tingkat kebugaran jasmani melalui Tes Kebugaran Jasmani Indonesia (TKJI) usia 13-15 tahun adalah 14,2. Analisis ini secara deskriptif menyatakan bahwa tingkat kebugaran jasmani siswa putera yang mengikuti ekstrakurikuler bolabasket berada pada kategori sedang.

Tabel 2. Rata-Rata Tingkat Kebugaran Jasmani Bolabasket

No	Jenis Tes	Rata-Rata	Kategori
1	Tes Lari Cepat 50 meter	3,1	Sedang
2	Tes angkat tubuh 60 detik	2,1	Kurang
3	Tes baring duduk 60 detik	4,2	Baik
4	Tes loncat tegak	2,6	Kurang
5	Tes lari jarak jauh 1000 meter	2,2	Kurang
	Jumlah	**14,2**	**Sedang**

Berdasarkan Tabel 3 dapat diketahui hasil deskriptif persentase pada tes kebugaran jasmani Indonesia siswa ekstrakurikuler bolabasket terdapat 13 siswa masuk kategori sedang dengan persentase 65% dan 7 siswa berada pada kategori kurang 35%.

Tabel 3. Hasil Tes Kebugaran Jasmani Siswa Ekstrakurikuler Bolabasket

No	Nilai	Klasifikasi	Frekuensi	Persentase%
1	22 – 25	Baik Sekali	0	0%
2	18 – 21	Baik	0	0%
3	14 – 17	Sedang	13	65%
4	10 – 13	Kurang	7	35%
5	5 – 9	Kurang Sekali	0	0%
		Jumlah	**20**	**100%**

Data pada Tabel 4 menunjukan nilai rata-rata tingkat kebugaran jasmani melalui tes kebugaran jasmani indonesia (TKJI) usia 13-15 tahun adalah 14,2 hasil ini membuktikan tingkat kebugaran jasmani siswa ekstrakurikuler futsal berada pada kategori kurang.

Tabel 4. Rata-Rata Tingkat Kebugaran Jasmani Futsal

No	Jenis Tes	Rata-Rata	Kategori
1	Tes Lari Cepat 50 meter	2,6	Sedang
2	Tes angkat tubuh 60 detik	1,55	Kurang
3	Tes baring duduk 60 detik	3,6	Baik
4	Tes loncat tegak	2,15	Kurang
5	Tes lari jarak jauh 1000 meter	1,8	Kurang
	Jumlah	**11,7**	**Kurang**

Berdasarkan data hasil pada Tabel 5 diketahui hasil deskriptif persentase pada tes kebugaran jasmani indonesia siswa putera ekstrakurikuler futsal terdapat 5 siswa berada pada kategori sedang dengan persentase 25%, selanjutnya 14 siswa pada kategori kurang dengan persentase 70% dan 1 siswa kategori kurang sekali 5%.

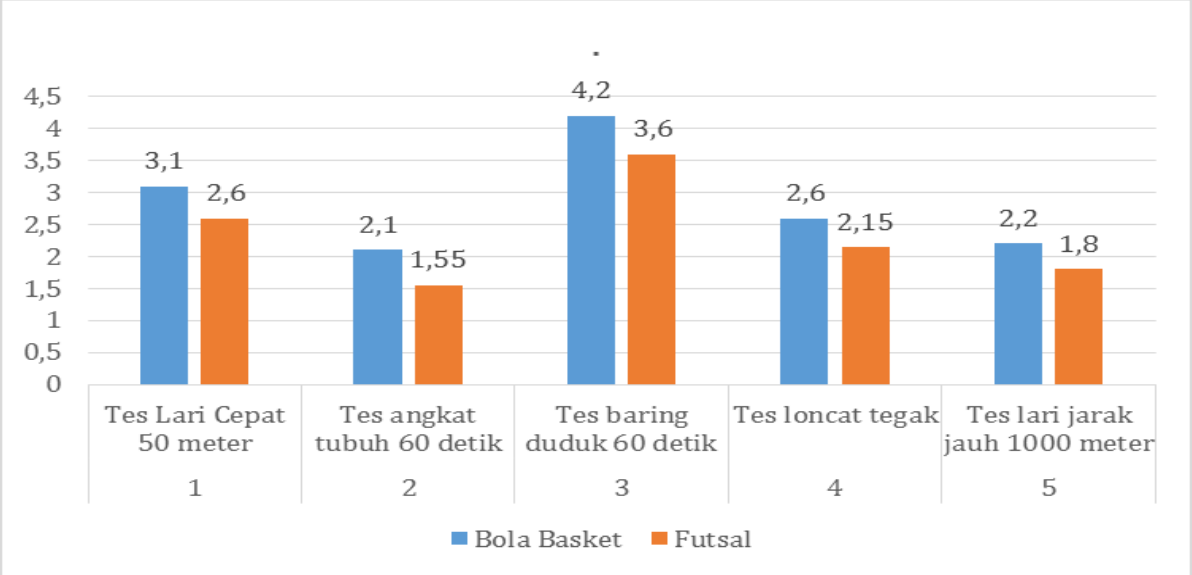
Tabel 5. Hasil Tes Kebugaran Jasmani Siswa Ekstrakurikuler Futsal

No	Nilai	Klasifikasi	Frekuensi	Persentase%
1	22 – 25	Baik Sekali	0	0%
2	18 – 21	Baik	0	0%
3	14 – 17	Sedang	5	25%
4	10 – 13	Kurang	14	70%
5	5 – 9	Kurang Sekali	1	5%
		Jumlah	**20**	**100%**

Tabel 6 dan Grafik 1 menunjukkan terdapat perbedaan tingkat kebugaran jasmani pada siswa ekstrakurikuler bolabasket dan futsal. Hasil ini membuktikan bahwa tingkat kebugaran jasmani siswa ekstrakurikuler bolabasket lebih baik dari pada siswa ekstrakurikuler futsal dengan perbedaan rata-rata 2,5.

Tabel 6. Perbedaan Tingkat Kebugaran Jasmani Bolabasket dengan Futsal

No	Jenis Tes	Rata-Rata		Perbedaan Rata-rata
		Bolabasket	Futsal	
1	Tes Lari Cepat 50 meter	3,1	2,6	0,5
2	Tes angkat tubuh 60 detik	2,1	1,55	0,55
3	Tes baring duduk 60 detik	4,2	3,6	0,6
4	Tes loncat tegak	2,6	2,15	0,45
5	Tes lari jarak jauh 1000 meter	2,2	1,8	0,4
	Jumlah	**14,2**	**11,7**	**2,5**



Grafik 1. Perbedaan Tingkat Kebugaran Jasmani Bolabasket dengan Futsal

Penelitian bertujuan untuk mengetahui perbedaan tingkat kebugaran jasmani pada siswa ekstrakurikuler bolabasket dan futsal. Hasil dari penelitian ini menunjukan bahwa adanya perbedaan tingkat kebugaran jasmani pada ekstrakurikuler bolabasket dan futsal. Hasil nilai rata-rata membuktikan ekstrakurikuler bolabasket (14,2) lebih besar dari pada ekstrakurikuler futsal (11,7) atau terdapat perbedaan sebesar 2,5. Penelitian terdahulu mengungkap bahwa perbedaan yang signifikan ditunjukkan pada ekstrakurikuler bolabasket dan futsal terhadap nilai *VO_2Max* (Mahendra & Hidayat, 2020).

Perbedaan juga terjadi pada siswa ekstrakurikuler bola voli dan bolabasket yang menunjukan kebugaran jasmani bola voli lebih baik (Pahliwandari, 2016). Berikutnya

pada tim basket mahasiswa dikategorikan sedang (Pratama & Yuliandra, 2020), ekstrakurikuler futsal juga pada kategori sedang (Bahari et al., 2020), kategori kurang pada mahasiswa Penjaskesrek (Muspita et al., 2018), kesehatan (Akbar et al., 2019), dan siswa SMP dataran tinggi (Suhartoyo et al., 2019). Dari aspek kecepatan tim basket putri dalam kategori baik (Setia & Winarno, 2021), Kebugaran fisik yang lebih baik dimiliki oleh pemain pria dibandingkan dengan wanita (Sánchez-Díaz et al., 2021). Berikutnya penelitian yang dilakukan oleh Melati (2021) menunjukan kesegaran jasmani lebih baik siswa daerah desa daripada perkotaan.

Berdasarkan hasil penelitian yang didapatkan, tingkat kebugaran jasmani pada ekstrakurikuler bolabasket dan futsal di Madrasah Tsanawiyah Negeri 1 Pontianak masih tergolong rendah. Oleh karena itu, hasil ini dapat menjadi pertimbangan pelatih dan guru pendidikan jasmani dalam memberikan latihan terhadap siswa. Pernyataan ini diperkuat oleh Kang et al. (2015), yang memperoleh hasil program pelatihan multi komponen dapat meningkatkan kebugaran jasmani wanita usia lanjut, sehingga hal ini menjadi gambaran untuk meningkatkan dan menjaga kebugaran jasmani. Artinya latihan sesuai dengan porsinya maka akan mempengaruhi kondisi fisik (Zawawi & Burstiando, 2020).

Beberapa latihan yang dapat dilakukan untuk meningkatkan kebugaran jasmani, salah satunya dengan melakukan aktifitas fisik melalui olahraga (Bile & Suharharjana, 2019; Chrisly, et al., 2015; Darmawan, 2017; Dharma & Boy, 2020; Hayudi & Pratama, 2019; Prayoga, 2020; Ramirez-Campillo et al., 2021; Suryadi et al., 2021), dan asupan makanan juga perlu diperhatikan (Kuswari et al., 2019). Latihan fartlek dapat digunakan untuk meningkatkan VO_2Max atlet bolabasket (Fernandes, 2019), dan dengan melakukan latihan isometrik dalam sistem persiapan fisik umum pemain bolabasket untuk mencegah cedera (Bolotin & Bakayev, 2016).

Kajian selanjutnya, sebuah penelitian membuktikan bahwa terdapat pengaruh yang signifikan terhadap daya tahan kardiovaskuler melalui latihan *weight training* (Ashfahani, 2020; Straudi et al., 2014; Suryadi et al., 2021), dan peningkatan kecepatan, kelincahan dan daya tahan olahraga futsal sangat efektif (Hakim et al., 2020; Rahman, 2018). Berdasarkan penjelasan dari beberapa penelitian tersebut sehingga penelitian ini bisa menjadi referensi tambahan tentang kebugaran jasmani.

Keterbatasan utama dari penelitian ini terletak pada aktifitas yang dilakukan siswa sebelum melaksanakan tes apakah berat atau tidaknya, serta perbedaan dalam sistem pendidikan. Karena studi tentang intervensi kebugaran jasmani jarang diterapkan di beberapa sekolah, penelitian lebih lanjut harus mempromosikan olahraga teratur. Beberapa pembahasan tersebut, maka kesiapan praktisi olahraga harus lebih matang (Parnell et al., 2020). Terlepas dari keterbatasan yang disebutkan, penelitian ini harus menjadi kontribusi penting untuk kebugaran jasmani, serta penelitian kebugaran fisik, dan bermanfaat untuk menjelaskan faktor negatif utama (Kljajevi et al., 2022).

KESIMPULAN

Hasil penelitian di atas memiliki landasan yang kuat mengenai perbedaan pada ekstrakurikuler bolabasket dan futsal pada siswa usia 13-15 tahun, atas dasar rujukan dari penelitian sebelumnya yang telah dilakukan yang tercantum pada diskusi hasil dan pembahasan. Maka dari itu dapat disimpulkan bahwa tingkat kebugaran jasmani siswa ekstrakurikuler bolabasket lebih baik dari pada siswa ekstrakurikuler futsal dan hasil tersebut membuktikan terdapat pengaruh yang nyata antara tingkat kebugaran jasmani siswa ekstrakurikuler bolabasket dan futsal. Namun, perlu diketahui keterbatasan dalam penelitian ini terletak pada aktifitas yang dilakukan siswa sebelum melaksanakan

tes, serta kesehatan juga harus menjadi pertimbangan peneliti. Hasil ini juga dapat memberikan referensi baru tentang kebugaran jasmani pada siswa di sekolah, sehingga hal ini perlu menjadi pertimbangan pelatih dan guru pendidikan jasmani dalam memberikan program latihan kepada siswa, agar tercapainya tujuan latihan.

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Students' evaluation in the developed video-based learning materials for physical education in Higher Education Institutions (HEIs)

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ABSTRACT

Higher Education Institutions (HEIs) are urged to integrate technology and improve their digital skills in response to the changing overall trend and issues in the educational system. The service physical education course in college refers to four (4) topics required in the first four (4) semesters, which includes Physical Education- Rhythmic Activities. In line with this, the researcher was inspired to develop a video-based learning material for first-year students. The research study aimed to evaluate the developed learning materials by parts and characteristics. The researcher utilized the method of descriptive-evaluative research design and a self-made survey type-questionnaire was employed through an online web provider with a total of 130 students' respondents with the used of purposive sampling. The validation and reliability of the questionnaire were also utilized and showed the 0.8284 Cronbach alpha which was good. The learning material was described by the respondents in terms of learning objective, content, and application. On the other hand, the evaluation of the learning materials in terms of usability, consistency, versatility, and aesthetic value was observed by the respondents. The findings illustrated that the overall assessment of the students' respondents in all indicators on the Video-Based Learning Materials are highly acceptable based on their experiences while they are using the materials. This can be utilized by the 1st year students of Higher Education Institutions, revisions still consider in the development of the learning material, and validation may be done on the level of difficulty of the applications and simulations.

Keywords: Physical education; learning materials; video-based; rhythmic activities

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INTRODUCTION

The covid-19 has significant influence in the education system not only in the Philippines but also across the globe (Chertoff, 2020). There are various factors that we need to consider in continuing the learning of students because of this pandemic. All academic institutions, teachers, and students are encouraged to embrace technology and enhance their digital abilities in accordance with changing overall trends and challenges in the educational system (Asogwa et al., 2020). On the first hit of pandemic in the 1st quarter of 2020, where everyone is not ready to face the abrupt change in teaching modalities. The students always complain about the availability of their resources (internet connections) during synchronous class. The researcher decided to develop video-based learning materials for those students that don't have enough data connection during synchronous classes. Furthermore, this developed video-based learning materials is timely and relevant in the current situation that the education institutions are facing today which focuses on the rhythmic activities based on the curriculum approved by the

Commission on Higher Education. The fast development of contemporary information technology, the online class in distant education develops as the times necessitate to promote education information and exchange educational and instructional materials (Alonzo et al., 2019). The concept of creating video-based material was effective implantation within and outside the classroom setting which the students can perform better and accurately in the dance steps (Kapici et al., 2018). In addition, the pandemic used various teaching modalities and these learning materials help the students to easily understand the demonstrations of the dance steps.

As stipulated in CMO No. 28 series of 2015 that the service physical education course in college refers to four (4) subjects required in the first four (4) semesters which includes the Physical Education 2- Rhythmic Activities under DECS Order No. 58, s.1900 (CNSC, 2019). This course focuses on learning and producing simple dances using fundamental motion and rhythmic skills that develop the physical aspect of every individual (Culajara, 2022). It goes hand in hand with modeling each student to be physically active by having engagement in their holistic form including the culture and values (Hidasari et al., 2021), and different learning styles (Zander, Thomas, Simon, Murphy, McCauley, Hanks, & Fitzgerald, 2010). Dance has always been a part of everyone's life since it allows them to express their diversity. Students express their sentiments and emotions through use of movements made by them. Educating individual and interpersonal responsibility through physical activity emphasizes the socioemotional components of becoming a holistic person (Hellison, 2015).

The availability of teaching/learning materials is one of the most significant components that must be present to execute teaching/learning activities (Harsono, 2015). In addition, online resources, movies, and other interactive elements that reinforce course content can also be used as learning materials (Astalini et al., 2019). To distribute learning materials, many remote classrooms rely on digital tools and platforms towards blended learning (Thanavathi, 2020). The importance of textbooks and other learning and teaching materials (LTM) like video presentations in boosting student learning and performance is well acknowledged around the world because it is important in the teaching-learning process (Gunantar, 2017). Afriyanti et al. (2021) stated in their study that learning material is an exploration of the teaching and learning resources. It discusses how video-based learning materials or modules helps students to develop the Higher Order Thinking Skills (HOTS) and it is more interactive in Physical Education (Festiawan & Khurrohman, 2021). Comprehensively, this study will help every student to easily understand the lesson as their guide especially in the time of pandemic that students must be able to learn even in different teaching modalities. Students will implement the application in a real-life situation (Carpio & Indama, 2021).

This research is anchored in Jean Piaget's Constructivism Theory (1971) where the fundamental premise of this theory was conflict resolution is vital to understanding, cognition, and growth. People develop their own thinking as individuals overcome challenges and learn the repercussions of their behaviors by commenting on previous experiences. Consequently, the nature of learning necessitates a change in the learner. This is accomplished through the actions in which the learner participates, as well as the repercussions among these tasks, as well as through evaluation. With these developed learning materials, students will enhance their learning by thinking and constructing their own based on what they understand in the materials. In addition, the cognitive load theory (CLT) of Yuh-Tyng (2012) discussed the quantity of information that working memory can handle at one time. This theory of Sweller was embedded in Visual, Audio and Kinesthetic (VAK) Learning Style Test which was about video-based materials that

showed that students preferred to learn using video and a class (Noor et al., 2014). It was suggested that teachers are encouraged to develop their own video-based learning materials.

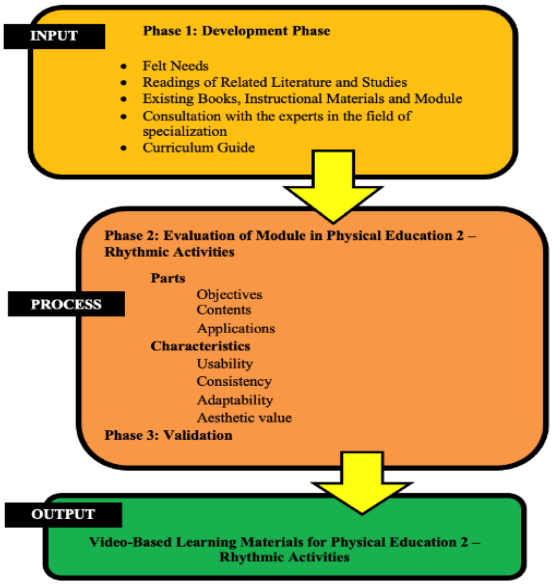

Figure1. Conceptual Framework of the Study

The Input Process-Output Model was used in this research. The model is a sequence of boxes (processing elements) linked by inputs and outputs and repeating itself (Di-Tore et al., 2016). Based on the establishment of rules and decision points, data or material items flow through such a succession of steps or actions. The input focused on the essential needs in teaching PE, readings from related literature and studies, analysis in the existing books, instructional materials, and modules, consultation with the experts in the field of specialization. Meanwhile, the process focused on evaluating the developed learning module in Physical Education- Rhythmic Activities in two aspects: the parts and characteristics of the module. The evaluation in parts focused on the objectives, contents, and application while the characteristics obtained the usability, consistency, versatility, and aesthetic value. The output of this research was the holistic developed and accepted video-based learning materials for Physical Education course- Rhythmic Activities. The study's goal is to create, test, and validate the Physical Education- Rhythmic Activities Module for Laguna State Polytechnic University's first-year students.

METHOD

Research Design

The researcher used a quantitative research design which employed the descriptive-evaluative research approach to evaluate the developed video-based learning materials Sasongko (2018) in Physical Education- Rhythmic Activities. Alharbi (2015) stated that pedagogical goals will attain if descriptive-evaluative design utilizes. The primary goal of this research was to assess the parts of the developed learning materials and their usability, consistency, versatility, and aesthetic for improvement of the learning material and delivery of instruction. Likewise, the researcher must request the services of experts in the field of specialization in Physical Education subjects representing the instructors and professors their evaluative analysis in the developed and proposed video-based learning material in Physical Education- Rhythmic Activities.

Sampling Technique

This research utilized a purposive sampling technique by the researcher for students using the developed learning materials. Purposive sampling appears to be more suited when the population is limited, a known feature of it is to be investigated in depth and it allows the researcher greater leeway to execute and extract the most information from the samples (Rai et al., 2020).

Respondents of the Study

This research was conducted to 130 College of Industrial Technology students in LSPU- Sta. Cruz Campus.

Table 1. Respondents' Profile

Profiles	Age				Sex Assigned at Birth		Civil Status	
	19	20	21	22 and above	Male	Female	Single	Married
Frequency	29	71	19	11	77	53	129	1
Percentage	22.30%	54.62%	14.62%	8.46%	59.23%	40.77%	99.23%	0.77%
Total	100%				100%		100%	

Table 1 revealed the respondents' demographic profile with a total of 130 students. The sample is enough to see as an effective measure on the evaluation of the developed learning material for Physical Education 2. It consists of 77 males or 59.23% of the respondents while 53 of them are female with 40.77%. In terms of ages, most of the respondents are 20 years old having a frequency of 71 or 54.62%. The ages 19 consisted of 29 respondents and ages 21 had 19 respondents or a percentage of 22.30 and 14.62 respectively. The least are in the ages of 22 and above with a total of 11 respondents or 8.46%. Moreover, 129 respondents are single and only 1 is married.

Research Instrument

The researcher provided a self-made survey type-questionnaire which was composed of 5-items each variable. It was tested in a validity and reliability test. The field experts checked the content and construction, and the researcher also employed the pilot testing which showed a 0.8284 Cronbach alpha, or the questionnaire was good. This pilot testing was to know the consistency of the questionnaire. The researcher used an online web provider to conduct the study. All the data was obtained, processed, and interpreted with the utmost confidentiality after the respondents were given the questionnaire.

Statistical Treatment of Data

A 5-point Likert scale was used to standardize the data set. Frequency and percentage distribution were used to convey data descriptively. For a better comprehension of the data, the summary values were also presented using a weighted mean.

RESULTS AND DISCUSSION

The Video-based learning material was described in terms of parts such as learning objectives, content, and application and evaluated in terms of usability, consistency, versatility, and aesthetic value. The mean, standard deviation, and verbal interpretation were all provided in the table.

Problem 1.1 Assess the parts of the learning module in Physical Education-Rhythmic Activities in terms of learning objectives

Table 2. Learning Objectives Description of the Video-Based Learning Materials

Indicative Statement *The instructional module's learning objectives are...*	**Mean**	**SD**	**Verbal Interpretation**
Simple, specific, and detailed in describing what the learner should be able to perform.	4.50	0.79	Extremely Adequate
Achievable and quantifiable in terms of the learners' ability	4.44	0.79	Extremely Adequate
A-time limit that specifies a timetable for the activities and learning	4.50	0.78	Moderately Adequate
Relevant to the module's learning inputs and activities	4.48	0.82	Extremely Adequate
Targeted at learners' development to help them advance academically and in their daily lives	4.50	0.82	Extremely Adequate
Composite Mean: SD	**4.84:0.80**		
Overall Interpretation	**Highly Acceptable**		

Table 2 showed that the respondents highly accepted the video-based learning material in terms of learning objects which acquired a 4.84 as a composite mean and 0.80 as standard deviation. Among the statements, three of them received a mean of 4.50 which is extremely adequate for the students with the standard deviation of 0.79, 0.78, and 0.82 respectively. The learning objectives were simple, specific, and detailed in describing what the learner should be able to perform, a time limit that specifies a timetable for the activities and learning of the students, and targets for students' development were advanced academically and can apply in their daily lives. Meanwhile, the objectives that are relevant to the module's learning inputs and activities received a mean of 4.48 and SD of 0.82. While the least among them all was to get a mean of 4.44 and 0.79 as standard deviation which stated that the objective was achievable and quantifiable in terms of the learners' ability. All statements are at the level of extremely adequate.

Learning materials were effective in various aspects and learning objectives are one of those aspects which must be identified before the learning process (Andhare et al., 2012). This will help the students to have an achieving goal at the end of every lesson. The developed video-based learning material will enhance the dancing skills of the students and boost their confidence as the target of the learning materials. It is also attested by Astalini et al. (2019) that objectives focus on the learning outcomes of the students using learning technology. Learning objectives statements must be specific, measurable, achievable, relevant, and time-bound (SMART) and to be able to monitor and assess the results, goals must be correctly established to act as reliable and meaningful benchmarks (Weiss & Jalilian, 2015).

Problem 1.2 Assess the parts of the learning module in Physical Education-Rhythmic Activities in terms of video-based content

Table 3. Description in Content of the Video-Based Learning Materials

Indicative Statement *The content of the instructional materials...*	**Mean**	**SD**	**Verbal Interpretation**
Has a curriculum that meets the learning objectives in physical education classes.	4.51	0.79	Extremely Adequate

Indicative Statement *The content of the instructional materials…*	**Mean**	**SD**	**Verbal Interpretation**
Provides sufficient information on the topic	4.53	0.80	Extremely Adequate
Is appropriate, current, and engaging for learners	4.45	0.84	Extremely Adequate
Is presented in the proper order and processes	4.48	0.82	Extremely Adequate
Assists in obtaining the lesson's ideas and comprehension	4.51	0.80	Extremely Adequate
Composite Mean: SD	**4.50: 0.81**		
Overall Interpretation	**Highly Acceptable**		

In terms of the content of the video-based learning material, table 3 revealed that the composite of was 4.50 and 0.81 as standard deviation which means that the content of the material was highly acceptable. All the particulars of this table were interpreted as extremely adequate. The content provides sufficient information on the topic (M= 4.53, SD=0.80) that is being discussed in the physical education 2 courses. The curriculum meets the learning objectives in P.E classes (M= 4.51, SD=0.79) and assists in obtaining the lesson's ideas and comprehension (M= 4.51, SD=0.80). The research participants confirmed that the content was presented in the proper order and processes of 4.48 mean and SD of 0.82. And the least among them all but also receive extremely adequate was the statement of the appropriate, current, and engaging for learners acquired a mean of 4.45 and the standard deviation of 0.84.

In the study of Wong et al. (2019) they stated that eLearning material was an effective tool for increasing the knowledge of students. It means that using electronic materials as well as video discussion helps to retain the information gathered in the presentation. With this, the developed video-based learning material can also improve the learning outcomes and higher satisfactions of the students in the process of teaching based on the responses of the students (Vural, 2013). In addition, video content concurrently delivered compact verbal and visual educational components, which might help to strengthen their understanding.

Problem 1.3 Assess the parts of the learning module in Physical Education-Rhythmic Activities in terms of application

Table 4. Description of the Video-Based Learning Materials in terms of Application

Indicative Statement *The application of the instructional module…*	**Mean**	**SD**	**Verbal Interpretation**
Has a pre-and post-assessment to identify the level of understanding of the learners	4.43	0.82	Extremely Adequate
Serve as instruments for determining learners' achievement based on information found in the lesson's end section of each chapter	4.42	0.82	Extremely Adequate
Assign interactive assignments to their group of peers to foster collaboration and teamwork.	4.40	0.86	Extremely Adequate
Exhibit the stated goals in the lesson's learning objective and content.	4.48	0.82	Extremely Adequate
Participates in a performance that allows them to acquire knowledge and skills.	4.48	0.82	Extremely Adequate
Composite Mean: SD	**4.51: 0.83**		
Overall Interpretation	**Highly Acceptable**		

The application in the video-based learning material described by the students as extremely adequate which means that highly acceptable, it was pegged at a composite mean of 4.51 and 0.83 as standard deviation. Among the statements, two stood out and received a mean of 0.48 and a standard deviation of 0.82. The application was exhibiting the stated goals in the lesson's learning objective and content and students participated in a performance that allowed them to acquire knowledge and skills. The learning material also has pre-and post-assessment that determined the level of understanding of the students (M= 4.43, SD=0.82), serve as instruments for determining learners' achievement based on information found in the lesson's end section of each chapter (M= 4.42, SD=0.82), and the assigned interactive assignments to their group of peers foster collaboration and teamwork (M= 4.40, SD=0.86). The experiences of the students in doing the applications in the entire module surely boost their confidence and enhance their skills and talents.

Technology is one of the important things needed in education for the students to perform and apply the learnings (Ningthoujam et al., 2014), especially in the time of pandemic. The results are an opportunity for the students to use their knowledge and practice it. This study was integrating the assessment to the design of learning material and connected to the current study that the learning modules assessment was experiential learning. Students must assess themselves by integrating the application of the learning modules in their performances. In addition, appropriate activities support a harmonious learning environment of the students that need to consider in making decisions (Larawan, 2013). Appropriate and interesting applications in the learning material can catch the interest of the students.

Problem 2.1 Evaluate the characteristics of the developed learning module in Physical Education- Rhythmic Activities in terms of Usability

Table 5. Evaluation in terms of Usability of the Video-Based Learning Materials

Indicative Statement *The usability of the instructional module...*	**Mean**	**SD**	**Verbal Interpretation**
Can be used independently thanks to easy-to-follow instructions and tasks	4.46	0.82	Extremely Useful
Involves a variety of simple chores to complete	4.45	0.79	Extremely Useful
Includes applicable and easy-to-understand terminology or terms that the learners are already familiar with	4.46	0.78	Extremely Useful
Can also be used as a guidebook or reference for other issues relating to the module's content.	4.51	0.81	Extremely Useful
Is used by the learners as a tool for learning improvement.	4.52	0.78	Extremely Useful
Composite Mean: SD	**4.48: 0.80**		
Overall Interpretation	**Highly Acceptable**		

In the evaluation of the video-based learning module in terms of its usability, the respondents interpreted it as extremely usable which acquired a composite mean of 4.48, and a standard deviation of 0.80 means that the learning material was highly acceptable. This is used by the students as learning material for the improvement of themselves (M= 4.52, SD=0.78). In addition, it can also be used as a guidebook or reference for other issues relating to the module's content with a mean of 4.51 and 0.81 as standard deviation. Two statements received a mean of 4.48 where the respondents agreed as well that the learning material can be used independently which was easy-to-follow instructions and

tasks (SD=0.82) and includes applicable and easy-to-understand terminology that the students are already familiar with (SD=0.78). While the statement involves a variety of simple chores to complete was the least pegged at a mean of 4.45 and 0.79 standard deviation. However, all statements were rated by the students as extremely useful.

There are numerous educational video lessons but there is limited comprehension of the effectiveness of learning and usability (Chorianopoulos & Giannakos, 2013). However, it recommended that educational institutions and instructors invest more money in video systems that allow them to edit, share, and regulate video lectures in a more integrated manner. With this, teachers will be inspired to create useful learning materials for students that they will easily understand, be easy to follow, and have a reference in their lessons.

Problem 2.2 Evaluate the characteristics of the video-based learning materials in Physical Education- Rhythmic Activities in terms of Consistency

Table 6. Evaluation of the Video-Based Learning Materials in terms of Consistency

Indicative Statement *The consistency of the instructional module...*	**Mean**	**SD**	**Verbal Interpretation**
From the beginning to the completion of the module, focuses on the primary objectives and tasks	4.43	0.80	Extremely Consistent
Includes logically connected themes to the lesson	4.41	0.86	Extremely Consistent
Aligns with each lesson's and module's objectives and subjects	4.39	0.83	Extremely Consistent
Provides learning assignments that are aligned with each topic's objectives	4.41	0.86	Extremely Consistent
Contains topics that are interesting about physical education	4.39	0.84	Extremely Consistent
Composite Mean: SD	**4.41:0.84**		
Overall Interpretation	**Highly Acceptable**		

Table 6 illustrated the results based on the responses of the students that the consistency of the video-based learning material was highly acceptable which acquired 4.41 as composite mean and SD of 0.84. All particulars are extremely consistent which was agreed by the students' respondents. The learning material was consistent from the beginning to the end of the module, focusing on the primary objectives and tasks which rated as the mean of 4.43 (SD=0.80). Two statements acquired the mean of 4.41 (SD=0.86); the material includes logically connected themes to the lesson, and it provides learning assignments that are aligned with each topic's objectives. Meanwhile, the other statements got a mean of 4.39. It was aligned with each lesson's and module's objectives and subjects (SD=0.83) and contains topics that are interesting about physical education (SD=0.84). The consistency must be aligned from the beginning to the end of the learning module to address the student's satisfaction, interests, and motivation (López-Pastor et al., 2015).

Problem 2.3 Evaluate the characteristics of the video-based learning materials in Physical Education- Rhythmic Activities in terms of Versatility

Table 7. Evaluation in Versatility of the Video-Based Learning Materials

Indicative Statement *The instructional modules versatility...*	**Mean**	**SD**	**Verbal Interpretation**
Provides an opportunity for self-study	4.48	0.80	Extremely Versatile
Can be used in a variety activity in physical education	4.48	0.81	Extremely Versatile
Could be a manual or a book that is difficult to obtain	4.38	0.85	Extremely Versatile
Can be revised for some other purposes	4.41	0.87	Extremely Versatile
Offers a variety of exercises that are all related to a specific lesson.	4.45	0.79	Extremely Versatile
Composite Mean: SD	**4.44:0.82**		
Overall Interpretation	**Highly Acceptable**		

The versatility of the developed video-based learning module was rated by the respondents as highly acceptable with a composite mean of 4.44 and standard deviation of 0.82. In addition, all statements are interpreted as extremely versatile. Two of the particulars stood out with a mean of 4. 48; respondents agreed that the learning material can be used in a variety of activities in physical education (SD=0.81) and provides an opportunity for self-study (SD=0.80). It also offers a variety of exercises that are all related to a specific lesson which is pegged at 4.45 with an SD of 0.79. The respondents also agreed that it can be revised for some other purposes (M=4.41, SD=0.87) and could be a manual or a book that is difficult to obtain (M=4.38, SD=0.85).

Versatility means that it can adapt and participate in various kinds of plans and activities. Teychenne et al. (2019) found that finishing a quick video career education module suited to a child's skills and interests improved all elements of the student's work engagement in their study. This implies that the learning resources are simple to use and provide comprehension even while students are at home.

Problem 2.4 Evaluate the characteristics of the video-based learning materials in Physical Education 2- Rhythmic Activities in terms of Aesthetic Value

Table 8. Evaluation of the Video-Based Learning Materials in Terms of Aesthetic Value

Indicative Statement *The aesthetic value of the instructional module...*	**Mean**	**SD**	**Verbal Interpretation**
Makes use of appropriate text design, font size, and type in the presentation	4.52	0.77	Extremely Aesthetical
Incorporates appropriate illustrations/videos into the content	4.48	0.80	Extremely Aesthetical
Contains simple icons and graphics that are aesthetically clear	4.51	0.74	Extremely Aesthetical
Includes demonstrations to catch the attention and encourage them to complete the exercises or participate in the activities.	4.48	0.82	Extremely Aesthetical
Having a clear visual of the presentation are simple and easy to navigate	4.55	0.75	Extremely Aesthetical
Composite Mean: SD	**4.51: 0.78**		
Overall Interpretation	**Highly Acceptable**		

In the aesthetic value of the video-based learning material, the students' respondents agreed that it was highly acceptable which acquired the composite mean of 4.51 and a standard deviation of 0.78. All the statements were rated as extremely aesthetical and one of them stood out that got a mean of 4.55 and 0.75 as standard deviation. It tells that the learning materials have a clear vision of presentation and are simple and easy to navigate. The materials also used appropriate text design, font size, and type in the presentation (M=4.52, SD=0.77) and contained simple icons and graphics that are aesthetically attractive (M=4.51, SD=0.74). Meanwhile, two statements got a mean of 4.48; students' respondents agreed that the learning material incorporates appropriate illustrations/videos into the content (SD=0.80) and it includes demonstrations to catch their attention and encourage them to complete the exercises or participate in the activities (SD=0.82). The term "aesthetic value" refers to a material's pleasing appearance to attract people and make them appreciate it in the long run. The term "aesthetic value" does not refer to the material's pleasing appearance. More significantly, it recognizes and values its capacity to attract and retain users.

Problem 3 Determine the Students' Overall Evaluation of the Video-Based Learning Materials

Table 9. Overall Assessment of the Students on the Video-Based Learning Materials

Indicator	Mean	Standard Deviation	Verbal Interpretation
Component/Parts			
Learning Objective	4.84	0.80	Highly Acceptable
Content	4.50	0.81	Highly Acceptable
Application	4.51	0.83	Highly Acceptable
Characteristics /Purpose			
Usability	4.48	0.80	Highly Acceptable
Consistency	4.41	0.84	Highly Acceptable
Versatility	4.44	0.82	Highly Acceptable
Aesthetic Value	4.51	0.78	Highly Acceptable

The table depicts all the descriptions of parts and evaluation of characteristics of the video-based learning material for Physical Education 2-Rhythmic Activities. Table 9 illustrated the overall assessment of the students' respondents on the Video-Based Learning Materials based on their experiences while they are using them. All indicators are verbally interpreted as highly acceptable. Learning objective stood out among other indicators which rated the mean of 4.84 and 0.80 as standard deviation. This means that the learning objectives in every lesson were clearly stated and discussed by the teachers. Moreover, the totality of the instructional learning module was verbally interpreted as highly acceptable as revealed on the table both parts and characteristics, as to with application (M=4.51, SD=0.83), aesthetic value (M=4.51, SD=0.78), content (M=4.50, SD=0.81), usability (M=4.48, SD=0.80), versatility (M=4.44, SD=0.82), and consistency (M=4.41, SD=0.84). The least among all indicators was consistency.

In the time of pandemic where everyone needs change in delivering instructions, a lot of challenges are encountered not only by the students but also by the teachers. The hardships of demonstrations of movements online, showing pictures about costumes, culture, and traditions of one place which was significant in discussing rhythmic activities in physical education courses (Alvarez, 2013). Lau (2014) that learning objectives are an important part of the module which was the basis of the targets of the students and teachers and have them a target. It was also attested by Abd-El-Kader et al. (2015), the

learning materials must have cognitive content which fits the learning objectives in physical education classes and aids in the acquisition of lesson concepts and understanding. Likewise, these learning materials have the potential to assist teachers in developing and delivering distant teaching materials to their students (Irfannuddin et al., 2021).

Usability refers to making learning resources easier to use and more closely matching them to the user's needs and requirements (Alonzo et al., 2019). All of the details are quite consistent, as agreed upon by the students' replies. The instructional material was constant from start to finish, concentrating on the major objectives and activities. Consequently, all statements are viewed as being exceedingly versatile. Versatility is an engagement in a wide variety of different types or forms and this could help teachers to develop their pedagogy (Macharia, 2013). The learning material may be utilized in a range of physical education activities and allows for self-study. It also includes a range of activities, each of which is tied to a certain lesson. Management is the process of creating and maintaining a learning environment in which everyone collaborates to achieve the purpose of the course (Aquino, 2022).

CONCLUSION

This study was geared towards the development and validation of the Video-based Learning Materials for the Physical Education course- Rhythmic activities. The researcher conceptualized, produced, evaluated, and revisited it multiple times. And based on the responses of the students, the learning module with its parts in terms of learning objectives, contents, application, and evaluation in terms of usability, consistency, versatility, and aesthetic value was likewise "Highly Acceptable" based on the experiences of the respondents while they are using the learning materials. It was found out that the video-based learning materials have an effect in enhancing student's performance in Physical Education- rhythmic activities.

These learning materials can be used in delivering instructions in PE classes. This is evidently helpful for the teachers and students to learn and develop the skills of dancing, exploring various cultures and traditions, reading dance literature, history of different genres of dances, and improvement of their dance performance as they look at and study the video-based learning materials. As agreed by Abuhassna and Yahaya (2018), the evaluation of modules showed the findings which reveal that the recommended dance generation model works well in generating realistic dancing videos. This means that video-based materials have the power to motivate and inspire students to perform well.

The following recommendations were made in light of the findings: Video-based Learning Materials for Physical Education course- Rhythmic activities can be utilized by the 1st year students in Higher Education Institutions as supplementary instructional materials, revisions should still be considered in the development of the learning material since the respondents have the right to comment and suggest upon answering the researcher's questionnaire for the improvement of the learning materials, validation may be done on the level of difficulty of the applications and simulations given since the respondents had different levels of knowledge, skills, and understanding, and it can also use for further studies or set as guide reference.

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Pembelajaran kooperatif dalam pendidikan jasmani: Tinjauan sistematis di Indonesia

Cooperative learning in physical education: A systematic review in Indonesia

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ABSTRAK

Tujuan dari tinjauan literatur ini adalah untuk meninjau literatur ilmiah tentang penelitian pembelajaran kooperatif dalam pendidikan jasmani di Indonesia. Dua database (Scopus dan Web of Science) digunakan untuk memilih artikel-artikel yang memuat informasi tentang pembelajaran kooperatif dalam pendidikan jasmani. Pencarian dilakukan dengan mengikuti pedoman *Preferred Reporting Items for Systematic Review and Meta-Analyses* (PRISMA). Setelah kriteria eksklusi, hanya 7 artikel yang masuk kategori. Hasil menunjukkan jenis penelitian yang digunakan dalam penelitian pembelajaran kooperatif di Indonesia beragam yaitu; kuantitatif, penelitian campuran (kuantitatif dan kualitatif), dan pengembangan. Rata-rata pada penelitian menggunakan kuesioner dan wawancara dalam pengambilan data. Penelitian pembelajaran kooperatif di Indonesia juga dibagi dalam tiga kelompok, (i) model pembelajaran kooperatif berbasis kearifan lokal dan kartu keterampilan dasar (FS), (ii) model pembelajaran kooperatif tipe *TGT*, *STAD*, dan *Jigsaw* dalam olahraga dan pembelajaran online, (iii) model pembelajaran kooperatif dalam menanamkan rasa percaya diri, kerjasama dan nilai moral. Beberapa keterbatasan yang melekat dalam tinjauan telah dicatat, dan perlu terus dilakukan kajian ini lebih lanjut secara global dengan tinjauan litaratur atau studi pemetaan (bibliometric dan scientometric), dan perlu juga dilakukan tentang penerapan pembelajaran kooperatif dan dampaknya, karena dalam masyarakat saat ini, unsur-unsur seperti hubungan sosial, dialog, dan rasa hormat, serta aktivitas fisik dan olahraga, sangat penting.

Kata Kunci: Pembelajaran kooperatif; pendidikan jasmani; review

ABSTRACT

The purpose of this literature review is to review the scientific literature on cooperative learning research in physical education in Indonesia. Two databases (Scopus and Web of Science) were used to select articles containing information on cooperative learning in physical education. The search was conducted following the Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) guidelines. After the exclusion criteria, only 7 articles were included in the category. The results show that the types of research used in cooperative learning research in Indonesia vary, namely; quantitative, mixed research (quantitative and qualitative), and development. On average in the study using questionnaires and interviews in data collection. Cooperative learning research in Indonesia is also divided into three groups, (i) cooperative learning models based on local wisdom and basic skills cards (FS), (ii) cooperative learning models of TGT, STAD, and Jigsaw types in sports and online learning, (iii) cooperative learning model in instilling self-confidence, cooperation and moral values. Several limitations inherent in the review have been noted, and it is necessary to carry out further studies of this globally with literature reviews or mapping studies (bibliometric and scientometric), and it is also necessary to do about the application of cooperative learning and its impact, because in today's society, elements of elements such as social relationships, dialogue, and respect, as well as physical activity and sport, are very important.

Keywords: Cooperative learning; physical education; review

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PENDAHULUAN

Pembelajaran kooperatif dikembangkan sebagai praktik pedagogis di Amerika Serikat sejak tahun 1970-an (Dyson et al., 2022). Pembelajaran kooperatif dianggap sebagai metode pengajaran yang efektif diterapkan di seluruh dunia (Chen, 2021), dan telah menjadi model pedagogis yang semakin banyak digunakan dalam pendidikan (Bodsworth & Goodyear, 2017). Pembelajaran kooperatif sudah banyak digunakan dalam pendidikan Indonesia. Guru-guru menjadikan pembelajaran kooperatif ini sebagai model pembelajaran yang tepat diterapkan di sekolah-sekolah (Putra et al., 2019). Model pembelajaran ini sangat membantu pendidikan di Indonesia, karena menunjang kebijakan zonasi, siswa pandai tidak menumpuk pada satu sekolah lagi, akan tetapi menyebar ke berbagai sekolah di mana siswa tersebut bertempat tinggal.

Pada pendidikan jasmani, Goodyear dan Casey (2015) menyampaikan bahwa kajian literatur tentang pembelajaran kooperatif sudah tujuh belas tahun yang lalu ditulis oleh Barrett (2005). Sejak saat itu telah terjadi peningkatan dalam penelitian empiris tentang berbagai aspek penggunaan pembelajaran kooperatif sebagai model pedagogis dalam praktik pendidikan jasmani (Casey & Goodyear, 2015). Dalam pembelajaran kooperatif, siswa bekerja dalam kelompok kecil, terstruktur, heterogen untuk menguasai konten mata pelajaran (Dyson & Casey, 2016), dan siswa tidak hanya bertanggung jawab untuk mempelajari konten itu sendiri, tetapi juga membantu rekan-rekan dalam proses belajar mereka (Bjørke & Moen, 2020).

Pembelajaran kooperatif dianggap sebagai model pedagogis, yang dapat membantu untuk mencapai hasil belajar dari empat jenis: fisik, afektif, sosial dan kognitif (Casey & Goodyear, 2015). Pembelajaran kooperatif juga telah membantu guru mencoba memperbaiki iklim kelas dan membuat pembelajaran lebih menarik (Zhang et al., 2017), mendorong tanggung jawab bersama untuk menumbuhkan motivasi intrinsik untuk tugas (Sivrikaya, 2019), mengembangkan hubungan sosial yang baik antara teman sebaya (Goodyear et al., 2014; Goudas & Magotsiou, 2009), serta meningkatkan keterampilan belajar, khususnya keterampilan gerak (Gazali, 2016; Wildani & Gazali, 2020), dan keterampilan fisik (Barrett, 2005).

Selama satu dekade terakhir, peneliti sebelumnya telah terdorong untuk melakukan studi mendalam tentang pembelajaran kooperatif dalam pendidikan jasmani. Kajian-kajian tersebut dapat berupa metode empiris yang membahas intervensi pembelajaran kooperatif berkelanjutan pada motivasi siswa (Fernandez-Rio et al., 2017), merancang dan menerapkan pembelajaran kooperatif berkelanjutan (Legrain et al., 2021), investigasi terhadap keterampilan pemecahan masalah siswa (Alpaslan, 2016), hubungan pembelajaran kooperatif dan kecerdasan emosional (Rivera-Pérez et al., 2020). Selanjutnya kajian literatur dan pemetaan yang berfokus pada pencapaian hasil belajar pendidikan jasmani (Casey & Goodyear, 2015), dan intervensi pembelajaran kooperatif pada motivasi intrinsik (Fernández-Espínola et al., 2020; Liu & Lipowski, 2021). Meskipun sebelumnya Bores-García et al. (2021) melakukan tinjauan sistematis mengenai penelitian pembelajaran kooperatif dalam pendidikan jasmani lima tahun terakhir (2014–2019), dan Dyson et al. (2021) melakukan tinjauan sistematis dengan

topik ini di Negara Cina. Namun, belum ada yang melanjutkan tinjauan sistematis ini hingga tahun 2022 dan membahasnya khusus di Indonesia. Sehingga hal ini menjadi salah satu celah yang dapat dikembangkan sekaligus menjadi alasan mengapa pentingnya studi ini dilakukan.

Tujuan dari tinjauan sistematis ini adalah untuk meninjau literatur ilmiah tentang penelitian pembelajaran kooperatif dalam pendidikan jasmani di Indonesia. Dengan demikian, administrator dan pembuat kebijakan di Indonesia dapat mengevaluasi kinerja penelitian tentang pembelajaran kooperatif dan pendidikan jasmani untuk mengambil keputusan berbasis bukti, sementara para sarjana dan profesional pendidikan dapat menilai bidang penelitian mereka sendiri dan mengarahkan pekerjaan masa depan mereka.

METODE

Strategi Pencarian

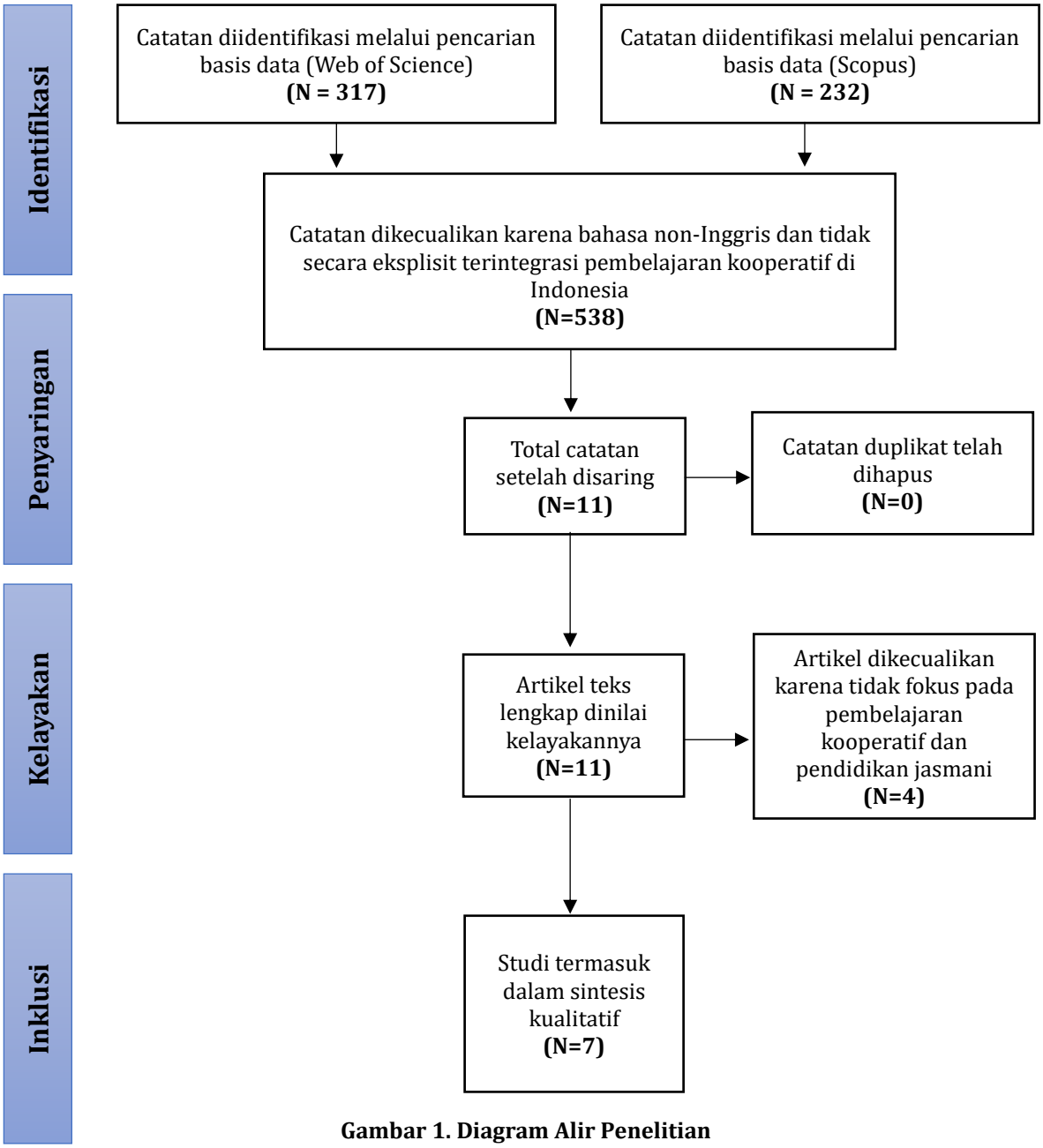
Pencarian dimulai menggunakan database Scopus dan Web of Science (WoS). Kedua database dianggap sebagai sistem pengindeksan terkemuka untuk kutipan (Farid et al., 2020), dan paling sering dikunjungi oleh peneliti sebelumnya di seluruh dunia (Perdima et al., 2022; Sweileh, 2020; Yang et al., 2021). Strategi pencarian mencakup kombinasi variasi kata kunci ("cooperative learning" OR "collaborative learning" AND “physical education” OR “sport education” OR “sport pedagogy”). Pencarian dilakukan dengan mengikuti pedoman *Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA)* (Shaffril et al., 2019). Selain itu, PRISMA menekankan pada laporan ulasan yang mengevaluasi uji coba secara acak yang juga dapat digunakan sebagai dasar dalam pelaporan tinjauan sistematis untuk jenis penelitian lainnya (Moher et al., 2009).

Kriteria Eksklusi

Kriteria eksklusi yang digunakan adalah sebagai berikut: (1) Artikel yang tidak dipublikasikan pada jurnal yang terindeks dalam Journal Citation Report (JCR) atau Scimago Journal Rank (SJR), (2) Artikel dalam bahasa selain bahasa Inggris, (3) Artikel yang tidak secara eksplisit menyinggung pembelajaran kooperatif di Indonesia.

Prosedur

Awalnya, 741 publikasi diperoleh dari dua database (WoS: 317 artikel) dan (Scopus: 232 artikel). Setelah mengikuti pengecualian kriteria, hanya 7 artikel yang tersisa. Sebagian besar item yang dibuang karena artikel tidak menyinggung pembelajaran kooperatif di Indonesia. Semua artikel diekstraksi dari database dan dianalisis melalui perangkat lunak Mendeley untuk menghapus artikel yang duplikat.



Gambar 1. Diagram Alir Penelitian
(Shaffril et al., 2019)

HASIL DAN PEMBAHASAN

Lima kategori (Penulis dan Tahun dikecualikan) yang tercantum dalam Tabel 1 dijelaskan dan dibahas dalam 7 artikel yang disusun. Kategori negara tidak ditampilkan, karena semua artikel berfokus pada satu negara yaitu Indonesia.

Tabel 1. Ringkasan Artikel Tentang Pembelajaran Kooperatif dalam Pendidikan Jasmani

Penulis dan Tahun	Metode dan Jenis Penelitian	Isi (Konten)	Tujuan Penelitian	Hasil Penelitian
(Yoda, 2017)	Penelitian pengembangan, dokumentasi, tes, non tes, kuesioner dan observasi.	Model pembelajaran kooperatif berbasis kearifan Lokal	Untuk mengembangkan model Pembelajaran Kooperatif Berbasis Kearifan Lokal (PKBKL) Bali (Konsep Tri Pramana) dalam pembelajaran pendidikan jasmani	(1) Model PKBKL telah memenuhi kriteria pengoperasian model pembelajaran yaitu: sintaksis, sistem sosial, prinsip reaksi, sistem pendukung, serta efek instruksional dan pengasuhan, (2) PKBKL model merupakan model yang valid, praktis, dan efektif, (3) Kepraktisan perangkat pembelajaran (RPP) berada pada kategori tinggi.
(Wijaya et al., 2019)	Penelitian campuran (kuantitatif dan kualitatif), eksperimen, kuesioner dan wawancara.	Model pembelajaran kooperatif berbasis kartu keterampilan dasar (FS)	Untuk mengetahui pengaruh model pembelajaran kooperatif berbasis kartu keterampilan dasar (FS) pada siswa sekolah dasar.	(1) Keefektifan model pembelajaran kooperatif berbasis kartu FS sangat baik, (2) Siswa berpikir positif tentang media kartu FS, (3) Model pembelajaran kooperatif berbasis kartu FS dapat meningkatkan keterampilan dasar SD siswa sekolah.
(Juliantine et al., 2019)	Penelitian kuantitatif, kuesioner.	Model peer teaching, model pembelajaran kooperatif rasa percaya diri, kerjasama, bola voli.	Untuk mengetahui bagaimana pengaruh model peer teaching dan model pembelajaran kooperatif rasa percaya diri dan kerjasama tim siswa dalam permainan bola voli.	(1) Model pembelajaran peer teaching berpengaruh terhadap kepercayaan diri siswa; (2) model peer teaching berpengaruh terhadap kerjasama tim siswa; (3) Model pembelajaran kooperatif berpengaruh terhadap rasa percaya diri siswa; (4) Model pembelajaran kooperatif berpengaruh terhadap kerjasama tim siswa; (5) Model pembelajaran kooperatif lebih berpengaruh terhadap rasa percaya diri siswa; (6) Model pembelajaran kooperatif lebih berpengaruh terhadap kerjasama tim siswa.
(Winarni & Lutan, 2020)	Penelitian kuantitatif, eksperimen, skala Baron-Cohen dan instrumen UNESCO (REF).	Pembelajaran kooperatif, pembelajaran klasikal, nilai moral	Untuk menguji keefektifan dua metode pembelajaran yang biasa digunakan dalam pendidikan jasmani, yaitu pembelajaran kooperatif dan klasikal untuk menanamkan nilai-nilai moral.	Pembelajaran kooperatif secara signifikan lebih efektif daripada pembelajaran klasikal.
(Aslan et al., 2020)	Penelitian kuantitatif, eksperimen.	Model pembelajaran kooperatif tipe *TGT*, lompat Jauh	Untuk mendapatkan gambaran umum model pembelajaran kooperatif tipe *TGT* yang digunakan oleh guru pendidikan jasmani dalam upaya meningkatkan kemampuan gaya dalam lompat jauh.	(1) Model pembelajaran kooperatif *TGT* memiliki partisipasi terhadap hasil belajar lompat jauh gaya baru, (2) Besarnya pengaruh model pembelajaran kooperatif *TGT* terhadap hasil belajar lompat jauh
(Gunawan et al., 2021)	Penelitian kuantitatif, eksperimen.	Metode tipe *TGT*, *STAD*, *Jigsaw*, motivasi, sepakbola	Untuk melihat efektifitas metode tipe *TGT*, *STAD* dan *Jigsaw* dalam meningkatkan hasil belajar keterampilan sepakbola	Metode kooperatif tipe *TGT* lebih baik dalam meningkatkan hasil belajar keterampilan sepakbola dibandingkan dengan metode *STAD* dan *Jigsaw*.
(Suwiwa et al., 2022)	Penelitian kuantitatif, penelitian tindakan, observasi, wawancara, dan kuesioner	Pembelajaran *jigsaw*, fitur breakout room	Untuk menyelidiki kelayakan dan tantangan yang terkait dengan penerapan strategi pembelajaran *jigsaw* menggunakan fitur ruang kerja kelompok dalam rapat zoom	(1) Strategi pembelajaran *jigsaw* untuk melakukan fitur breakout room dalam zoom meeting layak dan mudah diterapkan dalam pembelajaran online, (2) strategi pembelajaran *jigsaw* dapat digunakan sebagai acuan pelaksanaan pembelajaran online yang bermakna.

Metode dan Jenis Penelitian

Berdasarkan tinjauan kategori metode dan jenis penelitian, lima artikel secara eksklusif menggunakan pendekatan kuantitatif (Aslan et al., 2020; Gunawan et al., 2021; Juliantine et al., 2019; Suwiwa et al., 2022; Winarni & Lutan, 2020). Selanjutnya satu artikel menggunakan penelitian campuran (kuantitatif dan kualitatif) (Wijaya et al., 2019), dan artikel lagi menggunakan penelitian pengembangan (Yoda, 2017). Rata-rata

artikel ini menggunakan kuesioner dan wawancara dalam pengambilan data penelitiannya.

Isi (Konten)

Hasil penelitian menunjukkan berbagai macam konten yang dilaksanakan dengan pembelajaran kooperatif di Indonesia, seperti: model pembelajaran kooperatif berbasis kearifan lokal (Yoda, 2017), model pembelajaran kooperatif berbasis kartu keterampilan dasar (FS) (Wijaya et al., 2019), model pembelajaran kooperatif tipe *TGT* (Aslan et al., 2020), *STAD*, dan *Jigsaw* (Gunawan et al., 2021; Suwiwa et al., 2022). Selanjutnya konten yang berkaitan dengan olahraga (Aslan et al., 2020; Gunawan et al., 2021; Juliantine et al., 2019), seperti: bola voli, lompat jauh, dan sepakbola, serta konten yang membahas rasa percaya diri dan kerjasama (Juliantine et al., 2019), nilai moral (Winarni & Lutan, 2020), motivasi (Gunawan et al., 2021), dan pembelajaran online (Suwiwa et al., 2022). Dalam olahraga, guru menggunakan kelompok heterogen dengan peran berbeda yang bergantian sepanjang sesi unit pembelajaran, dengan dominasi konteks non-kompetitif di mana semua siswa berpartisipasi dalam mengejar tujuan bersama. Seperti yang ditunjukkan oleh Darnis dan Lafont (2015), pembelajaran kooperatif memungkinkan pengajaran olahraga sedemikian rupa sehingga siswa yang secara tradisional merasa dikucilkan dapat menikmati, belajar, dan bahkan mengikuti latihan olahraga di waktu luang mereka.

Tujuan dan Hasil Penelitian

Berdasarkan tinjauan ini, terlihat tujuan dan hasil penelitian yang mereka kembangkan dan dibagi dalam tiga kelompok:

Model pembelajaran kooperatif berbasis kearifan lokal dan kartu keterampilan dasar (FS): Pada kelompok pertama ini, terdapat **dua artikel** yang membahas model pembelajaran kooperatif berbasis kearifan lokal (Yoda, 2017), dan model pembelajaran kooperatif berbasis kartu keterampilan dasar (FS) (Wijaya et al., 2019). Artikel pertama bertujuan untuk mengembangkan model pembelajaran kooperatif berbasis kearifan lokal (PKBKL) Bali (Konsep Tri Pramana) dalam pembelajaran pendidikan jasmani, dan hasil penelitian menunjukan (i) model PKBKL telah memenuhi kriteria pengoperasian model pembelajaran yaitu: sintaksis, sistem sosial, prinsip reaksi, sistem pendukung, serta efek instruksional dan pengasuhan, (ii) PKBKL model merupakan model yang valid, praktis, dan efektif, (iii) kepraktisan perangkat pembelajaran (RPP) berada pada kategori tinggi (Yoda, 2017). Artikel kedua bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif berbasis kartu keterampilan dasar (FS) pada siswa sekolah dasar, dan hasil penelitian menunjukan (i) keefektifan model pembelajaran kooperatif berbasis kartu FS sangat baik, (ii) siswa berpikir positif tentang media kartu FS, (iii) model pembelajaran kooperatif berbasis kartu FS dapat meningkatkan keterampilan dasar SD siswa sekolah (Wijaya et al., 2019).

Model pembelajaran kooperatif tipe TGT, STAD, dan Jigsaw dalam olahraga dan pembelajaran online: Pada kelompok kedua ini, terdapat **tiga artikel** yang membahas model pembelajaran kooperatif tipe *TGT* (Aslan et al., 2020), *Jigsaw* (Suwiwa et al., 2022), dan satu artikel membahas tiga tipe sekaligus *TGT*, *STAD*, dan *Jigsaw* (Gunawan et al., 2021). Artikel pertama bertujuan untuk mendapatkan gambaran umum model pembelajaran kooperatif tipe *TGT* yang digunakan oleh guru pendidikan jasmani dalam upaya meningkatkan kemampuan gaya dalam lompat jauh, dan hasil penelitian

menunjukan (i) model pembelajaran kooperatif *TGT* memiliki partisipasi terhadap hasil belajar lompat jauh gaya baru, (ii) besarnya pengaruh model pembelajaran kooperatif *TGT* terhadap hasil belajar lompat jauh (Aslan et al., 2020). Artikel kedua bertujuan untuk menyelidiki kelayakan dan tantangan yang terkait dengan penerapan strategi pembelajaran *jigsaw* menggunakan fitur ruang kerja kelompok dalam rapat zoom, dan hasil penelitian menunjukan (i) Strategi pembelajaran *jigsaw* untuk melakukan fitur breakout room dalam zoom meeting layak dan mudah diterapkan dalam pembelajaran online, (ii) strategi pembelajaran *jigsaw* dapat digunakan sebagai acuan pelaksanaan pembelajaran online yang bermakna (Suwiwa et al., 2022). Artikel ketiga bertujuan untuk melihat efektifitas metode tipe *TGT*, *STAD* dan *Jigsaw* dalam meningkatkan hasil belajar keterampilan sepakbola, dan hasil penelitian menunjukan metode kooperatif tipe *TGT* lebih baik dalam meningkatkan hasil belajar keterampilan sepakbola dibandingkan dengan metode *STAD* dan *Jigsaw* (Gunawan et al., 2021).

Model pembelajaran kooperatif dalam menanamkan rasa percaya diri, kerjasama dan nilai moral: Pada kelompok ketiga ini, terdapat **dua artikel** yang membahas model pembelajaran kooperatif dalam menanamkan rasa percaya diri dan kerjasama (Juliantine et al., 2019), serta nilai moral (Winarni & Lutan, 2020). Artikel pertama bertujuan untuk mengetahui bagaimana pengaruh model peer teaching dan model pembelajaran kooperatif rasa percaya diri dan kerjasama tim siswa dalam permainan bola voli, dan hasil penelitian menunjukan (i) model pembelajaran peer teaching berpengaruh terhadap kepercayaan diri siswa; (ii) model peer teaching berpengaruh terhadap kerjasama tim siswa; (iii) model pembelajaran kooperatif berpengaruh terhadap rasa percaya diri siswa; (iv) model pembelajaran kooperatif berpengaruh terhadap kerjasama tim siswa; (v) model pembelajaran kooperatif lebih berpengaruh terhadap rasa percaya diri siswa; (vi) model pembelajaran kooperatif lebih berpengaruh terhadap kerjasama tim siswa (Juliantine et al., 2019). Artikel kedua bertujuan untuk menguji keefektifan dua metode pembelajaran yang biasa digunakan dalam pendidikan jasmani, yaitu pembelajaran kooperatif dan klasikal untuk menanamkan nilai-nilai moral, dan hasil penelitian menunjukan pembelajaran kooperatif secara signifikan lebih efektif daripada pembelajaran klasikal dalam menanamkan nilai-nilai moral (Winarni & Lutan, 2020).

Tujuan dari artikel ini adalah untuk menggambarkan penelitian pembelajaran kooperatif dalam pendidikan jasmani di Indonesia. Untuk tujuan itu, hanya dilihat pada artikel penelitian yang diterbitkan di Indonesia. Berdasarkan tinjauan ini, dibagi dalam lima kategori yaitu (i) Penulis dan Tahun, (ii) Metode dan Jenis Penelitian, (iii) Isi (Konten), (iv) Tujuan Penelitian, dan (v) Hasil Penelitian. Kategori negara tidak ditampilkan, karena semua artikel berfokus pada satu negara yaitu Indonesia. Tinjauan ini terbagi tiga kelompok, (i) model pembelajaran kooperatif berbasis kearifan lokal dan kartu keterampilan dasar (FS), (ii) model pembelajaran kooperatif tipe *TGT*, *STAD*, dan *Jigsaw* dalam olahraga dan pembelajaran online, (iii) model pembelajaran kooperatif dalam menanamkan rasa percaya diri, kerjasama dan nilai moral.

Dalam tinjauan ini menunjukkan bahwa pada kelompok pertama pembelajaran kooperatif mampu meningkatkan hasil belajar siswa (Yoda, 2017), dan keterampilan dasar siswa (Wijaya et al., 2019). Pada kelompok kedua, pembelajaran kooperatif dapat meningkatkan kemampuan gaya dalam lompat jauh (Aslan et al., 2020), meningkatkan hasil belajar keterampilan sepakbola (Gunawan et al., 2021), dan efektif dilaksanakan dalam pembelajaran online (Suwiwa et al., 2022). Pada kelompok ketiga, pembelajaran kooperatif berpengaruh terhadap kepercayaan diri dan kerjasama tim (Juliantine et al.,

2019), dan dapat menanamkan nilai-nilai moral siswa (Winarni & Lutan, 2020).

Dari temuan di atas, dapat dilihat bahwa pembelajaran kooperatif sangat baik diterapkan dalam pembelajaran pendidikan jasmani. Peneliti lain juga telah memaparkan dalam temuan penelitiannya bahwa pembelajaran kooperatif juga dapat mengembangkan keterampilan motorik (Altınkök, 2017), keterampilan fisik (Lee, 2014), dan keterampilan memecahkan masalah (Alpaslan, 2016). Studi lain juga mengungkapkan untuk perkembangan keterampilan motorik dasar dan kemampuan fisik, pembelajaran kooperatif lebih efektif daripada model pembelajaran tradisional (Nopembri et al., 2019). Pembelajaran kooperatif juga membantu anak berkebutuhan khusus, dan meningkatkan kreatifitas, kerjasama dan keterampilan mereka dalam bermain sepakbola (Sembiring et al., 2020).

KESIMPULAN

Tinjauan ini telah membuat kontribusi dengan memberikan pembaruan literatur tentang pembelajaran kooperatif dalam pendidikan jasmani di Indonesia. Pada awalnya, banyak penelitian ditemukan, tetapi setelah menerapkan kriteria eksklusi, jumlah berkurang menjadi 7 artikel. Hasil akhir mencerminkan bahwa jumlah studi tentang pembelajaran kooperatif dalam pendidikan jasmani di Indonesia sangat kecil, dan menunjukkan kebutuhan untuk menerjemahkan teori ke dalam praktik pendidikan, dan untuk mempromosikan penelitian yang konsisten yang dapat menghasilkan pengetahuan baru tentang kemungkinan nyata implementasi pembelajaran kooperatif dalam pendidikan jasmani.

Hasil menunjukkan jenis penelitian yang digunakan dalam penelitian pembelajaran kooperatif di Indonesia beragam yaitu; kuantitatif, penelitian campuran (kuantitatif dan kualitatif), dan pengembangan. Rata-rata pada penelitian menggunakan kuesioner dan wawancara dalam pengambilan data. Penelitian pembelajaran kooperatif di Indonesia juga dibagi dalam tiga kelompok, (i) model pembelajaran kooperatif berbasis kearifan lokal dan kartu keterampilan dasar (FS), (ii) model pembelajaran kooperatif tipe *TGT*, *STAD*, dan *Jigsaw* dalam olahraga dan pembelajaran online, (iii) model pembelajaran kooperatif dalam menanamkan rasa percaya diri, kerjasama dan nilai moral.

Beberapa keterbatasan yang melekat dalam tinjauan telah dicatat. Pertama, meskipun pencarian literatur menyeluruh, beberapa penelitian yang diterbitkan mungkin diabaikan karena kata kunci yang mungkin berbeda dari yang digunakan saat ini. Kedua, database yang digunakan dalam pencarian artikel hanya terbatas pada dua database yaitu Scopus dan Web of Science. Ketiga, pencarian artikel hanya terbatas pada satu negara yaitu Indonesia.

Peneliti selanjutnya bisa menambahkan kata kunci dan database lain seperti ERIC, EBSCO (SPORTDiscus dan Psychology & Behavioral Sciences Collection) dan database lainnya dalam pencarian artikel. Perlu terus dilakukan kajian ini lebih lanjut secara global dengan tinjauan literatur atau studi pemetaan (bibliometric dan scientometric), dan perlu juga dilakukan tentang penerapan pembelajaran kooperatif dan dampaknya.

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The impact of video-based presentations on BPED students' learning performance

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ABSTRACT

The main objective of this study was to determine and evaluate the effectiveness of video-based presentations in providing physical education instructions. This quantitative research used a quasi-experimental which was participated by 46 students taking Bachelor of Physical Education (BPED) in one of the tertiary schools in the Philippines which were assigned into two intact groups: experimental and control groups. The study used ANOVA to find a significant difference at 0.05 level in time variables within the group with a p-value of <0.001. It means that there are changes in the pre-test and post-test scores. As a result, it makes a substantial effort to support in the deepening and continual attainment of the learning competencies expected of future Physical educators through video-based presentations. Based on the findings of the study, as the driving factor for attaining the aforementioned goals, teachers must have an interest in learning and grow through professional growth, and self-improvement, as well as the academic performance of the students through the development and improved learning, it means that there are changes in the pre and post scores. This study will be the baseline of information for future researchers who will do comprehensive research on video-based presentations and the integration of technology in the delivery of Physical Education teachings.

Keywords: Video-based; digitalized modules; physical education

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INTRODUCTION

Educators today have a mountainous challenge in terms of teaching and learning. Because of the situation caused by the pandemic in our social environment, we are in the process of learning and it was challenging for all of us, including teachers, students, and parents. The teaching professionals are increasingly taking advantage of new videos for instruction (Yip et al., 2019). Moreover, Centeio et al. (2021) teachers were delighted to receive videos and tasks from their students performing activities and exhibiting that they were physically active at home. Many teachers were pleased to see students participate in synchronous video classes as well as daily tasks. Students may collaborate and experience difficulties in the new educational shift. Through international discourse, O'Brien et al. (2020) reiterates that teacher education has the capacity to progress to more positive and dynamic forms of academic delivery. Managing resources and utilization, support, technological competence development, goal setting, and adjust to different regulation were the most frequently used strategies by students (Barrot et al., 2021).

The goal of incorporating differentiated instruction into the learning experience is to recognize how school is a dynamic system that needs adjustment to be meaningful and successful. It is essential in the teaching and learning process of adapting to changes and overcoming challenges using various techniques and strategies and barriers and providing students with a positive learning opportunity. Future research outcomes may include to demonstrate the requirement to improve resource structure (Zhang, 2021). In remote learning, it is very difficult to deliver instruction, especially in physical education. Learning competencies are mostly the creation or performance of what they have learned in the modules. Teachers think of ways to deliver the lesson properly and reach each student. Moreover, Murthykumar et al. (2015) attested that video-based presentations appear to enhance student achievement significantly particularly compared to traditional lecture-based.

In connection with the relevant literature that proves effective video-based delivery methods, it will also measure the resilience of each student to take all means to achieve physical education goals, especially to be able to participate in physical activities. Thus, Zhang (2021) addressed the effectiveness of video technologies in engaging and communicating which suggest that such a strong commitment is feasible helped students progress beyond technological replication to critical and logical thinking. As the very reason of the endeavors in research, it will be valuable in delivering effective instruction in learning and doing performances in Physical Education amidst pandemics. PE must guarantee that the profession is ready to adapt and stay current with the ever-changing landscape in light of the ongoing trend to digitalize education (Wyant & Baek, 2019). Thus, the point of delivering instruction to students especially as they become more engaged in performance-based activities and attain the competence to engage them in vigorous activity, teachers create a way to help each student collectively simultaneously reaching out to promotion and engagement to students through technology specifically providing video-based learning.

Students should be fully exploit to the use of video-based presentations as a tool in boosting their physical education performances with the guidance of the video-based presentations which were based on teachers' work tailored to the objectives and content to be delivered to students. With these, Giannakos and Vlamos (2013) assess the potential of video-based technology in education aim to establish a research on subject area, in which you can consider about what the next generation on using video-based instruction and how these data can assist our awareness along with increasing the value of video-based learning. Video-based instruction in the classroom refers to a teacher creating videos that specifically teach a concept or content outside of class contact hours. It means the teacher gets full control over content delivered in the videos, and that different levels of films can be developed to meet the needs of different students (Nasab et al., 2002). Because of this, the teacher and the school are adapting new innovations to deliver the instruction to the students in any way that the student can afford. One of these is the incorporation of technology that trains every teacher to keep up with the rapid changes in the educational setting using technology, collaboration by enhancing their technological capabilities and keep up with the trend on educational setup. Video-based instruction has become extremely prevalent in the education. And can explore the greatly expanded opportunities provided by digital spaces that can both support or encourage student-centered development (Giannakos & Vlamos, 2013). While there are some good ideas for continuous motor learning online, the most of them were being geared toward staying active and improving fitness through active participation and demonstration method by providing them guided videos in engaging in physical activities.

According to Mujiono and Gazali (2020) to the articles found and analyzed, the digital learning paradigm could be used in physical education with the Schoology portal approach and video blogging and can also be used during virtual learning with an integrated effort. Because of developments in technology's accessibility and adaptability, teachers are progressively utilizing video to help them develop more engaging and interactive teaching and learning experiences (Major & Watson, 2018). This is proof that teachers and students can keep up with the changes that can be used in teaching and learning. Simultaneously with the awakening among students that it is all impossible to reach education despite the pandemic we face, students thought video-recorded presentations integrated into the learning environment were incredibly useful in boosting learning outcomes and enriching classroom teaching (Tugrul, 2012).

The K-12 Curriculum enhanced the teaching and learning process by emphasizing student-centered instruction including the use of innovation, and physical education benefits students in a variety of ways by integrating cognition in relevant, diversified educational instructions. With the study of Praetorius et al. (2017) pertaining to teacher's attention drawn to research goals which has a huge change occurred over time. As a result, we cannot overlook the fact that teachers value students that can explore areas of the classroom during video-based assessment. This study shows the impact of video-based presentations on each student in a unique way, as well as the challenges in the learning and teaching process in physical education, in which flexible education was a new trend and blessing to the education systems, allowing learners to learn, which is beneficial to their learning capabilities and skills, as well as their ability to adapt to changing circumstances. Similarly, teachers can now integrate technological capabilities into their lessons by using just a computer and a video as assessment tools where students became more engaging than they've been previously (Yousef et al., 2014).

The purpose of this study is to see how effective video-based presentations are at enhancing physical education performance in BPED students as they learn different physical activities. The video was created by the teacher and can meet the learning competencies and reflect the goals, that students can view at their convenience at home. Similarly, Albó et al. (2019) attested that video-based instruction provides more positive results in terms of students' attitudes where video engagement, collaboration practices, and the holistic behavior was present. Video-based cooperative learning practices should be considered carefully and designed to improve the comfort and satisfaction of students. At the same time, Lowenthal and Moore (2020) articulated that there was a purpose that asynchronous content instruction is so prevalent today where discussions and deliver can access on their own pace of time. Asynchronous text-based discussions are diverse and beneficial for a variety of purposes. As a result, using this intervention to motivate students to seek out learning and performing online content presentations may be developed, and the projected outcome could then be implemented in the real world while adjusting to their own learning style and pace of time. Digital learning's preparedness, acceptance, and application are examined and if technology is not accepted, welcomed, and effectively used, it will not be able to improve learning (Zhou et al., 2022).

As Hidayat (2020) revealed that the application of Project-Based Instructional methods to Physical Education, which was performed separately in each student's home, was very effective and delivered a learning opportunity like face-to-face instruction. The current learning environment has expanded the demand for educators' time and capability to use technology, as well as the necessities for them to do so successfully and efficiently. In physical education, video-based training has received little attention as a key teaching modality. Teachers can create videos to teach complex skills by focusing on

one to two components and considering students' attention spans. Online remote learning helps learning opportunities more convenient and easier. High self-efficacy, like other forms of schooling, can lead to an increase individual independence and flexibility (Prior et al., 2016).

Video technology offers the ability to expose pre-service teachers to rich and diverse teaching settings as well as create flexible ways of conveying and integrating information about teaching. Similalry, El-Ariss et al. (2021) assert that technological advancements were driven by the growing teaching approaches and practices. Consequently, studies have shown that video learning media has a wide impact on improving students' increase knowledge; further research is being done to investigate if video learning media is effective in improving students develop the skill (Nadeak & Naibaho, 2020). The Internet is important in providing individuals with access to the information that was previously inaccessible. Technological innovations and inventions are therefore having a significant impact. This study implies that it is very evident that teachers must be collaborative and innovative in the teaching and learning process and must adapt to the ever-changing educational landscape in using technology.

As the use of video-based instructions grows and benefits all aspects of teaching and learning, it has become the norm for all teachers, including future PE educators, to educate that there are multiple ways to offer teaching, one of which is video-based. Nowadays, technology has a big role in reaching the students and attaining the addressed goals of the curriculum. Overall, the achievement and attitude were considerable in which cognitive support tools functioned well in a responsible for many different study particularly the used of technology (Schmid et al., 2014). In relation with the study, results will serve as an avenue for PE teachers how video-based enhance the learning of the students and teachers facilitating it. Furthermore, Lu et al. (2020) assert that teachers can show what intentional teaching and learning looks like in school PE classes by using curated videos. With the recent study, the teacher should be encouraged to learn how to employ animations or video games to inspire students to participate in a variety of enjoyable physical activities using technology to enhance the teaching of physical education may help to create student-centered discovery experiences in which students are active for the bulk of the class (physically, cognitively, and socially). Similarly, video-based instructions highlight how video is just another component of training that may be used in conjunction with a variety of well-supported evidence-based instructional approaches where the goal is to gain a better grasp of why and when to utilize video, as well as a better comprehension of how to use video (Ayres et al., 2017). The video was made by the teacher and able to meet the learning competencies and addressed goals of the curriculum where students can access in their home with their own time, they had a chance to imagine that they were still inside their home but only on the screen could they see and hear their teacher.

According to the research Keath et al. (2016), K-12 PE teachers have a stronger inclination to focusing on student learning, utilize technology that are generally used for teacher effectiveness. In terms of learning resources, teachers are primarily taught about using technology through interactive learning sources. Teachers are facing a difficult task in achieving the goal and meeting the learning requirements of Physical Education. When used correctly, technology can be used to enhance rather than distract from physical active engagement in learning. Moreover, they will learn the performances with the help of prepared videos. One factor that affects the learning of the students was able to watch instructional videos that could supplement and complement their learning. Teachers were able to learn, unlearn and relearn skills in the ICT integration. The theory of

connectivism was to make instructional gaps in delivering instruction (Goldie, 2016). With the main purpose of the study that establishes a virtual classroom and becomes innovative, it was an eye-opener to the educators are beginning to realize how the world has a fast-paced pin accepting technology as the new trend in education. With these, it widens the perspective on establishing an approach that would be responsive to the students, specifically in video-based presentations.

About the study, connecting your world to the modern world of using technology is a key to developing your aspect as a student and as a teacher because it shows the evolution in learning and capabilities in the new approach in the teaching and learning process. Moreover, pre-test and post-test were being used to evaluate their learning outcomes before and after treatment, indicating that using videos to study and perform in Physical Education can benefit the students (Puspaningtyas & Marchamah, 2020). This study's approach would be beneficial in achieving the goals of this research, such as coming up with results and recommendations that video-based influences students' learning outcomes. Moreover, there was a big impact on the level of performance of the students that can be responsive to the needs of the students through video-based instruction, it helps in increasing the mean and MPS of a section and performance of a student. This study unlocks the individual capacity on learning using video-based presentations.

Each individual has become imaginative and creative in performance as well as in giving instruction as a challenge in the modern world of teaching and learning. The utilization of video-based presentations as a driving force is one of the vehicles used to better comprehend and guide each student. As a baseline of information and experience for Physical Education teachers, this study will show how video-based presentations improved students' learning performance. In general, the study aims to address the challenges that students have when doing learning activities. This study was developed with the intent of identifying the students' learning experiences of the students taking Bachelor of Physical Education in the areas of dance, physical activities, and preparation for a career in teaching that focuses on physical education.

METHOD

Research Design

The study utilized a quasi-experimental pretest and posttest design which was employed by first year students taking Bachelor of Physical Education (BPED) to investigate their learning experiences in using video-based presentations. Quasi experiments are used to demonstrate causation between an intervention and an outcome as reiterated by White and Sabarwal (2014), this research method determines and analyzes the outcomes of comparison groups that are similar to the treatment group. This design has two intact groups: the experimental and control group. Two classes will assign as an experimental and control group. The experimental group was the students using video-based presentations while the control group was students with digitalized modules. As explained by Puspaningtyas and Marchamah (2020), pre-test and post-test were being used to evaluate their learning outcomes before and after treatment, indicating that using videos to study and perform in Physical Education can benefit the students.

Participants

The respondents were first year students taking Bachelor of Physical Education (BPED) who were assigned to have different learning styles with different strategies: digitalized modules and video-based. One section of 23 students is assigned to the

experimental group which will be using video-based presentations, whereas another 23 students will be assigned to the control group predominantly in the digitalized module approach. The research instrument in this study was a self-made pre-test and post-test made by the researcher. It is in a multiple-choice consisting of 20 items. In doing the pre-test and post-test activity, it also used the Table of Specification to formulate questions and validated by an expert in Physical Education.

Data Analysis

Data were collected and analyzed using the JASP Software. The mean and standard deviation were used for the study to determine if there has been improvement and the distinction between participant's pretest and posttest both from experimental and control groups, whereas the Analysis of Variance (ANOVA) was used to determine if there is a significant difference in student's learning performance while using video-based presentations versus digitalized module approach.

Ethical Concerns

As confidentiality and privacy will be maintained, there will be no hazards for those who take part in the study. To respect the privacy of all participants in this study, each participant must agree to hold the information shared by all participants and the researcher confidential during the conduct of the study. There are no conflicts of interest in this research.

RESULTS AND DISCUSSION

Table 1. Within Subjects Effects

Cases	Sum of Squares	df	Mean Square	F	p
Time	78.533	1	78.533	23.802	< .001
Time ✻ Group	4.793	1	4.793	1.453	0.235
Residuals	145.174	44	3.299		

Note. Type III Sum of Squares

The table shows that the ANOVA found a significant difference at 0.05 level in time variables within the group with a p-value of <0.001. It means that there are changes in the pre-test and post-test scores. As Stratton (2019) explained that the pre- and post-test designs were utilized in evaluation of respondents' thoughts or perceptions about a situation, or to assess the learnings implemented knowledge , as indicated by increased post-test scores when compared to a pre-test indicates greater understanding or by accelerating effect when an intervention was conducted.

Furthermore, Zientek et al. (2016) pretest and posttest statistics on participants randomized to a control or experimental group would be collected for the purpose of the research setup. Results from a study specifically found into whether instruction enhanced learning, capabilities, or behaviors would enable have progress. Likewise, Puspaningtyas and Marchamah (2020) notions on the used of pre-test and post-test were being used to evaluate their learning outcomes before and after treatment, indicating that using videos to study and perform in Physical Education can benefit the students.

The application of Project-Based Instructional methods to Physical Education, which was performed separately in each student's home, was very effective and delivered a learning opportunity like face-to-face instruction (Hidayat, 2020). The current learning environment has expanded the demand for educators' time and capability to use

technology, as well as the necessities for them to do so successfully and efficiently. In physical education, video-based training has received little attention as a key teaching modality. With these, Giannakos and Vlamos (2013) assess the potential of video-based technology in education, aim to establish a research on subject area, in which you can consider about what the next generation on using video-based instruction and how these data can assist our awareness along with increasing the value of video-based learning .

As experiences on the lack of internet connection and technology equipment and devices are commonly expressed issues. As a result, the truth was just that we had to be strategic and develop an intervention to allow students to learn and enrich our instructional core and meet the needs of our students. This study was very timely to find out if the strategy to deliver instruction is effective especially for Physical Education teacher-students who prepare them for physical learning activities. Learning various tasks in physical education, particularly physical activities such as dance, basic skills, or physical duties, is challenging yet worthwhile.

Table 2. Descriptive Statistics of Pre-Test and Post-Test Result

Time	Group	Mean	SD	N
Pre	Control	13.13	2.262	23
	Experimental	13.522	1.928	23
Post	Control	14.522	1.904	23
	Experimental	15.826	1.302	23

Descriptive statistics shows that experimental group's score is higher than the control group in both pretest and post-test. The study's findings suggest that the control group employing digitalized materials had a mean pre-test score of 13.13 and a post-test score of 14.5. While experimental group received 13.5 on the pre-test and 15.8 on the post-test after receiving video-based instruction. As a result, participants in the experimental group who accepted video-based instructions had excellent performance.

Moreover, Harris et al. (2004) the hierarchy of quasi-experimental research design in terms of ability to show causal correlations between an intervention and an outcome. Each individual has become imaginative and creative in performance as well as in giving instruction as a challenge in the modern world of teaching and learning. The utilization of video-based presentations as a driving force is one of the vehicles used to better comprehend and guide each student. As Murthykumar et al. (2015) attested that video-based presentations appear to enhance student achievement significantly particularly compared to traditional lecture-based. With the results, the research design used to demonstrate causation between an intervention and an outcome as reiterated by White and Sabarwal (2014) this research method determines and analyzes the outcomes of comparison groups that are similar to the treatment group. This design has two intact groups: the experimental and control group Over the same period of time, the control group receives no treatment but is subjected to the same tests. By determining the effects of the two groups, more comparisons may be made with the learning tool employed in this study, which will serve as the foundation for improvement.

In terms of teaching and learning, today's educators have a daunting task. We are in the process of learning as a result of the pandemic's impact on our social environment. It was difficult for everyone involved, including instructors, students, and parents. Teaching professionals are increasingly using new films for instruction, according to (Kleftodimos & Evangelidis, 2016). As a result, we needed to be smart and build an intervention to allow children to learn and deepen our educational foundation while also meeting their needs. Teachers were also happy to receive films and tasks from their pupils performing

activities and demonstrating that they were physically active at home (Centeio et al., 2021).

The video was created by the teacher and can meet the learning competencies and reflect the goals, that students can view at their convenience at home. Similarly, Albó et al. (2019) attested that video-based instruction provides more positive results in terms of students' attitudes where video engagement, collaboration practices, and the holistic behavior was present. According to the research Keath et al. (2016), K-12 PE teachers have a stronger inclination to focusing on student learning, utilize technology that are generally used for teacher effectiveness. Video-based cooperative learning practices should be considered carefully and designed to improve the comfort and satisfaction of students. As Armstrong et al. (2011) emphasized that written methods are much less successful than video-based learning in teaching knowledge and encouraging participation. Similarly, student engagement can be boosted through video-based flipped class experience (Armstrong et al., 2011). Despite their diversity, students can easily adapt and understand the lesson when providing video and instruction giving clear instructions. Its use of interactive content in the videos is the most recent trend, and instructive videos with multimedia elements and online information were shown.

Table 3. Test for Equality of Variances (Levene's)

	F	df1	df2	p
Pretest	1.089	1	44	0.302
Post Test	2.148	1	44	0.15

Table 3 shows that Levene's test shows that the homogeneity assumption was unviolated. There is no significant difference in the variances of pretests at 0.05 with a p-value of 0.302 and no significant difference in the variances of the post-tests at 0.05 level with a p-value of 0.15. Levene's test is an inferential statistic used in statistics to evaluate variance equality (Vogt, 2015). Most standard statistical procedures assume the population variances are equal which is something the various samples are drawn are similar. Moreover, the assumption of homogeneity of variance underpins both t-tests and F tests (analyses of variance, ANOVAs), in which the population variances observed variables are deemed equal (Salkind, 2012).

Table 4. Post Hoc Test

		95% CI for Mean Difference					
		Mean Difference	Lower	Upper	SE	t	p_{tukey}
Control, Pre	Experimental, Pre	-0.391	-1.889	1.106	0.555	-0.705	0.895
	Control, Post	-1.391	-2.871	0.089	0.536	-2.597	0.059
	Experimental, Post	-2.696	-4.193	-1.198	0.555	-4.86	< .001
Experimental, Pre	Control, Post	-1	-2.497	0.497	0.555	-1.803	0.279
	Experimental, Post	-2.304	-3.784	-0.824	0.536	-4.302	< .001
Control, Post	Experimental, Post	-1.304	-2.802	0.193	0.555	-2.351	0.094

The Post Hoc Comparisons Table shows that the -0.391-mean difference in Control Group Pretest Scores and Experimental Group Pretest scores was insignificant with a p-value of 0.895, which is greater than 0.05. It means they have almost the same knowledge level about the topics to be discussed before the experimentation begins. It also shows a

mean difference of -1.304 with a p-value of 0.094 between the post-tests of the two groups, which is also insignificant at the 0.05 level. However, the difference of -2.304 in the pretest and post-test of the experimental group is significant at 0.05 with a p-value of <0,001, while the -1.391 difference in the post-test and pretest of the control group was not significant at 0.05. Therefore, the video-based materials are effective.

In physical education, video-based training has received little attention as a key teaching modality. Teachers can create videos to teach complex skills by focusing on one to two components and considering students' attention spans. Online remote learning helps learning opportunities more convenient and easier. High self-efficacy, like other forms of schooling, can lead to an increase individual independence and flexibility (Prior et al., 2016). Furthermore, Lu et al. (2020) assert that teachers can show what intentional teaching and learning looks like in school PE classes by using curated videos. With the recent study, the teacher should be encouraged to learn how to employ animations or video games to inspire students to participate in a variety of enjoyable physical activities using technology to enhance the teaching of physical education may help to create student-centered discovery experiences in which students are active for the bulk of the class (physically, cognitively, and socially). According to Mujiono and Gazali (2020), the digital learning paradigm could be used in physical education with the Schoology portal approach and video blogging and can also be used during virtual learning with an integrated effort. Because of developments in technology's accessibility and adaptability, teachers are progressively utilizing video to help them develop more engaging and interactive teaching and learning experiences (Major & Watson, 2018). As El-Ariss et al. (2021) assert that technological advancements were driven by the growing teaching approaches and practices. Consequently, studies have shown that video learning media has a wide impact on improving students' increase knowledge; further research is being done to investigate if video learning media is effective in improving students develop the skill (Nadeak & Naibaho, 2020). Furthermore, Nimmerichter et al. (2015) emphasize on the study that utilizing video-based visual training enhances decision-making time and responsive agility sprint time, as well as the number of quality decisions. The use of video-based education has a good influence, as seen by the comparison of before and after usage. Despite the risks and problems of using the online modality, teachers and students have remained firm in their pursuit of their desired outcome.

CONCLUSIONS

Engage in continuous learning as a weapon for discovering new skills and adapting to changes when you want to be effective in delivering instruction. One should respond to and tackle the barriers and developments that are occurring in the world of education. Therefore, findings revealed that they have about the same level of knowledge about the topics to be discussed before the experimentation begins. It also shows that the difference between the post-tests of the two groups is not significant. However, the difference in the pretest and post-test of the experimental group is significant while the difference in the post-test and pretest of the control group was not significant. Significantly, the video-based materials are effective. This study will be the baseline of information for future researchers who will do comprehensive research on video-based presentations and the integration of technology in the delivery of Physical Education teachings.

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Increasing students' mood state and self-confidence: 3 weeks plywood bow pvc archery program

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ABSTRACT

The decline in the psychological aspect between the mood state and student self-confidence in the COVID-19 era became a gap in this research. The purpose of this research is try to increasing of two psychological aspects between students' self-confidence and mood state through learning archery with PVC plywood bows. The research method used was experimental and as many as 70 students from Universitas Muhammadiyah Malang were prepared to be subjects in this research. Data analysis used the IBM SPSS version 25.0 application to test descriptive statistics, normality and homogeneity of data and paired sample t-test to determine the increase in mood state and self-confidence state before and after the intervention program. The level of significance chosen was .05. The results of the research found that archery learning with PVC plywood bows had a significant positive effect on increasing two psychological aspects, namely students' mood state and self-confidence. Thus, this research concludes that eventhough there are many obstacles in the learning conditions in the COVID-19 era, then learning archery with PVC plywood bows has been proven to increase of students' mood state and self-confidence for the better.

Keywords: Plywood bow pvc archery; mood state; self-confidence

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INTRODUCTION

In March 2020, COVID-19 (Leal Filho et al., 2021), that comes from Wuhan city China country, began to attack Indonesians society. The World Health Organization (WHO) issued a statement that COVID-19 is a global pandemic (Blanco et al., 2020). With the warning issued by WHO, the Indonesian government has implemented a number of measures to prevent COVID-19 from spreading massively in the society, for example applying social and physical distancing (Mahdy, 2020), lock down either then to prohibiting daily activities in groups with relatively large numbers in public places, shops, industry (Lee & Chen, 2020) and schools. The existence of policies issued by the Indonesian government, there has been an increase in negative effects on society,

especially on students, such as laziness, depression, stress, frustration, anxiety, fear and loss of self-confidence to learn (Espino-Díaz et al., 2020; Jumareng & Setiawan, 2021). In addition, several studies have reported that in an outbreak of COVID-19 it often creates negative moods such as panic, helplessness, and anger (Du et al., 2021).

Mood state is one of the psychological aspects that have an important role and need to be improved in students in the current era of COVID-19. Mood state has a definition as an unstable emotional state of a person, due to the impact of environmental conditions (Keikha et al., 2015). In addition, the mood state is claimed to be an important factor for students in undergoing the PE learning process, because a positive mood state will have an impact on high attendance levels (Vázquez et al., 2009). Negative mood state causes depression, stress, saturation, and fatigue, resulting in a lower attendance level (Chacón-Borrego et al., 2018). Many previous studies have discussed the mood state of athletes when exercising and its impact on athlete's performance (Keikha et al., 2015). Then the results of previous research also reported that the mood state will affect performance when exercising, for example a positive mood state will cause athletes to be more confident and enthusiastic when facing competitions, while a negative mood state causes feelings, such as anger, confusion, anxiety, saturation, depression (Neil et al., 2011). The majority of previous researchers have focused on investigating mood states in the context of sports, physical activity and the context of PE before the new COVID-19 era (Noce et al., 2016). However, there is a lack of literature that investigates the mood state of students when studying in PE class during the COVID-19 era, so it is urgent why this research needs to be followed up.

Self-confidence is one of the aspect of psychology that generally has a definition as a student's belief on their owns ability to do the best assignment in school or sports activities (Anh Ngoc & Thuc, 2020). Self-confidence is one of the aspects that must be increase the students themselves, because a high level of self-confidence they will be more enthusiastic to studying at school and at home during the COVID-19 pandemic. Recent studies report that most of the current education system crises are caused by low self-esteem which causes the students to less participate in learning activities (Akbari & Sahibzada, 2020). Then according to Purnomo and Hariono (2020) self-confidence is needed for a student to be implicated in learning activities. The results of another study found that the self-confidence factor is the key for athletes to achieve optimal performance in a competition and a high level of confidence is claimed to be able to overcome other psychological factors, such as anxiety, mood, worry, nervousness, or anxiety about a situation (Balyan et al., 2016). However, it is better when someone has a low level of self-confidence, then often leads to higher levels of anxiety, depression, stress and has an impact on decreased performance (Marshall & Gibson, 2017). In addition, according to the study results by Jeon (2016) reported that low levels of self-confidence it will greatly affect a person's motivation.

Archery is defined as a sport using a bow to shoot a target. Archery is one of sport that claimed have an effect on increase students' psychological aspects and called as mental sport (Kim & Kang, 2019). And previous research results indicate that archery has the potential to improve psychological aspects (Zolkafi et al., 2020). Previous studies have tried to analyze several exercises to improve aspects of mood state (Chang et al., 2020), and self-confidence (Meric & Ilhan, 2016). However, no previous studies have tried to improve aspects of mood state and self-confidence through the training of archery by using a PVC plywood bow and no literature is available yet. This effort is expected to be able to presentation further research directions on learning psychological skills and to provide useful data for designing learning psychological skills in the field of archery. The

aim of this research was to determine the effect of students' mood state and self-confidence through archery by using a PVC plywood bows during the COVID-19 era.

METHOD

The method used in this research is quasi-experimental with a quantitative approach. Experimental research is a research that is carried out strictly to determine the cause and effect correlation between the variables in a research. One of the main characteristics of experimental research is the existence of treatment that given to research subjects. This experimental research basically only fulfills two of the four requirements to be included in the pure experiment category. This research design is included in the experimental design category by using the principle of Pretest-Posttest One Group Design.

Participants

The participants taken by the researcher was the archery extracurricular members with the permission from Universitas Muhammadiyah Malang, totaling 70 students with the following subjects' characteristics namely: (1) active members of archery in extracurricular activities that registered in Perpani Malang regency, and (2) the member of archery extracurricular who are novice archery. The forms of pre-test and post-test by using questionnaires and treatments of archery learning extracurricular activities at the students of Universitas Muhammadiyah Malang. Before the research was carried out, all subjects asked to make a letter of willingness to participate in all activities in this study (Jumareng et al., 2021). The characteristics of the subject are presented in Table 1.

Table 1. Characteristics of Subject (Mean ± SD)

N=70	Mean ± SD
Age (y)	20.67±1.34
Height (cm)	1.61±2.17
Weight (kg)	57.67±4.45

Instrument

The instrument is a measuring tool that functions to determine the abilities of the person being studied. In this study, the instruments used included:

Mood State.

To measure the mood state of students in PE class, you can use The Mood States Questionnaire (MSQ). This instrument has 5 items, all respondents asked questions about the existence of positive feelings (activeness) and negative feelings (restless, sad, tired or bad mood). Each item is on a Likert scale from 1 to 5 points, a value of 1 = "none or nothing" to a value of 5 = "enough". This instrument has a validity level of .64 (Chacón-Borrego et al., 2018), and a reliability of .70.

Self-Confidence.

The instrument for measuring self-confidence can use a questionnaire that adopted from Sari et al. (2015) with 19 items, but researchers developed it into 20 item. To fill in this questionnaire using a Likert scale with points 1 to 5. This instrument has a validity level of .88 and a reliability of .79.

Research Procedure

This research has received permission from the Universitas Muhammadiyah Malang with approval date 01/01/2022. All subjects were given 40 minutes to fill in the mood

state and self-confidence instruments in the pretest and posttest activities. After completing the questionnaire, it was collected and analyzed by 3 sports psychology experts. The treatment program is given 3 times a week, namely on Wednesdays, Thursdays and Saturdays with a duration of 60 minutes for 9 meetings. This study strictly applies the standard COVID-19 protocol, namely the researcher measures the subject's body temperature and gives them a hand sanitizer as well as using a mask.

Intervention Program

The intervention program is implemented from 08.00-0.09.00 Western Indonesian Time. In providing an intervention program, namely archery learning. There are several stages that are taught to the subject, including: (1) Stance. At this stage the subject is taught about a standing position. (2) Nocking the Arrow. At this stage the subject is taught about attaching the nock to the nocking point. (3) Set. At this stage the subject is taught how to hold the bow. (4) Set-up. At this stage teaches to the subject focus on the target. (5) Draw. At this stage the subject is taught how to pull the strings. (6) Anchor. At this stage the subject is taught how to store strings (e.g., at the tip of the nose or chin). (7) Aim and Release. At this stage the subject is taught about engage in sharp shooting at the target and teaches how to release the strings. To avoid the emergence of feelings of saturate at the students when participating in learning process, then researcher applies a game, in which if the subject can engage in sharpshooting at the target, then a prize will be given.

Data Collection

The research data collection consists two steps: First, directly observation to the students when carrying out of archery learning by using a PVC plywood bows during the COVID-19 era. Observation is a relief activity that will be researched. Second, by the questionnaire was carried out in the pre-test and post-test activities. The questionnaire is a technique for collecting data through questions or written statements for respondents to answer.

Analyzing of Data

Data analysis in this research used the assistance of IBM SPSS version 25.0 application. The first step is to looking for descriptive of statistics. The second is to testing the normality (Kolmogorov-Smirnov) and the last to using the Paired sample t-test to see the differences before and after giving the intervention. The level of significance chosen was 0.05.

RESULTS AND DISCUSSION

Based on the results with manual calculations and using the IBM SPSS for windows release 25.0 program. Table 2 describes the mean pretest and posttest values of the mood state and self-confidence variables which show an increase before and after the intervention.

Table 2. Descriptive statistics (n = 70)

Variable	Description	Mean ±SD
Mood State	Pretest	49.00±7.82
	Posttest	53.63±7.35
Self-Confidence	Pretest	48.00±7.98
	Posttest	53.47±7.31

Based on Table 3, it can be explained that the significance value of students' mood state and self-confidence in archery learning for the pre-test and post-test obtained a significance of p-value greater than the alpha value 0.05. Its means that the data met normal assumptions. Then the research data is suitable for use for further research.

Table 3. Normality test (n = 70)

Variable	Description	p
Mood State	Pretest	0.432
	Posttest	0.217
Self-Confidence	Pretest	0.223
	Posttest	0.238

Based on Table 4, it can be explained that the significance value of students' mood state and self-confidence in archery learning for the pre-test and post-test obtained a significance of p-value greater than the alpha value 0.05.

Table 4. Homogenity Test (n = 70)

Variable	Description	p
Mood State	Pretest	0.961
	Posttest	0.606
Self-Confidence	Pretest	0.742
	Posttest	0.740

Based on Table 5, it shows that the mood state variable has a value (t = 9.879; p-value = 0.005), while the self-confidence variable has a value (t = 10.664; p-value = 0.000). These data show that archery learning by using a PVC plywood bow can significantly increase the psychological aspects of mood state and self-confidence in students.

Table 5. Effect of Archery on Mood State and Self-Confidence (Mean ± SD)

Variables	Pretest Mean±SD	Posttest Mean±SD	t	p
Mood State	4.62±3.92	5.40±4.11	9.879	0.005
Self-Confidence	5.47±4.29	6.20±4.70	10.664	0.000

This research aims to increase of students' mood state and self-confidence through learning archery by using a PVC plywood bow. The first finding in this study shows that archery using a PVC plywood bow has been shown to significantly change the low mood of students even though it is during the COVID-19 pandemic. The mood enhancement of students occurs because learning archery using a PVC plywood bow makes it easier for students to learn archery. In addition, the students looked excited and happy when using the PVC plywood bow. The results of this study are in line with previous studies which reported that psychological factors with archery are closely related (Kim & Oh, 2017). Research conducted by Zolkafi et al. (2020), show that traditional archery training can affect psychological factor. Thus, it can be concluded that learning archery using a PVC plywood bow creates a more enjoyable learning process for students, so that the mood state and self-confidence of students to learn will be higher in the era of COVID-19.

The second finding in the study proved that archery learning by using a PVC plywood bow is very important in providing opportunities for students to be directly involved in various learning experiences that they have never done before. In order to sprout up of students 'learning and psychological experiences, then need new and fun games can increase the students' self-confidence during learning at school. Archery characteristics have many components that can be increase of the students' self-confidence, so they are

very enthusiastic because they get more material in a fun way. The results of this study are supported by previous studies which reported that archery learning effects on the development of self-confidence (Kim et al., 2021). In addition, the factor causing students confidence learn to increase is because of archery is a fun game, so it can reduce the level of fear, boring in participating learning activities (Aysan, 2016).

By increasing the aspects of self-confidence and mood state at the students, it will greatly affect the quality of student performance when practicing archery in spite of fact during competitions. For example, other studies have found the benefits from developing a mood state, namely being able to remember subject matter in the long term (Zhang et al., 2017). In addition, the increasing mood state can lead to enthusiasm, enjoyment, friendliness and reduce depression, anger, and hostility (Mazzeschi et al., 2014). Recent research conducted in China found that the positive mood of athletes have a major role in achieving a high achievement in the Wushu sport. A positive mood before competition is a psychological basis for athletes to achieve the best results in competition (Li et al., 2020). Thus, psychological aspects, especially self-confidence and mood state have an important role in sports and physical education activities. This research finds that archery is an effective tool to increasing of both psychological aspects during the COVID-19 era. Many previous studies have found that archery has many benefits, such as it can be increasing the psychological aspects of concentration, anxiety, motivation, and can control a person's mental condition (Kim et al., 2021). The results of this study serve as an empirical basis for learning archery using a PVC plywood bow as a training method to increase psychological changes that have an impact on archery player performance (Lee & Kwag, 2018).

Besides that, Subramanyam (2013) research reports that a sportsman must be able to develop his self-confidence, because it will have a significant impact on optimal performance in a competition. Research conducted by Marcelino et al. (2014), also found the benefits of increased self-confidence, namely that it can reduce anxiety levels and increasing the athlete's performance when competing. Low self-confidence will result in low achievement while high self-confidence will result in high achievement (Purnomo & Hariono, 2020).

CONCLUSION

This research is the empirical evidence shows that archery by using a PVC plywood bow is proven have a significant effect to increase of the students' mood state and self-confidence in the COVID-19 era. This study has limitedness, namely that the subjects used only comes from one school in Indonesia, then the results obtained a small representative about the effect of archery by using a PVC plywood bow. However, this research also has a great impact on scientific development in the field of archery that related to psychology and to be one of the literatures that can provide the information for lecturers, teachers in spite of archery trainers about the strengths of archery learning by using PVC plywood bow toward increasing two psychological aspects, namely mood state and self-confidence. The research recommends to the future research by adding a relatively large number of subjects from several schools in Indonesia. In addition, future research should try to compare between learning archery by using a PVC plywood bow with online archery games. Or it can improve other psychological aspects such as self-esteem, adversity quotient or self-efficacy and mental toughness

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The importance of physical activity participation among persons with disabilities

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ABSTRACT

Participation in physical activity and sports is beneficial for psychosocial health among children and adolescents with a disability. People with disabilities are far less likely to engage in physically active lifestyles than are people without disabilities. This study was conducted to investigate the importance of physical activity participation for persons with disabilities. A total of 100 (men = 59, women = 41) persons with disabilities aged between 10 to 40 years old participated in the study. The instrument used was The Benefits of Exercise towards Persons with Disabilities and Social Support to Exercise for Persons with Disabilities developed by Rauzon designed to investigate the importance of physical activity for disabled persons. The research instrument used for this study was a questionnaire on demographics, the benefits of exercise and social support for exercise. Overall, both men and women agreed with five main statements regarding the benefits of exercise: that they can improve blood pressure and cholesterol levels, help to avoid disease, give more energy, help to relieve tension and to have a more positive outlook on life. There is no significant relationship between family support and physical activity participation. However, for social support, there is a significant relationship between friend support and physical activity participation. The most selected statements for social support for both men and women such as offer to exercise with them, complain about the time they spend for exercise, fun exercise, rewards and help to plan activities around their exercise. Physical activity participation for persons with abilities appears to have many benefits, and this knowledge should be shared not only among the disabled but also the non-disabled as it will help them to become better caregivers who will encourage and support the disabled in physical activities. For a deeper insight, further research with more variables is recommended.

Keywords: Persons with disabilities; physical activity participation; benefits of exercise; social support; gender

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INTRODUCTION

Physical fitness illustrates a physiologic state of well-being that allows individuals to meet the demands of both health-related and skill-related fitness (Abdullah, et al., 2016). Although adolescents with physical disabilities may participate in similar leisure activities as adolescents without disabilities, as in watching TV, listening to music, and talking on the phone, researchers have found that adolescents with physical disabilities tend to participate in more passive and solitary activities. According to Pitchford et al.

(2016) physical activity promotion is needed for youth with developmental disabilities. They stated that children and adolescents with disabilities who have fewer physical activities tend to become obese and are at a greater risk for additional secondary health conditions. The reason that people with disabilities in Portugal did not participate in physical activity and sports was primarily because of a lack of suitable sports facilities and this is one of many reasons persons with disabilities reluctant to exercise (Oh & So, 2022). Disabled persons with intellectual disability are less involve activity (Lee, 2004). Lee states that persons with disabilities who are not active tend to have a sedentary life cycle which can lead problems such as greater immediate and long-term diseases, low physical fitness and poor motor skills. Furthermore, Shields and Synnot (2016) stated the need for inclusive pathways that encourage ongoing participation as children grow or as their skills develop, and for better partnerships between key stakeholders from the disability community itself, sports, education and government sectors. Most people with physical disabilities do not meet physical activity recommendations (Waltersson & Rodby-Bousquet, 2017; Verschuren et al., 2016; Carlon et al., 2013) and are exposed at higher risk of developing secondary comorbidities such as cardiovascular disease and obesity (Whitney et al., 2018; Cremer, Hurvitz, & Peterson, 2017). Physical activity movement in childhood and adolescence can influence long-term health behaviors (Mckenzie, Willis & Sheilds, 2021).

While it is recognized that such persons do not react in predictable ways either to the presence of a disability or to the special pressures of their environment, self-acceptance and a positive attitude towards the disability are consistently important across many areas of functioning. In another study, Visagie et al. (2017) findings that gender had an impact only among persons without disabilities, where women report more environmental barriers than men. Behavior changes theories recommend personal factors such as attitudes and intention are influence to health behaviors such as physical activity (Cane, O'Connor, & Michie, 2012). However, some previous findings focusing on children, early adolescence, and adults with acquired physical disability such as stroke or spinal cord injury have identified a number of environmental factors (Ginis et al., 2013; Mulligan et al., 2012; Williams et al., 2014; Shields & Synnot, 2016). These detail reviews identified personal factors (e.g., attitudes and impairments), social factors (e.g. family support, negative attention), environmental factors (e.g. equipment, transport), and policy factors (e.g. funding) that influence physical activity participation (Mckenzie, Willis & Sheilds, 2021).

Meanwhile, Te Velde et al. (2018) revealed that participating in sports is beneficial for psychosocial health among children and adolescents with a disability. Those participating in sports scored better on sports participation, health-related quality of life for feelings of athletic competence and children but not for adolescents involving in sports who score on social acceptance. Velde and team found a strong relationship between sport participation and exercise self-efficacy. In contrast, Pitchford et al. (2016) it is important that the physically disabled person is surrounded by people like his or her parents, family and friends. Even though they are motivated, people with intellectual disabilities are often unable to reverse trends in the cycle of sedentary lifestyle because they rely upon parents or caregivers for support Anderson (2011), Brundage (2011), Lee (2004), Visagie et al. (2017), Te Velde (2018), Pitchford et al. (2016). However, more insight is needed to investigate the importance of physical activity participation for adults with disabilities. Therefore, the aim of this study is to determine what are the barriers occur in physical activity participation among persons with disabilities and to answer the research question: what are the barriers occur in participation among persons with disabilities

focus on different gender.

This study needs to be conducted since most literature focuses on able bodied but less literature did focuses on persons with disabilities. By conducting this study, the findings can be used to identify what are the barriers face by persons with disabilities in participating in physical activity. This study also can identify are their different barriers face by men and women with disabilities during physical activity participation. The findings can be used by many stakeholders such as Ministry of Women, Family and Community together with the expert/researchers in the area to draft a policy on how to overcome these barriers among persons with disabilities.

METHOD

This is a non-experimental design study where a survey in a form of questionnaire been organize with a purposive sampling technique.

Sample

This study comprises 100 respondents (n=100) consisting of persons with disabilities. The respondents include 59 men and 41 women. Respondents have physical disabilities such as blind and visual impairment (12), deaf and hearing impairment (21), amputation (43), cerebral palsy (16), and spinal cord injury (6) and others (2). The age range of the respondents is between 10 to 40 years old. The types of sports that the respondents are involved in are swimming (10), wheelchair basketball (7), sitting volleyball (6), wheelchair tennis (5), para-cycling (16), soccer (8), archery (4), wheelchair fencing (1), lawn ball (3), bowling tenpin (2), para-badminton (11), table tennis (4), para-athletics (13), kayaking (4) and goalball (6). The respondents must meet certain conditions to be in the study: they need to have been identified by doctors or ophthalmologists as persons with disabilities, and also must have a person with disabilities (OKU) Card identifying them as such from the Department of Social Welfare.

Instrumentation

The study used the benefits of exercise towards persons with disabilities and social support to exercise for persons with disabilities, a questionnaire developed by Rauzon (2002) designed to investigate the importance of physical activity for disabled persons. The internal consistency of Cronbach's alpha for benefits of exercise scale is 0.81 and that for Social Support scale is 0.93. There are two parts in the questionnaire: Part A and Part B. Part A requires demographic information including gender, age, education level, sports involvement, and types of disabilities. Part B consists of 23 questions: 10 questions on the benefits of physical activity and 13 questions about the social support for exercise.

Data analysis

Analyzed data using the Statistical Package for the Social Science (SPSS) for Windows ver.22.0. Descriptive statistics were used to discover the relationship between the benefits and importance of physical activity participation among the physically disabled. Standard deviation and means were calculated using the Independent T-test and Pearson Correlation at $p<0.05$.

RESULTS AND DISCUSSION

Table 1 shows the descriptive analysis of the respondents with gender, age, type of disability, education level and involvement in sports.

Table 1. Descriptive Analysis on the Respondents

Variables	Frequency
Gender	
Male	51
Female	49
Age (years)	
< 15	8
16-25	50
26-35	34
>36	8
Disability	
Amputees	42
Spinal Cord Injury	8
Blind	11
Deaf	23
Cerebral Palsy	12
Others	4
Education Level	
UPSR	20
SPM	44
Diploma	21
Degree	13
Others	2
Sports participated	
Swimming	9
Fencing	2
Wheelchair basketball	6
Lawn bowl	4
Sitting volleyball	6
Tenpin bowling	6
Wheelchair tennis	5
Badminton	12
Cycling	13
Table tennis	4
Soccer	8
Athletics	11
Archery	4
Kayak	3
Others	7

Based on Table 2 below, there are five low means for the benefits of exercise which indicates that most of the respondents agree with the statements. Men agree that exercise helps to have a more positive outlook on life (2.41 ± 1.318), helps to perform routine physical tasks more easily (2.42 ± 1.264), improves blood pressure (2.49 ± 1.338), helps to relieve tension (2.63 ± 1.400), and improves cholesterol levels (2.69 ± 1.289); while for women, regular exercise can give more energy (2.44 ± 1.115), helps to avoid disease (2.44 ± 1.072), helps to perform routine physical tasks more easily (2.59 ± 1.133), helps to have a more positive outlook on life (2.63 ± 1.247), and improves cholesterol levels (2.71 ± 1.149). Even though the results are slightly different, both men and women agree that regular exercise can help them to improve their cholesterol levels.

Table 2. The Mean and Standard Deviation for Benefits and Exercise

Benefits of exercise regular exercise can:	Gender	N	Mean	Std. Dev
Improve my blood pressure.	Men	59	2.49	1.338
	Women	41	2.76	1.023
Improve my cholesterol levels	Men	59	2.69	1.289
	Women	41	2.71	1.149
Help me avoid disease.	Men	59	2.76	1.074
	Women	41	2.44	1.072
Give me more energy.	Men	59	2.71	1.184
	Women	41	2.44	1.115
Help me relieve tension.	Men	59	2.63	1.400
	Women	41	2.80	1.351
Help me have a more positive outlook on life	Men	59	2.41	1.318
	Women	41	2.63	1.247
Help me perform routine physical tasks more easily.	Men	59	2.42	1.264
	Women	41	2.59	1.133

Table 3 below shows that the five highest results cited by men are "criticize or made fun of them for exercising" (4.00 ± 1.862), "give rewards for exercising" (3.99 ± 1.667), "offer to exercise with them" (3.42 ± 1.055), "give helpful reminders to exercise" (3.36 ± 1.034), and "give encouragement to stick with my exercise program" (3.32 ± 1.259). The five highest results of social support for women are "criticize or made fun of them for exercising" (4.10 ± 1.594), "helps to plan activities around their exercise" (3.80 ± 1.077), "complain about the time spent for exercising" (3.73 ± 1.230), "give encouragement to stick with exercise program" (3.67 ± 1.047) and "give rewards for exercising" (3.66 ± 1.583). Certainly, the findings show that the types of social support are different for men and women because of the different attention that they get from people surrounding then. They agree that "criticize and make fun of them" is a factor of support for them to participate in physical activity. Besides that, both men and women get encouragement from family and friends to stick with the exercise program, and "gives them rewards for exercising" is also a common factor of support.

Table 3. The Mean and the Standard Deviation for Social Support

Social Support	Gender	N	Mean	Std. Dev
Offer to exercise with me	Men	59	3.42	1.055
	Women	41	3.57	1.028
Give me helpful reminders to exercise	Men	59	3.36	1.034
	Women	41	3.61	0.848
Give me encouragement to stick with my exercise program.	Men	59	3.32	1.259
	Women	41	3.67	1.047
Complain about the time I spend exercising.	Men	59	3.29	1.584
	Women	41	3.73	1.230
Criticize me or made fun of me for exercising.	Men	59	4.00	1.862
	Women	41	4.10	1.594
Give me rewards for exercising.	Men	59	3.99	1.667
	Women	41	3.66	1.583
Help me plan activities around my exercise.	Men	59	3.09	1.212
	Women	41	3.80	1.077

Table 4. Results for the Importance of Participation based on Independent T-Test

	Gender	N	Mean	Std. Dev	P value*
Benefit	Men	59	2.64	0.932	.746
	Women	41	2.70	1.024	.750

** p < 0.05*

Table 4 shows that the mean for "benefits for participation" for men is 2.64 ± 0.932 compared to women at mean 2.7 ± 1.024. The result is not significant among the men (.746; p>0.05) and the women (.750; p>0.05).

Table 5. Results for Social Support based on Independent T-Test

Type of support	Gender	N	Mean	Std. Dev	p value*
Family support	Men	59	3.04	.902	.104
	Women	41	3.29	.839	.088
Friends support	Men	59	3.20	.860	.123
	Women	41	3.42	.647	.118

Based on Table 5 above, there are two types of social support identified that is social support from family and that from friends. For men, the mean for family social support is 3.04 ± 0.903 while for women it is 3.29 ± 0.839 which is higher. Similarly, the mean for men regarding friends' social support is 3.20 ± 0.861 while the mean social support for women is 3.42 ± 0.647. The significant result for family social support is 0.408, that is more than the p-value, p>0.05 different from the friends' social support that has significant value (0.006; p<0.05). The results may be due to disabled persons usually being in the company of friends in a sharing community, which will enable them to do physical activities together, compared to the time spent with their family members who need to work and therefore have limited time with them.

Table 6. The Relationship between Social Support factors and the Importance of Physical Activity Participation based on Pearson Correlation Test

		Benefit	Support
Benefit	Pearson Correlation	1	-.174*
	Sig. (1-tailed)		.042
	N	100	100
Support	Pearson Correlation	-.174*	1
	Sig. (1-tailed)	.042	
	N	100	100

** Correlation is significant at the 0.05 level (1-tailed).*

Table 6 reveals that there is a significant correlation between social support factors and the importance of physical activity participation among persons with disabilities because the significant p-value is (0.042; p<0.05). The social support groups around the persons with disabilities are encouraging them to do physical activities in order to live a healthy life.

The Importance of Physical Activity Participation among Persons with Disabilities

Te Velde et al. (2018) suggest that participation in any kind of activity would depends on their social friendships and relationships with others. As noted earlier, the need for increasing physical activity is well established, not as much is known about the determinants of physically active lifestyles (Wilhite, Martin, & Shank, 2016). This is because there is a lack of knowledge in the area. They need to be given more information about the benefits of physical activity in their daily life. According to, Shields and Synnot

(2016), disabled women also scored lower on the social scale compared to female secondary school students in Kenyon's study. Differences in body esteem and the factor's differential contribution to involvement in physical activity in males and females should be considered. Compared to men, women might be more affected by regard for their physical being. It means that there are slight differences between men and women's opinions on physical activity as found in this study. However, in this study it was found that they agreed on five factors in benefits of exercise, i.e., regular exercise can improve blood pressure, improve cholesterol levels, help to avoid disease, give them more energy, help to relieve tension, and help them to have a more positive outlook on life.

Social Support Factors Contribute to Physical Activity for Persons with Disabilities

There are significant values between the social support factors and physical activity participation as can be viewed in the study. Social support undoubtedly plays a big role in making persons with disabilities participate in physical activity. Brundage (2011) hypothesized that reported physical activity levels of the parents or caregivers of the children or adults with disabilities will be lower than nationally recommended physical activity guidelines. It also shows that social support is important in supporting persons with disabilities to do physical activity and they should give some time to exercise with their people surrounding them. The results show that the five most selected statements for social support for both men and women are: offer to exercise, reminders to exercise, encouragement with exercise program, complain about the time they spend for exercise, criticize or made fun exercising, rewards, and help to plan activities around their exercise.

The Relationship between Social Support Factors and the Physical Activity Participation

The finding shows that the correlation between the social support factors and physical activity for persons with disabilities. Well over half of physically disabled females said they desire to take part in activities when watching other individuals with disabilities participating. They also felt encouraged when they saw people in their surroundings doing physical activity as this made them want to join them. On the other hand, they felt discouraged by the motion of participating solely for rehabilitative reasons (Calzonetti, 1988). Besides that, social factors involving family and friends greatly influence persons with disabilities. The knowledge about the importance of physical activity is most needed for both the abled and the disabled. Besides that, there are more factor contribute to physical activity participation in either positive or negative factors.

CONCLUSION

The current study exhibit that physical activity participation gives many benefits and has great importance for persons with disabilities. Besides that, social factors involving family and friends greatly influence persons with disabilities to participate in physical activity. The knowledge about the importance of physical activity is most needed for both the abled and the persons with disabilities. Besides that, there are more factors contribute to physical activity participation in either positive or negative factors. The quantity of participation in physical activity among people with disabilities is affected by many factors set of barriers that are unique to this population. As the long-term effects the level of physical inactivity that can lead to serious minor health problems among persons with disabilities, accepting the factors that influence participation in physical activity is important to help plan successful involvements and strategies that increase their level of commitment in activity from time to time. Some implications that can be

discussed here is that persons with disabilities should be given choices in selecting their type of physical activities and also be with someone that are comfortable with. Some limitations in the current study warrant comment and suggest directions for future research. As when analyzed the needs of people with disabilities in small groups, it is difficult to generalize these findings. Although areas for improvement been identified, further studies should confirm which areas should be improved first.

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Life status and demographic characteristics of IAPES' members during the COVID-19 pandemic

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ABSTRACT

This study on the life status of IAPES members based on identified conditions and their demographic characteristics during the COVID-19 pandemic was conducted to provide an updated profile of the members of the International Association of Physical Education and Sports. The objectives of the study is to collect data and information based on the following: (i) demographic characteristics of selected IAPES members as to their country of origin, age, sex, civil status, educational attainment, length of service as PE teacher, length of service in their current institution, and the type of institution they are employed; (ii) the current life status of selected IAPES members in terms of psychological, physical, financial, work/professional, and sociocultural conditions; (iii) presence of significant relationships on the current life status when grouped according to their demographic characteristics; (iv) how the selected IAPES' members describe their greatest attributes that have helped them cope with the COVID-19 pandemic; and, (v) what other matters have been bothering the selected IAPES' members in relation to the prevalence of the pandemic. The study used mixed methods of research, the quantitative (descriptive-correlational) and qualitative (descriptive-exploratory) methods. Moreover, the study utilized purposive-convenient sampling techniques in the selection of 246 IAPES' members from the Philippines, India, Malaysia, Bangladesh, Egypt, Ethiopia, Pakistan, Iran, Thailand, and United States. Results show that respondents' life status based on the cited conditions have significant relationships when grouped according to the respondents' country of origin, sex (except for the physical condition), and educational attainment, while there are no significant relationships based on their age, civil status (except for physical and work/professional conditions), length of service as PE teacher, length of service in the current institution, and type of institution. Moreover, there were 5 greatest attributes in coping with the COVID-19 pandemic identified by the respondents, resilience, attitude of maintaining good physical condition, seeking for families' and friends' support in times of crisis, volunteerism, and faith in God. Other matters bothering the respondents related to COVID-19 pandemic are financial stability, family's safety, learning more about mental health, their students' learning conditions, and the lack of initiatives from the authorities in battling the COVID-19 pandemic.

Keywords: Life status; demographic characteristics; covid-19;, physical and sports educators

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INTRODUCTION

We shape the world of Physical Education and Sports, as the main thrust of the International Association of Physical Education and Sports (IAPES) (Barrena & Antonio, 2017), shaping the world of Physical Education and Sports basically deals with the basic component of the organization, the Physical and Sports' Educators. As envisioned, IAPES strive to become the leading voice at the intersection of Physical Education and Sports. It hopes to use this voice to unite, challenge, and inspire the next generation of leaders to improve the lives of professionals and to act as stewards of the best practices in physical education and sports industry as a whole (Primer for IAPES Members). In doing so,

Physical and Sports Educator-members worldwide strive to do their best to contribute and assist in the achievement of the organization's goals and objectives (Arias et al., 2018).

In any organizational endeavors, success and achievements of goals always depend on the support and commitment of the professional members. Membership in any organizations indeed aims to provide assistance to its individual members professionally and to support them to improve their career and profession, yet (Alsoufi et al., 2020), hard work and commitment will always be the foundation of success for both the organization and its associates. Hence, personal and professional conditions of these committed members are highly relevant in order to realize the vision-mission of the organization. Relative to the Physical and Sports Educators of IAPES, it is not only their duties to disseminate information and facilitate knowledge to help their students develop their skills and promote wellness, but likewise maintain their own healthy life status to guarantee that they can perform their duties to their students and the school community.

Teaching, as a profession, is an advanced and complex undertaking. A person who decides to teach must possess particular personal and professional qualities applicable to the profession (Makovec, 2018). His/her must be someone of strong moral character, a role model, and a caregiver as well. A teacher is often expected to put the needs of the students above his own. Teachers must equally possess competence in classroom management, planning and implementing instructions, and monitoring and evaluating their students' progress and potential (Poulou et al., 2019). Teaching and Learning International Survey (TALIS) emphasizes that teaching has also been recognized as a very demanding and stressful occupation leading to high levels of burnout, chronic depression, frustration, low self-esteem, and high levels of attrition (Haynes-Brown et al., 2021).

At the onset of COVID-19 pandemic, educators/teachers in general, were surprised with an unpredictable scenario where the lockdown situation has hastened the swift shift of the educational method from traditional to online instruction, has affected relationships by avoiding direct contact with others towards the varied implications on the peoples' mental health (Lei & Medwell, 2021). Thus, physical activity is seen as a basic factor that could prevent the development of psychological disorders such as anxiety and/or depression during this peculiar situation (Aperribai et al., 2020). Educational systems all over the world were forced to stop through a series of shutdowns, and schools were pushed to move to an online environment, in some capacity, to continue learning (Young & Donovan, 2020). It is important to understand the way Physical and Sports' Educators perceived and experienced this abrupt change to online learning during the COVID-19 pandemic since it has implications towards the success in teaching Physical Education in the future. Thus, we may imagine that teachers were considering best practices in Physical Education, yet, they were manipulating what they know in a general setting into how they could effectively deliver in this new trend of online environment (Centeio et al., 2021). We therefore have to admit the fact that PE is a major discipline in education that requires high physical engagement and activities, yet, currently has to bring the lessons virtually. This is why it is very important that Physical and Sports' Educators who are challenged to come up with new and effective strategies in classroom management shall maintain a well-adjusted set of skills and a balanced and healthy life in general. Relatively, as noted by Marshall et al. (2020) many teachers also expressed that their personal circumstances made it even more difficult to shift from in-person to online instruction.

We have to acknowledge that the changes took a personal toll. Teachers struggled like most of others. They likewise experienced anxieties about being locked down, being

socially isolated, getting sick, and being overwhelmed by the varied tasks of an administrator, classroom manager, and the only technical support staff available for their students and parents (Hepburn et al., 2021). This is the usual issue of teachers who are worried about their students. Evidence suggests that some teachers could reach less than ten percent (10%) of their students online (Rashid et al., 2021). Some braved the lockdown and took the initiative to go into communities to give work and meals to the students they could not reach online (Haynes-Brown et al., 2021). These and the other many situations are the reasons why Physical, and Sports' Educators shall be physically, mentally, financially, and socio-culturally prepared and healthy.

Similarly, a longitudinal study reported that prior to the COVID-19 pandemic, 63 Chilean teachers were already with low perception on their Quality of Life (QoL) with a significant influence on mental and physical health due to various stressors associated with work overload (Lizana et al., 2021). The study evaluated the impact of QoL on Chilean teachers before and during the COVID-19 pandemic. QoL perception, along with teachers' sociodemographic data, was evaluated. Sociodemographic variables presented no significant variations in pre-pandemic and pandemic comparisons. However, QoL showed a significant decrease during the pandemic compared to the pre-pandemic. In each gender, there were significant differences between pre-pandemic and pandemic timeframes, with a greater impact among women in the mental and physical component of all the variables and seven of the eight QoL scales (Lizana et al., 2021). Between age categories, respondents under 45 presented significant differences between pre-pandemic and pandemic timeframes. In conclusion, Chilean teachers' perception on QoL has been affected by the COVID-19 pandemic (Lizana et al., 2021).

Consequently, this study on the life status of IAPES members based on identified conditions during the COVID-19 pandemic were measured and results were used to find for significant relationship with their demographic characteristics. Specifically, this research tried to collect data and information to provide output for following objectives: (i) To collect data on the demographic characteristics of selected IAPES members based on their country of origin, age, sex, civil status, educational attainment, length of service as physical educator, length of service in the current institution, and the type of Institution they are employed; (ii) To find out the current life status of selected IAPES members in terms of psychological, physical, financial, professional/work, and sociocultural conditions; (iii) To find for significant relationships on the current life statuses of the selected IAPES members based on the cited conditions when grouped according to their demographic characteristics; (iv) To find out how the selected IAPES members describe their greatest attributes that have helped them cope with the COVID-19 pandemic; and (v) To describe what other matters have been bothering the selected IAPES members in relation to the prevalence of COVID-19 pandemic.

METHOD

This research was conducted to find out the current status of IAPES members from the various countries (mostly in Asia) based on some given conditions. In doing this, the researchers used mixed research methods. For the quantitative method, descriptive-correlational research design was utilized. This was employed to find out the existence of significant relationships on the psychological, physiological, financial, work/professional and sociocultural conditions of the IAPES' members based on their identified demographic characteristics. For the qualitative method, descriptive-exploratory was used to describe the greatest attributes that have helped the respondents cope and what other matters have been bothering them in relation to the prevalence of COVID-19

pandemic. Moreover, the study utilized purposive-convenient sampling techniques in the selection of 246 Physical and Sports Educators and members of IAPES from the Philippines, India, Malaysia, Bangladesh, Egypt, Ethiopia, Pakistan, Iran, Thailand, and United States. Data from these respondents were gathered using a researchers'-made survey tool which overall reliability result is equals to .91 based on the Cronbach Alpha reliability index. Furthermore, statistical treatment used for data analysis were frequency (f) and percentage (%) distributions, composite mean (Wx), and chi-square to measure the existence of significant relationships among variables. For the qualitative data, thematic analysis was used to identify patterns and categories from the respondents' discussions on problems 4 and 5 (with discussions from Dela Cruz and Silverio, 2019).

RESULTS AND DISCUSSION

To present the results and findings, the following data are presented in figures and tables.

1. Demographic Characteristics of IAPES' Members

1.1 In terms of country of origin

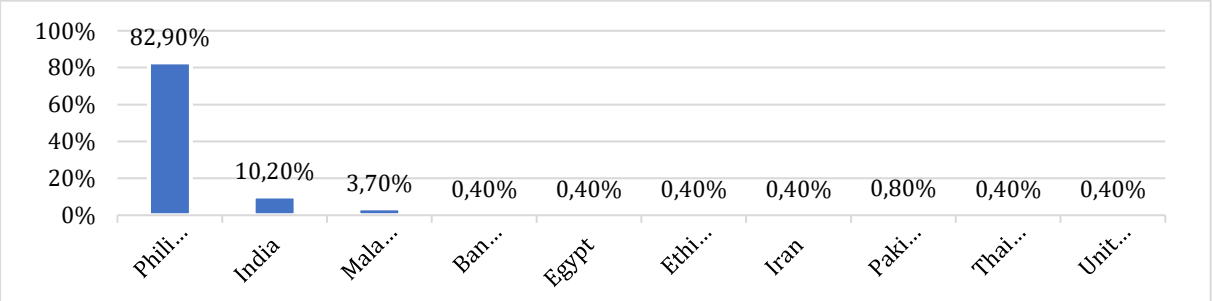

Figure 1. Demographic Characteristics of IAPES' Members in terms of Country of Origin

The figure above shows that most of the respondents who participated in the study are from the Philippines with 82.9% and followed by India with 10.20%. Beside Pakistan with 0.80%, the rest have only one or 0.40% respondent each from Bangladesh, Egypt, Ethiopia, Iran, Thailand, and the United States. It is obvious that majority of the respondents are from the Philippines due to the researchers' accessibility to these professionals.

1.2 In terms of age

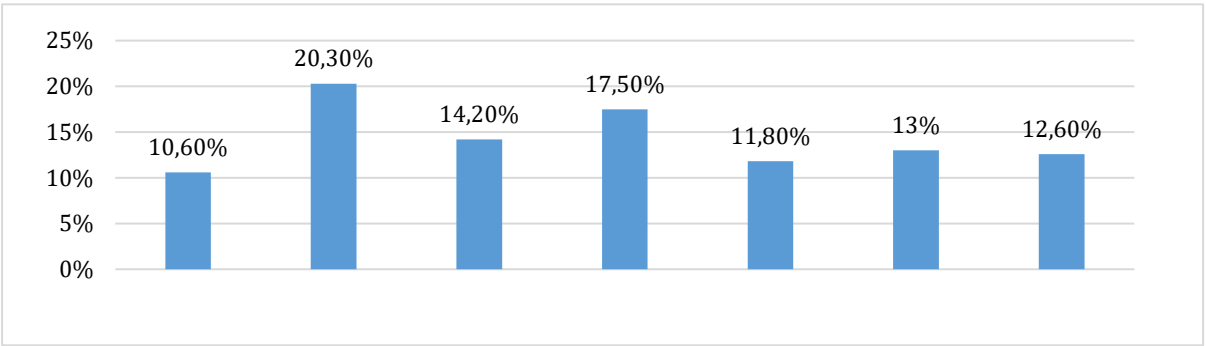

Figure 2. Demographic Characteristics of IAPES' Members in terms of Age

As shown in the above figure, ages of the respondents varied. The greatest number of respondents' age is between 26 to 30 years old, with 20.30%. This is followed by respondents who are 36 to 40 years old with 17.50% and those who are 31 to 35 years old with 14.20%. The rest are within 13% down with the lowest percentage of 10.60% for those who are between 25 years old and below. This explains that there are more respondents who are considerably young in the field of Physical Education.

1.3 In terms of sex

Figure 3. Demographic Characteristics of IAPES' Members in terms of Sex

Figure 3 reveals that there are more female-respondents with 53.70%, though the discrepancy is not remarkably great since male-respondents has 46.30%. This may explain that though Physical Education as a field is dominated by males, female PE professionals are seemed to be more accommodating and interested in participating to research work.

1.4. In terms of civil status

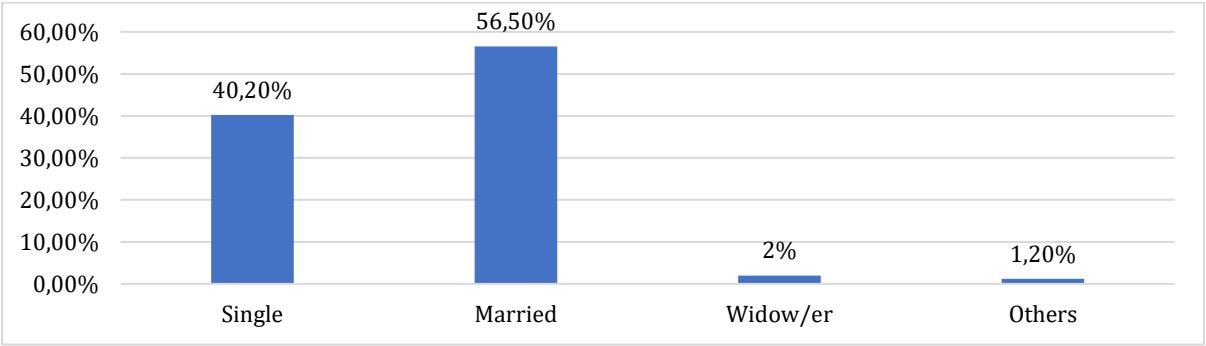

Figure 4. Demographic Characteristics of IAPES' Members in terms of Civil Status

It is shown in the figure that more than half of the respondents are married with 56.50%. This is followed by those respondents who are single with 40.20%. The rest has 0.20% for the widow/er and 1.20% for other type of civil status. Since most of the respondents are within the young to middle adulthood stages of life, it is expected that most of them are family people.

1.5. In terms of educational attainment

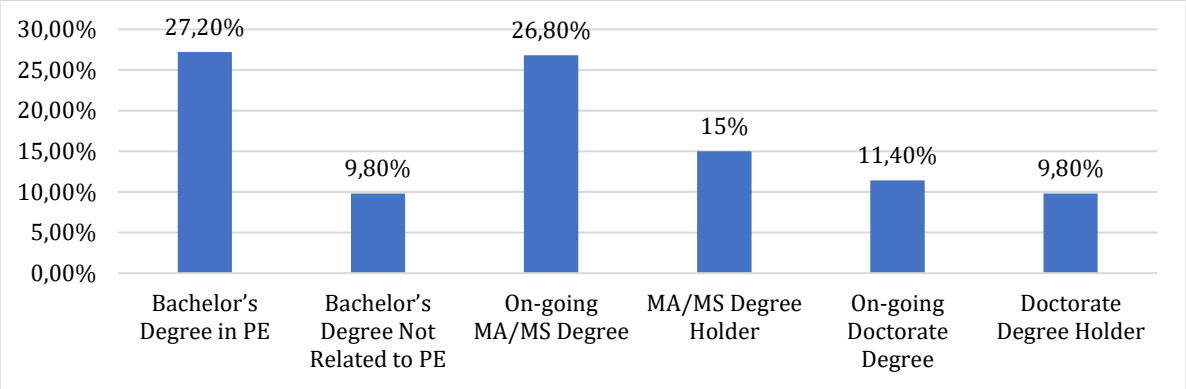

Figure 5. Demographic Characteristics of IAPES' Members in terms of Educational Attainment

It can be seen that most of the respondents have Bachelors' degree in Physical Education with 27.20% followed by a very little difference from those who have ongoing MA/MS degree with 26.80%. For the other types of educational attainment, 15% is for those with MA/MS degrees, 11.40% is for those with ongoing Doctorate degrees, while 9.80% is both for those Doctorate degree holders and with Bachelors' degrees not related to PE. This shows that more PE professionals may still be in pursuit of graduate degrees. They may have found it a little difficult because most of them have families to support.

1.6 In terms of length of service as PE teacheer

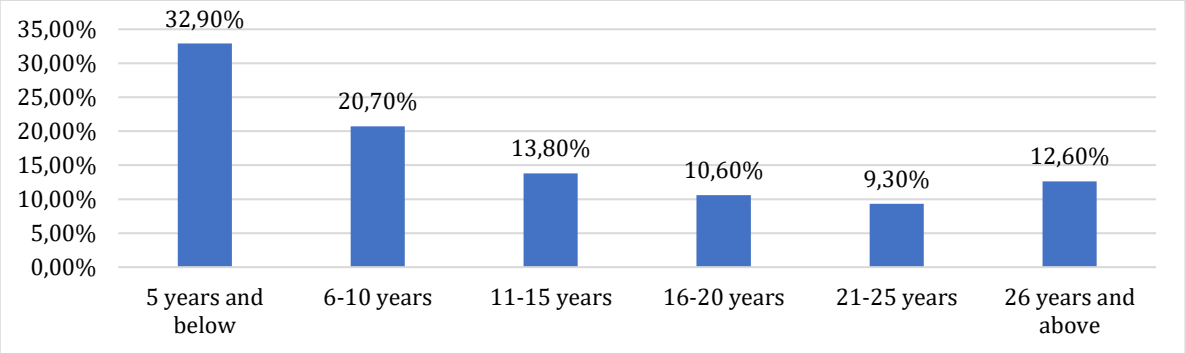

Figure 6. Demographic Characteristics of IAPES' Members in terms of Length of Service as PE Teacher

Figure 6 describes that most of the respondents have been in the field of Physical Education for only 5 years and below with 32.90%. This is followed by those who are in the field of service for 6 to 10 years with 20.70%. Others are in the service for 11 to 15 years with 13.80%, 26 years and above with 12.60%, 16 to 20 years with 10.60%, and 21 to 25 years with 9.30%. This supports the findings on the respondents' age and educational attainment where most of them are considerably young and may still in pursuit of graduate degrees.

1.7 In terms of length of service in the current institution

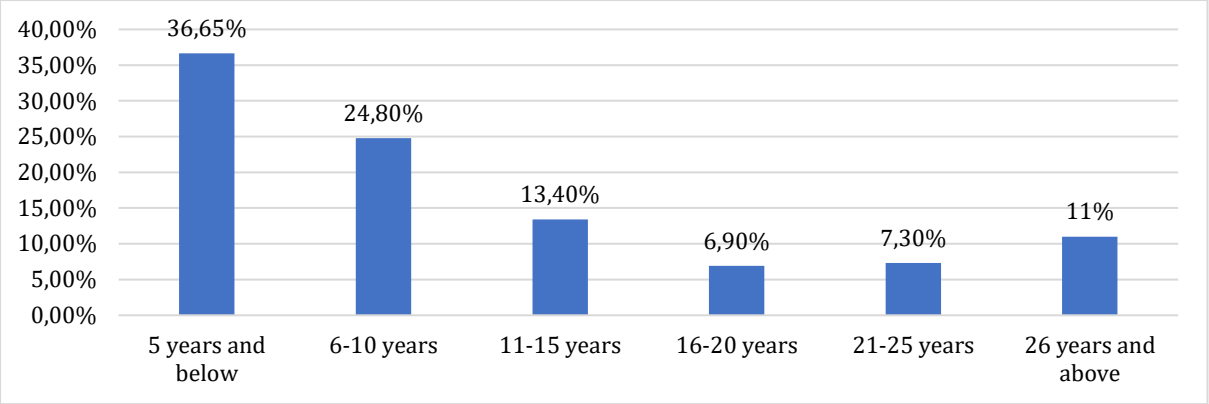

Figure 7. Demographic Characteristics of IAPES' Members in terms of Length of Service in the Current Institution

It is evident on the data in the figure that most of the respondents have been connected to their current schools for 5 years or below with 36.65%. This is followed by those who have been hired in their current schools for 6 to 10 years with 24.80%. On the other hand, respondents who have been in their current schools for 11 to 15 years has the percentage of 13.40 while those who are 26 years and more has 11%. The rest of the respondents are those within 21 to 25 years of service with 7.30% and 16 to 29 with 6.90%. This output is very consistent with the previous result on the length of service in the field of Physical Education. This only proves that most of the respondents are younger and still gaining experiences in the field.

1.8 In terms of type of institution

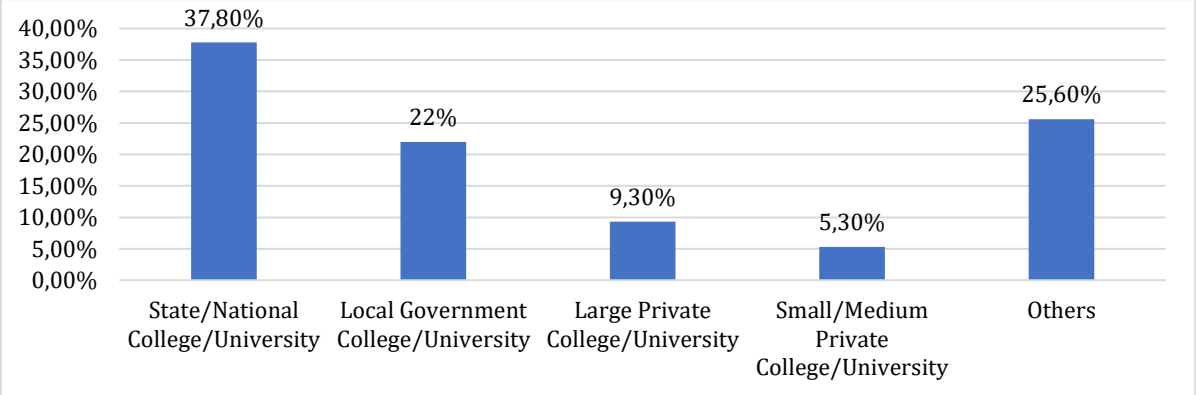

Figure 8. Demographic Characteristics of IAPES' Members in terms of Type of Institution

Figure 8 shows that there are more respondents who are employed in state or national universities and colleges with 37.80% followed by those whose employment is in the other types of institutions with 25.60%. The other type of tertiary schools where the rest of the respondents have 9.30% for large, private colleges/universities while 5.30% for small to medium private colleges/universities. It can surmise that most of the respondents are government employees both under the national and local government units. This may mean that these educators are in stable work organizations and have not been much affected financially by the pandemic.

2. Life Status of IAPES' Members During the Covid-19 Pandemic

2.1 In terms of psychological condition

Table 1. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Psychological Condition

No.	Indicators	Mean	Verbal Interpretation
1	Aware of my mental condition during the pandemic.	4.28	Often
2	Sleep well at night or during my siesta time.	3.65	Often
3	Worried to be infected by the COVID-19 virus but managed to be optimistic about the situation.	3.72	Often
4	Able to express my thoughts and feelings to my family and friends without agitation or with less tension.	4.07	Often
5	Able to describe my feelings and emotions towards particular experience	4.05	Often
6	Identify/Pinpoint the source/s or reason/s of my feelings and emotions either happy, sad, angry, fearful, etc.	3.92	Often
7	Tell other people around me my honest opinion/s about what is happening.	3.89	Often
8	Affected by the situations of others brought by the pandemic and can find for reasons/explanations of such condition/s.	3.68	Often
9	Cry when I am afraid or sad, but not for long and managed to go back to my usual self.	3.19	Fairly Often
10	Empathize to those who suffer and try to reach out for them for comfort and help when I could.	3.99	Often
	Composite	**3.84**	**Often**

Legend: 1.00-1.50–Never; 1.51-2.50–Seldom; 2.51-3.50–Fairly Often; 3.51-4.50–Often; 4.51-5.00–Always

Data in the table shows that the respondents are Often aware of their psychological condition as revealed by the composite mean of 3.84. They are often aware of their mental health during the pandemic. However, they fairly often cry when afraid or sad, but not for long and managed to go back to their usual self. This shows that the respondents have somehow strong psychological and/or personal condition despite the uncertainty which COVID-19 pandemic has brought to peoples' life.

2.2 In terms of physical condition

Table 2. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Physical Condition

No.	Indicators	Mean	Verbal Interpretation
1	Managed to be physically fit despite the restrictions to go out.	3.83	Often
2	Maintain to do some work-out and/or physical exercises at home/within the neighborhood	3.62	Often
3	Managed to eat a well-balanced diet	3.71	Often
4	Able to maintain the required body weight for me even if I have to stay at home most of the time	3.54	Often
5	Get enough time/number of hours to sleep everyday	3.52	Often
6	Managed to recover faster from some illnesses/sickness	3.85	Often
7	Overcome physical fatigue without any serious medications	3.85	Often
8	Perform all the physical activities required of me as a PE teacher/instructor just like before the pandemic arrive	3.85	Often
9	Generally fine physically, all throughout the period of the pandemic	3.81	Often
10	Take all the precautionary measures to protect myself from getting infected by COVID-19	4.07	Often
	Composite	**3.76**	**Often**

Legend: 1.00-1.50–Never; 1.51-2.50–Seldom; 2.51-3.50–Fairly Often; 3.51-4.50–Often; 4.51-5.00–Always

In terms of physical condition, the respondents are Often aware about it as described by the composite mean of 3.76. They often manage to recover faster from some illnesses/sickness, overcome physical fatigue without any serious medications, and perform all physical activities required of them as a PE teacher/instructor just like before the pandemic arrive. Since the respondents are PE teachers/instructors, the results prove that they can manage themselves physically. They make themselves physically fit at all times and take all the precautionary measures to protect them from getting infected by COVID-19.

2.3 In terms of financial condition

Table 3. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Financial Condition

No.	Indicators	Mean	Verbal Interpretation
1	Have a stable financial condition	3.72	Often
2	Managed to settle all my bills and financial obligations on time	3.98	Often
3	Managed to support my needs and the needs of those who depend/s on me	3.89	Often
4	Have a sustainable livelihood despite the economic condition brought by COVID-19 pandemic	3.83	Often
5	Managed to buy other material belongings without sacrificing the budget for basic necessities	3.70	Often
6	Able to put some savings from my work income	3.57	Often
7	Well-compensated by the work I am doing	3.78	Often
8	Receive the pay/salary that is appropriate to my skills and efforts in my work	3.85	Often
9	Have a good job that pays me good as well	3.89	Often
10	Contented with my financial condition now	3.67	Often
	Composite	**3.79**	**Often**

Legend: 1.00-1.50–Never; 1.51-2.50–Seldom; 2.51-3.50–Fairly Often; 3.51-4.50–Often; 4.51-5.00–Always

Table 3 illustrates that the respondents have strong/stable financial condition as revealed by the composite mean of 3.79. This is shown by the results that the respondents often manage to settle all their bills and financial obligations on time, support their needs and those who depend on them, and have a good job that pays them good as well. This may mean that the respondents are not among those people whose jobs were affected by the pandemic. This is because most of them are employed by the government and their salaries are drawn from the national and local funds.

2.4 In terms of work/professional condition

Table 4. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Professional/Work Condition

No.	Indicators	Mean	Verbal Interpretation
1	Perform well in my job as a Physical Education teacher/lecturer	4.11	Often
2	Submit the needed requirements in my job on time	4.12	Often
3	Provide my students the needed knowledge and skills required by the discipline	4.15	Often
4	Able to meet the goals and objectives of the course through my students' performance every end of term/semester	4.15	Often
5	Attend to my students who are having difficulties to adjust because of the pandemic	4.04	Often
6	Able to motivate my students to perform well even thru virtual learning	4.14	Often
7	Effectively demonstrate the physical fitness/exercises, sports, dance, and other activities required by the discipline	3.98	Often
8	Attend webinars necessary to improve my knowledge and skills	4.07	Often
9	Attend faculty and other meetings required by the institution regularly	4.20	Often
10	Coordinate with my immediate head/supervisor and co-faculty/teacher in the team/department for other concerns, tasks, and plans	4.22	Often
	Composite	**4.12**	**Often**

Legend: 1.00-1.50–Never; 1.51-2.50–Seldom; 2.51-3.50–Fairly Often; 3.51-4.50–Often; 4.51-5.00–Always

Based on the composite mean of 4.12, data in Table 4 shows that the respondents have good work/professional condition. It is evident that they often coordinate with their immediate head/supervisor and co-faculty/teachers in the team/department for other concerns, tasks, or plans. They also often attend faculty and other meetings required by the institution regularly. Hence, they are able to adjust with the situation brought by the pandemic in their jobs and managed to adapt with the online learning system.

2.5 In terms of sociocultural condition

Table 5. Life Status of IAPES' Members During the Covid-19 Pandemic in terms of Sociocultural Condition

No.	Indicators	Mean	Verbal Interpretation
1	Managed to connect to my friends and relatives despite the present condition	3.96	Often
2	Maintain good relationship with my relatives and friends even without seeing them face-to-face or personally	4.02	Often
3	Managed to offer assistance to some of my friends/relatives who need help	3.95	Often
4	Participate to some voluntary works in the community or in support to people who were victims of disasters	3.71	Often
5	Able to extend help, financially or in kind, to patients of COVID-19 and/or other serious illnesses	3.67	Often
6	Participate in other advocacies for the environment, cultural minorities, abandoned children, children with disabilities, abused women, etc.	3.60	Often
7	Extend assistance to my community/ies in the promotion and dissemination of safety measures in the prevention of COVID-19	3.68	Often
8	Volunteer to my school's out-reach programs and activities during the pandemic	3.68	Often
9	Share my knowledge and skills to others (not my students) who seek for information necessary for physical fitness and wellness	3.96	Often
10	Make myself available for consultation, facilitation, and other assistance for those who ask for my help/support	3.97	Often
	Composite	**3.82**	**Often**

Legend: 1.00-1.50–Never; 1.51-2.50–Seldom; 2.51-3.50–Fairly Often; 3.51-4.50–Often; 4.51-5.00–Always

In terms of sociocultural condition of the respondents, the composite mean of 3.82 proves that they often maintain good relationship with their relatives and friends even without seeing them face-to-face or personally. They still find time to meet them, maybe, for mental health purposes. That they can still feel their presence, love, and care through online platforms. Communication is still of great importance. They also make themselves available for consultation, facilitation, and other assistance for those who ask for help/support, share their knowledge and skills to others, not necessarily their students, who seek for information relevant to their physical fitness and wellness, manage to connect to friends and relatives despite the present condition, and offer assistance to some friends/relatives who need help. Thus, Physical and Sports Educators are able to do more of their shares as members of their community at home, school, and their other socio-civic groups.

Table 6. Summary of the Life Status of IAPES' Members During the Covid-19 Pandemic

Domains	Mean	Verbal Interpretation
Psychological/Personal Condition	3.84	Often
Physical Condition	3.76	Often
Economic/Financial Condition	3.79	Often
Professional/Work Condition	4.12	Often
Sociocultural Condition	3.82	Often

Legend: 1.00-1.50–Never; 1.51-2.50–Seldom; 2.51-3.50–Fairly Often; 3.51-4.50–Often; 4.51-5.00–Always

Summary of results show that among all the life statuses, it is the respondents professional/work condition which has the highest composite mean of 4.12. This proves that the respondents have gradually adjusted in or adapted into the new normal situation or setup. On the other hand, the physical condition of the respondents which has the lowest result, though still within a favorable outcome, is seen quite affected by the pandemic.

3. Relationship Between the Current Status of IAPES' Members During the Covid-19 Pandemic and Their Demographic Profile

3.1 Life status and country of origin

Table 7. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Country of Origin

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	165.226	36	.000*	Reject	Significant
Physical Condition	123.265	36	.000*	Reject	Significant
Economic/Financial Condition	77.781	36	.000*	Reject	Significant
Work/Professional Condition	143.561	36	.000*	Reject	Significant
Sociocultural Condition	76.276	36	.000*	Reject	Significant

Significant at 0.05

Results shown in Table 7 emphasize that there is a significant relationship between the life status of IAPES' members and their country of origin during the pandemic. P-values which are less than the 0.05 level of significance lead to the rejection of the null hypotheses. Thus, significant relationship exists between the variables.

3.2 Life status and sex

Table 8. Relationship Between Life Status of IAPES' Members During the Covid-19 Pandemic and Sex

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	24.707	4	.000*	Reject	Significant
Physical Condition	6.370	4	.173	Accept	Not Significant
Economic/Financial Condition	12.445	4	.014*	Reject	Significant
Work/Professional Condition	15.525	4	.004*	Reject	Significant
Sociocultural Condition	13.234	4	.010*	Reject	Significant

Significant at 0.05

Findings reveal that P-values for respondents' sex and psychological, financial, professional/work, and sociocultural conditions are all less than 0.05 level of significance which bring to the decision to reject the null hypotheses. On the other hand, relationship between respondents' physical condition and sex is found to be not significant as shown in the P-value which is greater than 0.05 level of significance.

3.3 Life status and age

Table 9. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Age

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	21.167	24	.629	Accept	Not Significant
Physical Condition	20.242	24	.683	Accept	Not Significant
Economic/Financial Condition	19.437	24	.728	Accept	Not Significant
Work/Professional Condition	20.401	24	.674	Accept	Not Significant
Sociocultural Condition	20.879	24	.646	Accept	Not Significant

Significant at 0.05

Table 9 posits that there is no significant relationship between the current status of IAPES' members during the pandemic and age. P-values which are greater than the 0.05 level of significance lead to the acceptance of the null hypothesis. Thus, significant relationships among the variables do not exist.

3.4 Life status and civil status

Table 10. Relationship Between the Current Status of IAPES' Members During the Covid-19 Pandemic and Civil Status

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	8.406	12	.753	Accept	Not Significant
Physical Condition	23.919	12	.021*	Reject	Significant
Economic/Financial Condition	5.921	12	.920	Accept	Not Significant
Work/Professional Condition	23.866	12	.021*	Reject	Significant
Sociocultural Condition	8.709	12	.728	Accept	Not Significant

Significant at 0.05

Findings for life status and civil status of respondents show varied results. Significant relationship exists between respondents' physical and professional/work condition and their civil status based on the P-values that are less than 0.05 level of significance. On the other hand, no significant relationship exists on the respondents' psychological, financial, and sociocultural conditions based on the P-value that are greater than 0.05.

3.5 Life status and educational attainment

Table 11. Relationship Between the Current Status of IAPES' Members During the Covid-19 Pandemic and Educational Attainment

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	34.760	20	.021*	Reject	Significant
Physical Condition	38.327	20	.008*	Reject	Significant
Economic/Financial Condition	35.667	20	.017*	Reject	Significant
Work/Professional Condition	33.430	20	.030*	Reject	Significant
Sociocultural Condition	32.843	20	.035*	Reject	Significant

Significant at 0.05

It is indicated in the table that there are significant relationships among the variables of life status and educational attainment during the pandemic. P-values which are less than the 0.05 level of significance lead to the rejection of all the null hypotheses. Thus, significant relationship exists.

3.6 Life status and length of service as PE teacher

Table 12. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Length of Service as PE Teachers

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	16.955	20	.656	Accept	Not Significant
Physical Condition	13.351	20	.862	Accept	Not Significant
Economic/Financial Condition	22.590	20	.309	Accept	Not Significant
Work/Professional Condition	16.019	20	.715	Accept	Not Significant
Sociocultural Condition	19.726	20	.475	Accept	Not Significant

Significant at 0.05

Unlike the previous findings, Table 12 reveals that significant relationships do not exist among life status of respondents and number of years as a PE teacher during the pandemic. P-values which are greater than the 0.05 level of significance lead to the acceptance of the null hypothesis.

3.7 Life status and length of service in the current institution

Table 13. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Length of Service in the Current Institution

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	16.155	20	.707	Accept	Not Significant
Physical Condition	16.215	20	.703	Accept	Not Significant
Economic/Financial Condition	18.105	20	.581	Accept	Not Significant
Work/Professional Condition	16.126	20	.709	Accept	Not Significant
Sociocultural Condition	22.387	20	.320	Accept	Not Significant

Significant at 0.05

Similar to the previous findings, significant relationships among the variables on life status and length of service of the respondents in their current institution during the pandemic do not exist. P-values which are greater than the 0.05 level of significance lead to the acceptance of all the null hypotheses.

3.8 Life status and type of institution

Table 14. Relationship Between the Life Status of IAPES' Members During the Covid-19 Pandemic and Type of Institution

Domains	Chi-square	df	P-value	Decision Ho	Interpretation
Psychological/Personal Condition	24.424	16	.081	Accept	Not Significant
Physical Condition	23.961	16	.090	Accept	Not Significant
Economic/Financial Condition	23.315	16	.106	Accept	Not Significant
Work/Professional Condition	18.807	16	.279	Accept	Not Significant
Sociocultural Condition	14.254	16	.580	Accept	Not Significant

Significant at 0.05

Table 14 reveals that significant relationship does not exist between the current status of IAPES' members during the pandemic and type of institution. P-values which are greater than the 0.05 level of significance lead to the acceptance of the null hypothesis. In support to this, Centeio et al. (2021) explained that it is important for the educators in Physical and sports to be understood the way they perceived and experienced the unexpected transition of learning during the COVID-19 pandemic since it can affect the way PE is taught in the future. Hence, it can be considered that teachers were doing the best practices in PE, yet, they were manipulating what they know in a general setting into how they could effectively deliver in this new trend of online environment (Centeio et al., 2021).

4. Description of IAPES' Members on their Attributes in Coping with the COVID-19 Pandemic.

Based on the multiple responses and clustered, there were 5 categories of attributes of the IAPES members in coping based on the qualitative data collected.

a. Resilience is the top most attribute the respondents employed in order to cope during the COVID-19 pandemic. Maintaining positive approach in dealing with the situation, staying hopeful, counting their blessings, being thankful to be still be alive, are among the respondents' way to handle situations while battling the threat of the epidemic disease.
b. Maintaining good physical condition by keeping regular exercises, getting enough rest and sleep, trying to observe a healthy diet are among the common coping mechanisms applied by the respondents. They feel that being physical fitness authorities, they

basically must observe their own physical health and keep themselves fit to resist the virus. This is also carried out through complete awareness and obedience to the protocols and guidelines prescribed by the government thru the IATF such as vaccination, precautions (social distancing, wearing of face masks, washing of hands, etc), and staying at home to prevent the spread of COVID-19.

c. They seek for families' and friends' support during the times of worries, sadness, discouragement, and even illness. This attribute makes them feel secured even in the midst of uncertainties. They believed that having their loved ones around will make them feel stronger in mind and body.
d. They volunteer and serve to some community outreach activities either virtually or face-to-face. They do this by imparting knowledge thru conducting awareness program online, giving advices to others on how to keep physically fit and sharing their own experiences on how to cope well as patients or as family members of those who were affected by the disease.
e. Faith in God is another attribute in coping during the pandemic. Being Asians, they always keep their faith in God that they will not be forsaken during their times of struggles and adversities. They also believed that even with deaths of loved ones, God will always be there to comfort and save them from the disease.

5. Other Matters Bothering the IAPES' Members in Relation to the Prevalence of the Covid-19 Pandemic.

a. Financial stability and stagnant economic situation and development are the top most concerns of the respondents. Having unstable economic condition not only of their own countries but the whole world is the worst effect of the prevalence of COVID-19 pandemic. Respondents cannot help but to be worried during lockdown and what could happen in the future if the disease will remain for long period of time.
b. Families' safety and immunity from the virus, and the occurrence of other new variants are the other top most concerns. Since there are other forms of related virus that exist, respondents are worried that their families and themselves can be infected if not sooner, later.
c. Understanding mental health is another bothering condition. Some of them admitted that they are not so aware of some manifestations of having an affected mental health condition either of them or their loved ones. They need to become more oriented on how to identify signs of having anxiety and/or experiencing depression brought by the COVID-19 pandemic.
d. Their students' learning condition is another bothersome issue. Difficulties in internet connection, lack of motivation among the students, insufficient resources and materials for the students to use to apply the skills they need to acquire in Physical Education, and lack of resources and support from the families of the students to stay in school are among the worries of the respondents.
e. Lack of initiatives from the authorities is also part of the category identified. They think that the government is not giving its best to solve the problems of COVID-19. They believe that some political leaders are not capable of providing solutions to resolve the problems at hand.

Despite all the issues and concerns described by the respondents, there are likewise IAPES' members who did not bother to give any particular situations which they think is/are worrisome. Some of them are confident that everything will be fine in the right time and in the right circumstances. In support to this, Marshall et al. (2020) noted that many

teachers expressed that their personal circumstances made it even more difficult to shift from in-person to online instruction.

CONCLUSION

Results show that majority of the Physical and Sports Educators as respondents are from the Philippines. This is because the researchers are Filipinos and have the most access in the said country. With these respondents, mostly are younger in age and are females. Though Physical Education is a discipline dominated by males, female-respondents have been more cooperative to participate in this research. Most of these young professionals are Bachelors' degree holders yet some are pursuing graduate degrees. However, they may have considered it tedious since most of them are married and have to support their families. Furthermore, the length of service in the current institution they are employed is closely consistent with the findings on the length of their service in the field of Physical Education. This supports the output about their age which is the best gauge that they are still gaining more experiences in the field. Relatively, most of the respondents of the study are employed by either the national and/or local government of their countries. It can be inferred that they have stable job appointments since the source of their salaries are from government funds.

Consequently, respondents in some way have strong psychological condition even in the midst of the COVID-19 pandemic. They seem to have managed their mental health status even though others are worried about the future. Their physical condition is likewise in good condition. Being PE teachers/instructors, they have proven that they are able to apply to themselves the lessons and regimen of physical fitness. They managed to be physically fit and take the necessary measures to prevent themselves to be infected by COVID-19. Unlike those employees who were affected by the shut-down and closures of their workplaces, the respondents have stable work income. This can be attributed to the type of schools they are employed with, such as the national and local tertiary institutions in their countries. Because of this stability, respondents managed to adapt with the alternative teaching-learning modes with the aid of technology and adopt some new strategies applicable in the delivery of PE courses. As a consequence, Physical and Sports Educators are capable to serve and assist in their schools, communities, and other sociocultural groups beside doing their own jobs as classroom teachers. This output opposed the result of a longitudinal study by Lizana et al. (2021) where Chilean teachers have low perception on their Quality of Life (QoL) during the COVID-19 pandemic.

For the findings on significant relationships, respondents' life status and country of origin are significantly related. Being all Asians, respondents are known for resilience and perseverance especially in the middle of life's crisis. Similarly, respondents' life status particularly on their psychological, financial, professional/work, and sociocultural conditions regardless of their sex are seemed to be relatively good. However, life status as to physical condition and sex is not consistently related. Having more female respondents, this could mean that female respondents' physical condition is not constantly similar with the male respondents during the pandemic. Consequently, respondents' diverse ages have not affected the various conditions of their life status. Younger or older Physical and Sports Educators can manage to be fine and healthy during the pandemic. Civil status on the other hand is significantly related to their life status such as physical, and professional/work conditions. Either married or single, respondents are trying to maintain good physical condition which is important in doing their jobs well. Not to mention that better physical and work conditions are among the major concerns of everyone during the pandemic. However, life status such as psychological, financial, and

sociocultural conditions of respondents are not similarly affected by their civil status. Since there are more married respondents, they might have been worried from time to time about their families' health condition and economic stability. Because of this, they may have not been able to participate in some civic work in their community because they need to focus more on their duties as parents and teachers. Furthermore, respondents' life status based on the cited conditions are similarly maintained regardless of their diverse educational attainment. Their profession as Physical and Sports Educators per se is enough motivation for them to keep a good and healthy psychological, physical, financial, professional/work, and sociocultural condition especially during the pandemic. Length of services as PE teachers/instructors and as currently employed in their institutions have not affected the respondents' life status as well. Those who have been in the profession for less than 5 to 10 years could have different levels of life status compared to those who are in the discipline for longer periods of time. Similarly, due to the output of having more respondents employed in the government educational institutions, the various conditions of the respondents' life status may have been affected differently. Those in the government sector may have higher job security which give them more chance of managing a better life condition than those employed in organizations that do not offer job stability.

On the respondents' attributes in coping with the COVID-19 pandemic, there were 5 identified themes which resilience is the top most behavior followed by the attitude of maintaining good physical condition. Noticeably, these 2 attributes are consistently seen even from the beginning of the discussion of the findings. Seeking for families' and friends' support in times of crisis where they can get comfort is another coping attribute. They also believe that volunteerism is a good coping behavior, which again is a consistent attribute of the respondents as they often do sociocultural work as part of their life status. And as typical Asians, respondents keep their faith in God especially during the times of crisis. More of them believe that God is the only One who can save them from the pandemic. The other matters bothering the respondents in relation to the prevalence of the COVID-19 pandemic are financial stability, family's safety, learning more about mental health, their students' learning conditions, and the lack of initiatives from the authorities in battling the COVID-19 pandemic. Nonetheless, there are some of the respondents who are seemed optimistic and consider the situation just another period of nature's test to mankind.

With the large number of samples involved, the representations of the Physical and Sports Educators from the participating countries are considerably limited. Hence, there is no claim of the findings as the opinions of IAPES members all over Asia. Instead, the output of this study is based on the provided information of the selected members of the International Association of Physical Education and Sports in Asia. As to the 5 identified conditions of life status such as psychological, physical, financial, work/professional, and sociocultural, these are based on the observations of the researchers which are the common areas of concerns for most professionals not only during the presence of a pandemic but even during the ordinary times of people's life.

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Pendidikan jasmani dalam Al-Qur'an: Studi tafsir tematik

Physical education in the Qur'an: The study of thematic interpretation

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ABSTRAK

Tujuan penelitian adalah (1) untuk mengetahui pendidikan jasmani dalam Al-Quran, (2) untuk mengetahui relevansi pendidikan jasmani di dunia pendidikan Islam. Jenis penulis penelitian yang menggunakan deskriptif kualitatif adalah meneliti ayat-ayat Al-Quran tentang pendidikan jasmani. Sumber data penelitian ini menggunakan data sekunder dan data primer. Metode pengumpulan data penelitian ini menggunakan metode interpretasi tematik. Sedangkan teknik pengolahan data penelitian menggunakan content analysis dan tinjauan pustaka. Hasil penelitian ini adalah (1) Pendidikan jasmani dalam Al-Quran adalah; (a) menjaga kebersihan (Al-Maidah: 6, An-NISAA: 43, Al-Baqarah: 222), (b) mengatur pola makan (Al-A'raf: 31, Al-Mukmin: 43, Al-Maidah: 5), (c) istirahat dan olahraga teratur (Al-Furqan: 47, Al-Qashahs: 73, An-Naba': 9, Ar-Rum: 23). (2) Relevansi pendidikan jasmani dalam pendidikan. Pendidikan jasmani adalah hal yang terintegrasi dengan tujuan pendidikan Islam yaitu semakin berkembangnya potensi peserta didik untuk menjadi manusia yang beriman dan takut kepada Tuhan Yang Maha Esa, mulia, sehat, berpengetahuan luas, mampu, kreatif, dan menjadi warga negara yang demokratis dan bertanggung jawab.

Kata Kunci: Pendidikan jasmani; Al-Qur'an; tafsir; tematik

ABSTRACT

The research objectives are (1) to determine physical education in the Koran, (2) to determine the relevance of physical education in the world of Islamic education. The type of research writer who uses descriptive qualitative research is to examine the verses of the Koran about physical education. The data sources of this study used secondary data and primary data. The method of data collection in this study used the thematic interpretation method. While the research data processing techniques using Content Analysis and literature review. The results of this study are (1) physical education in the Koran is; (a) maintain cleanliness (Al-Maidah: 6, An-NISAA: 43, Al-Baqarah: 222), (b) regulate diet (Al-A'raf: 31, Al-Mukmin: 43, Al-Maidah: 5), (c) rest and regular exercise (Al-Furqan: 47, Al-Qashahs: 73, An-Naba': 9, Ar-Rum: 23). (2) The relevance of physical education in education. Physical education is integrated with the goal of Islamic education, namely the development of the potential of students to become human beings who believe and fear God Almighty, noble, healthy, knowledgeable, capable, creative, and become democratic and responsible citizens.

Keywords: Physical education; Al-Qur'an; interpretation; thematic

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PENDAHULUAN

Pendidikan jasmani seyogyanya dimaknai sebagai bentuk pendidikan melalui aktivitas jasmani dalam arti menyeluruh, yaitu memanusiakan manusia secara utuh (Noprian et al., 2020). Pendidikan jasmani didirikan terutama untuk memberikan kebugaran dan olahraga, dan karena itu termasuk dalam Kurikulum Inti Nasional (Nampai, 2015). Pendidikan jasmani juga pada dasarnya merupakan bagian integral dari sistem

pendidikan secara keseluruhan (Noprian et al., 2020), dan bertujuan untuk meningkatkan kebugaran jasmani, mengembangkan keterampilan dan memelihara pola hidup sehat yang dilakukan melalui aktivitas jasmani (Lucero, 2021).

Selain terintegrasi dengan pendidikan di sekolah, pendidikan jasmani juga terintegrasi dengan pendidikan Islam. Pendidikan Islam pada dasarnya merupakan ilmu yang mengajarkan manusia untuk menjadi manusia yang sempurna dalam segala hal (Budiman & Suharto, 2021). Oleh karena itu, pendidikan jasmani merupakan salah satu dari segi dari pendidikan Islam yang membutuhkan perhatian (Rokim, 2015). Terlebih lagi, jasmani manusia akan dimintai pertanggungjawaban nya di hari kiamat, sebagaimana hadits yang diriwayatkan oleh Abi Barazah berkata: Rasulullah bersabda

لأسُي نتح ةمايقلا موي ٍدبع امدق لوزت ا
لعف ميف وملع نعو ، هانفأ ميف هرمع نع،
وقفنأ ميفو وبستكا نيأ نم ولام نعو،
هالبأ اميف ومسج نعو.

"Kedua kaki hamba tidak akan berlalu di hari kiamat sehingga ditanya tentang umurnya untuk apa dihabiskan, tentang ilmunya apakah diamalkan, tentang harta-nya dari mana diperoleh dan dinafkahkan, tentang jasmaninya dalam hal apa digunakan."

Dalam islam tidak hanya mengatur kesehatan jasmani, Islam pun mengatur tentang keterampilan, bahkan dalam hadits pun disebutkan untuk mengajarkan anak-anak memanah dan berenang, dan masih ada yang lainnya, hal ini membuktikan bahwa Islam sangat peduli terhadap kesehatan jasmani dan keterampilan (Lailaturrohmah, 2020). Kemampuan jasmani manusia untuk melaksanakan segala kegiatan perlu ditingkatkan, termasuk beribadah (Budiman & Suharto, 2021). Aktivitas jasmani berupa aktivitas ibadah ritual seperti shalat, puasa, haji, mandi dan wudhu sebagai kunci pokok aktivitas ibadah islam, mengandung manfaat dan keuntungan bagi tubuh-fisik manusia (Zaky, 2020). Dengan melakukan gerak tersebut organ-organ tubuh dapat bekerja dengan baik serta dapat beristirahat.

Beberapa penelitian sebelumnya telah membahas pendidikan jasmani dalam Islam. Zaky (2020) telah membicarakan tentang pendidikan jasmani dalam perspektif sayyid qutub, Rochim (2017) membahas konsep pendidikan jasmani, akal dan hati dalam perspektif Hamka, Suprayitno dan Mujahidin (2020) membahas kurikulum pendidikan jasmani dalam Kitab Tarbiyatul Aulad Fil Islam, Lailaturrohmah (2020) membahas pendidikan jasmani dan keterampilan menurut Al-Quran dan Hadits, Rokim (2015) membahas ibadah-ibadah ilahi dan manfaatnya dalam pendidikan jasmani, selanjutnya Budiman dan Suharto (2021) membahas filsafat ilmu pendidikan islam dalam perspektif pendidikan jasmani. Namun, sepengetahuan kami belum ada yang mengkaji pendidikan jasmani dalam Al-Qur'an berdasarkan tafsir tematik. Makna pendidikan jasmani dalam Al-Qur'an perlu dipelajari lebih lanjut agar manusia lebih memahami pentingnya pendidikan jasmani dalam Al-Qur'an. Oleh karena itu, perlu dikaji mengenai pendidikan jasmani dalam Al-Qur'an. Penelitian ini bertujuan untuk mengetahui pendidikan jasmani dalam Al-Quran, dan untuk mengetahui relevansi pendidikan jasmani di dunia pendidikan Islam.

METODE

Penelitian ini berusaha mengungkap pendidikan jasmani dalam Al-Qur'an (Studi Tafsir Tematik). Untuk itu, maka data pokok yang akan dicari adalah ayat-ayat Al-Qur'an yang relevan dengan pola pendidikan Jasmani. Di samping data pokok yang diungkapkan di atas diperlukan juga data pelengkap untuk menginterpretasikan data pokok. Penggunaan data pelengkap sangat urgen, terutama yang memiliki relevansi dengan

penjelasan para sahabat dan tabiin dengan cara nukilan dari ulama ahli tafsir, ahli hadis dan ahli tarikh (Karim, 2012). Metode penelitian ini menggunakan deskriptif kualitatif. Kajian ini sepenuhnya adalah penelitian kepustakaan (*library research*), dimana semua data merupakan data kepustakaan, yang melibatkan buku-buku dan karya-karya lain yang relevan. Data adalah kenyataan, fakta (keterangan) atau bahan dasar yang dipergunakan untuk menyusun hipotesa (Muchsalmina, 2017).

Mengenai pendekatan yang dikaji dalam penelitian ini (*library research*) yaitu sebuah pendekatan yang menghimpun informasi-informasi berupa bacaan yang berasal dari buku maupun indeks. Sehingga disebut sebagai penelitian kualitatif dikarenakan data-data yang dihasilkan dalam penelitian ini berupa kata-kata yang tertulis pada teks naskah kitab tafsir dalam Al-Quran, serta literatur-literatur seperti hal nya beberapa bahan pustaka yang relevan baik buku, jurnal, artikel, makalah, majalah, dan ada kaitannya dengan penelitian ini yang relevan dengan pokok pembahasan.

HASIL DAN PEMBAHASAN

A. Pendidikan Jasmani dalam Al-Qur'an

Dalam Al-Qur'an dijelaskan bahwa Allah SWT memerintahkan manusia agar memikirkan tentang dirinya, kejadian tentang penciptaan dirinya serta keteraturan suasana anggota tubuhnya. Hal tersebut dapat memotivasi manusia untuk mengetahui rahasia yang terkandung dalam Al-Qur'an sehingga mampu menghantarkan manusia untuk mengenal Allah SWT.

1) Menjaga kebersihan (Al-Maidah: 6, An-NISAA: 43, Al-Baqarah: 222)
2) Mengatur pola makan (Al-A'raf: 31, Al-Mukmin: 43, Al-Maidah: 5)
3) Istirahat dan olahraga teratur (Al-Furqan: 47, Al-Qashahs: 73, An-Naba': 9, Ar-Rum: 23)

B. Relevansi Pendidikan Jasmani dalam Dunia Pendidikan

Pendidikan jasmani ini adalah suatu pembelajaran yang bertujuan untuk memperkuat tubuh, kesehatan tubuh, keterampilan tubuh, kebugaran tubuh (Benn et al., 2011; Thorjussen & Sisjord, 2018). Pendidikan jasmani terintegrasi dengan tujuan pendidikan Islam yaitu semakin berkembangnya potensi peserta didik untuk menjadi manusia yang beriman dan takut kepada Tuhan Yang Maha Esa, mulia, sehat, berpengetahuan luas, mampu, kreatif, dan menjadi warga negara yang demokratis dan bertanggung jawab. Namun dalam tataran praksis pendidikan jasmani merupakan bidang yang terabaikan atau terlupakan dalam pendidikan Islam (Lazuardi, 2014). Islam dan pendidikan jasmani memiliki beberapa perhatian yang sama, isu sentralnya adalah pengendalian tubuh, ruang dan waktu, dalam ritual dan kebersihan, dalam berpakaian, dalam mengatur pola makan dan mengejar tubuh yang sehat (Zahidi et al., 2012).

Mengingat tubuh manusia dipandang menjadi tempat tinggalnya roh, maka tubuh dan roh itu sangat berkaitan, sehingga mencerminkan dua aspek. Pertama, sebagai simbol tentang keberadaannya. Kedua, manusia harus memelihara wujud lahiriahnya dalam kondisi yang baik dan sehat. Fungsi fisik walaupun hanya sekedar membantu psikis struktur nafsani, tapi keduanya memiliki hubungan yang erat karena kehidupan bukan sekedar hidup rohaniah tapi juga hidup jasmaniah oleh karena itu keduanya harus berinteraksi untuk mewujudkan suatu tingkah laku (Latif, 2014, 2022). Keberadaan dari aspek batiniah (jiwa dan roh) tersebutlah yang secara mutlak menjadi bergantung pada yang disebut jasmani. Oleh karena itu kesehatan dan pemeliharaan jasmani merupakan hal yang amat penting menurut ilmu kedokteran dan agama, yaitu menjaga kondisi kesehatan, lahiriah dan batiniah manusia (Latif, 2022; Utama, 2018).

Hakikat pendidikan jasmani sendiri menekankan pada perolehan yang disandarkan pada kegiatan yang dilakukan seseorang (Robinson, 2019), contohnya dalam hal jasmani (raga) sebagai reformasi dalam diri individu itu sendiri baik fisik maupun non fisik dan juga merupakan satu bidang yang sangat luas yang pusat kegiatannya adalah meningkatkan gerak tubuh manusia serta pendidikan jasmani agar memberikan suatu keterampilan. Keterampilan disini merupakan suatu gerak yang menghasilkan manfaat yang besar pula contohnya saja seniman, pengrajin, maupun pengusaha yang giat dalam suatu kerajinan menyulam, melukis, menjahit, dan mengukir. Nah itu semua sangatlah penting dan dapat terwujudkan dari suatu pendidikan jasmani dan keterampilan.

Pendidikan jasmani selalu berupaya untuk memberikan yang terbaik kepada seluruh masyarakat Indonesia dengan cara-cara mereka melatih peserta didik dengan sebaik-baiknya (Muhtar et al., 2019). Mereka selalu memberikan suatu himbauan untuk selalu disiplin dalam melaksanakan suatu aturan. Pendidikan jasmani dan keterampilan sangatlah berperan penting dalam kehidupan kita, memberikan suatu pengetahuan yang berbeda dengan yang lain (Rismayanthi, 2013). Mengapa demikian, karena di dalam suatu pendidikan jasmani dan keterampilan selalu memberikan praktek serta teori yang dilaksanakan setiap minggunya. Dengan itu maka seluruh anak didik yang ada di sekolah akan mendapatkan nilai plus. Pendidikan jasmani dan keterampilan ketika itu memberikan arti bagaimana seseorang menghargai suatu hasil kerja atau keterampilan seseorang, setiap bersikap tidak baik maka di dalam pendidikan jasmani dan keterampilan selain memberikan pembelajaran tentang kegiatan fisik di dalamnya juga memberikan pembelajaran tentang bagaimana bersikap baik dengan sesama masyarakat, menumbuhkan suatu sikap yang mau berbagi, bersikap suka menolong, dan menyukai kerjasama dalam hal apapun.

KESIMPULAN

Berdasarkan temuan dari penelitian, pendidikan jasmani dalam al-Qur'an yaitu. menjaga kebersihan (QS. Al-Maidah: 6, QS. An-Nisaa: 43, QS. Al-Baqarah: 222), mengatur pola makan (QS. Al-A'raf: 31, QS. Al-Mukmin: 43, QS. Al-Maidah: 5), istirahat serta olahraga teratur (QS. Al-Furqan: 47, QS.Al-Qashahs: 73, QS. An-Naba': 9, QS. Ar-Rum: 23). Sedangkan relevansi pendidikan jasmani dalam dunia pendidikan merupakan suatu hal yang terintegrasi dengan tujuan pendidikan Islam yaitu berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggung jawab.

Hasil ini dianjurkan untuk dipelajari dalam rangka meningkatkan kualitas keimanan dan ketaqwaan terhadap Allah SWT, dan diimplementasikan di dalam pendidikan formal ataupun non formal, melalui program-program yang merujuk pada Nilai-Nilai Al-Qur'an, dengan cara mengadopsi, nilai-nilai tersebut kemudian diterapkan dalam kehidupan sehari-hari di pendidikan informal, formal ataupun nonformal. Dianjurkan untuk peneliti selanjutnya meneliti tentang nilai-nilai pendidikan jasmani menurut Ahmad Mustofa Al-Maraghi dalam tafsirnya, Tafsir Al- Maraghi dianjurkan untuk meneliti penanaman nilai-nilai dan metode pendidikan agama Islam secara mendalam, sehingga peneliti selanjutnya dapat memperoleh buah dari pendidikan jasmani dalam Al-Qur'an.

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