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E-Learning System For Physical Education In IAIN Salatiga Using Google Classroom

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Abstrak

Penelitian ini bertujuan untuk menganalisis proses perkuliahan teori dan praktek pendidikan jasmani di Institut Islam Negeri Salatiga (IAIN Salatiga) dengan menggunakan media *google classroom*. Metode yang digunakan adalah kualitatif dengan pendekatan fenomenologi dan desain studi kasus untuk mengkaji secara mendalam aspek-aspek yang mempengaruhi penggunaan media *google classroom* dalam pembelajaran pendidikan jasmani. Hasil dari penelitian ini adalah *e-learning* pendidikan jasmani menggunakan *google classroom* di IAIN Salatiga dapat digunakan sebagai solusi atas keterbatasan waktu dalam pembelajaran pendidikan jasmani. Selanjutnya memudahkan dosen dalam menyampaikan materi pendidikan jasmani dan memudahkan mahasiswa dalam mempelajari materi pendidikan jasmani. Akses sinyal internet menjadi kendala utama dalam *e-learning* pendidikan jasmani menggunakan *google classroom* di IAIN Salatiga.

Kata Kunci: *e-learning*, *google classroom*, media pembelajaran, pendidikan jasmani.

Abstract

This study aims to analyze the process of lecturing the theory and practice of physical education at the Salatiga State Islamic Institute (IAIN Salatiga) using the google classroom media. The method used is qualitative with a phenomenological approach and case study design to examine in depth the aspects that influence the use of google classroom media in the physical education learning. The results of this study are the physical education e-learning using google classroom at IAIN Salatiga can be used as a solution to the limitations of theoretical and practical in the physical education learning. Furthermore, it makes it easier for lecturers to deliver physical education material and makes it easier for students to learn physical education material. Internet signal access is a major obstacle in e-learning physical education using google classroom at IAIN Salatiga.

Keywords: *e-learning*, *google classroom*, learning media, physical education.

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INTRODUCTION

The development of education in Indonesia from time to time experiences various dynamics of positive change in various ways. However, the development of education in Indonesia is still experiencing shortages in various sectors, including educational facilities and infrastructure, not yet optimal use of technological sophistication, and the still lack of quality human resources that have an impact on the quality of education in Indonesia. The success of education in Indonesia is a serious challenge in the current era of globalization.

The government has provided educational institutions, ranging from early childhood education to higher education in order to improve human resources in Indonesia. Higher education has a very important role in increasing human resources that will compete in the global world. For this reason, education in tertiary institutions is demanded to continue to innovate and improve the competence of both scholars and lecturers.

IAIN Salatiga is one of the state Islamic higher education institutions that has a role in improving the quality of human resources, including: the quality of employees, lecturers, and scholars who are good, superior, and of good character. IAIN Salatiga has several excellent Study, one of which is the Madrasah Ibtidaiyah Teacher Education Study (PGMI). In order to prepare qualified prospective Madrasah Ibtidaiyah (MI) teachers, the lecture process is strived to run well. However, in Physical Education courses (PE), there are still some obstacles. The obstacle that was found was the lecture time which was only 2 credits with a duration of 2 X 50 minutes. While in Physical Education itself cannot be separated between the unity of theoretical and practical material. Physical education at the university itself is 3 hours long, which is equivalent to 3 X 45 minutes. This certainly makes the problem of lack of lecture time in the theory and practice of education in PGMI IAIN Salatiga Study.

PGMI Study which is the superior study program at IAIN Salatiga has many scholars. The PGMI Study scholars in the observation of researchers, on average already have a gadget in the form of a portable computer or mobile phone. However, so far it has not been touched to be used as a learning medium in Physical Education (PE). Supposedly, this can be used as an answer to the problem of the limited lecture theories and Physical Education practices. As we know, there are many available online platforms that provide media for online learning. One such media is Google Classroom.

The existence of online learning media can be used in Physical Education lectures to provide innovation. Usually, lectures or professors of Physical Education have a tendency to use the same method to teach Physical Education (Kristianto & Margono, 2005). Previously, this had never been done in a physical education course. In research conducted in other courses, this has been done with the result that online applications can help lecturers with scholars (Rozak & Albantani, 2018). Google Classroom is one of the media that can be used as learning media 4.0 (Savitri, 2019). However, in its use must understood about the factors that influence (Wijaya, 2016).

Some background above shows that Google Classroom can be used as an online learning, but it still needs to be considered factors that can influence its use. This research is related to this matter, where in this research that focuses on an in-depth study has been carried out related to the influencing factors and limitations in the implementation of Google Classroom in the theoretical and practical education courses at IAIN Salatiga. The purpose of this research is to analyze the use of Google Classroom in Physical Education lectures at IAIN Salatiga. This research has been carried out in PGMI Study towards classes A, B, C, D, and E in odd semester of 2019/2020.

METHODS

This research uses a qualitative method with a phenomenological approach to observe phenomena naturally. This research uses a case study design to conduct in-depth research related to the use of Google Classroom media in the Physical Education lecture at IAIN Salatiga. The focus of this research is related to aspects that influence and solutions in the use of Google Classroom media in the Physical Education lecture at IAIN Salatiga.

Primary data of this research are the results of online interviews and field observations. Secondary data sources are documents and archives related to physical education lectures at IAIN Salatiga. The subjects of this study were students of IAIN Salatiga who attended physical education lectures. Data collection instrument using: interview guidelines, observation guidelines, and study sheets documentation. Validity testing of the data was done by method triangulation. The data analysis method used in this study is a model analysis of Miles and Huberman.

RESULTS AND DISCUSSION

This research was The research has been conducted at the Salatiga IAIN PGMI Study Program in A, B, C, D and E classes for one semester. The details of the research activities that have been carried out are as follows:

Table 1. Details of Research Activities

Activity	Stages Activity
Using e-learning for physical education in theory materials	<ul style="list-style-type: none"> • Choose the applications for e-learning. • Create user manuals for running e-learning applications • Provide training on how to use e-learning • Evaluation.
The socialization and publication of the Physical Education implementation e-learning	<ul style="list-style-type: none"> • Socialization planning • Preparation for socialization • Implementation • Evaluation
Evaluation and writing of the Physical Education implementation e-learning report	<ul style="list-style-type: none"> • Mapping of evaluation aspects • Evaluation • Make solutions to evaluations made • Compiling evaluation reports and actualization activities

Table 2. Using E-Learning for Physical Education

Activity	Using e-learning for physical education in theory materials
DESCRIPTION OF ACTIVITIES	The first activity: the use of e-learning in the physical education theory material
DATE	4 July - 15 November 2019

Location	FTIK IAIN SALATIGA
Stages Activity	<ul style="list-style-type: none"> • Choose the aplications for e-learning. • Create user manuals for running e-learning applications • Provide training on how to use e-leraning • Evaluation.
Obstacle and Strategy	<ul style="list-style-type: none"> • Obstacles : the internet signal is slowly when sozialitation process • Strategy: Give the tethering internet system
Output	E-learning documents

Table 3. Using E-Learning for Physical Education

Activity	Lecture optimalization
DESCRIPTION OF ACTIVITIES	Second activity: socialization and publication of the e-learning physical education
DATE	23 - 30 November 2019
Location	FTIK IAIN SALATIGA
Stages Activity	<ul style="list-style-type: none"> • Socialization planning • Preparation for socialization • Implementation • Evaluation
Obstacle and Strategy	<ul style="list-style-type: none"> • Obstacles : The low interest of people towards physical education • Strategy: Using youtube and whats app application for publication
Output	Chanel youtube

Table 4. Evaluation and Writing of The Physical Education Implementation E-Learning Report

Activity	Evaluation of Activities
DESCRIPTION OF ACTIVITIES	Third activity: Evaluation of The Physical Education E-learning
DATE	1-3 December 2019
location	FTIK IAIN SALATIGA
Stages Activity	<ul style="list-style-type: none"> • Mapping of evaluation aspects • Evaluation • Make solutions to evaluations made • Compiling evaluation reports and actualization activities
Obstacle and Strategy	<ul style="list-style-type: none"> • Obstacles: The limited time for evaluation • Strategy: Perform an evaluation with an online questionnaire
Output	The online questionnaire data

E-learning is internet-based learning where there are no face-to-face meetings between lectures and scholars. Teaching and learning not only occur in real classrooms but also in virtual classrooms, where lectures and scholars are physically separated. However, the term e-learning can not be equated with distance learning, even though both do not require face to face. But the reality is that distance education in most higher education systems is not delivered through new electronic media, and conversely electronic learning in most

universities and colleges around the world is not used for distance education purposes (Guri & Rosenbilt, 2005). There are different hopes and perceptions of the learning environment label: distance learning, e-learning, and online learning (Moore et al., 2011). In the past decade, there has been tremendous growth in the availability of colleges and universities programs that are taught entirely online (Bacelar-Nicolau et al., 2009). This research is an e-learning research in Physical Education as explained in tables 1, 2, and 3. E-learning is conducted using Google Classroom.

E-learning becomes a popular tool as an interactive tool for virtual education (Darmayanti et al., 2007). The implementation of e-learning is supported by learning systems, learning assessments, and operational service support systems (Sefriani & Sepriana, 2020). Physical Education e-learning at IAIN Salatiga is one of the solutions to solving the problem of time constraints in lectures and facilitating the theoretical learning of Physical Education. The following survey results are used as a basis:



Figure 1. The Result of E-Learning Physical EducatioHasil Survey

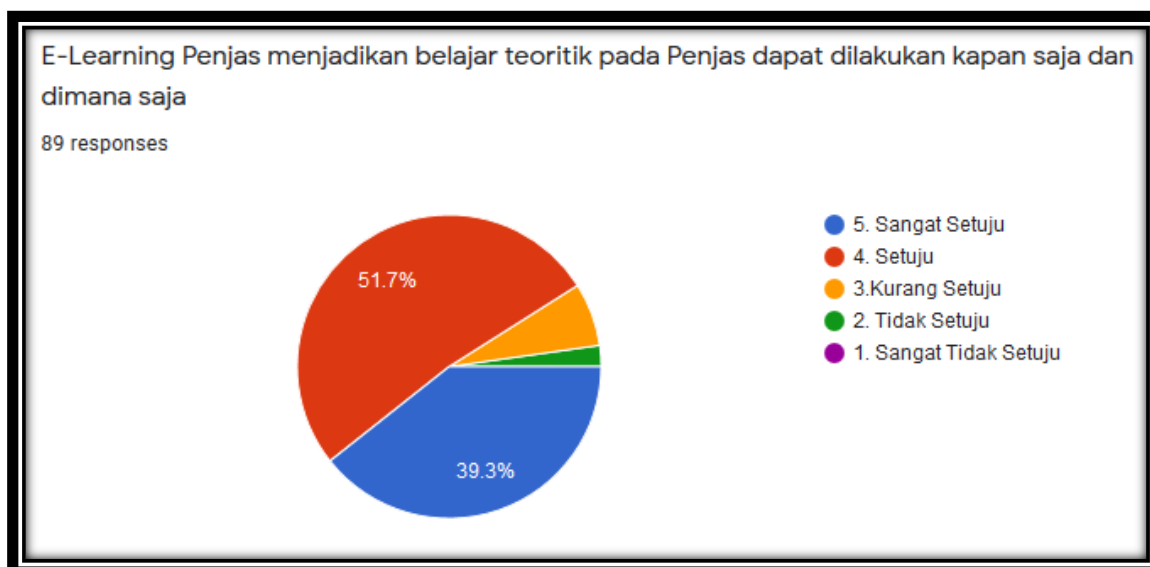


Figure 2. The Result of Theoretical Physical Education survey

The use of gadgets in Physical Education e-learning allows lecturers to more easily communicate with their scholars while learning Physical Education materials. This is according to Korucu & Alkan's explanation: "The features of mobile devices that allow the educational atmosphere encourage individuals to use it. In addition, it allows educators who share information to contact more students regardless of time and location with the use of mobile devices in education" (Korucu, Agah Tugrul., 2011). This e-learning is the answer to innovation in Physical Education lectures. E-learning changes the way of teaching (educators), learning (students), and innovation (learning) (Jatira & Neviyarni, 2021). The development of e-learning systems has started a revolution for the delivery of learning content, learning activities, and social communication (Calli et al., 2013). However, e-learning does not have a significant impact on learning achievement outcomes (Al-Qahtani & Higgins, 2012).

There must be obstacles on impementing e-learning. One scientific source states that there are problems in e-learning. The implementation of e-learning based on learning systems also still faces problems, including: institutional readiness issues, instructor readiness issues, student readiness issues, investment cost issues, technology issues, infrastructure problems, and learning material issues (Sutanta, 2015). Previous research on e-learning in mathematics found the results of e-learning constraints, namely: the constraints of human resources (teachers and students) and the facilities and infrastructure factors (electronic devices and internet access) (Umi Haniah, 2012). The obstacle faced by Physical Education e-learning at IAIN is in internet signal access (table 1). This is supported by the following survey data:

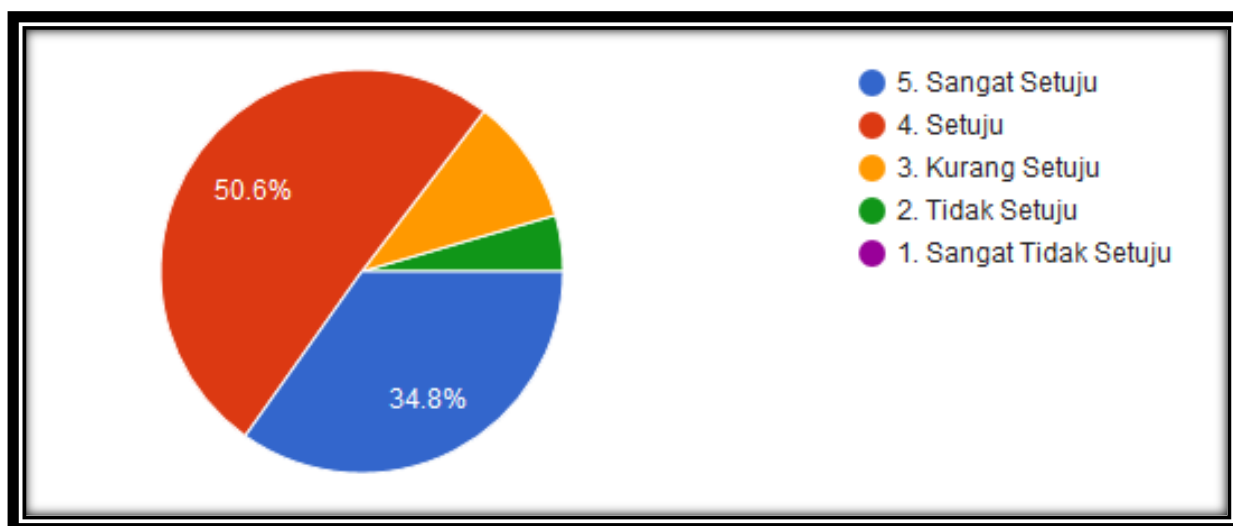


Figure 3. The Result of Obstacle in E-Learning Physical Education

Based on the picture above, when the researchers conducted a survey with the question "Is internet signal a major obstacle in e-learning Physical Education?" The results of the survey are 50.6% answered strongly agree and 34.8% answered agree. The survey was filled by all PGMI IAIN Salatiga scholars in class A, B, C, D, and E odd semester 2019/2020. Furthermore, the data is used as a reinforcement of observations that researchers have made. Physical Education e-learning at IAIN Salatiga is only implemented for theoretical material, whereas practical material is implemented directly in the field. This is because of practical materials needed direct visualization in order to facilitate scholars more easily understand the material provided. In addition, social contact and direct communication are also needed as an intact dimension of the Physical Education lecture process.

The development of Physical Education e-learning is expected to be able to realize the achievement of Physical Education learning objectives. Physical Education learning goal categories according to Bucher, namely: physical development, movement development, mental development, and social development

(Permana, 2020). Physical Education e-learning is present to provide extended time for Physical Education classes at IAIN Salatiga. So that one of the Physical Education goals is to improve scholars fitness can be achieved. Fitness/physical fitness is a problem that is being faced by our society. Based on 2006 SDI data, it shows that the fitness condition of our society: 1.08% is categorized as the excellent category; 4.07% good; 13.55% moderate; 43.90% less; and 37.40% less (Darmawan, 2017).

CONCLUSION

The conclusion of this research is the Physical Education e-learning using Google Classroom at IAIN Salatiga can be used as a solution to the limited time of theoretical and practical lectures. Furthermore, it makes easier for lecturers to deliver Physical Education materials and makes it easier for scholars to learn Physical Education materials. Internet signal access is the main problem in e-learning Physical Education using Google Classroom at IAIN Salatiga. Future research is expected to be able to review the making of the Physical Education lecture e-module to support the materials in the e-learning application.

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