



Physical Education Online Learning During the Covid-19 Pandemic: Effectiveness, Motivation, and Learning Outcomes



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Abstract

The Covid-19 pandemic has changed many processes in people's lives in the world, especially in Indonesia. The Covid-19 pandemic has completely changed the education sector in Indonesia. The learning system in schools that has been implemented face-to-face has to be diverted through online learning. This study aims to determine the level of effectiveness, motivation, and student learning outcomes during the Covid-19 pandemic in senior high school class XI in physical education lessons. This research is a descriptive quantitative study using a Likert scale with three variables. The study used a survey method that using a questionnaire conducted online to measure the effectiveness, student learning motivation, and learning outcomes using daily test scores that were carried out for one semester. The results of this study indicate (1) physical education learning that is carried out online is considered quite effective in terms of knowledge, (2) student motivation during the online learning process during the Covid-19 pandemic is quite good, (3) the results of online learning during the COVID-19 pandemic. 19 is quite good with an average learning outcome in the range of values 75-84.

1. Introduction

Globally faced with the covid 19 pandemic, the 2019 corona virus disease (covid-19) was detected in China in December 2019, spread throughout the world in a few months and was declared a pandemic by the World Health Organization on 11 March 2020 (Chakraborty et al., 2020). The Covid 19 pandemic has completely changed the education sector, Amir et al, (2020). The covid-19 pandemic has become a global health problem and has a major impact on education. Covid-19 has

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profoundly affected the education sector, and this fear is likely to reverberate throughout the education sector globally (Dhawan, 2020).

The Indonesian government officially enforces the rules for studying, worshipping, and working from home starting March 16, 2020 (Irawan et al., 2020). In Indonesia large-scale social restrictions were adopted in March 2020 due to the increasing number of people infected with Covid-19. Followed by other regulations in the form of working from home for workers, praying from home, and home schooling for students ranging from early childhood education to higher education, the Republic of Indonesia Government Regulation No. 21, 2020, (Rusmiati et al., 2020). The rapid spread of the Covid-19 pandemic has caused disruption to the education sector in Indonesia because around 45 million students cannot continue their learning activities at school (Azzahra, 2020). The Covid 19 pandemic has had a huge impact in the field of education to the adoption of the online learning process as an alternative to learning in the era of the Covid-19 pandemic (Gusty, et al., 2020).

This situation has a huge impact in the field of education, the minister of education and culture Republic of Indonesia. Nadim Makarim issue a circular to schools in Indonesia number 4 of 2020 concerning implementation education policy in the emergency period of the spread of covid-19. The circular announces that the learning process is carried out online or distance learning with an emphasis on providing meaningful learning experiences to students without burdening the completeness of curriculum achievement. (Limiansi, Pratama, & Anazifa 2020). Even though online learning has been used since 1999, until now not all levels of education have used the online learning model. Learning using information technology can basically be carried out by utilizing a variety of supporting media, including: Blogs, Youtube, Google Classroom, Zoom, Moodle, and others (Handriyanti, 2020).

In the online learning process, the Minister of Education and Culture of Republic Indonesia recommends that teachers use various e-learning flatfroms such as learning houses, quipper schools, teacher rooms, google classrooms, zoom, and so on. Based on Harnani (2020) the learning system is implemented through a personal computer (PC) or laptop that is connected to an internet network connection. Teachers can learning together at the same time using groups on social media such as WhatsApp (WA), telegram, Instagram, zoom applications or other media as learning media. Thus, teachers can ensure students take part in learning at the same time, even in different places.

Based on previous research Feri & Jährir, (2020) the effectiveness of online learning in the midst of the COVID-19 pandemic, the results of research found that online learning is less efficient due to various factors such as devices that do not support time management costs and the most important thing is that many complaints are networks that are less stable, especially those in rural areas. Continued Sari & Sutapa (2020) the effectiveness of online distance learning during the COVID-19 pandemic in the subject of physical education sports and health at junior high schools. It shows that learning online works effectively. Dwi et al. (2020) in their research, an analysis of the effectiveness of online learning during the COVID-19 pandemic indicate that the ineffectiveness of online learning due to the lack of fast facilities and infrastructure and the unpreparedness of technology education.

Previous studies related to student learning motivation during the Covid-19 epidemic. Cahyani, Listiana, & Larasati (2020). In their research, the learning motivation of high school students in online learning during the Covid 19 pandemic shows that the significant value of mean is 0,000, which it means that the learning motivation of students who take online learning in the midst of a Covid19 pandemic situation has decreased because the significant value is to 0.000. , is less than,

0.05 ($p < 0.05$). Furthermore, Fitriyani & Fernandes (2020). The implementation of online-based student centered learning indicate that (1) It has been carried out according to the demands of the 2013 curriculum based on student centered learning and according to the home learning protocol (2) there are constraints that experienced by teachers and students because they have not fully adapted to the online learning process. The results of this preliminary research are used as consideration for conducting broader and more complex research by combining several research variables, namely the level of effectiveness, motivation and student learning outcomes through online learning during the covid-19 pandemic in physical education subjects.

Based on the results of previous research which will be used as consideration for conducting broader and more complex research by combining several research variables, namely the level of effectiveness, motivation and student learning outcomes through online learning during the covid-19 pandemic in physical education subjects.

2. Materials and Methods

The learning process is an interaction activity between teachers and students in the classroom. The learning process involves learning and teaching activities that can determine student success and to achieve educational goals (Putria et al., 2020). Choosing online learning with an online model for students that is done at home to limit the spread of the corona virus. Based on Syarifudin (2020) online learning can be said to be the only learning option that educators can do to improve the quality of learning in Indonesia. Online learning is the only choice of forms of learning that educators can carry out in the event of a natural disaster or global pandemic such as the Covid-19 pandemic (Yuliani, 2020).

Online Learning

Learning is a type of teaching and learning in which teaching materials are delivered to students using the internet. Fuadi, Musriandi, & Suryani (2020) Online learning is a series of learning in the internet network with accessibility, connectivity, flexibility, and expertise to create various types of interactions in the learning process. Sadikin & Hamidah (2020) Online learning connects students with learning resources (databases, experts/instructors, libraries) that are physically separated or even far apart but can communicate with each other, interact or collaborate (directly and indirectly).

Physical Education Online Learning

The process of learning physical education sports and health which is used to be done in schools, must be able to be realized when learning from home. The condition of Covid-19 forces teachers and students to study at home online which is estimated to be relatively unable to achieve optimal learning outcomes, as it is known that learning outcomes in schools are generally measured through three domains, namely cognitive (knowledge), psychomotor (skills or mastery of movement) or expertise) and affective (changes in attitude or behavior or character) (Winarno, 2019). The impact of covid-19, especially on student learning subjects sports physical education and health is quite difficult to do online because it has different competency achievements from other subjects in high school, consisting of 3 achievements namely: (1) cognitive, (2) affective, and (3) psychomotor. Based on Rinzani & Abdillah (2020) Physical Education Sports and Health is one of the subjects that

shows cognitive, affective, and psychomotor aspects. Psychomotor aspects in learning Physical Education Sports and Health are related to the basic movement skills of a student and also mental development and about the psychology of students.

Common obstacles faced in implementing online learning include; (1) Electronics teaching media facilities (computers, laptops, *cellphones* android) (2) Not all students are able to access the internet (do not have a data package) (3) Physical education teachers who are unable to utilize electronic teaching media in the form of *hardware* and *software* to properly, (3) limited internet access in each region, (4) Physical education teachers are also confused about choosing and utilizing technology or online learning platforms (Saefuloh, 2020).

Effectivity of Online Learning

Effectiveness is a measurement in the sense of achieving predetermined goals or objectives (Adibowo & Fidowaty, 2013). Based on Hidayah, Adawiyah, & Mahanani (2020) Learning effectiveness is the learning process carried out by the teacher to change students' abilities and perceptions from having difficulty learning something to easy learning it. The effectiveness of online learning methods can be measured by the level of success and response of a learning process carried out during the online learning process. Furthermore Abidin, Hudaya, & Anjani (2020) The effectiveness of learning is a quality standard of education and is often measured by the achievement of goals, which are obtained after the implementation of the teaching and learning process, which provides opportunities for self-study or to carry out the widest possible activities for students to learn.

Based on (Metzler 1990: Bayu et al., 2014) there are 16 indicators of the effectiveness of the learning process education Physical Sports and Health, they are : (1) time management; (2) teaching materials management; (3) relevance and structure of assignments for students; (4) management of behavior and responsibilities in duties; (5) dependability and success rate; (6) educational signals; (7) feedback; (8) climate class; (9) teacher planning; (10) verbal and non-verbal instructions; (11) use of questions; (12) content development, (13) notes on the learning development of students; and (14) developing a safe learning climate. Dewi (2018) The effectiveness of learning is measured by the ratio between effectiveness and the amount of time spent by students and or the amount of learning costs or learning resources used. Thus, there are three indicators to determine the level of effectiveness, namely: (1) Time, (2) Personnel, and (3) Learning Resources.

Learning Motivation

Motivation is both internal and external encouragement that changes the energy of an individual to drive behavior and maintain it, resulting in changes in behavior that lead to learning activities (Umairah & Zulfah, 2020). Motivation to learn is one of the factors that determines the effectiveness of learning. A student will learn well if there is a driving factor, namely learning motivation. Students will learn seriously and without coercion if they have high learning motivation. (Ajar, Prasetyawan, & Sudaryant 2020). Motivation in students greatly influences the development of student learning and outcomes processes (Mudanta, Astawan, & Jayanta 2020). Based on Swastika & Lukita, (2020) Indicators of online learning motivation include: (1) encouragement to learn, (2) persistence in carrying out tasks, (3) efforts to face difficulties in learning. student learning motivation also influences the success of learning. (Cahyani, Listiana, & Larasati 2020). It can be said that motivation

is an encouragement that arises from oneself both internally and externally to achieve a good learning process to get satisfying learning outcomes.

Learning Outcomes

Learning Outcomes is the end of the cutting and the peak of the learning process (Nasrah & Muafila, 2020). Learning outcomes are an ability that students have after carrying out the learning process at a certain time, learning outcomes are also used as a measure to assess students' understanding in the learning process (Mudanta, Astawan, & Jayanta 2020). Learning outcomes are abilities that students have when the students have received a learning experience. Students can be said that they have succeeded in learning if they have shown changes in themselves both changes in thinking skills and attitudes towards an object (Mudanta, Astawan, & Jayanta 2020). Learning outcomes are the results of students' recent achievements in the learning process that has been carried out.

Time and Type of Research

This research began in July 2020 using a quantitative approach. According to Sugiyono (2017) Quantitative is defined as a research method based on the philosophy of positivity used to research on certain populations or samples of data collection using analytical research instruments quantitative based data with the aim of describing the research results. Furthermore Rukajat, (2018) research whose findings are obtained through a quantification procedure or a form that uses numerical analysis. Research of this type use the scale. Besides (Nasir, 2002: Rukajat, 2018) a research with descriptive analysis is a method in researching the status of human groups, an object, a set of conditions, a system of thought or a class of events in the present. Descriptive analysis uses a scale range, namely to interpret the data from the research variables (Riyanto & Hermawan, 2020).

Research Subjects

Subjects of this research are the students 11 grades at SMA Negeri 1 Mawasangka Tengah in academic year 2019/2020. The numbers of sample are 50, the students filled out a questionnaire on learning effectiveness and motivation during the Covid-19 pandemic, which was given online via google form. The technique of determining the number of samples in this research uses techniques random sampling without identifying levels contained in this population, Siyoto & Sodik, (2020) technique random sampling is all the individuals in the population own way either alone or jointly with the same opportunity to be elected as members of the sample (Riyanto & Hatmawan, 2020).

Procedures

Data collection of this research are carried out through several stages, they are ; (1) compiling a list of questions on a Google form for students (2) distributing questions via email and WhatsApp to students (3) a list of questions distributed are about the effectiveness and motivation of online learning during the Covid-19 pandemic (4) student learning outcomes based on tests daily conducted 2 times during the Covid-19 pandemic period (5) summarizes and analyzes data according to the responses of the learning outcomes that have been carried out by students during the Covid-19 pandemic which were obtained professionally.

Instruments

Instrument of this research is questionnaire to measure the level of effectiveness, motivation and student learning outcomes uses questionnaire that developed based on previous literature, the structure of the questionnaire is modified from several previous studies. Adnan & Anwar, (2020) the questionnaire consists of three parts, (1) collect basic student information and the student's cell phone operating system, (2) the questionnaire measures the effectiveness of physical education learning conducted online. (3) measuring the level of student motivation towards physical education learning carried out during online learning during the COVID-19 pandemic. The questions were divided into 3 consisting of 5 points on a likert scale ranging from strongly disagree 1, to strongly agree 5, before completing the questionnaire small changes were made based on the needs of this research. Besides, to measure student learning outcomes use a midterm assessment that consists of several questions, namely consisting of 5 essay with a different level of results for each question in the Physical Education subject for grade 11. And student learning outcomes during the COVID-19 pandemic, with the provisions of the percentage criteria for the implementation of the textbook in sport physical Education and Health grades 11 Senior High School (SMA). It shown in table 1

Table 1.
Criteria for percentage of implementation of curriculum 2013 Class XI Physical Education

Score Criteria (%)	Value Criteria
95-100	Very Good
85-94	Good
75-84	Enough
60-74	Less
<60	Very Less

Source: Sumaryoto & Nopembri, (2017) Physical Education Teacher Book

3. Results and Discussions

The characteristics of respondents in this research were students of grade 11 senior high school in Negeri 1 Mawasangka Tengah. For Details 70% male and 30% female as depicted in Figure 1.

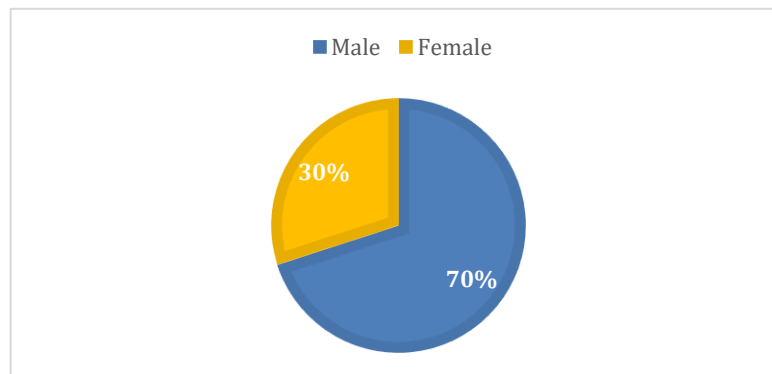


Figure 1. Characteristics of respondents

In this indicator measures the readiness of the infrastructure owned by students for the learning process during the Covid-19 pandemic. Table 1 represents the results of this section, the percentage is used to find out the true picture of this segment, especially perception-based questions (Yes / No).

Table 2.
Students' perceptions about infrastructure readiness.

Indicator	Yes	No
Computer or laptop that has adequate internet access	72 %	28 %
Android mobile that has adequate access	94 %	6 %

Table 3.
The effectiveness of online learning during COVID-19 pandemic.

Indicator/Question	Scale				
Pelaksanaan	1	2	3	4	5
Able to use applications on computers or Android Mobile.	-	-	12 (24%)	18 (36%)	14 (28%)
Able to use the internet for independent study.	-	4 (8%)	18 (36%)	18 (36%)	10 (20%)
Online learning implementation can be accessed easily	-	5 (10%)	13 (26%)	13 (26%)	19 (38%)
Time management	1	2	3	4	5
Implementation on time	-	-	10 (20%)	10 (20%)	33 (66%)
Duration of discussion / question and answer time	-	-	13 (26%)	8 (16%)	29 (54%)
Management of teaching materials	1	2	3	4	5
The material presented online is in accordance with the learning objectives	-	-	9 (18%)	11 (22%)	31 (62%)
The teacher explains the direction and purpose of learning.	-	-	5 (10%)	13 (26%)	32 (64%)
The material presented through online learning can be understood	-	5 (10%)	16 (32%)	18 (36%)	11 (22%)
Teacher planning	1	2	3	4	5
How clear is the teacher convey the lesson plan	-	-	3 (6%)	33 (66%)	14 (28%)
The lesson plan is executed well	-	8 (16%)	15 (30%)	27 (50%)	-
Task relevance and structure	1	2	3	4	5
The suitability of physical education material on online lessons	-	-	6 (12%)	22 (44%)	22 (44%)
The suitability of tasks / quizzes / physical education on online lessons	-	7 (14%)	24 (48%)	16 (32%)	3 (6%)
Feedback	1	2	3	4	5
The teacher provides the opportunity to ask questions and discuss	-	-	5 (10%)	12 (24%)	33 (66%)

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The teacher give respond to questions	-	2 (4%)	7 (14%)	10 (20%)	31 (62%)
Class climate	1	2	3	4	5
Online learning classes are easy to access and can be used without a hitch.	1 (2%)	5 (10%)	13 (26%)	13 (26%)	18 (36%)
Visual display of online learning objects	-	-	-	40 (80%)	10 (20%)
Online learning makes it easy to send practical assignments / reports		3 (6%)	17 (34%)	11 (22%)	19 (38%)

Based on the table 3. The result of the implementation of three aspects questions including (1) There are 48% students "understand" in using applications on a computer or android mobile, 28% students "Very Understand", and 24% students "quite understand" in using applications on a computer or Android Mobile, (2) There are 36% students "understand" and 36 students think "quite understanding" in using the internet for independent study, while the remaining 20% students "really understand" and 8% "not understand". (3) there are 38% students considered the implementation of online learning to be accessible "very easy", 26% considered it "easy", and 26% students considered it "difficult" and the remaining 10% considered it "quite difficult" in the process of access to implementing online learning.

Besides, the time management aspects show (1) there are 66% students thought the online learning process are "very on time", 20% students thought it "on time" and 20% thought "enough" in the online learning process in terms of discipline. (2) Duration of discuss time or questions and answers on average students considered "very sufficient" in terms of discussion time there are 54% , 16% thought "good", and 16% students thought "enough" in terms of use of time for discussions or question and answer.

In addition, the management of teaching materials show (1) there are 62% students considered the material presented online are "very good" with the learning objective, the remaining 22% considered "good" and 18% considered "good enough". (2) there are 64% students who think the teacher explains the direction and goals of learning are "very suitable" with the learning objectives, the remaining are 26% "good" and 10% "sufficient". (3) there are 36% students thought the material presented through online learning was "easy" to understand, 32% thought "quite difficult", 22% thought it was "very easy" and 10% "difficult" in the process of understanding material through online learning.

Teacher Planning Aspects shows (1) there are 66% students thought the teacher delivered a lesson plan through online learning as "clear", 28% thought "very clear" and 6% thought "fairly clear". (2) 50% thought the learning plan was carried out "well", and 16% considered "sufficient".

Next, on the aspects of the relevance and structure of the assignment, it shows (1) there are 44% of students who think the suitability of physical education material in online lessons is "very appropriate", 44% "appropriate", and 12% "quite appropriate", (2) there are 48 % of students considered the suitability of physical education assignments or quizzes in online learning "quite appropriate", 32% "appropriate", 14% "inappropriate", and 6% "very suitable" in the process of assigning assignments or quizzes in the online learning process.

Furthermore, the aspect of student feedback shows (1) there are 66% students think the teacher "very often" gives students the opportunity to ask questions and discuss, 24% think "often", and 10% think "enough" in the process the teacher gives students the opportunity to ask questions and discuss online. (2) there are 62% students think the teacher are "very good" to respond to questions in each online learning process, 20% students think "good", 14% think "enough", and 4% of students think "not good".

The last aspect is the climate of online learning classes shows, (1) there are 36% of students consider online learning classes "very accessible" and can be used without problems, the rest 26% "easy", 26% "quite difficult", 10% "difficult", and 2% considered learning "very difficult" to access. (2) 38% students considered online learning "very easy" in submitting assignments or practical reports, 34% considered "quite difficult", 22% "quite difficult" and the remaining 6% consider "difficult" in terms of submitting assignments or practical reports. (3) 80% students think the visual appearance of online learning objects are "interesting", and 20% think "very interesting".

Table 4.
Motivation of student learning in online learning

Online learning motivation indicators	Scale				
Study preparation	1	2	3	4	5
Students are motivated to use various applications in computers.	4 (8%)	7 (14%)	21 (42%)	13 (26%)	5 (10%)
Students are motivated to use various applications in the Android Mobile.	2 (4%)	6 (12%)	12 (24%)	18 (36%)	12 (24%)
Activeness in learning	1	2	3	4	5
Online learning encourages students' curiosity about lessons	-	-	15 (30%)	26 (48%)	9 (18%)
Learning is done boldly to increase students' interest and enthusiasm for learning.	-	-	11 (22%)	28 (56%)	11 (22%)
Selection of learning media	1	2	3	4	5
The attractiveness of learning objects (text, images, audio, video, animation) gives you the urge to learn.	-	-	-	38 (76%)	12 (24%)
Open learning on the internet gives you the motivation to learn.	-	-	20 (40%)	13 (26%)	17 (34%)
Achievement	1	2	3	4	5
There is a desire for success through online learning.			7 (14%)	20 (40%)	23 (46%)
There is self-encouragement to learn online.	2 (4%)	8 (16%)	6 (12%)	13 (26%)	21 (42%)
Students' perceptions about online learning	1	2	3	4	5

Online learning can be done anytime and anywhere.	4 (8%)	2 (4%)	12 (24%)	12 (24%)	20 (40%)
Do you agree if schools implement online learning.	15 (44%)	14 (28%)	14 (28%)	-	-

As shown in Table 4. Researchers report student motivation during online learning with several aspects and question indicators. They are:

First, aspect is the preparation of learning, the results show (1) there are 42% of students reporting "sufficiently" motivated, 26% of students feeling "motivated", and the rest is in 14% of students "not motivated", 10% "highly motivated", and 8 % "Very unmotivated" for process indicators using various applications in computers (2) there are 36% of students reporting "motivated", 24% of students feeling "highly motivated", and the rest is in 24% of students feeling "unmotivated", 14% "unmotivated", and 4% "very unmotivated" for process indicators using various applications on Android Mobile for online learning.

Second, aspect of activeness in learning shows (1) there are 48% of students reporting that online learning "encourages" students' curiosity about the lesson, 30% thinks it is "enough" and the rest reports 18% "very encouraging". (2) there are 56% report "good" online learning can increase student interest and enthusiasm for learning, 22% think "very good" and the remaining 11% "good enough".

Third, aspects of selection of learning media that are carried out online online. The results show (1) there are 76% of students who inform "good" online learning objects (text, images, audio, video, animation) in providing encouragement to learn, 24% students think "very good " in providing encouragement to learn. (2) 34% of students reported that online learning via the internet provided "very motivation" to learn, 40% students reported "moderately motivated", and 26% thought "good" online learning via the internet provided motivation.

Fourth, the aspect of achievement in online learners shows (1) an indicator of the desire of students to succeed through online learning, there are 46% of students who think the desire to succeed is "highly motivated", 40% of students consider it "motivated", and the rest 14% "are sufficiently motivated" (2) there are 42% of students informed that learning online was "very motivating" for self-encouragement , 26% considered it "motivating", 18% is "quite motivating ", and 16% considered learning online "unmotivating", and 4% "very unmotivating ".

Finally, the aspect of students' perceptions about online learning, the results show (1) there are 40% students who inform "very well" for indicator online learning can be access anytime and anywhere, 24% inform "good", 24% think "good enough", and the rest 8% of students considered it "very difficult" and 4% "very difficult". (2) the indicator if school students apply online learning, 30% of students "strongly disagree", 28% of students "disagree", and 28% are in the choice of school policies to be implemented.

Table 5.
Student learning outcomes during the Covid-19 pandemic

N	1	2	Final Score	N	1	2	Final Score	N	1	2	Final Score
1	88	69	78.5	18	85	78	81.5	35	80	82	81
2	86	80	83	19	80	82	81	36	90	79	84.5
3	82	88	81	20	86	78	81.5	37	88	78	83
4	80	78	79	21	90	81	85.5	38	82	79	80.5
5	81	81	81	22	84	80	82	39	80	78	79.5
6	88	82	85	23	88	69	78.5	40	80	78	79.5
7	78	79	78.5	24	96	78	82	41	82	73	77.5
8	80	80	80	25	84	78	81	42	86	86	86
9	80	82	81	26	78	79	78.5	43	81	83	82
10	89	79	84	27	90	76	83	44	79	82	80.5
11	89	80	84.5	28	91	84	87.5	45	83	81	82
12	90	79	84.5	29	80	79	79.5	46	90	82	86
13	84	80	82	30	80	79	79.5	47	81	80	80.5
14	90	80	85	31	65	81	73	48	81	80	80.5
15	88	78	83	32	90	78	84	49	74	82	78
16	84	82	83	33	90	80	85	50	87	80	83.5
17	90	68	79	34	80	82	81				

This table describes the average student learning outcomes during the Covid-19 pandemic which was carried out for 1 semester in the range of values 75-84. There are 47 students who score criteria of "good enough", 2 students get a score of 85 with "good" criteria, and 1 student gets a score of 73 with the criteria "inadequate or incomplete".

The findings of this research indicate that the effectiveness of physical education learning carried out online during the Covid-19 pandemic is considered quite effective in terms of implementation, time management, management of teaching materials, teacher planning, relevance and structure of assignments, feedback to student teachers, and climate of online learning classes. The scale of information given by the majority of students gave ratings of "very good", "good", and "good enough". The results of this study provide an overview of online physical education learning in secondary schools. Based on findings Sari & Sutapa (2020) the use of information technology in distance learning during the Covid-19 pandemic in schools is considered effective by students in terms of material understanding, application mastery, and material understanding.

In the online learning process, online media is very helpful for students to carry out the online learning process which is done remotely. The role of the media greatly influences the learning process and it cannot be denied that every teacher is required to be able to operate electronic media and understand technology in order to form inspirational, varied, innovative learning and give an exciting impression to students. The application of online learning during the COVID-19 pandemic shows a number of advantages, namely online learning provides effectiveness, flexibility, accommodation and creates active and fun learning and creates a new atmosphere in learning (Lestariyanti, 2020).. Online learning provides convenience and effectiveness for physical education

learning that can provide knowledge remotely by utilizing other supporting platforms and applications. Online learning can still do physical activities even though it is online, but this needs to be adjusted to local conditions, different internet coverage, and the ability of each parent to facilitate online learning (Mujiono & Gazali, 2020). Therefore, it can be concluded that physical education learning that is carried out online is considered quite effective in terms of knowledge with various supporting factors between mastery of technology and infrastructure.

This research shows that the motivation of students in the online learning process during the Covid-19 pandemic in physical education subjects is considered "good". It can be seen from the questions given with several aspects including, preparation for learning, activeness in learning, selection of learning media, achievement, student perceptions about online learning. Some of these aspects and questions the average student gave a score of 4, which is "good" in the sense that online learning motivate students to learn better. Based on the opinion (Umairah & Zulfah, 2020). online learning can increase students' motivation to learn. Through online learning, students motivation for the learning process is considered quite good (Ajar, Prasetyawan, & Sudaryant 2020). Online learning can also have an impact on the formation of independent character, self-confidence, high learning motivation, and increased higher-order thinking skills (Lestariyanti, 2020). Based on Sadikin & Hamidah (2020) Online learning has flexibility in its implementation and is able to encourage learning independence and motivation to be more active in learning. Therefore, it can be concluded that student motivation during the learning process during the Covid-19 pandemic was quite good.

Student learning outcomes during the Covid-19 pandemic were considered "good enough". The average acquisition or student learning outcomes during 1 semester is in the range of values 75-84, there are 47 students who score with the criteria "good enough", 2 students get a score of 85 with the criteria "good", and 1 student gets a score of 73 with the criteria "less" or "incomplete". From this value, it can be concluded that online learning during the Covid-19 pandemic was considered good enough

4. Conclusion

Online education has emerged as an alternative to traditional education during the Covid-19 pandemic. Most students are faced with online classes for the first time. Through the results of research that has been carried out in junior high schools for class XI students, it can be concluded that online learning during the Covid-19 pandemic in terms of effectiveness, motivation and student learning outcomes in physical education lessons is considered quite good. Learning through online with several supporting factors to achieve success including infrastructure, mastery of technology, supporting facilities, adequate internet network access, and access to available information. In the online learning process, it requires adequate facilities and infrastructure, such as laptops, computers, smartphones and internet networks, access to available information, the role of parents to accompany their children during online learning. (Handarini, & Winaldari, 2020; Firdaus, 2020; Asmuni, 2020)

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