

INHIBITING FACTORS FOR LEARNING PJOK ONLINE VOLLEYBALL MATERIAL AT ELEMENTARY SCHOOL

Irhas Azizin¹, Hasmyati², Asran³

¹ MI Al-Hikmah Gempolmanis, Jawa Timur, Indonesia

² Universitas Negeri Makassar, Indonesia

³ SMPN 8 Makassar, Indonesia

Article Info

Article history:

Received June 15, 2024

Revised September 12, 2024

Accepted September 15, 2024

Keywords:

Elementary School;

Learning;

PJOK;

Volleyball.

ABSTRACT

This study aims to determine the factors that inhibit PJOK learning of volleyball material during the Covid-19 pandemic at MIS Al-Hikmah Gempolmanis, Lamongan Regency, East Java. This study employs a descriptive-quantitative approach, utilizing a survey method. The study's population consisted of 42 students from class IV at MIS Al-Hikmah Gempolmanis. The total sampling technique was used in this study. The instrument used was a questionnaire test with a validity of 0.964 and a reliability of 0.981. The data analysis technique used descriptive analysis, which was expressed in the form of a percentage. The results of the study showed that the inhibiting factors for learning PJOK volleyball material during the Covid-19 pandemic at MIS Al-Hikmah Gempolmanis, Sambeng District, Lamongan Regency were in the categories of "very low" 0.00% (0 students), "low" 0.00% (0 students), "sufficient" 21.43% (9 students), "high" 71.43% (30 students), and "very high" 7.14% (3 students).

Copyright © 2024 ETDCI.

All rights reserved.

Corresponding Author:

Irhas Azizin,

MI Al-Hikmah Gempolmanis, Jawa Timur, Indonesia

Email: irhas.art@gmail.com

1. INTRODUCTION

The COVID-19 pandemic has presented the education system with a number of complex challenges (Adedoyin & Soykan., 2023). The COVID-19 pandemic has significantly impacted the delivery of education and learning in elementary schools. Particularly, schools in rural areas struggle to connect to the internet. The education system faces several obstacles during the pandemic, including limited internet access, inadequate infrastructure facilities, restricted internet access, and a lack of emergency funds (Lassoued et al., 2020; Babbar & Gupta, 2022).

The government regulation on large-scale social restrictions aims to break the transmission chain of COVID-19 (Clemente-Suárez et al., 2021; Ridwan, 2023). This regulation requires several teachers, including Physical Education, Sports, and Health (PJOK) teachers at all levels of formal education in Indonesia, to implement WFH (work from home) as part of their duties. The sudden and drastic changes in teaching activities

pose a challenge for Physical Education, Sports, and Health (PJOK) teachers as they strive to achieve the targets and objectives of physical education that align with national education goals (Haryanti et al., 2021; Erfayliana et al., 2022).

The practice requires educators and students to interact and transfer knowledge online (Tønnessen et al., 2021; Littlejohn, 2023). Online learning can utilize platforms in the form of applications, websites, social networks, or learning management systems. These various platforms can be utilized to support the transfer of knowledge supported by various discussion techniques and others (Panigrahi et al., 2018; Zamiri & Esmaeili, 2024). This is done to avoid direct contact between educators and students where the conventional or face-to-face learning system can expand the spread of the COVID-19 virus.

One of the subjects that is dominated by practice is Physical Education, Sports, and Health (PJOK). Physical Education, Sports, and Health (PJOK) is a discipline that belongs to the second category of subjects where physical activity dominates (Kusuma et al., 2023; Sokoy, 2024). Therefore, in online learning, the PJOK subject holds a more significant role than other subjects.

This problem was also experienced by PJOK teachers and students at MI Al-Hikmah Gempolmanis. Volleyball is one of the subjects taught at PJOK. Volleyball is played by two teams on a field that is 18 meters long and 9 meters wide. Each team consists of 10 players, including 6 core players and 4 reserve players (Kenny & Gregory, 2015; Vascellari et al., 2023). If there are less than 6 players on the field, then the team concerned will be considered to have lost. One of the competency standards in elementary schools in grade V (semester II) is: 3.1 Apply a combination mechanism of examples of locomotor, non-locomotor, and manipulative movements in accordance with the concepts of body, space, effort, and connectivity in various simple and/or traditional large ball games. 3.1.1 Describe the mechanism for combining examples of locomotor and non-locomotor movements in lower passes. 3.1.2 Describe how examples of locomotor and non-locomotor movements of lower passing combine. 4.1 Practice a combination of locomotor, non-locomotor, and manipulative movements in various simple and/or traditional large ball games, adhering to the concepts of body, space, effort, and connectivity. 4.1.1 Perform a combination of lower passing movements according to the procedure. 4.1.2 Execute a combination of upper passing movements in line with the procedure.

Based on observations conducted with teachers and students at MI Al-Hikmah Gempolmanis, it is evident that unstable internet networks often cause problems when participating in volleyball learning during the pandemic. In fact, some areas lack internet connectivity, resulting in less than optimal implementation. One of the challenges faced by students and teachers, particularly those living in rural areas, is the internet network connection in their homes. Based on interviews with PJOK teachers, PJOK learning volleyball material is still carried out, but teachers only give assignments to do movements or techniques related to volleyball with simple equipment; then students make videos and send them via cellphone to the teacher concerned.

Other obstacles encountered in implementing this distance learning include: (1) not all students have access to teaching media, such as computers, laptops, and Android cellphones (Azhari & Fajri, 2022); (2) PJOK teachers struggle to utilize electronic teaching media optimally; (3) internet access is limited in each area where students reside; and (4) PJOK teachers struggle to choose and utilize technology platforms or online learning that align with PJOK learning.

Anugrahana's research (2020) highlights the obstacles, solutions, and hopes associated with online learning during the COVID-19 pandemic. Despite the limited conditions imposed by the COVID-19 pandemic, online learning remains viable. The only obstacle is that parents have to add time to accompany their children. Meanwhile, teachers are required to become technology literate and learn a variety of skills, particularly in online-based learning.

The results of Ma et al.'s research (2021) show that the impact felt by teachers is that not all are proficient in using internet technology or social media as a learning tool; some senior teachers are not yet fully able to use devices or facilities to support online learning activities and need assistance and training first. Of course, these problems must continue to be evaluated in order to obtain better learning. The key is to carry out online learning according to local conditions.

If PJOK teachers are unable to adapt quickly in following up on these obstacles, students' academic achievement will certainly be affected (Khamidi & Hartoto, 2022); even the concerns of physical education experts about the threat of "lack of movement," which can cause fitness problems and various diseases, will hit our children. The responsibility and role of PJOK teachers are truly tested during this pandemic (Padli et al., 2022). Based on this, the study aims to determine the factors that inhibit PJOK learning volleyball material during the COVID-19 pandemic.

2. METHOD

This research is a descriptive-quantitative approach to research. Descriptive research describes or depicts collected data. The method used in this study is a survey. The survey method is one of the research approaches that is generally used for collecting extensive and large amounts of data. The location of the research is at MIS Al-Hikmah Gempolmanis, Lamongan Regency, East Java.

The data collection technique in this study used an instrument in the form of a closed questionnaire which are expressed in a questionnaire consisting of 24 items. The instrument used was a questionnaire test with a validity of 0.964 and a reliability of 0.981. The purpose of this study was to identify the factors that hindered the learning of online volleyball material at MIS Al-Hikmah Gempolmanis during the COVID-19 pandemic. Meanwhile, the data analysis technique used descriptive analysis, which was expressed in the form of a percentage.

3. RESULTS AND DISCUSSION

Results

The results of this study are intended to describe the data, namely the inhibiting factors for learning PJOK volleyball material during the Covid-19 pandemic at MIS Al-Hikmah Gempolmanis, which are expressed in a questionnaire consisting of 24 items. Before filling in the statements in the questionnaire, respondents previously filled in the information asked to strengthen the information related to this study. Table 1 presents the results.

Table 1. Respondents' Information on Mobile Phone Ownership

No	Mobile Phone Ownership (Personal)	Frequency	Percentage
1	Yes	16	38,10 %
2	No	26	61,90 %
	Total	42	100%

Table 1 above shows that 38.10% (16 students) own a personal mobile phone, and the remaining 61.90% (26 students) do not own a personal mobile phone.

Table 2. Respondent Information on Laptop/Computer Ownership

No	Laptop/Computer Ownership (Personal)	Frequency	Percentage
1	Yes	4	9,52 %
2	No	38	90,48 %
	Total	42	100%

Table 2 shows that 9.52% (4 students) have laptop/computer ownership (personal), and the remaining 90.48% (38 students) do not have a laptop/computer (personal).

The research data at MIS provides descriptive statistics on the factors preventing PJOK students from learning volleyball material during the Covid-19 pandemic. Al-Hikmah Gempolmanis obtained the lowest score (minimum) 67.00, the highest score (maximum) 88.00, the average (mean) 74.31, the middle value (median) 73.50, the value that often appears (mode) 72.00, and the standard deviation (SD) 5.23. The complete results can be seen in Table 3 as follows:

Table 3. Descriptive Statistics of Inhibiting Factors of Physical Education Learning

	Statistic
<i>N</i>	42
<i>Mean</i>	74.31
<i>Median</i>	73.50
<i>Mode</i>	72.00
<i>Std, Deviation</i>	4.88
<i>Minimum</i>	67.00
<i>Maximum</i>	88.00

When displayed in the form of Assessment Norms, the inhibiting factors for learning PJOK volleyball material during the Covid-19 pandemic at MIS Al-Hikmah Gempolmanis are presented in Table 4 as follows:

Table 4. Assessment Norms for Inhibiting Factors of Physical Education Learning

No	Interval	Category	Frequency	Percentage
1	82 - 97	Very high	9	21,43 %
2	67 - 82	Tall	30	71,43 %
3	52 - 67	Enough	3	7,14 %
4	37 - 52	Low	0	0.00%
5	22 - 37	Very Low	0	0.00%
Total			42	100%

Based on the Assessment Norms in Table 4 above, the inhibiting factors for learning PJOK volleyball material during the Covid-19 pandemic at MIS Al-Hikmah Gempolmanis can be presented in Figure 1 below.

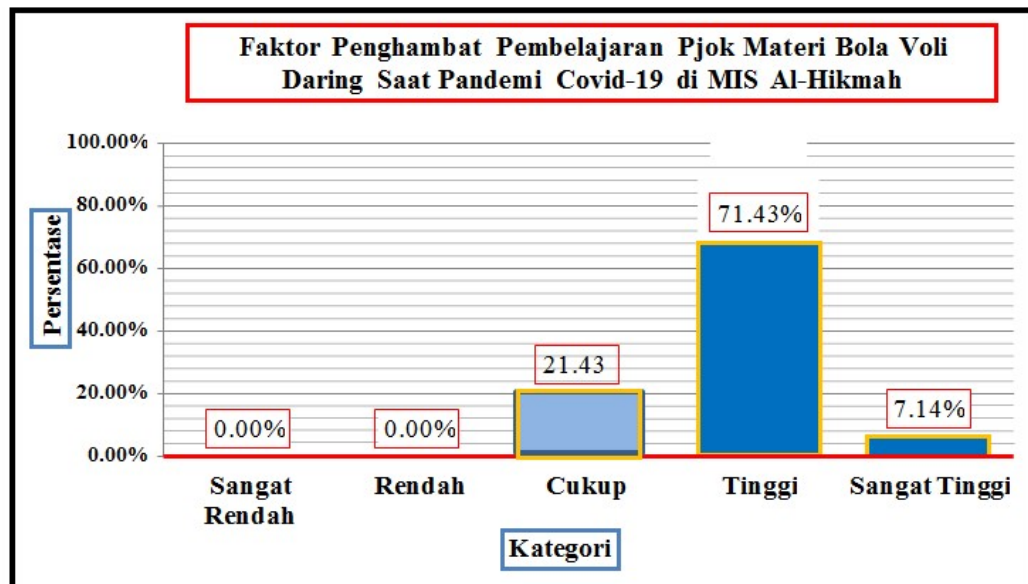


Figure 1. Learning Inhibiting Factors

Physical Education Volleyball Material Online During the Covid-19 Pandemic at MIS Al-Hikmah

Table 4 and Figure 1 above show that the inhibiting factors for learning PJOK volleyball material during the Covid-19 pandemic at MIS Al-Hikmah Gempolmanis are in the category of "very low" at 0.00% (0 students), "low" at 0.00% (0 students), "sufficient" at 21.43% (9 students), "high" at 71.43% (30 students), and "very high" at 7.14% (3 students).

Discussion

The Covid-19 pandemic at MIS hinders the acquisition of PJOK volleyball material. Al-Hikmah Gempolmanis ranks highly in terms of the availability of facilities and infrastructure, particularly internet networks. The quality of learning directly influences

the outcomes of the process. The Covid-19 outbreak at MIS created obstacles to the acquisition of PJOK volleyball knowledge. Al-Hikmah Gempolmanis is classified as "very low" at 0.00% (0 students), "low" at 0.00% (0 students), "sufficient" at 21.43% (9 students), "high" at 71.43% (30 students), and "very high" at 7.14% (3 students).

Learning involves the interaction between students, educators, and learning resources within a specific learning environment. Learning is assistance provided by educators so that the process of acquiring knowledge and science, mastery of skills and habits, and the formation of attitudes and beliefs in students can occur (Kang, 2008; Jelena, 2023). Meanwhile, not all students have access to cellphones or laptops, and the internet network in their area of residence is not uniform. Inadequate facilities and infrastructure hinder the proper conduct of learning activities.

Some of the impacts are that students have not yet developed a culture of distance learning, as the learning system has primarily been implemented face-to-face (Singh et al., 2021; Syafaruddin et al., 2022; Stoian et al., 2022; Rasmitadila et al., 2023). Students are used to being at school to interact with their friends, play and joke with them, and meet face-to-face with their teachers. With the introduction of a distance learning method, students require time to adjust to the new changes, which may indirectly impact their ability to absorb and retain knowledge (Fadhilah et al., 2021; Biwer et al., 2021; Pratiwi et al., 2021). The obstacle parents face is the additional cost of purchasing internet quotas. Online technology necessitates both a network connection to the internet and internet quotas (Sartika et al., 2021); consequently, the usage of internet quotas will escalate, thereby increasing the financial burden on parents.

4. CONCLUSION

The study's conclusion, derived from the analysis and discussion, indicates that the barriers to learning PJOK volleyball material during the Covid-19 pandemic at MIS Al-Hikmah Gempolmanis, particularly the availability of facilities and infrastructure, fall into the high category. This is indicated by the inhibiting factors for learning PJOK volleyball material during the Covid-19 pandemic being in the category of "very low" 0.00% (0 students), "low" 0.00% (0 students), "sufficient" 21.43% (9 students), "high" 71.43% (30 students), and "very high" 7.14% (3 students). Furthermore, the absence of a distance learning culture among students was observed, as the educational system had predominantly relied on in-person interactions. Students were accustomed to engaging with peers, socializing, and interacting directly with teachers. The introduction of distance learning necessitates an adjustment period for students, who must navigate these new changes that may inadvertently influence their learning retention.

We suggest that teachers in distance learning, particularly in PJOK subjects, can use the results of this study as a reference. Additionally, the study's results can be accounted for when managing learning in the classroom. Furthermore, research is suggested on a wider scale.

REFERENCES

- Adedoyin, O. B., & Soykan, E. (2023). Covid-19 pandemic and online learning: the challenges and opportunities. *Interactive learning environments*, 31(2), 863-875.
- Anugrahana, A. (2020). Hambatan, solusi dan harapan: pembelajaran daring selama masa pandemi covid-19 oleh guru sekolah dasar. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 10(3), 282-289.
- Azhari, B., & Fajri, I. (2022). Distance learning during the COVID-19 pandemic: School closure in Indonesia. *International Journal of Mathematical Education in Science and Technology*, 53(7), 1934-1954.
- Babbar, M., & Gupta, T. (2022). Response of educational institutions to COVID-19 pandemic: An inter-country comparison. *Policy Futures in Education*, 20(4), 469-491.
- Biwer, F., Wiradhany, W., Oude Egbrink, M., Hospers, H., Wasenitz, S., Jansen, W., & De Bruin, A. (2021). Changes and adaptations: How university students self-regulate their online learning during the COVID-19 pandemic. *Frontiers in psychology*, 12, 642593.
- Clemente-Suárez, V. J., Navarro-Jiménez, E., Moreno-Luna, L., Saavedra-Serrano, M. C., Jimenez, M., Simón, J. A., & Tornero-Aguilera, J. F. (2021). The impact of the COVID-19 pandemic on social, health, and economy. *Sustainability*, 13(11), 6314.
- Erfayliana, Y., Demirci, N., & Demirci, P. T. (2022). Developing online modules for educators in fifth grade physical education class. *JUMORA: Jurnal Moderasi Olahraga*, 2(1), 23-37.
- Fadhilah, M., Sutrisna, S., Muslimah, S. N., & Ihsan, M. T. (2021). An exploring methods in online learning: Synchronous and asynchronous. *ETDC: Indonesian Journal of Research and Educational Review*, 1(1), 74-81.
- Haryanti, A., Yusuf, M., & Agung, L. (2021). Students' Perceptions About the Use of Android-Based Learning Media in Physical Education Learning. *AL-ISHLAH: Jurnal Pendidikan*, 13(2), 836-842.
- Jelena, M. (2023). Competences of Physical Education Teachers in Education Supported by Digital Technology. *International Journal of Cognitive Research in Science, Engineering and Education*, 11(2), 331-341.
- Kang, N. H. (2008). Learning to teach science: Personal epistemologies, teaching goals, and practices of teaching. *Teaching and teacher education*, 24(2), 478-498.
- Kenny, B. J., & Gregory, C. R. (2015). *Volleyball: Steps to success*. Human Kinetics.
- Khamidi, A., & Hartoto, S. (2022). Management physical education learning model in the era of the covid-19 pandemic: A literature review. *Jurnal SPORTIF: Jurnal Penelitian Pembelajaran*, 8(1), 96-117.
- Kusuma, R. J., Atrup, A., Pratama, B. A., & Daulay, D. E. (2023). Development of Interactive Media for Physical Education, Sports, and Health Subjects in Junior High School. *Journal Coaching Education Sports*, 4(2), 267-276.
- Lassoued, Z., Alhendawi, M., & Bashitialshaaer, R. (2020). An exploratory study of the obstacles for achieving quality in distance learning during the COVID-19 pandemic. *Education sciences*, 10(9), 232.
- Littlejohn, A. (2023). Transforming educators' practice: How university educators learned to teach online from home during the Covid-19 pandemic. *Higher Education Research & Development*, 42(2), 366-381.
- Ma, K., Chutiayami, M., Zhang, Y., & Nicoll, S. (2021). Online teaching self-efficacy during COVID-19: Changes, its associated factors and moderators. *Education and information technologies*, 26(6), 6675-6697.
- Padli, P., Kiram, Y., Arifianto, I., Setiawan, Y., Haryanto, J., & Lesmana, H. S. (2022). The effect of online-based assignment responses and student creativity in PJOK during

- pandemic in rural and urban area. *Jurnal Keolahragaan*, 10(1), 127-136.
- Panigrahi, R., Srivastava, P. R., & Sharma, D. (2018). Online learning: Adoption, continuance, and learning outcome—A review of literature. *International Journal of Information Management*, 43, 1-14.
- Pratiwi, J. A., Rosalina, N., Rodiah, N., & Ervina, W. (2021). The Performances of Synchronous and Asynchronous Method in Teaching and Learning English. *ETDC: Indonesian Journal of Research and Educational Review*, 1(1), 46-57.
- Rasmitadila, R., Rachmadtullah, R., Samsudin, A., Nurtanto, M., & Jauhari, M. N. (2023). Limited face-to-face learning on students in inclusive classrooms during the Covid-19 pandemic: Perceptions of elementary school teachers in Indonesia. *Cogent Education*, 10(1), 2213612.
- Ridwan, R. (2023). Impact of large-scale social restriction policy on the economy in Depok City, West Java province. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 9(3), 1291-1296.
- Sartika, F., Ritonga, M., Lahmi, A., Rasyid, A., & Febriani, S. R. (2021). Online learning in the low Internet area, planning, strategies and problems faced by students during the Covid-19 period. *Artificial intelligence for COVID-19*, 413-421.
- Singh, J., Steele, K., & Singh, L. (2021). Combining the best of online and face-to-face learning: Hybrid and blended learning approach for COVID-19, post vaccine, & post-pandemic world. *Journal of Educational Technology Systems*, 50(2), 140-171.
- Sokoy, F. (2024). Legal Perspective in the Curriculum of Physical Education, Sports, and Health in Indonesia. *ACTIVE: Journal of Physical Education, Sport, Health and Recreation*, 13(2).
- Stoian, C. E., Fărcașiu, M. A., Dragomir, G. M., & Gherheș, V. (2022). Transition from online to face-to-face education after COVID-19: The benefits of online education from students' perspective. *Sustainability*, 14(19), 12812.
- Syafaruddin, B., Ruhaya, B., & Jamal, J. (2022). Problems of Learning Planning in The Time of The Covid Pandemic 19. *ETDC: Indonesian Journal of Research and Educational Review*, 1(2), 122-128.
- Tønnessen, Ø., Dhir, A., & Flåten, B. T. (2021). Digital knowledge sharing and creative performance: Work from home during the COVID-19 pandemic. *Technological Forecasting and Social Change*, 170, 120866.
- Vascellari, A., Poser, A., Rossi, A., Rosini, T., Bertocco, R., & Miale, G. (2022). Running in Volleyball. In *The Running Athlete: A Comprehensive Overview of Running in Different Sports* (pp. 185-196). Berlin, Heidelberg: Springer Berlin Heidelberg.
- Zamiri, M., & Esmaeili, A. (2024). Methods and technologies for supporting knowledge sharing within learning communities: A systematic literature review. *Administrative Sciences*, 14(1), 17.