

Level of Comprehension of the Material of Big Ball Game in the Online Physical Education Learning for the Fifth Grade Students of Kanisius Kalasan Elementary School



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ABSTRACT: This research is conducted to determine the level of comprehension on the material of bi ball game in the online Physical Education learning for the fifth grade students of Kanisius Kalasan Elementary School.

This research was a descriptive quantitative study. This study used a population as all samples were used as a population, the research population was for about 46 fifth grade students of SD Kanisius Kalasan. The data collection technique used a written test in the form of multiple choice question items. The data analysis used the descriptive quantitative analysis with the results of the assessment of all fifth grade students were carried out with the same tool which would be summarized into 5 levels: very high, high, medium, low, and very low levels. Based on the results of the research, it can be concluded that the level of comprehension on the Big Ball Game material in the online Physical Education learning for the fifth grade students of SD Kanisius Kalasan is as follows: 35 respondents (76.1%) are in the Very High level, 2 respondents (4.34%) are in the High level, 4 respondents (8.7%) are in the Medium level, 2 respondents (4.34%) are in the Low level, and 3 respondents (6.52%) are in the Very Low level. The level of comprehension on the Big Ball Game Material in the online Physical Education learning for the fifth grade students of SD Kanisius Kalasan is very high.

KEYWORDS: Level of Comprehension, Big Ball Game Material.

I. INTRODUCTION

The case of Corona Virus Disease (Covid-19) has not yet ended. The virus originating from the city of Wuhan, China first appeared in December 2019. In Indonesia, the first corona virus case was in March 2020. Two people who were found to be positively infected with the corona virus were residents of Depok, West Java. Both are suspected of contracting the corona virus after having direct contact with Japanese citizens. Since the first positive case, the number of Indonesians infected with COVID-19 has continued to grow. The government has imposed large-scale social restriction policies in several regions to limit the movement of citizens. However, the spread of the coronavirus in Indonesia continues to expand. The spread of the coronavirus in Indonesia is through various ways such as through droplets or splashes of saliva, air, through contaminated surfaces and through human waste.

Because the spread of the corona virus in Indonesia continues to spread, the Ministry of Education and Culture Research and Technology issued a Circular Letter of the Minister of Education and Culture No. 4 of 2020 concerning the Implementation of Policies and Education in the Emergency Period of the Spread of Corona Virus Disease (Covid-19) by canceling and replacing the Teaching and Learning Activities (KBM) process in schools by using an online system at home.

The application of Online Learning applies at all levels in the field of Education including SD Kanisius Kalasan which implements an online learning system that utilizes existing media platforms. Online or distance learning aims to achieve educational standards through the use of information technology using computer devices or gadgets that are interconnected between students and teachers.

Based on a survey in the field conducted by the author. School teachers at SD Kanisius Kalasan currently use Whatsapp, Zoom, Google forms and Youtube applications to conduct the online learning process. These applications are considered simple and easy to use for teachers, elementary students or parents. At SD Kanisius Kalasan, the Whatsapp application is used to form each class, coordinate and send assignments to teachers. However, there are challenges faced during online learning today, namely teachers must be creative and innovative in developing learning methods so that students easily understand the material provided and do not feel bored when learning during a pandemic like this.

Level of Comprehension of the Material of Big Ball Game in the Online Physical Education Learning for the Fifth Grade Students of Kanisius Kalasan Elementary School

Based on research conducted by the author at SD Kanisius Kalasan, the process of learning PE online for elementary school students with big ball game material is not as expected because this subject has more physical activity and basic movements such as passing, dribbling, and shooting movements that make it difficult for students to understand the material. The Covid-19 pandemic has an impact on learning PE. If before the existence of Covid-19, PE learning could be carried out outside the classroom or outside the school, with the existence of Covid-19, the implementation of PE learning has changed to online. The learning material for big ball games has been provided by the teacher, with the provision of this material, of course students can know big ball games. The teacher then asks students to explain the big ball games that have been learned. However, when repeating the material, there are some students who do not understand the big ball game. This can happen because of students' lazy study habits at home. Here the active role of teachers and students is also not enough in online PE learning, an active role of parents is needed. In online learning, the role of parents is to reiterate the material that has been given by school teachers so that children better understand the concepts given by teachers online, then parents help students in doing assignments if there are difficulties. Parents are also expected to participate as a motivator for students to replace the teacher at school. Parental involvement is needed in the online learning process in PE lessons with the material of Big Ball Games.

Big ball games are a type of sport that uses a large ball as the object and the limbs as the activator. The purpose of big ball games is to maintain the stamina of the body to stay healthy and build a better personality, strong mentality and discipline. Examples of big ball games for school children such as: Soccer, Basketball and Volleyball.

II. MATERIAL AND METHODS

The research entitled "Level of Understanding of Big Ball Game Material in Online PE Learning for Class V at SD Kanisius Kalasan" is a descriptive study using a quantitative approach.

According to Bungin (2014: 36), quantitative research with a descriptive format that wants to describe the understanding of elementary school students with big ball game material.

This study uses population because all samples are used as population. The population in this study were all fifth grade students at SD Kanisius Kalasan, totaling 46 students.

Data were collected using instruments in the form of written tests in the form of multiple choice questions and the data collection technique used in this study was to give questions to grade V students who were the subject of the study. The collected data were analyzed using quantitative descriptive analysis techniques.

III. RESULTS AND DISCUSSION

Table 1. Statistical Description of the Level of Implementation of Physical Education Learning in Kanisius Kalasan Elementary School

	C2	Total
Maximum value	10	10
Minimum value	4	4
Average value	8,95	8,95
Center value	10	10
Frequently occurring values	10	10
Standard deviation	1,58	1,58

The table above shows that the overall research results have a minimum score of 4, a maximum score of 10, an average (mean) of 8.95, and a standard deviation of 1.58.

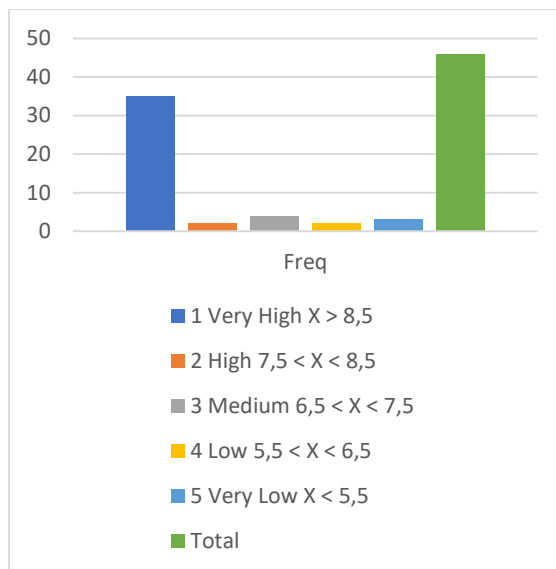
The results of the study are classified based on the scores obtained in five categories as shown in the table below.

Table 1. Distribution of research results on the level of understanding of big ball game material in online pe learning for grade v at kanisius kalasan elementary school

No	Category	Interval	Frequency	%
1	Very High	$X > 8,5$	35	76,1%
2	High	$7,5 < X < 8,5$	2	4,34%
3	Medium	$6,5 < X < 7,5$	4	8,70%
4	Low	$5,5 < X < 6,5$	2	4,34%
5	Very Low	$X < 5,5$	3	6,52%
Total			46	100%

Level of Comprehension of the Material of Big Ball Game in the Online Physical Education Learning for the Fifth Grade Students of Kanisius Kalasan Elementary School

From the table above, it can be explained that the overall result of the data on the level of understanding of big ball game material in online PE learning for class V at SD Kanisius Kalasan is a very high category in the interval $X > 8.5$ totaling 35 respondents, a high category in the interval $7.5 < X \leq 8.5$ totaling 2 respondents, a medium category in the interval $6.5 < X \leq 7.5$ totaling 4 respondents, a low category in the interval $5.5 < X \leq 6.5$ totaling 2 respondents, and a very low category with the interval $X \leq 5.5$ totaling 3 respondents. When displayed in diagram form, it can be seen in the figure below.



DISCUSSION

From table 2, it can be seen that the average category of the results of the Level of Understanding of Big Ball Game Material in Online PE Learning for Class V at SD Kanisius Kalasan is included in the "very high" category, namely with a percentage of 76.1% as many as 35 respondents. In this study, it means that students have a very good understanding of the big ball game material because according to Hamalik (2001) in Suyanti (2006) states that one of the factors that comes from within oneself is learning habits or learning behavior. Learning behavior is a learning habit that is carried out by individuals repeatedly so that it becomes automatic or takes place spontaneously. Learning behavior is not felt as a burden but as a necessity. This is created because it is continuously carried out with guidance and supervision as well as exemplary in all aspects and educational creativity. In addition, there are conditions and situations in lectures that are created to support creativity and other activities in the context of learning, but there are still some students who have a low level of understanding of big ball game material. This is caused by several factors including

1. learning difficulties

According to Blasic & Jones in Sugihartono et al. (2007: 153), the characteristics of students who experience learning difficulties can be shown from several characteristics in the form of habits or behavior in daily life, how to speak and how to speak, as well as intellectual abilities and learning achievements. This means that the tendency of students who experience learning difficulties can be seen from cognitive thinking abilities, daily attitudes while at school, and skills or behavior in participating in learning and learning activities.

2. not paying attention to the teacher when delivering the material

In the learning process there are input, process, output and feedback stages. Feedback is all information regarding both the output and the learning process. This feedback is needed to improve both the input and the learning process. Finally, from the learning process, learning outcomes are obtained which are expressed as output or output. Outputs that are of poor quality or have not met expectations can be influenced by inputs or inputs that are of poor quality, inappropriate teachers and personnel, inappropriate materials and unsupportive learning methods that cause students not to pay attention to the teacher's explanation (Dimiyati; Mulyono, 2002: 19-20).

3. lack of student interest in learning.

According to Loekmono (1985), the factors that cause lack or loss of student interest in learning are as follows:

a. Physical abnormalities in the eyes, ears, glands, which greatly hinder the child in following lessons or carrying out tasks in class.

Level of Comprehension of the Material of Big Ball Game in the Online Physical Education Learning for the Fifth Grade Students of Kanisius Kalasan Elementary School

b. Lessons in the classroom do not stimulate the child. The child's ability level is far above what is required in participating in class lessons, as a result the child feels bored.

c. There is a psychological problem or difficulty that causes him to retreat or run away from reality. In this case the child will show the same symptoms everywhere, namely not showing interest or paying attention to everything outside the classroom.

d.8.47 The main attention of the child is devoted to activities outside the classroom, such as sports, classroom activities, work that requires mechanical skills, or doing activities that can earn money.

e. This seeming lack of attention or interest is actually a pretense. The real situation is that he wants to give this impression, so that people can accept the fact that he does not compete or is unable to compete with others, who he sees as much more capable than himself.

V. CONCLUSIONS

Based on the results of the research, discussion, it can be concluded that the level of understanding of the Big Ball Game Material in Online PE Learning for Class V at SD Kanisius Kalasan is very high, and when viewed from the average (Mean) on Consumer Behavior with a value of 8.95, then the value is also included in the "Very high" category. In this study, it means that students have a very good understanding of the material of big ball games because according to Hamalik (2001) in Suyanti (2006) states that one of the factors that comes from within oneself is learning habits or learning behavior. Learning behavior is a learning habit that is carried out by individuals repeatedly so that it becomes automatic or takes place spontaneously. Learning behavior is not felt as a burden but as a necessity. This is created because it is continuously carried out with guidance and supervision as well as exemplary in all aspects and educational creativity. In addition, there are lecture conditions and situations that are created to support creativity and other activities in the context of learning.

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Level of Comprehension of the Material of Big Ball Game in the Online Physical Education Learning for the Fifth Grade Students of Kanisius Kalasan Elementary School

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