



Students' perspective on offline and online learning in the Pencak Silat course

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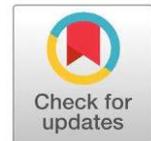
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Abstract: This study aims to examine the perspectives of students from the 2019 Health Physical Education and Recreation (*PJKR*) Program Study of the Faculty of Sport Science in State University of Malang regarding lectures using offline and online systems in the motion theory course and the martial arts practice course. The study used a quantitative descriptive survey design. The population of this study amounted to 227 students of the year 2019 *PJKR* Study Program. The sample of this study was 94 students and the analysis technique used was quantitative descriptive statistics. The results showed that student responses in offline lectures for theory courses were mostly positive as much as 94%, 79% positively agree with offline lectures for practical subjects, 70% respondents agree with online lectures for theory courses, and 89% students positively responded on online lectures for practical courses. Based on the research results obtained, it can be concluded that the response of the class of 2019 students to offline and online system lectures in theory and practice courses can be said to have been good and effective because they are in accordance with good learning principles.

Keywords: learning; offline; online; perspectives.

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INTRODUCTION

Face-to-face or offline learning stands for learning and teaching activities that are held directly and planned specifically according to teaching materials. In face-to-face learning, the teacher's skills in teaching determine the success or failure of the learning process. Anggrawan (2019) stated that offline or face-to-face learning is a learning process in class that expects the presence of educators to teach directly in class. Learning using a face-to-face system has its advantages. Sari (2016) added that the advantage of face-to-face lectures is that there can be a direct bond between educators and students as well as students to their classmates.

Ronaldo & Nurrochmah (2021) reported that learning is an activity carried out in order to achieve or acquire knowledge. According to Hayati (2017), learning is a change in behavior that will occur in everyone and is relatively permanent as an acquisition of experience and knowledge. Learning is a deliberate activity towards changing behavior through reading, imitating, trying something, listening (Mahmud & Idham, 2017). Learning is a person's process in acquiring various skills, abilities, and attitudes (Gasong, 2018). Meanwhile, Mustafa & Sugiharto (2020) argued that almost all activities that humans do every day will involve an element of movement or motor skills. Learning will continue as long as humans are alive. Students of the Physical Health and Recreation Study Program class of 2019 at the beginning until the



middle of the even semester in 2020 used an offline or face-to-face system in motion learning theory courses and martial arts practice courses. In March 2020, Indonesia was inflicted by the Covid-19 outbreak, and thus, the learning process was hindered by the outbreak.

The government has issued regulations and announcements for all outdoor activities to be carried out at home or Work from Home (WFH). According to a form letter distributed by the Ministry of Education and Culture (Indonesia, 2020) regarding the implementation of educational provisions during the emergency spread of Coronavirus Disease (Covid-19) regarding the stages of the learning process. It was stated that the learning process can be carried out through online softwares or learning processes at a distance. Thus, the learning process that is initially carried out offline or face-to-face, turns into a learning process using an online system in theoretical and practical courses. Learning through online or long-distance methods aims to provide learning services to every student and determine the spread of Covid-19 in Indonesia.

The learning process using an offline or online system certainly has advantages and disadvantages. Face-to-face learning is felt to be more effective in delivering material in learning with full online methods. Wardani et al. (2018) argues that the learning or lecture process which only utilizes a technology or adopts e-learning is reluctant to be fully successful, because the learning model of each student has a different character. Santika (2020) proposed that the advantage of online learning is that it does not require a physical classroom because learning is carried out at their respective homes, so students can create the learning environment they desire. There are a number of courses that use both face-to-face and online learning methods, namely motion learning theory courses and martial arts practice courses.

Online learning is learning and teaching that is carried out through web networks. The term online is an acronym for, "on the network". Thus, online lectures or learning are online learning process techniques that depend on how smooth the internet network runs (Mustofa, et al. 2019). Online learning can be done through various existing applications such as Google Meet, Zoom, and others. Zhafira, et al. (2020) reported that learning methods that are carried out online do not require students to always be present in person in the class. Yanti et al. (2020) argued that the method used in learning with an online system is learning that is chosen by educators in order to design a learning process that is suitable for achieving a learning process goal via internet services.

This research examined the responses of students of Physical Health and Recreation Study Program class of 2019 on their experiences during lectures using offline and online systems. This research is aligned with previous research carried out by Sulata & Hakim (2020) entitled, "Description of Online Lectures for Unesa Sports Science Students during the Covid-19 Pandemic," which shows that there are still a number of problems and obstacles to lectures that require practice in the field, such as in sports majors.

Regarding the obstacles in previous studies, the researcher tries to provide an overview of student responses to offline system lectures before the Covid-19 pandemic and lectures using an online system during the Covid-19 pandemic. Finally, the research findings regarding lecture descriptions can be used as an

assessment in finding the proper solution to the problem and potentially recurring issues. All in all, it is necessary to carry out research on student responses in offline and online lectures implemented in the Physical Education Health and Recreation study programs at the State University of Malang in motion learning theory courses and in the practice of martial arts courses.

Based on the problems in this research, it is necessary to carry out research to examine the responses of students in the PJKR Study Program Sport Sciences Faculty of State University of Malang through this research entitled, "Students' Perspective of Offline and Online Lectures in Theory and Practice Courses in the Even Semester of 2019-2020".

METHOD

This study employed a research survey design in the form of a quantitative descriptive survey using a questionnaire technique as a form of research approach. The following diagram presents the quantitative research procedures used by researchers:

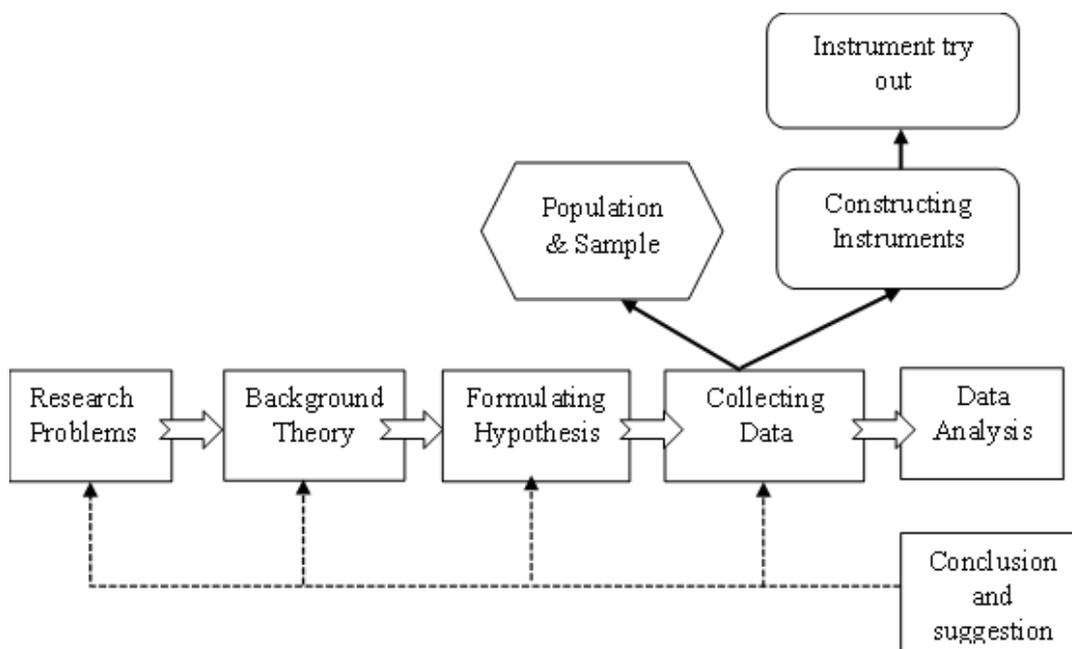


Figure 1. Quantitative Research Procedure (Sugiyono, 2019)

The variables studied were student responses in taking theoretical and practical lectures with offline and online systems. This study focused on the population of the 2019 class of Physical Health and Recreation students who took the motion learning course and the martial arts course with a total of 227 students. The process of taking samples in this study used a purposive proportional random sampling technique with a portion of 41%. The sample in this study was 94 students. The instruments used in this study were in the form of non-test instruments, which were questionnaires. Data analysis techniques in quantitative research use descriptive statistics in the form of relative frequencies which yield information in the form of percentages.

RESULTS AND DISCUSSION

Results

Presented below are the results of the data analysis of the overall description in the recapitulation of offline and online lectures for motion learning theory and martial arts practice courses.

Table 1. Student Responses on 2019-2020 Even Semester Lectures

Variable	Answers					
	Yes		No		Total	
	frequency	%	frequency	%	frequency	%
Offline Lectures in Theoretical Courses	88	94	6	6	94	100
Offline Lectures in Practical Courses	74	79	20	21	94	100
Online Lectures in Theoretical Courses	66	70	28	30	94	100
Online Lectures in Practical Courses	83	89	11	11	94	100
Total	314	83	119	17	376	100

Based on the data displayed in Table 1 above, it can be inferred that in offline lectures for motion learning theoretical courses, most of the answers determined by respondents is in the yes answer option with an average of 88.33 (the average number of people choosing yes answers is 88 people: 94%) and only 5.6 answers no (the average number of people choosing not is 6 respondents: 6%). In offline lectures of the martial arts practical course, most answers determined by respondents is in the yes answer option, with an average of 74 (the average number of people choosing yes answers is 74 respondents: 79%) and those who answers no are 20 (the average number of people choosing the answer is 6 people: 21%).

In online lectures for motion learning theoretical courses, most of the answers determined by respondents is in the yes answer option with an average of 65.57 (the average number of yes answers is 66 people: 70%) and no answers are 28.43 (the average number of no answers is 28 people: 30%). In offline lectures for motion learning theoretical courses with answers determined by respondents mostly in the yes answer option with an average of 83.14 (the average number of yes answers was 83 people: 89%) and no answers were 10.86 (there were 11 people who chose no: 11%).

Discussion

The research data was collected using a questionnaire technique in the form of a survey which was distributed to the students of the year 2019 of Physical Education Health and Recreation Study Program with a total of 94 students taking courses in motion learning theory and martial arts practice in their even semesters. The data that has been collected is then analyzed using the validity test of the test items and the reliability test. After carrying out the validity and reliability tests, the questionnaire that met the criteria with a total of 34 questions was then disseminated using the Google Form.

After conducting the research, it was found that the reliability coefficient in offline lectures in motion learning theoretical courses was 0.917. The reliability coefficient in offline lectures for martial arts practical courses is 0.727. The reliability coefficient in online lectures in motion learning theoretical courses is 0.707. The reliability coefficient in online lectures for martial arts practical courses is 0.801. It can be concluded

that offline and online system lectures in motion learning theory courses and the practice of martial arts have the most dominant results chosen by students of class 2019. Thus, it can be inferred that the courses are sufficient and effective because they are in accordance with good learning principles.

[Arfani \(2018\)](#) argues that learning principles are a concept that can be used as a reference in the learning process. An educator who is guided by the principles of learning can carry out his duties to teach properly and correctly. If educators can apply the principles of learning, they can understand the conditions and factors that inhibit and accelerate the learning process. According to [Idzhar \(2016\)](#), learning principles can be used as a guide in carrying out learning activities and as teachers should be able to help facilitate the development of students so they can understand, accept, and master science and technology.

The results of a previous research conducted by [Piri, et al. \(2020\)](#) stated that feedback or inputs in the stages of the learning process is carried out directly or face to face, in which teachers convey and provide information to students. Students' complete assignments given by teachers and are then submitted, then teachers will return them back to students with corrections. Based on research data by [Muktiani \(2019\)](#), it shows that students experience difficulties in learning the basic movements of martial arts. The difficulties that are felt originate in the lack of martial arts material taught and some come from each individual student, as well as external factors for the practice of martial arts. The materials should not be difficult because the movements taught are natural movements or basic techniques in martial arts. In addition, to avoid students from feeling difficult, lecturers must engage and communicate well with students.

As reported by [Jamaluddin, et al. \(2020\)](#), the results of research conducted during the Covid-19 outbreak could be taken into account by certain parties associated with learning and teaching, so that learning could be carried out online with improvements. Learning with an online system will work well if students and educators can communicate optimally.

CONCLUSION

In accordance with the acquisition of the data research obtained, it can be concluded that the responses of students of the Physical Health and Recreation Study Program 2019 Class on the offline and online system during the even semester of the 2019-2020 academic year for the courses of motion learning theory and martial arts practice can be determined as good and effective because it is in accordance with optimal learning principles.

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