The Impact of Technology Media Applications on Aspects of Student Responsibility on Physical Education Learning

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Article Info

Abstract

This study aims to find out how much impact the use of technology media in the period of limited face-to-face learning has on aspects of student responsibility in Physical Education learning. The method used is to use an ex-post facto quantitative approach. The population in this study was all students at SMKN 10 Bandung, with the samples in this study being class XII Karawitan 1, 2, and 3 students. The sampling technique used the sampling quota technique, and the number of samples in this study was 70 people. The research instrument used is with a questionnaire. The data analysis technique uses percentage analysis calculations with the help of the SPSS for windows version 22 and Microsoft Excel programs. The results of this study show that the impact of the use of PJOK learning technology media during the face-to-face learning period is limited to the aspect of student responsibility that is in the "moderate" category with a perception rate of 78.6%. It is hoped that schools must still develop, pay attention to, and maintain the use of school application media, and a teacher must be able to package the PJOK learning process so that obstacles in PJOK learning can be minimized properly, and students must remain enthusiastic and enthusiastic in physical education learning with various methods given by the teacher.

INTRODUCTION

Physical education is an activity carried out to develop aspects of physical and mental skills, because by doing physical activities sports and the soul will always be formed in one physical movement activity. Physical education is an integral part of the overall educational process, therefore physical education is one of the important subjects that must be given at every level of formal schooling (Ambardini, 2019). Not only that, physical education is also expected to be able to form the cognitive and affective aspects of students through physical activity (Rithaudin & Sari, 2019). With physical education, aspects of attitudes such as discipline, responsibility, cooperation, respect and sportsmanship will be formed (Susanto, 2013), by applying a special learning model to physical education learning, students' sense of responsibility has increased (Ardiansyah et al., 2018).

Responsibility is an attitude related to promises or demands for rights, duties, obligations in accordance with the rules, values, norms of customs adopted by citizens (Rochmah, 2016). A sense of responsibility will not appear automatically in a person, because the cultivation of responsibility, especially in children, should be done early so that attitudes and responsibilities can arise early (Yasmin et al., 2016). Responsibility learning is an important part of preparing students for their role in society as responsible citizens. School is a place to foster and develop all potentials in students, in the school environment students are not only taught about science, but also values related to attitudes, especially responsibility b. Therefore, the study of student responsibilities needs to be explored more deeply. Moreover, some time back, student interaction was very limited in school, they interacted more with their respective gadgets, this certainly has the potential to have an impact on their attitudes.

Especially the use of technology media applications, nowadays it is widely used in the learning process in schools. Moreover, its function that can provide messages and information briefly and flexibly allows users to use it for learning and teaching. Learning media is everything that can be used to channel the sender's message to the recipient, so that it can stimulate students' thoughts, feelings, attention, and interest in learning (Syahroni et al., 2020). Based on this, the author is interested in researching further about the impact of using technology media applications on the PJOK learning process, especially on student responsibility. Indeed, there have been several studies that examine the use of technology in PJOK learning, but presumably the difference in this study is to emphasize more on the affective aspect, that is, to his attitude of responsibility.

METHODS

The method used in this study is quantitative ex-post facto. The population that will be used as research is students of SMKN 10 Bandung with a total of 92 students. In this sampling technique, the researcher used the sampling quota technique, so that the sample is part of the existing population, so the number of samples in this study is students of SMKN 10 Bandung Class XI Karawitan 1, 2, and 3 as many as 70 people. In this study using the questionnaire given to the sample. By using a questionnaire instrument or questioner challenge responsibility, with the answers already provided and the sample only chooses the answer actually, the use of this questionnaire or questionaire to make it easier and faster to obtain the results that the researcher will want. The data analysis technique used is

percentage analysis using the help of SPSS version 25 and Microsoft Excel programs.

RESULT

The results of processing research data obtained by each of these variables are as follows:

Table 1. Description of Test Result Data

	N	Range	Min	Max	Mean	Std. Dev	Var
Total	70	88	109	197	155,74	15,994	255,817

Based on the table above, it can be seen that the average result and standard deviation of the entire test are an average of 155.74 and a standard deviation of 15.994. In addition, the following will be presented data for each indicator:

Table 2. Data on the results of the responsibility of each indicator

No	Indicators	Frec					Score	Avr.
		SL	SR	KD	JR	TP		
1	Respect	203	335	99	97	106	2952	3.11
2	Participation of and effort	228	375	60	103	74	3100	15.85
3	Self-Direction	295	446	86	10	3	3540	18.05
4	Helping Other	7	90	45	292	196	1310	6.90
	Total			70			10902	

Based on the table above, it can be seen that respondents' responses regarding respect indicators have an average score of 15.11, participation of and effort indicators have an average score of 15.85, self-direction indicators have an average score of 18.05, and helping other indicators have an average score of 6.90. From the results of all these indicators that have the lowest number of scores, namely helping others and those with the highest average score number are self-direction indicators.

To analyze data by describing or describing the data that has been collected as it is without intending to make public conclusions. To obtain a percentage is done by summing the scores obtained later compared to the expected number (Arikunto, 2012). For more details, you can see the data on the percentage of the impact of using learning media applications on aspects of student responsibility.

Table 3. Percentage Calculation Results

		Freq	Percent	Valid Percent	Cumulative Percent
Valid	Low	6	8,6	8,6	8,6
	Keep	55	78,6	78,6	87,1
	Tall	9	12,9	12,9	100,0
	Total	70	100,0	100,0	

The percentage results showed that the impact of application use on student responsibility aspects at the time of learning the assessment showed that the percentage rate of impact of application media use on student responsibility aspects had a low percentage of 8.6% (6 students) had a moderate percentage rate of 78.6% (55 students), and 12.9% (9 students) had a percentage rate tall. Based on the results of the overall percentage calculation , it shows that the impact of using the application on aspects of student responsibility during PJOK learning is 78.6% and is in the moderate category. The above data if presented into a diagram will look as follows:
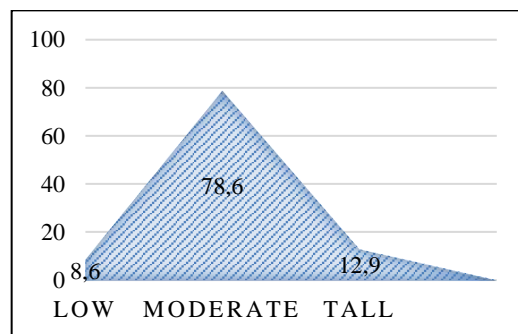

Fig 1. Graph of the Impact of Using Technology Media Applications on Responsibility

DISCUSSION

In this study, the goal to be achieved by the researcher is to find out how much impact the use of application media has on aspects of student responsibility. questionnaire to measure the impact of application use on aspects of student responsibility as many as 45 statement items consisting of 4 (four) indicators. The questionnaire was distributed via google form to students of SMKN 10 Bandung. It took researchers 7 days to collect all student responses to this survey. The data obtained is then processed using the SPSS application with the aim of getting the results of this survey. The results of the analysis in the field resulted in the use of application media to make it easier for students, especially in social interaction so that it can provide convenience in communicating. However, on the other hand, researchers also get information that giving feedback through the google classroom flatform has obstacles, namely students are more inclined to only get materials and assignments given by the teacher, when collecting assignments, students have problems when collecting assignments because some students do not have a quota for access learning applications.

The obstacles of online learning do have several modes, including internet access that is still not supportive, the price of internet packages that are still expensive, so to access the material still has problems (Hutauruk, 2020). In addition, other obstacles that must be considered are when getting a student who does not have their own device, making students have to borrow from their friends, and there are also those who have but are brought to work by their parents, this indicates that it is something that needs to be found a solution (Anugrahana, 2020). On the other hand, without any interaction between teachers and students,

understanding students also becomes a little disturbed because the position of the teacher is not directly with the students during the learning process. The results of this data processing show that the percentage of the impact of application use on student responsibility aspects falls into the moderate category, which is 78.6% as many as 55 students which represent less than half of the sample getting moderate scores. Some students think that learning using applications has convenience when learning takes place with application media owned by students that can be classified as sophisticated, causing ease to do assignments and see the material provided by the teacher. But behind the convenience, there are some difficulties experienced by students when learning takes place using application media.

These difficulties occur in applications that often error, limited signals, limited quotas are factors that students do not like learning using the application. The use of application media in learning is also indicated by the number of plagiarism behaviors, both from student to student, and from the internet to students (Saefulmilah & Saway, 2020). In addition, delays in submitting tasks also often occur in the use of the application, due to frequent application errors or weak signal strength (Wahyuningsih, 2021). From the data above, it can be seen that online learning media applications, especially on the aspect of responsibility, have two different impacts. The use of online applications has a great impact on changes that occur in society, but also has a positive impact on student development (Van Bruggen, 2005). This is supported by the results of other studies that the social media side has two positive and negative parts to children's social change. Starting from the downside, many children experience social setbacks where they are complacent by the preoccupation with talking on social media instead of meeting

face to face in the real world, another thing is that many are also trapped in being lazy and wasteful in order to continue their preoccupation with talking on social media. It is not uncommon for students to be less appreciative of their teachers, one of which is by ignoring the tasks given (Anam & Hanik, 2020). There are also many positive things that are obtained, such as the ease of accessing materials for schoolwork, discussion materials from subject matter at school to providing wider friendships for children who are very quiet in the real world (Fitri, 2017).

Changes when learning using applications occur in various factors that occur in students, the first of which is the cognitive factor. Cognitive is a process or effort that involves mental activity that occurs in humans as a result of the process of active interaction with their environment to obtain a change in the form of knowledge, understanding, behavior, skills, values and attitudes that are relative and imprinted (Sutarto, 2017). Students' cognitive ability when using learning media applications tends to increase because students can export themselves when using the learning application media they use, students also become accustomed to reading materials delivered by the teacher and indirectly make students' knowledge increase (Mansyur, 2020). Second is an attitude or personality, known as the theory of behavior, which is a theory that studies human behavior. This learning theory is a theory of learning to understand human behavior that uses an objective, mechanistic, and materialistic approach, so that changes in behavior in a person can be carried out through conditioning efforts (Springer & Pear, 2008). Student behavior in the use of learning application media affects student behavior such as it can cause boredom in students in the learning process which is less creative and also less innovative. So that over time students will feel lazy to study which will eventually

greatly affect student interaction. The influence of the use of learning application media was also found by students who experienced a decrease in their learning motivation during learning using application media compared to learning motivation during face-to-face so that students seemed more dismissive of each task. Based on this discussion, it is expected that learning using this application media must still be controlled and supervised by the role of parents, if the learning process is carried out at home , but If the learning process is carried out in schools while still using application media, presumably the teacher must be the controller of the students, so that the purpose of learning will still be carried out according to what was expected.

CONCLUSION

At the end of this study will present conclusions that can be drawn based on the results of the study. Based on the results of the study, it can be concluded that the impact of using online learning media applications during the face-to-face learning period is limited to aspects of student responsibility at SMKN 10 Bandung is in the Medium category. Even though it is in the moderate category, schools still have to develop, pay attention to, and maintain the use of school application media. Teachers must be able to package the PJOK learning process so that obstacles in PJOK learning can be minimized properly.

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