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Evaluation of Learning in Hybrid Learning in Sports Physiology Course

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Abstract

The background of the problem in this study is that there has never been an evaluation of learning using hybrid learning. This study aimed to determine the results of the hybrid learning evaluation during the Covid-19 pandemic in the Sports Physiology Course. The method used in this research is descriptive quantitative. Data collection was used by distributing research questionnaires. Based on the results of the study, it can be concluded that the Evaluation of Hybrid Learning in the Covid-19 Pandemic Period in the Sports Physiology Course, with a percentage of 75%, is in the range of values between 62% - 76% in the Medium category. So the results of the Evaluation of hybrid learning in the exercise physiology course are Moderate/Enough because many students choose face-to-face learning.

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INTRODUCTION

At the beginning of 2020, the world was shaken by an infectious disease called (Covid-19) Corona Virus Disease. If you contract the disease, you will experience mild to severe symptoms and recover without special treatment. However, in various cases, it can cause death. Transmission of this Covid case is very fast because it can be transmitted through the air and physical contact that people often do every day. Not only in the world but in Indonesia, this disease has entered because foreign guests who transit in Indonesia quickly spread this disease. After many people were infected and taken away from their comfort by this disease, the government promoted that all people were not allowed to leave their homes or hold PSBB (Large Scale Restrictions). Employees working in offices are directed to WFH (Work From Home).

Likewise, schoolchildren cannot meet face-to-face with their teachers and friends in education. They learn via cell phones connected by a network using applications, and some enter face-to-face, directly referred to as direct learning. Hybrid learning. Then the teacher explains the lesson through the camera connected to the application and gives assignments through the WA Group (Whats App). So, the same system is implemented from Kindergarten education to lectures so

that the Educational Syllabus can deliver learning.

Evaluation and assessment are terms that have a broader meaning than measurement. The Evaluation covers all aspects of determining the limits of learning outcomes, while a measurement is only limited to more specific and quantitative aspects of assessment. For convenience, Evaluation and assessment are synonymous terms (Rahmawati & Amri, 2017). Evaluation is a process of determining the value or feasibility of collected data. Therefore, Evaluation includes tests and measurements (Asrul et al., 2014). In other words, Evaluation is a process of assessing the qualitative data obtained through measurement.

In a learning system (meaning learning as a system), Evaluation is an essential component and a step the teacher must take to determine learning effectiveness (Dr Muhammad Hasan, S.Pd. et al., 2021). The results obtained can be used as feedback (feedback) for teachers in improving and perfecting learning programs and activities. At school, teachers often give daily tests, end-of-semester exams, block exams, bills, written tests, oral tests, action tests, and so on. These terms are part of the evaluation system (Settlements, 2010).

The Sports Physiology course is one of the compulsory subjects in the Health and Recreation Physical Education Study Program curriculum, which is given up to 2 credits.

Sports physiology is a branch of science that studies the function or workings of the body's organs and changes that can occur either temporarily or permanently due to physical activity or physical exercise (Fahrizqi et al., 2021). So far, the exercise physiology learning process has been thoroughly carried out face-to-face. When participating in hybrid learning, students must carry out the lecture process, some face-to-face and some have to carry out the lecture process online. To see the effectiveness of learning, there must be good reciprocity between students and educators to achieve goals.

Learning. The steps taken in the changes chosen through education cannot be separated from an educator in his learning. In learning, it is necessary to carry out an assessment; Evaluation of learning is the components and stages that an educator must take to determine learning effectiveness (Mujiono & Gazali, 2020).

With the Evaluation of learning in a hybrid subject in Sports Physiology, educators can find out how far their students can adequately follow the lecture process. With an assessment, accurate information will be obtained about the application of hybrid learning which is measured and reported on the achievement of specific competencies. So the purpose of this research is to find out the results of the Evaluation of learning using hybrid learning during the Covid-19 Pandemic in Sports Physiology Courses.

METHOD

This research is quantitative and descriptive (Ramadan & Juniarti, 2020). Descriptive quantitative research is used to describe, explain, or summarize various conditions, situations, phenomena, or research variables according to incidents as they exist, which can be photographed, interviewed, observed, and expressed through documentary materials—research with a translation in the form of numbers. The population in this study were all 4th-semester students enrolled in the Sports Physiology course for the 2021/2022 Academic Year in the Department of Physical Education, Health and Recreation. The researchers will take samples of students actively participating in hybrid learning activities during a pandemic. The sampling technique is total sampling. The number of samples in this study amounted to 154 people to see the extent of student understanding of the Sports Physiology Course.

Research instruments are tools or facilities used by researchers to use data to make their work easier and the results better, in the sense of being more thorough and systematic so that they are easier to process (Arikunto, 2010). This research instrument is structured based on a research grid in the form of research variables. The instrument used in this study is a questionnaire or questionnaire in conducting a hybrid learning Evaluation of Learning in the Sports Physiology Course in

Semester 4 Students for the 2021/2022 academic year. Instruments are tools that are selected and used by researchers so that these activities become systematic. This instrument will be distributed using Google Forms due to the limited number of researchers and respondents. The scale used in this study is the Likert Scale, which measures attitudes, opinions and perceptions of a person or group of people about social phenomena. The questions compiled in the questionnaire are based on aspects related to the research variables, namely the Evaluation of learning by hybrid learning in the Sports Physiology course. With the Likert Scale, the variables to be measured are translated into variable indicators.

FINDINGS AND DISCUSSION

After the calculations, the average score for Evaluating Hybrid Learning in the Covid-19 Pandemic Period in the Sports Physiology Course was 75%. Based on the scoring

criteria, the 75% score was in the range of values between 62% - 76% in the Moderate category. This means that the Evaluation Results of learning hybrid learning in sports physiology courses are moderate/sufficient because many students choose face-to-face learning.

Findings

The variable in this study is Learning Evaluation. Using hybrid learning during the Covid-19 Pandemic, Evaluation is the process of knowing the extent of achievement, whether the standard is sufficient or even lacking; we can determine after Evaluation. The evaluation process is by planning the material to be taught, and then the teacher delivers the material, and an Evaluation can be carried out; after Evaluation, we will get results for what is called an assessment. Hybrid learning is a learning system that is not face-to-face but uses a platform that can help the learning and teaching process even remotely.

Table 1.Criteria for questionnaire scores on a likert scale

Question	Answer				
	Strongly agree	Agree	Indecisive (neutral)	Disagree	Strongly disagree
Positive	5	4	3	2	1
Negative	1	2	3	4	5

Based on the implementation of online lectures requires university evaluation and also requires Evaluation from lecturers and

students. Student's ability to use hybrid learning is provided in the Sports Physiology course.

In terms of several aspects, such as the ability of students in using a computer/laptop, the condition of the internet network in their respective places, the ease of accessing e-

learning during learning, the use of Google meet and classrooms and the attitudes of students in hybrid learning during the Covid-19 pandemic in the Sports Physiology course.

Table 2. Average Recapitulation of Respondents' Answer Scores on Evaluation of Hybrid Learning Learning during the Covid-19 Pandemic in Sports Physiology Courses

No	Question	Average
1	I can operate a computer/laptop	81%
2	I have an internet connection for online learning	80%
3	Ease of networking in accessing elearning during class 4 hours	78%
4	Activities in e-learning support the lecture process	89%
5	I downloaded the material provided by the lecturer	86%
6	I understand the material provided by the lecturer through e-learning	79%
7	I understand the material provided by the lecturer through e-learning	88%
8	I collected the task on time	86%
9	I can access the <i>resources</i> provided by the lecturer	82%
10	<i>E learning</i> helped me in learning during the Covid-19 pandemic.	83%
11	I don't understand Sports Physiology lessons by using Hybrid Learning	62%
12	I Know in operating Google meet	47%
13	I Better Understand Learning When the roof is directly with the lecturer concerned	85%
14	I love when bold learning is carried out	66%
15	i have trouble Timing class admission when face-to-face	53%
16	I have no intention of going to class when the schedule is face-to-face	48%
17	I better understand the practice of viewing learning videos	84%
18	I was drawn to hybrid learning because I felt the variety in learning	75%
19	Face-to-face learning during a pandemic is too risky	69%
20	I don't understand learning when only reading the modules given by the lecturer	72%
Average Number		75%

After describing each question of Evaluation of Hybrid Learning in the Covid-19 Pandemic Period in the Sports Physiology Course, the research then conducted a recapitulation of respondents' answers on each indicator.

Ability to operate a computer From the 65 respondents who filled out the survey questionnaire, in general, they were able to master and use a laptop or computer well,

namely up to 85%, and up to 2% who did not master/can use a laptop. These results indicate that most students who take online exercise physiology courses through e-learning are eligible to attend online lectures. A laptop or computer is a necessary tool for online learning.

Internet network connection Apart from a laptop or computer, the internet is another facility needed to carry out online learning. From the questionnaire given to the students,

the e-learning participating students are spread in different provinces based in cities and districts, so they have different internet connections. Internet connection is an important thing needed for online learning. Based on the questionnaire given among the students who took part in the study exercise physiology, up to 80% have a good internet connection, and the rest have a terrible internet connection.

Access to Learning Media Research conducted shows that students can access learning media with Sound (71%). Only a few have good access to e-learning at the time of learning. This is due to the high traffic accessing e-learning during learning hours, which directly disrupts the learning process. Lecturers can overcome this problem by using other online learning platforms to complement ongoing learning to achieve the expected learning objectives. In addition, universities must increase the strength of their servers so that they can solve e-learning access traffic problems during class hours.

Activity in Google Classroom From the research, it was found that students agree that the activities available in Google Classroom can support the exercise physiology learning process (97%). The activities provided in e-learning are the same as all activities carried out in face-to-face lectures.

Discussion

Evaluation, or Evaluation in general, means a process of providing information to what extent an activity has been achieved, how the achievement differs from a certain standard in order to find out whether there is a

difference between the two, and how the benefits are to be obtained (Tri Widhiyanti et al., 2022). As previously said, Evaluation is the process of knowing the extent to which achievement has reached a standard or even less we can determine after Evaluation. Prior to conducting an evaluation, there must be the delivery of information or material to be evaluated; as stated by Febriana, the meaning of Evaluation is a process of planning, obtaining, and providing information that is very necessary to make various alternative decisions (Purnomo & Sujarwo, 2021).

The evaluation process is to plan what material will be informed, then convey this information, and an evaluation can be carried out; after the Evaluation, we will get the results to submit as an assessment (Hanansyah & Ginanjar, 2020). Assessment is a series of activities to obtain, analyze, and interpret data about student learning processes and outcomes which are carried out systematically and continuously so that they become meaningful information in making decisions (Irhas, 2022). The results obtained from evaluation activities are the quality of something concerning values and meanings. Meanwhile, activities to arrive at giving values and meanings are evaluations. After an evaluation, we can get a specific value or benchmark to see how far someone can understand the information. (Benyamin et al., 2021)

In learning, educators and students need Evaluation because the evaluation results are very influential for teacher performance and student learning outcomes in achieving Core Competencies. The assessment results are not

always only Evaluation, but the value of the process in learning is also very influential. Evaluation can also be started at the beginning and end of learning to see how well students know about the learning. If you already know the results of the Evaluation, then you need more than the results. The educator must find a way so that students can understand any information or material that education conveys. Educational institutions such as schools or campuses must have their KKM (Minimum Completeness Criteria) made by each academic unit. Therefore, the evaluation results will be adjusted into the KKM whether the category is "complete/incomplete" or "passed/failed". As Febriana said:

"Each evaluation activity has three implications. First, Evaluation is a continuous process, not only at the end of the teaching but starting before the implementation of learning. Second, the evaluation process must be directed to a specific goal to get various answers about improving learning. Third, Evaluation requires the use of various measuring instruments that are accurate and meaningful to gather the information needed to make decisions" (Tri Widhiyanti et al., 2022).

If you do a study on Evaluation, then what you do is study the process of considering the quality of something. The quality description is a logical consequence of the evaluation process (Mujiono & Gazali, 2020). The Evaluation aims to improve the quality of the process and provide a decision on a program being evaluated, whether the program should be repaired, continued, or even stopped (Arifin, 2012). With Evaluation,

we can assess whether something can be used or repeated, the same when learning is done at the end. The Evaluation looks at how students can apply the knowledge or material that the educator conveys. When the Evaluation is carried out, a value appears that will describe how effective the learning is; if learning is less effective, it will affect the final score achieved by students. If it is insufficient, educators usually make grade improvements called Remedial (Aini & Kemala, 2021).

As Arifin said, Evaluation aims to determine the effectiveness and efficiency of the learning system, whether it concerns objectives, materials, methods, media, learning resources, environment or the assessment system itself (Kumiawan et al., 2022). Learning will only be perfect with an evaluation by the educator at the end of the lesson because Evaluation is the key to an assessment. According to Febriana, Assessment is a process for making decisions using information obtained through measuring learning outcomes, using tests and non-tests (Kusuma, 2019). In making decisions, educators can combine cognitive, affective or psychomotor assessment of students participating in this learning (Nopiyanto et al., 2021).

The evaluation function is relatively broad, depending on the angle you look at. If we look at it as a whole, the assessment function is based on the following (Souef, 2015). Psychologically, students always need to know how far the activities that have been carried out are in line with the goals to be achieved. Student means an immature person.

They still have heteronomous attitudes and morals, requiring the opinions of adults (such as parents and teachers) to be a guide for them to hold orientations in certain situations. In choosing their attitude and behaviour, they generally do not adhere to guidelines that originate within themselves, but instead refer to ordinances that originate outside themselves. They need to know their learning achievements to feel satisfied and calm.

Sociologically, Evaluation determines whether students can plunge into the people. Capable in the sense that students can communicate and adapt to all levels of society using all their characteristics. Furthermore, students are expected to be able to develop and share all the potential that exists in society. This is important because whether or not students are involved in society will convey their dimensions to the educational institution concerned. For that, learning materials must be to the community's needs.

Didactically-methodically, evaluation functions to assist teachers in placing students in certain groups according to their respective abilities and skills and to help the teacher to improve the learning process.

The assessment determines the student's position in the group, whether he is an innovative, moderate or less intelligent child. This relates to the behaviour and responsibilities of parents to be the first and primary educators in the family environment. You and your parents must know students' progress to choose the next steps. The assessment determines the readiness level of students to take their educational programs. If

students are claimed to be ready (physical and non-physical), then educational events can be carried out. Conversely, if students are not ready, the educational program should not be given first because it will lead to unsatisfactory results.

Evaluation assists teachers in providing guidance and selection regarding the type of education, majors, and class promotion. Through assessment, you can find out students' potential so that you can guide them according to the goals needed. The same goes for class promotion. If the student has not mastered the competence being affected, the student should not be raised to the next or higher class. This failure is the result of an evaluation decision. Therefore you need to provide more professional guidance.

Administratively, the assessment reports student progress to parents, authorized government officials, school principals, teachers and students. Evaluation results can provide a general description of all the results of the struggle carried out by educational institutions (Arifin, 2012). Learning strategies during a pandemic that are often referred to are Hybrid Learning and blended learning.

The two terms are often aimed at the same thing, even though hybrid and blended learning have a different implementations. What is hybrid learning? Hybrid learning is a learning model in which a teacher teaches students who are learning from home and also studying at school simultaneously with the help of technology. In other words, Hybrid learning is a learning model or method that combines face-to-face learning systems with

online-based learning. Moreover, the proportion used is usually balanced, namely 50% of both.

What about blended learning? A blended learning strategy is a learning process that combines direct (synchronous) teaching and learning activities with synchronous or asynchronous. Learning that uses blended learning can be done remotely. That is why this learning model is the answer for the world of education when students and teachers cannot leave the house to prevent the spread of the coronavirus.

The advantages possessed by hybrid learning are as follows; 1) Students can make choices about whether to take online or offline learning. Moreover, at this time, offline learning must have the permission of the student's parents; 2) Students can feel the variation in learning; 3) Students who choose to study online or are constrained by not being able to attend class can still participate in the presentation of material or learning activities that are guided directly by the teacher at school; 4) Restrictions on physical activity and social interaction are highly recommended to prevent the spread of the COVID-19 virus.

Based on the advantages of the hybrid learning process above, it is beneficial so that the learning process can run adequately even though students cannot come directly to campus. A part from the advantages of hybrid learning above, it turns out that this learning model also has some disadvantages.

The teacher must ensure that the learning tools used can ensure the continuity of the learning process in a balanced way.

Various equipment is needed to support the live-streaming process so that the material obtained by students who choose online learning remains high-quality and meaningful. Teachers experience fatigue because they must be able to condition online and offline learning simultaneously, which requires more energy. The costs and funds the school and students must spend to support the continuity of learning activities are considerable.

Based on the weaknesses of the learning process using hybrid learning, it is tough for teachers who have to condition the learning process with two systems, face-to-face and online. In addition, the internet network must be in a stable condition to follow the learning process properly. To organize a successful hybrid learning, Smart Teacher can follow the following steps:

1) Determine learning targets

Before starting hybrid learning, Smart Teachers must determine learning targets students must achieve in one semester or year. Determining learning targets is essential to help Smart Teachers design learning and assessments.

2) Mapping learning

After determining learning objectives and how to assess students, the Smart Teacher must map out how these learning targets will navigate the class being taught. How to? By creating charts, tables, timelines, or other visual tools to outline the learning modules and activities and their respective sources in chronological order. Thus, it will be easier for

Smart Teachers to find gaps or underdeveloped activities and then fix them.

3) Design learning

The next stage is designing learning. Having mapped out the learnings, it is time to consider hybrid elements. Limited face-to-face class time must be designed so that learning runs effectively. Given that in synchronous learning, time is minimal; Smart Teachers should consider the following to make learning run effectively: synchronous learning sessions, how to communicate class expectations and outline individual responsibilities, how to build a collaborative learning environment, how to request and respond to student presentations, and how to provide immediate feedback to students.

4) Make the learning tools needed.

Like learning in general, Smart Teachers still have to make learning tools such as annual programs, semester programs, lesson plans, remedial/enrichment plans, learning media, etc.

5) Do a trial run

For learning with this hybrid model to run smoothly, the Smart Teacher must do a trial first.

This is important to see the readiness of the facilities and infrastructure that will be used, the readiness of teachers and students, and to anticipate things that might hinder the course of this hybrid learning.

CONCLUSION

The conclusions of the research show that. After the calculations were carried out,

the average score for Hybrid Learning Evaluation during the Covid-19 Pandemic in Sports Physiology Courses was 75%. Based on the scoring criteria, the score of 75% is in the range of values between 62% - 76% in the Moderate category. This means that the results of the Evaluation of hybrid learning in sports physiology courses are moderate/sufficient because many students choose face-to-face learning.

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