

## ANALYSIS OF ONLINE LEARNING MEDIA ON PJOK LEARNING OUTCOMES

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**Abstract:** Learning outcomes are a reference to see whether the learning process is going well or not. Whether or not learning outcomes are influenced by various factors, one of which is the learning media used. This study aims to determine the effect of Google Classroom learning media on PJOK learning outcomes. This research is an experimental research. This research was conducted at TP 45 State Vocational Schools from November 2021 to December 2021. The sample in this study were all students of TP 45 State Vocational Schools class XP1 and XP2 for the academic year 2021/2022 even semester, a total of 70 people. The results in this study are that there is no influence from Google Classroom learning media on PJOK learning outcomes.

**Keywords:** Online, PJOK, Media, Google Classroom.

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### INTRODUCTION

The COVID-19 pandemic has had a major impact on schools and educational institutions in various countries, especially in Indonesia. The government has implemented several policies such as working from home, keeping a distance, and limiting large periodic social activities to minimize the spread of the virus. This makes educational institutions have to look for new innovations in the teaching and learning process. One way is to implement distance learning. Distance learning is the same as e-learning, namely teaching and learning activities via the internet (Prasetya & Harjanto, 2020).

Online learning is a learning system as an application of information technology that is implemented in the form of virtual learning (Yazdi, 2012). Online learning is one of the solutions for implementing social distancing to prevent the chain of transmission of Covid-19. Online learning is learning that is carried out online at a distance or learning that is carried out by students wherever and whenever needed, so as to avoid crowds which are considered as a way to implement social distancing (Wulandari, 2018).

In implementing online learning, educators must be able to use internet technology which can make it easier for educators to provide learning and make it easier for students to receive learning (Pujiasih, 2020). In addition, educators must have the ability to use media such as laptops and applications used. In conditions of distance learning or online learning, students and educators

take advantage of existing information technology developments, using online learning media. One of the online learning media that can be used is Google Classroom.

Google classroom media is one of the online media that can be used by educators to implement online learning processes. Google classroom media is an internet-based service provided by Google as a virtual world classroom. According to (Maesaroh et al., 2019) Google Classroom is designed to help teachers create and collect assignments without paper, including time-saving features such as the ability to make copies of documents automatically for each student. This e-classroom can also create storage folders for each assignment and each student, to keep things organized. Students can track each assignment that is nearing the submission deadline on the assignment page, and start working on it with just one click. Teachers can quickly see who hasn't completed an assignment, and provide feedback and grades right in the e-class. Google classroom is a technology designed by Google to make it easier for educators and students in the learning process inside the classroom and outside the classroom in making, developing and categorizing each paperless assignment (Wicaksono, 2020).

During this pandemic, in general the use of google classroom is a new thing for students and teachers in the school environment, therefore there are obstacles faced by educators in the learning process namely, some students still don't understand how to use google classroom media because students still do not have an online learning culture. The difficulty of online learning is because so far the learning process has been carried out face-to-face or offline so that students are not yet fluent in using Google Classroom in the learning process, especially in PJOK learning.

PJOK is an educational process that is carried out consciously and systematically through various physical activities to obtain physical growth, physical health, abilities and skills, intelligence and harmonious character and personality development in the framework of human formation (Habibi, 2020). PJOK is education that is very beneficial for student activities where in the learning process PJOK can develop individuals in terms of organic cognitive and emotional. PJOK is a learning process through physical activity designed to improve physical fitness, knowledge and behavior of healthy living and emotional intelligence (Mashud, 2019).

Some of the problems that researchers encounter when online learning is carried out in PJOK subjects are that there are students who do not have internet access or adequate equipment to take part in online learning, online learning often does not facilitate social interaction between students and teachers, resulting in less motivation and influence on student learning outcomes , in online learning, it is difficult to measure learning outcomes directly, thus requiring additional methods to evaluate student performance, there are students who are less adaptive to online learning and find it difficult to study independently, and online learning is often less supervised and controlled, allowing students to use technology for things that are not related to learning. Therefore, there is a need for good solutions and planning to overcome these problems and ensure effective and quality online learning.

Based on the description of the problems above, the research felt interested in analyzing research topics related to the influence of Google Classroom learning media on PJOK learning outcomes. The novelty of this study is that there is only a new study that analyzes online learning media in the current era where learning is simultaneously carried out online due to avoiding the spread of the Covid-19 virus.

## **METHOD**

This research is an experimental research. This study was designed to describe and explain the effect of implementing online learning with Google Classroom media on PJOK subjects. This research was carried out at TP 45 State Vocational Schools from November 2021 to December 2021.

The population is the entire set of objects with the same characteristics, the population can be a set of people, objects, casual events, time or place with the same characteristics and characteristics (Siyoto & Sodik, 2015). The population in this study were all TP 45 State Vocational High School students in class XP1 and XP2 for the 2021/2022 academic year even semester, a total of 70 people. The research sample is a subset taken as a representative from the population (Winarno, 2013). The technique of determining the sample in this study used a total sampling technique, in which the entire population was used as a research sample totaling 70 people.

In this study, pretest and posttest data were collected using an assessment instrument in the form of multiple choice questions consisting of 25 questions which aimed to identify the effect of online learning using google classroom media on PJOK subjects at SMKS TP 45 Negara. The data collected is first subjected to the classic assumption test which consists of a normality test and a homogeneity test.

The normality test aims to determine whether the data in this study come from a normally distributed population. The normality test can use the Kolmogorov-Smirnov technique if the sample size is  $>50$ , while the Shapiro-Wilk technique is used if the sample size is  $<50$  (Winarno, 2013). Because in this study the number of samples was less than 50 in each group, the normality test was carried out using the Shapiro-Wilk technique with a significant level of 5%, so the data was said to be normal if the sig value was  $> 0.05$  and abnormal if the sig value was  $<0.05$ . While the homogeneity test aims to determine whether the data in this study has a homogeneous variance or not. The homogeneity test in this study used the Levene's test with a significant level of 5%, so the data is said to be homogeneous if the sig value is  $> 0.05$  and not homogeneous if the sig value is  $<0.05$ . The hypothesis in this study are:

Ho: There is an influence from Google Classroom learning media on PJOK learning outcomes

Ha: There is no influence from Google Classroom learning media on PJOK learning outcomes

To test the hypothesis used in this study, namely the paired sample t-test which aims to determine the effect of online learning using Google classroom media on PJOK learning outcomes at SMKS TP 45 Negara.

## RESULT

The results of data analysis from measurements using multiple choice questions in this study are presented in the following table:

**Table 1.** Descriptive Research Data

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	70	63	78	74.17	8.717
Posttest	70	60	79	72.31	9.206

Based on the results of the descriptive statistical analysis above, it is known that for the pretest group the minimum value is 63, the maximum is 78, the average is 74.17, and the standard deviation is 8.717, while for the posttest group the minimum value is 60, the maximum is 79, the average is 72.31, and the standard deviation 9.206. The collected data is then subjected to the classic assumption test, namely the normality test with the following results:

**Table 2.** Data Normality Test

Tests of Normality	
Kolmogorov-Smirnov	
	Sig
Pretest	.080
Posttest	.096

Based on the results of the analysis above, the value of sig  $0.080 > 0.05$  was obtained for the Pretest (Normal) group and sig  $0.096 > 0.05$  for the Posttest (Normal) group. So it can be concluded that the data in this study are normally distributed. The next classical assumption test is the homogeneity test with the following results:

**Table 3.** Variance Homogeneity Test

Test of Homogeneity of Variances	
	Sig.
Levene Statistic	.317

Based on the results of the analysis above, a sig value of 0.317 (homogeneous) was obtained. It can be concluded that the data in this study does not have a homogeneous variance. Then proceed because the data in this study are normally distributed and have a homogeneous variance, the hypothesis test in this study uses a parametric test, namely the paired sample t-test with the results as follows:

**Table 4.** Hypothesis Testing

Test Statistics <sup>a</sup>	
Kelompok Data	Pretest - Posttest
Asymp. Sig. (2-tailed)	.062

Based on the results of the analysis of the paired sample t-test above, the sig value is  $0.062 > 0.05$ . So it can be concluded that there is no influence from the Google Classroom learning media on PJOK learning outcomes.

## DISCUSSION

Based on the results of the analysis in this study, it was found that there was no influence from the application of Google classroom media on PJOK learning outcomes at SMKS TP 45 Negara. This research is in contrast to research conducted by (Sarifudin et al., 2022) which states that there is an influence of Google classroom media on PJOK learning outcomes. Influence in a

learning process is something that arises or is caused by the existence of a particular activity to determine the extent to which the level of success is achieved in each action taken (Srimaya, 2017). According to (Sinambela, 2008) learning is said to be effective when it achieves the desired goals, both in terms of learning objectives and maximum student achievement.

In implementing online learning, activities carried out in learning are carried out with the help of the internet (Prasetya & Harjanto, 2020). In implementing online learning, teachers must be able to use internet technology which can make it easier for teachers to provide learning and make it easier for students to receive learning (Pujiasih, 2020). In addition, teachers must have the ability to use media such as laptops and applications used.

According to (Arsyad, 2011) there are several advantages of online learning, namely learning can be done remotely, can shorten the target time schedule for learning, save costs, facilitate interaction between students and teachers, flexibility in terms of time and place, and participants. students can feel happy and not bored with the material being taught because they use tools such as video, audio and also tools such as computers for schools that have computer equipment. Meanwhile, according to (Napsawati, 2020) online learning has weaknesses, including that students have a tendency to ignore academic or social aspects, the role of the teacher changes and those who previously mastered conventional learning techniques, students who do not have high learning motivation tend to fail, not all where internet facilities are available (perhaps this is related to problems with the availability of electricity, telephone, or computers), lack of computer mastery, and lack of interaction between teachers and students and even between students themselves.

In this study the use of google classroom media has several benefits, namely classes can be prepared easily, save time and paper, better management or class management, and costs incurred are cheaper and affordable. Google Classroom is designed to help teachers create and submit paperless assignments, including time-saving features like the ability to automatically make a copy of a document for each student. This e-classroom can also create storage folders for each assignment and each student, to keep things organized. Students can track any assignment that is nearing the due date on the assignment page, and start working on it with just one click. Teachers can quickly see who hasn't completed an assignment, and provide feedback and grades right in the e-class. Google classroom is a technology designed by Google to make it easier for educators and students in the learning process inside the classroom and outside the classroom in making, developing and categorizing each paperless assignment (Wicaksono, 2020).

But in reality what researchers have experienced, are some of the weaknesses of online learning media for PJOK (Physical Education, Sports and Health) subjects:

1. Lack of direct interaction: Online learning often does not facilitate direct interaction between teachers and students, resulting in less motivation and influence on student learning outcomes.
2. Difficulty in measuring learning outcomes: In online learning, it is difficult to measure learning outcomes directly, thus requiring additional methods to evaluate student performance.
3. Lack of variety of activities: In online learning, often only one or two types of learning activities are available, making it less motivating and influencing student learning outcomes.
4. Lack of adaptation: There are students who are less adaptive to online learning and find it difficult to study independently.
5. Depends on technology: The quality of online learning is highly dependent on the technology used, so it often experiences problems such as lag or errors.

## CONCLUSION

From the analysis in this study, it can be concluded that there is no influence from the application of Google classroom media on PJOK learning outcomes at SMKS TP 45 Negara. Therefore, it is necessary to have good solutions and planning to overcome these weaknesses and ensure effective and quality online learning for PJOK subjects.

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