



# Survey of Interest, Level of Knowledge and Student Learning Outcomes During the Covid-19 Pandemic

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## ABSTRACT

This study aims to determine interest, level of PJOK knowledge, and learning outcomes of Widjaya Ngoro Vocational School students during the Covid-19 pandemic. This research was motivated by a change in the learning process which was initially carried out face-to-face and changed to online learning. The type of research used is descriptive quantitative using survey methods. The population of this study was grade 11 students. The sampling technique in this study was carried out by means of total sampling and the sample data used were 97 students. While the data collection technique used in the study was a questionnaire or questionnaire with the research instrument using a closed questionnaire through the preparation of answer choices. The validation technique in this study uses construct validity testing. The data analysis technique used is univariant analysis. The results of the research from 97 respondents showed that students' interest was low (52.6%), the knowledge level of PJOK had high knowledge (55.7%), and student learning outcomes were relatively high (52.6%). In conclusion, students lack interest in the online learning process, have high knowledge, and high learning outcomes. After conducting this research, the authors provide suggestions for further developing the online learning process to increase student interest and obtain higher learning outcomes.

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## INTRODUCTION

Physical education is an educational process that involves the provision of learning experiences to students in the form of physical activities, games, and sports that are planned systematically to stimulate physical growth and development, motor skills, thinking skills, emotional development, social development, and moral development. The physical education learning experience is directed at fostering and, at the same time, forming a healthy lifestyle side by side with a good mindset for achieving learning



competencies. During a pandemic like today, many changes have been implemented along with imposing large-scale social restrictions (PSBB) to prevent the spread of this virus, including in the education sector. So that educational institutions require online learning.

Online learning is learning that is carried out online using learning applications and other social networks. In this case, another term for online learning is "e-learning. According to Khan (2005), e-learning refers to the delivery of learning materials to anyone, anywhere, at any time. This development also has the impact of changing the learning process, where previously students were satisfied with conventional learning. Conventional learning is learning that is carried out face-to-face and is only given material and skills to know.

Conditions like these force educators to abandon traditional learning methods in favour of developing technology-based learning models capable of directing and carrying out active, creative, innovative, and productive learning processes, as well as fostering student interest in internet-based learning. Students must adapt quickly because online learning is the only way to overcome some of the problems that exist in the world of education. This makes some students experience several problems, including the feeling that they do not understand the learning material if it is done online without the assistance of educators to find out how the practical movements are correct or incorrect, and because internet-based learning or interest is an important factor in the formation of good learning quality.

Based on the explanation above, the authors are interested in conducting research with the title "Interest Survey, PJOK Knowledge Level, and Student Learning Outcomes During the COVID-19 Pandemic (Study of WIDJAYA Vocational High School Students for the 2020/2021 Academic Year)". From this research, it will be revealed how high the interest, level of PJOK knowledge, and student learning outcomes were during the COVID-19 pandemic.

Sports and health physical education is a physical activity that aims to improve the physical fitness of each individual. According to Saryono and Rithaudin (2011), physical education is an educational process that utilises systematically planned physical activity that aims to improve individuals organically, neuromuscularly, perceptually, cognitively, and emotionally.

PJOK education has an important role because it provides direct opportunities for students to be involved in the learning process through consistent physical, sports, and health activities. The provision of learning experiences is directed at fostering physical and psychological development and forming a healthy and fit lifestyle (Depdiknas, 2006: 702). According to Mahendra (2003), the goals of learning sports and health physical education must include three domains: (1) cognitive, such as the concept of motion, the meaning of being healthy, problem solving, and critical thinking.(2) psychomotor, such as movement and skills, physical and motor abilities, and improvement of organ function. (3) Affective, such as liking physical activity, feeling comfortable with oneself, wanting to be involved in social interactions, and having self-confidence.

Notoatmodjo (2010) classifies it into six categories, from the simple (know) to the more complex (evaluation). The cognitive domain consists of (in a row from the simplest to the most complex), namely:

1. Know
2. Understanding (comprehension)
3. Application (application)
4. Analysis (analysis)
5. Synthesis (synthesis)
6. Evaluation

Learning outcomes are measured through evaluation. Evaluation is an activity carried out after the learning process ends. The evaluation serves to inform the teacher about the extent to which student learning outcomes have been achieved thus far. Evaluation is defined as an assessment to measure the level of success of students in achieving the goals set in a programme (Muhibbin, 2011).

In general, online learning aims to provide quality learning services over a massive and open network (online) to reach a wider and wider audience (Bilfaqih et al., 2015). According to Rohmah (2016), the benefits of e-learning are: 1) With e-learning, it can shorten learning time and make study costs more economical. 2) E-learning allows students to interact with the material. 3) Students can share information with each other and can access learning materials at any time and repeatedly; under such conditions, students can further strengthen their mastery of learning material. 4) With e-learning, the knowledge development process does not only occur in the classroom, but with the help of computer and network equipment, students can be actively involved in the teaching and learning process.

## **MATERIALS AND METHODS**

This is an example of quantitative descriptive research. Descriptive research is used to describe the data that has been collected as it is (Sugiyono, 2012). The design used in this research is a survey design with data collection techniques using multiple choice tests. This survey method is being used to determine student interest, level of PJOK knowledge, and student learning outcomes during the pandemic at Widjaya Ngoro Vocational School. The population is the entire research subject in each population study that will be selected in very close relation to the problem under study (Arikunto, 2006; Maksum, 2014). So the population is all individuals who will be used in research. The population of this research is the 11th grade students of Widjaya Vocational School. Data collection techniques used in this study included a questionnaire. The research instrument used to collect research data contains questions and statements answered by respondents. This study employs a closed questionnaire with pre-programmed response options.

A univariate analysis is an analysis carried out on each variable from the research results and analysed to determine the distribution and percentage of each variable. The obtained results are then entered into the frequency table, and a diagram is created to

make the data more valid and usable for drawing conclusions. The type of data analysis used in this study is univariate analysis.

## RESULTS AND DISCUSSION

### Result

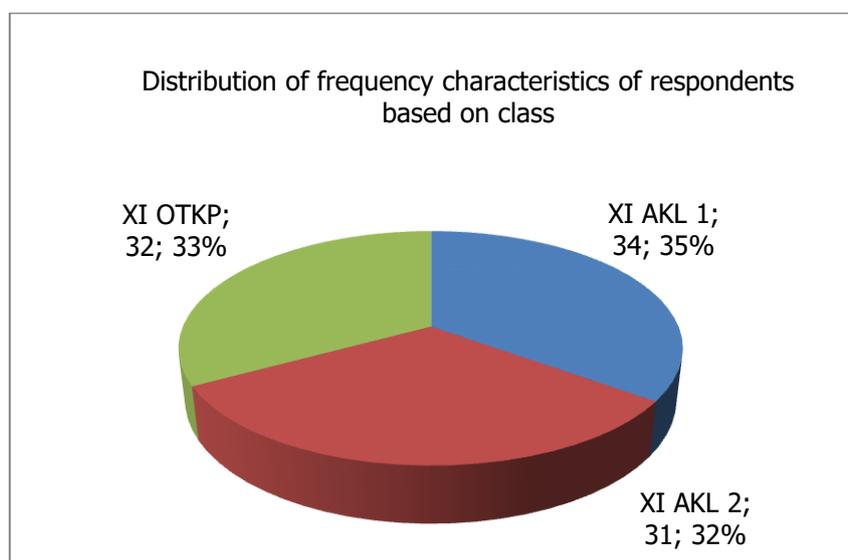
This research is a type of quantitative descriptive research using survey methods, so it does not require the formulation of hypotheses. With the implementation of this research, the research results are based on the objectives of this study as explained in the previous chapter, namely, to find out how high the interest, level of PJOK knowledge, and student learning outcomes were during the CO-19 pandemic. The subjects in this study were students of class XI at Widjaya Ngoro Vocational School. The sample in this study was 97 students because that was in accordance with the sampling method chosen by the researcher. Based on the data obtained from 97 respondents as a sample, the overall results of filling out the questionnaire were obtained. Following are the general characteristics of the results of filling out the interest questionnaire, the level of PJOK knowledge, and student learning outcomes.

General data here presents the characteristics of respondents by class. The following table shows general data characteristics of respondents:

**Table 1.** Distribution of frequency characteristics of respondents based on class

No	Class	Frequency	Percentage (%)
1	XI AKL 1	34	35,1
2	XI AKL 2	31	32,0
3	XI OTKP	32	32,9
Total		97	100,0

Source: Research Data Processing Results, 2021



**Figure 1.** Distribution of frequency characteristics of respondents based on class

According to table 1 and diagram 1, there is a difference in the proportion of respondents based on class, with XI AKL 1 (35.1%), XI AKL 2 (32.0%), and XI OTKP (32.9%) accounting for the majority of the 97 respondents.

A univariate analysis here presents the characteristics of respondents based on the dependent variable, namely learning outcomes, and the independent variables, which include knowledge and interest in learning.

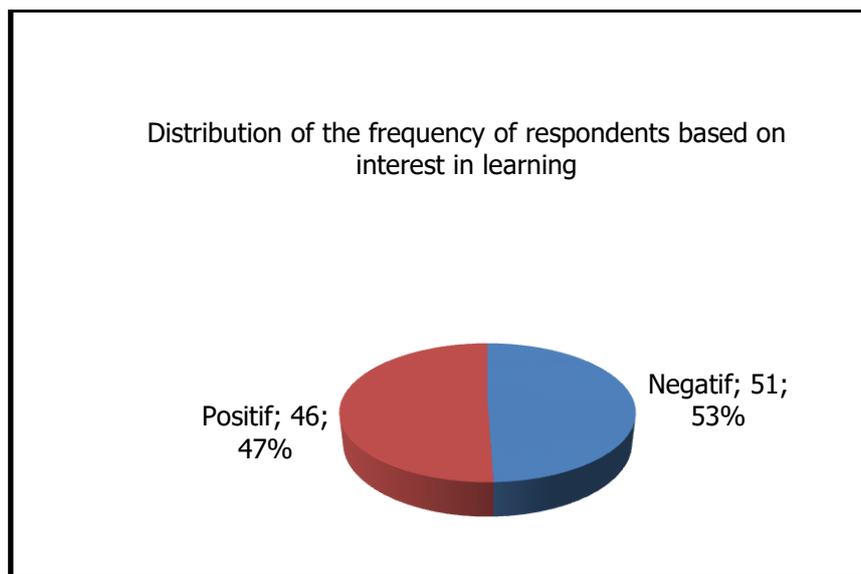
**Table 2.** Distribution of the frequency of respondents based on interest in learning

No	Interest to learn	Frequency	Percentage (%)	Mean
1	Positif	46	47,4	139,82
2	Negatif	51	52,6	
Total		97	100,0	

Source: Research Data Processing Results, 2021

In Table 2, the distribution of respondents based on learning interest at Widjaya Vocational School, the proportion shows that of the 97 respondents, the majority of respondents, totaling 51 students, have a negative learning interest in the learning process (52.6%). And the number of participants who are enthusiastic about the learning process is 46, with a percentage of 47.4%.

The following is a categorization diagram of students' learning interests in the learning process during the covid-19 pandemic.



**Figure 2.** Diagram of the frequency distribution of respondents based on learning interest

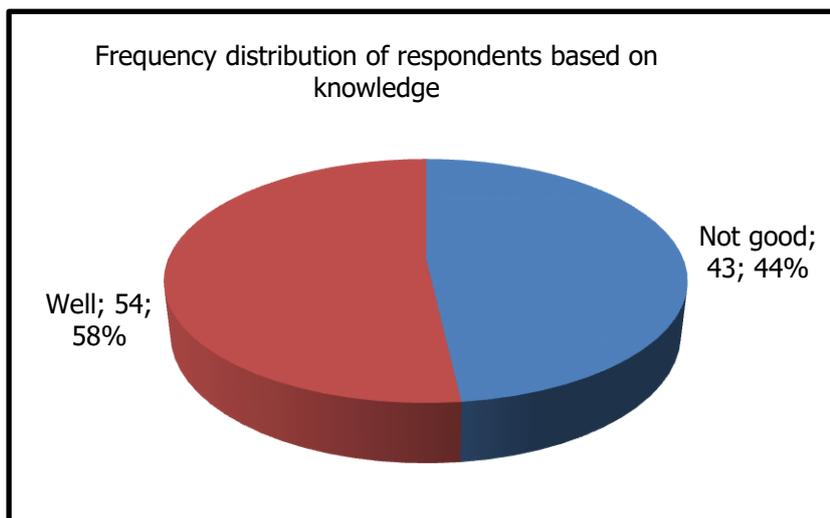
**Table 3.** Frequency distribution of respondents based on knowledge

No	Knowledge	Frequency	Percentage (%)	Mean
1	Well	54	55,7	70,41
2	Not good	43	44,3	
Total		97	100,0	

Source: Research Data Processing Results, 2021

In table 3 and the circle diagram of the distribution of respondents based on knowledge at Widjaya Vocational School, there is a difference in the proportion showing that out of 97 respondents, the majority of respondents totaling 54 students have good knowledge with a percentage of 55.7%, and respondents totaling 43 students have less good knowledge with a percentage of 44.3%.

The following is a diagram of the PJOK knowledge level categorization during the covid-19 pandemic.



**Figure 3.** Diagram of the distribution of respondents based on knowledge

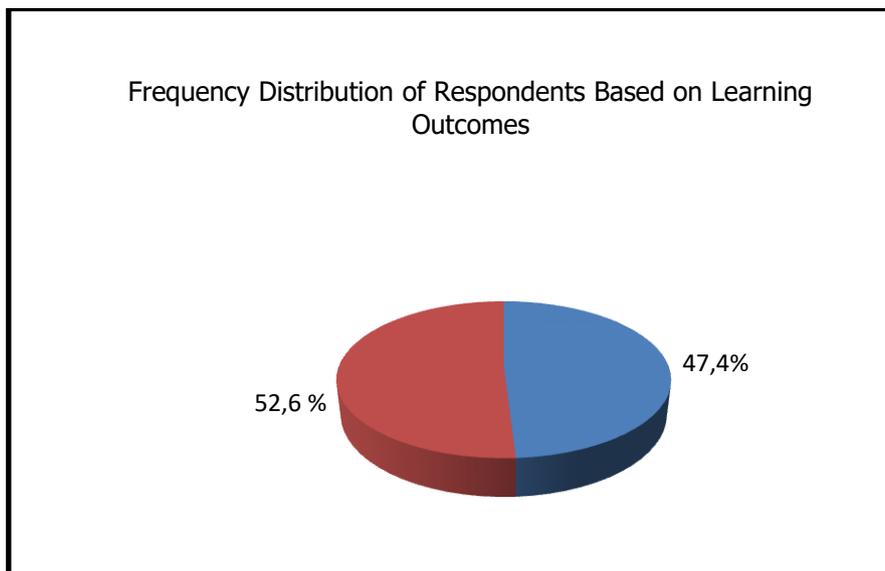
**Table 4.** Frequency distribution of respondents based on learning outcomes

No	learning outcomes	Frequency	Percentage (%)	Mean
1	Hihg	51	52,6	166,02
2	Low	46	47,4	
	Total	97	100,0	

Source: Research Data Processing Results, 2021

In table 4 and the circle diagram of the distribution of respondents based on learning outcomes at Widjaya Vocational School, there is a difference in the proportions showing that out of 97 respondents, the majority of respondents totaling 51 students had high learning outcomes with a percentage (52.6%), and 46 students had low learning outcomes with a percentage (47.4%).

The following is a categorization diagram of student learning outcomes during the covid-19 pandemic.



**Figure 4.** Diagram of student learning outcomes

## **Discussion**

In an emergency situation due to the COVID-19 outbreak that hit Indonesia, it resulted in a change in the learning process, which was originally carried out face-to-face and changed to online learning (in the network) so that students are required to be able to carry out learning independently, anytime, anywhere. Students who have a high level of awareness and interest in learning will easily adapt so that they get good knowledge and learning outcomes individually. In contrast to students with a low level of awareness and interest, online learning makes it difficult to gain knowledge and achieve individual learning outcomes.

According to the research, the majority of respondents (52.6%) have a low learning interest. In this case, there are factors that cause the learning interest of students at Widjaya Ngoro Vocational School to be low because students need adaptation from a face-to-face learning process to an online learning process (in a network), the method of delivering the learning process is not innovative, and students are less interested in paying attention. "The interest that exists in students will provide an overview of activities to achieve learning goals; students who are less interested and those who are interested in the lessons in them are practical and theoretical activities to achieve a goal," according to Slameto (2003). The learning process has changed due to the pandemic, and students are forced to adapt to learning that is different from their habits, especially PJOK learning, which is usually done outdoors with the practise of group physical activity and now must be limited to practising physical activity individually indoors so that the percentage of high interest is only 47 (4%) of 97 respondents.

Based on the results of research on tables and diagrams, the level of PJOK knowledge shows a high percentage of 55.7%. According to Notoatmodjo (2010), "measurement of knowledge can be done by interviewing or filling out a questionnaire stating the content of the material to be measured, the subjects measured by the research, and the respondents." The material in the questionnaire is in accordance with what is already understood by the respondents so as not to complicate their lives if there are things they do not understand. The majority of respondents have a high rating due to several factors, namely that the teacher conveys material in the online learning process in a slightly practical literacy manner, the questions in the questionnaire are in accordance with the material presented by the educator, and the educator provides directions when making the questions. And educators and students are active in the online learning process taking place so that the material and theory of PJOK subjects are conveyed. Therefore, the level of PJOK knowledge at Widjaya Ngoro Vocational School is represented by a low percentage (44.3%) of the 97 respondents.

Based on learning outcomes research, the majority of respondents have high learning outcomes with a percentage of 52.6%, totaling 51 students. Psychomotor: students are responsible for the tasks given by educators. And students are able to carry out UTS and UAS well, according to Dimiyati & Mudjiono (2013): "Learning results are an achievement of students in carrying out a study; a person can be said to have succeeded in learning if he has been able to show changes in the ability to think, skills, and

attitudes." Bactiar (2019) adds, "In online learning, students are able to improve their learning outcomes in physical education, sports, and health through e-learning with maximum results and are able to be in the "high" category."

## CONCLUSION

Based on data analysis for each table and diagram, it shows that the interest in the online learning process has a percentage (52.6%), and the PJOK knowledge level shows a percentage (55.7%). With these results, the knowledge level of students is relatively high, and learning outcomes show a percentage (52.6%). Assessment of learning outcomes includes assessment of affective, cognitive, and psychomotor domains.

From the explanation above, it can be concluded that students are less interested in the online learning process, but students continue to increase their knowledge even though there are many deficiencies in the online learning process during the covid-19 pandemic so that students can still get high learning outcomes.

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## CONFLICT OF INTEREST

All authors declare no conflict of interest in this research

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