



Analysis Of Changes In Learning Interest At Class X-TKJ Private Vocational School Of Al Washliyah 8 Perbaungan

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Received:

Revised:

Accepted:

Abstract: This study aims to determine the results of the analysis of changes in learning interest in PJOK during the adaptation of new habits through changes in school principal policies in class X-TKJ students at Al Washliyah 8 Perbaungan Private Vocational School. This study will focus on efforts to review changes in student interest in learning which can then be used as a reference in implementing school policies related to learning. This study uses a qualitative method which is carried out with the researcher's analytical ability in connecting between research variables. This study focuses on data acquisition through observation activities and using a questionnaire. The data obtained were in the form of monitoring and study of PJOK learning activities during the COVID-19 pandemic for students of class X- TKJ of Al Washliyah 8 Perbaungan Private Vocational School. The data obtained based on observations are 76% of students have an interest in learning related to changes in the learning rule system. The results of the questionnaire show that students have 42%, which means that on average students are always ready and carry out the learning process well when compared to others. The 30% data shows that students often receive instructions to carry out in the learning process, while 21% and 7% of students tend to delay and have low interest in changing regulations related to PJOK learning. The conclusion from the results of the analysis of changes in learning interest in PJOK during the adaptation of new habits through changes in the principal's policy in class X-TKJ students of Al Washliyah 8 Perbaungan Private Vocational School shows that students can accept the policy. The policy changes implemented by the principal are accepted by students based on age backgrounds which are generally in the early adulthood age range. Psychologically, in early adulthood, a person is able to receive information and translate every instruction received, so the results of the analysis show that students still have a fairly good interest in learning despite changes in policies related to the learning process implemented by the school.

Keywords: Analysis; Interests; Policy

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INTRODUCTION

Physical education (Physical Education) is one of the mandatory subjects in every elementary school, junior high school and high school/vocational education unit and has even been included in non-formal education such as early childhood education or playgroup. It is appropriate to implement physical education as an effort to increase the level of fitness, both physical and psychological, in the world of education. As stated in the Law Concerning the National Sports System of 2005, Article 1 paragraph 11 explains that "Sports education is physical education and sports carried out as part of a regular

and continuous educational process to acquire knowledge, personality, skills, health and physical fitness.”.

The 2019 corona virus disease pandemic situation or known as covid-19 is a globalization of the outbreak which has an impact on the implementation of health protocols in Indonesia, especially in Perbaungan District, Serdang Bedagai Regency. This health protocol is realized by following government regulations not to carry out face-to-face learning and is carried out online or known as online (Zheng et al., 2021).

Based on the results of researchers' observations from January 2021 to March 2021, data was obtained that learning during the Covid-19 pandemic, especially for class network (offline). Learning that is implemented online is carried out by communicating via WhatsApp group (WAG) media. Meanwhile, offline is done by students coming to school to take course assignments, then taking them home to work on them. The next day students come back to deliver their previous assignments and take new assignments from different subjects.

Learning implemented in schools in general must be implemented using an online system, namely online distance learning, so that in this case it has an impact on students' additional activities outside of school, namely students helping their parents by working to meet the family's economic needs, this is due to the average condition The student's family economy is lower middle class (Learning et al., 2023). This online learning is very beneficial for students whose activities are working, because lessons can still be opened at other times in the evening or on breaks from work. This situation apparently makes learning competency difficult to achieve and the evaluation process difficult for teachers to reach, so that based on the results of decisions in learning leadership meetings it is carried out offline as recommended by the Ministry of Education and Culture regarding learning during the Covid-19 Pandemic for the 2021 Academic Year.

The concept of offline learning is by providing written material and questions for students to work on at home. Students come to school to receive materials and questions whose lesson schedule has been determined by the school, then students take them home to work on, and after doing it the next day students return the results of what they have done for the teacher to check. Based on the results of this information, it can be concluded that teachers can measure students' abilities so that they can conclude the competencies possessed by students. However, from the ongoing process it turns out that not all students do what the teacher or school has instructed them to do, that is, there are still students who cannot attend to pick up and submit materials and questions to be done for the reason that on average they work to help the family economy.

The latest situation in March 2021 is that the learning process has changed again, namely that the school principal will experiment with face-to-face learning by setting a learning schedule for students to come to school but limiting class hours. Limiting lessons is an effort to avoid crowds for long periods of time and class participants are limited to 50% and staggered time at the other 50% quota.

Based on the situation above, it can be concluded that learning during the Covid-19 pandemic at Al Washliyah 8 Perbaungan Private Vocational School for class X-TKJ students was carried out using online, offline and face-to-face learning systems. The learning process is determined by the school based on the required studies. However, both learning processes still experience obstacles that need to be resolved in order to minimize the obstacles found. In an effort to overcome the problems caused by the school, the school is making system changes, namely with a face-to-face learning process which is still in the planning process and will be implemented in mid-March 2021.

METHOD

The research design regarding the analysis of changes in interest in learning PJOK during the adaptation to new habits through changes in school principal policies for students in class The case study approach is a research strategy in which the researcher carefully investigates an event, activity, process, program or group of individuals.

The case situation in this research is limited by time and activities, the researcher collects complete information using various data collection procedures based on a predetermined time. The research design determined to be based on case studies is applied with a qualitative descriptive design which aims to describe, summarize various conditions, various situations, or various phenomena of social reality that exist in the society that is the object of research, and attempts to draw conclusions to the surface as a characteristic, character. , model, sign, or description of certain conditions, situations, or phenomena.

This research focuses on obtaining the concept of determining the results of the analysis in the form of the concept of needs in achieving competency in Physical Education, Sports and Health (PJOK) subjects in class X-TKJ students at Al Washliyah Private Vocational School 8 Perbaungan. The analysis is obtained based on in-depth observation activities according to assessment instruments or indicators that reflect the learning process during the adaptation period to new habits. The main form of data in qualitative research is words and actions, the rest is additional data such as documents and so on." Primary data in this research was obtained in the form of words or verbal utterances from subjects (informants) related to the PJOK learning process during the Covid-19 pandemic, then the data was described to answer the problem formulation, namely "Is there a change in interest in learning PJOK during the adaptation period? new through changes to the principal's policy for class X-TKJ students at Al Washliyah 8 Perbaungan Private Vocational School?".

RESULT AND DISCUSSION

Result

The learning situation during the Covid-19 pandemic at Al Washliyah 8 Private Vocational School. Class X-TKJ student integration is carried out using online, offline and face-to-face learning systems. The learning process is determined by the school based on the required studies. However, both learning processes still experience obstacles that need to be resolved in order to minimize the obstacles found. In an effort to overcome the problems caused by the school, the school is making system changes, namely with a face-to-face learning process which is still in the planning process and will be implemented. Based on the results of the case situation data above, the researcher conducted an assessment on 29 students who had an impact on students' interest in learning which occurred due to changes in the principal's policy in implementing PJOK learning. The data obtained through the questionnaire are as follows:

Table 1. Questionnaire Results

No	Sports Equipment and Facilities	SL	SR	KK	TP
1.	Carry out every instruction/task from the teacher if	6	15	8	-
2.	not monitored by the teacher	10	10	7	2
3.	Provide information about your personal health condition	12	9	7	1
4.	correctly				

	6	9	13	1
5. Ask permission if you want to leave the learning process	15	7	7	-
6. teaching (defecation, drinking, rest, fatigue, etc.)	16	10	3	-
7. Carrying out learning tests (assessments) by yourself / without the help of others	18	10	1	-
8. (friend/cheat)	7	-	7	15
9. Carry out every instruction/task from the teacher	15	12	2	-
10. Can use learning tools/media	17	5	4	3
11. well and as it should be	15	8	6	-
12. Able to store/restore learning tools/media properly and correctly (	12	10	7	-
13. come back)	13	10	3	3
14. Don't criticize/put down friends who don't	9	7	10	3
15. capable in the learning process	12	7	7	3
16. Arrive on time	10	9	7	3

The research data was then continued with observations to ensure the impact of students' interest in learning in PJOK subjects from the policies set by the school principal, along with the assessment:

Table 2. Principal Policies

No	Question	Question
1	Students' reactions when following teacher instructions	24
2	Provide information on health conditions	25
3	The attitude of asking for permission	21
4	Take the PJOK assessment test	20
5	Use of student learning media	25
6	Use of sports uniforms	23
7	Ask and answer	21
8	Provide learning rock between friends	19
9	Actively performing work	20
10	Attendance time	21

Data yang diperoleh berdasarkan hasil pengamatan adalah 76% siswa memiliki interest in learning related to changes in the learning regulatory system. The data that was successfully obtained can be concluded for each item, namely that students have a good reaction when given material and instructions by the teacher with a percentage of 83%, students provide information related to their health condition correctly with a percentage of 86%, students ask permission if there is anything else things that must be done during learning are 72%, students are quite good at doing PJOK assignments with a percentage of 69%, students can use PJOK learning media well at a percentage of 86%,

students wear sports uniforms from school with a percentage of 79%, students actively interact ask questions answered with a percentage of 72%, students provided assistance if a friend had learning difficulties as much as 66%, students actively carried out performance practice as much as 69%, and attendance on time was quite good with a percentage of 72%.

The results of the data analysis above can be concluded that students have quite good interest in learning in the Covid-19 pandemic situation in PJOK subjects. Students can do online, offline and face-to-face learning without experiencing a decrease in interest in learning. This situation can support the PJOK learning process at school so that students can achieve the predetermined learning outcomes.

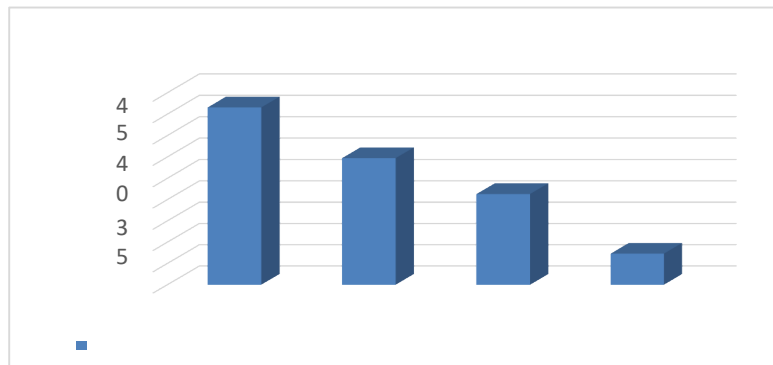


Figure 1. Questionnaire Results Diagram

The results of the questionnaire show that students have 42%, which means that on average students are always ready and carry out the learning process well compared to others. Data from 30% shows that students often receive instructions to carry out in the learning process, while 21% and 7% of students tend to delay and have low interest in changing regulations related to PJOK learning.

Research analyzing changes in interest in learning in PJOK during the adaptation to new habits through changes in the principal's policy for class X-TKJ students at Al Washliyah Private Vocational School 8 Perbaungan shows that students can accept the policy. The policy changes implemented by the school principal are accepted by students based on their age background, which is generally in the early adulthood age range. Psychologically, in early adulthood, a person is able to receive information and translate every instruction received, so the results of the analysis show that students still have a fairly good interest in learning even though there are changes in policies related to the learning process implemented by the school.

Discussion

The learning process in the 2019 corona virus disease pandemic situation or known as Covid-19 is adjusted to the provisions of the Ministry of Education and Culture (Kemdikbud) and Regional Governments in preventing the spread of the virus through distance or online learning. The online learning process is applied to all subjects in schools in the Red Zone, one of which is in Serdang Bedagai Regency, Perbaungan District. One of the learning processes using the online system is Al Washliyah 8 Perbaungan Private Vocational School. The net learning process is set to start from March 2020 until the new academic year 2021.

As the learning process progresses at the Al Washliyah 8 Private Vocational School, the special relationship for class Andre & Ibrahim Sembring, 2022). The changes implemented include offline and face-to-face learning with time settings and quotas. The offline learning process is applied to directly evaluate student learning and obtain

student competency results. The offline process that took place then changed again based on learning developments from the Ministry of Education and Culture's policies. The Ministry of Education and Culture policy implemented is face-to-face learning during the period of adapting to new habits by setting class quotas and study time in the classroom. Learning implemented in schools in general must be implemented using an online system, namely online distance learning, so that in this case it has an impact on students' additional activities outside of school, namely students helping their parents by working to meet the family's economic needs. This online learning is very beneficial for students whose activities are working, because lessons can still be opened at other times in the evening or on breaks (Achmad Jayul, 2002; Helmin Saraswati, Agus Wijayanto, 2021; Latip, 2021) from work. This situation apparently makes learning competency difficult to achieve and the evaluation process difficult for teachers to reach, so that based on the results of decisions in learning leadership meetings it is carried out offline as recommended by the Ministry of Education and Culture (Kemdikbud) regarding learning during the Covid-19 Pandemic for the 2021 Academic Year.

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The latest situation in March 2021 is that the learning process has changed again, namely that the school principal will experiment with face-to-face learning by setting a learning schedule for students to come to school but limiting class hours. Limiting lessons is an effort to avoid crowds for long periods of time and class participants are limited to 50% and staggered time at the other 50% quota.

CONCLUSION

Analisis perubahan minat belajar PJOK masa adaptasi kebiasaan baru melalui perubahan kebijakan kepala sekolah pada siswa kelas X-TKJ SMK Swasta Al Washliyah 8 Perbaungan menunjukkan bahwa siswa dapat menerima kebijakan. Perubahan kebijakan yang diterapkan oleh kepala sekolah diterima siswa berdasarkan latar belakang usia yang umunya pada rentang usia dewasa awal. Secara psikologi pada usia dewasa awal seseorang sudah dapat menerima informasi dan menerjemahkan setiap instruksi yang diteriam, sehingga hasil analisis menunjukkan bahwa siswa tetap memiliki minat belajar yang cukup baik walaupun terjadi perubahan kebijakan terkait proses pembelajaran yang diterapkan sekolah.

ACKNOWLEDGEMENTS

Acknowledgments to SMK Swasta Al Washliyah 8 Perbaungan helped conduct research or who funded it.

CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

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