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Online physical education (OLPE) and its influence on high school students' life skills

Pendidikan jasmani daring (OLPE) dan pengaruhnya pada kecakapan hidup siswa menengah atas

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ABSTRACT

The implementation of online-based learning integrated with the internet network is a solution to overcome the limitations of distance education. The purpose of this study is to analyze the effect of OLPE on students' Life Skills, analyze the difference between OLPE given the integration of life skills programs with OLPE without being given programs, and analyze which life skills components have the highest improvement. Quasi-experimental research method quantitative approach using pretest-posttest control group design. The research population was all 11th grade students in SMA 9 Banjarbaru using purposive sampling. The sample was 40 male, and 28 female students aged between 15 and 16 years. Research instrument LSSS. Data analysis independent sample t-test, paired sample t-test, and N-Gain. This study found that OLPE has a significant effect on students' life skills with a significant value of 0.013 < 0.05, there is a difference between OLPE who received the life skills integration program and OLPE who did not receive it with a significant value of 0.000 < 0.05. The life skills component that experienced the biggest increase was decision making and problem-solving components by 71.51%. This study found that online sports learning (OLPE) had a significant influence on students' life skills

Key words: life skills; online physical education

Penerapan pembelajaran berbasis *online* yang terintegrasi dengan jaringan internet merupakan solusi untuk mengatasi keterbatasan pendidikan jarak jauh. Tujuan dari penelitian ini adalah untuk menganalisis pengaruh (*Online Physical Education)* OLPE terhadap life skills mahasiswa, menganalisis perbedaan antara OLPE yang diberikan integrasi program *life skills* dengan OLPE yang tidak diberikan program, dan menganalisis komponen *life skills* manakah yang mengalami peningkatan paling tinggi. Metode penelitian kuasi eksperimen dengan pendekatan kuantitatif menggunakan *pretest-posttest control group design*. Populasi penelitian adalah seluruh siswa kelas XI di SMA 9 Banjarbaru dengan menggunakan *purposive sampling*. Sampel penelitian adalah 40 siswa laki-laki dan 28 perempuan berusia antara 15 dan 16 tahun. Instrumen penelitian LSSS. Analisis *data independent sample t-test, paired sample t-test*, dan *N-Gain*. Penelitian ini menemukan bahwa OLPE berpengaruh signifikan terhadap kecakapan hidup siswa dengan nilai signifikansi 0,013 < 0,05, terdapat perbedaan antara OLPE yang mendapatkan program integrasi kecakapan hidup dengan OLPE yang tidak mendapatkan program integrasi kecakapan hidup dengan nilai signifikansi 0,000 < 0,05. Komponen kecakapan hidup yang mengalami peningkatan terbesar adalah komponen pengambilan keputusan dan pemecahan masalah sebesar 71,51%. Penelitian ini menemukan bahwa OLPE berpengaruh secara signifikan terhadap kecakapan hidup siswa

Kata kunci: Kecakapan hidup; pendidikan jasmani daring.

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INTRODUCTION

Online physical education (OLPE) implemented in some developed countries is a breakthrough in distance learning in physical education. Distance learning is learning that uses a web network platform with accessibility, connectivity, flexibility, and the ability to bring about different types of interactions, instructions, and learning models (Nuriawati et al., 2020). With the help of the internet, children who are behind in physical education materials and activities can catch up even if they are not present in class. According Daum and Buschner (2014) OLPE is unique in the digital world because the subject matter, if taught well, will provoke movement responses from learners. The recommended delivery method in OLPE is the hybrid model, also referred to as blended learning (NASPE, 2007; Goad et al., 2019). Research related to OLPE has found that students like OLPE because of the flexibility of schedules, choice of physical activities, and exercising in an environment that is comfortable for the learner (Daum, 2020). Students learn about health and fitness topics and how to create and implement an exercise and training program that suits their individual interests and needs in an online sports course (Williams & Sanders, 2013).

Online physical education has several instructional tools or applications in the learning process such as: activity and fitness tracker, mobile fitness app, and mobile exergames which are all integrated with application services available on the google play store for android users and the app store for apple users (Goad et al., 2019). In addition to the three applications above we can also carry out online physical education by utilizing social media such as whats app, skype, discord, zoom meeting, and google meet. When physical education cannot be done traditionally, social media is a great tool for educators to talk to each other about materials and lessons (Brooks et al., 2020).

Online physical activity courses equipped with diverse types of technology can facilitate greater student autonomy as they design and customize content to their own fitness/health goals (Goad et al., 2019). One of the uniqueness of OLPE learning is that it provides physical education materials in the form of games that allow students to choose what activities they like. it also has graphics that are appropriate for their age, making OLPE learning more interesting (Kooiman et al., 2017). Learning with gaming in OLPE can enable online students to take part in unique and engaging learning activities if used correctly and with clear learning objectives.

Many teachers argue that OLPE will help students and make it easier for them to learn, but there are some problems with implementing online learning. An example is the lack of emotional bond between teachers and students as in-person learning can form a very personal and professional bond between teachers and students. It said in research result from Jeong and So (2020) that "Difficulties in implementing OLPE (1) the monotony of the class in limited

environmental conditions and limited educational content that does not adequately convey the value of physical education, (2) lack of teacher expertise in utilizing technology (3) very limited evaluation guidelines". Then, from his research also concluded that if OLPE can be integrated with a program that can modify the learning process, the objectives of physical education can be achieved optimally. However, some physical education researchers are concerned that OLPE with virtual methods will have a negative impact on students' physical activity because they only sit in front of a laptop or smartphone (Beard & Konukman, 2020).

However, it should be underlined that it is not easy to carry out online learning with the location of each home starting from the limitations of the internet network, limited student quota and there are still students who turn off their webcam cameras. This difficulty is in accordance with the results of research from Jeong and So (2020) which states that "there are several difficulties in implementing OLPE, namely the difficulty of internet access and the lack of teacher competence in internet technology." Then in line with research from Apriyanto and Adi (2021) which states that "The results of research on the obstacles faced by students in the onlisne learning process are 30.7% more assignments, 24.9% unstable internet network, 23.7% limited internet quota, 15.4% difficult to focus, 5.4% complicated applications."

From the conclusion of the study, the researcher believes that if online physical education learning is integrated with a life skills transfer program, online physical education learning will be more meaningful and have a positive effect on students' lives. Mossman and Cronin, (2019) argues that "in order for adolescents to lead successful and healthy lives, they need to develop a variety of life skills." From several studies from OLPE, no one has examined the influence of online technology on the psychological aspects of students. Especially on the application of positive values of life skills. So, the purpose of this study is to analyze the effect of OLPE learning on students' Life Skills, analyze the difference between OLPE which is given the integration of life skills program with OLPE which is not given the integration of life skills program, and analyze which life skills component has the highest increase.

Life skills, are the skills needed to handle the problems and demands that appear in everyday life (Ronkainen et al., 2020). Life skills are defined as the skills needed to face the demands and challenges of everyday life (Mossman & Cronin, 2019). It is concluded that life skills are a skill that a person needs in finding solutions in overcoming challenges and problems in everyday life both in the home, school and community environment. Many researchers have stated that life skills are very important for adolescents because it can encourage positive changes for them. Therefore, life skills are a component of positive youth development (Kendellen et al., 2016).

Life skills can be developed through activities such as: playing music, sports, playing traditional games and so on (Mossman & Cronin, 2019. Because it is interactive, emotional and involves social values, sport and physical education are ideal places to develop life skills (Cronin & Allen, 2017). Another reason is that sports and physical education require mental skills for successful performance. Physical education teaches social values such as the ability to perform under pressure, to solve problems, to meet time and challenges, to set goals, to communicate, to handle success and failure, to work with a team, and to receive feedback. All these skills are closely related to the values contained in life skills.

According to Cronin & Allen, the life skills instrument consists of eight elements: teamwork, goal setting, managing time, emotional skills, communication, social skills, leadership, and problem solving and decision making. Recent research has led to the theory that by using life skills programs in physical education, students can learn about problem solving, managing time, emotional skills, communication skills, social skills, leadership, and decision making (Cronin et al., 2023).

In its implementation, the life skills program integrated in physical education focuses on 1 life skills component per 1 meeting so that the values of each component can be studied in depth. Kendellen et al., (2016) developed guidelines to assist teachers and trainers in integrating life skills teaching: focus on one life skill per lesson, implement strategies to teach life skills throughout the lesson, and debrief life skills at the end of the lesson. As integrated learning is new, teachers may face challenges as the program relies heavily on a lot of socialization in the form of training.

Teacher creativity in learning activities and in creating distance learning materials is needed to run effectively and efficiently (Mandono & Irianto, 2019). OLPE will be an interesting and much needed learning tool for teachers and students. When there are learning limitations the online physical education learning process will be more meaningful and weightier when integrated with the principles of the life skills program. To build positive changes in young people and can create human resources that can compete globally.

In addition to the lack of research on online physical education, many physical education teachers in Indonesia are not familiar with the framework and evaluation of OLPE. Online learning is a new experience and challenge for schools that are used to conventional face-to-face learning (Prayoga et al., 2022). There is a lot of research about life skills integration in sport and how it influences sports lifestyle. However, there are not many studies that discuss how the integration of life skills programmes in physical education, especially in online physical education. Therefore, this study will focus on finding what effect online

physical education has on students' life skills and how the programme can improve the components of life skills components.

METHOD

The method used is a quasi experiment with a quantitative approach. The research design used pretest-posttest control group design. The research population is 336 students of class XI in SMA 9 Kota Banjarbaru. The sampling technique used purposive sampling with categories: students and female students aged 15-16 years, and willing to take part in additional physical education learning with online methods. The research sample consisted of 40 male and 28 female students aged between 15-16 years old. They were then divided into two groups, namely the experimental group and the control group. Determination of the experimental group is based on the number of students in the class who are not interactive in participating in physical education learning so that treatment is needed And the control group or group that is not given treatment. Determination of the control group is based on a class that is interactive when doing physical education learning so that no treatment is needed.

The learning module used is modified fitness learning so that it can be done remotely and independently the media / software used in the treatment is the SWORKIT application which helps students understand fitness movements, pokemon GO! facilitates students in maintaining cardiovascular fitness by walking, STRAVA monitors student fitness starting from distance, steps, and calories burned, zoom meetings help students and teachers communicate face-to-face. With the help of this software, the results of the tasks carried out by students will be monitored so that the presence of students in carrying out the treatment will be guaranteed. Integration of life skills is given an explanation at the beginning of learning then students analyze what components of life skills are obtained in addition to the explanation by the researcher and are given confirmation at the end of the meeting.

This research instrument used the Life Skills Scale for Sport (LSSS), which was developed by (Allen, 2017) and collected through questionnaires. Then, the researcher will modify it according to the needs of the study such as the type of question that is tailored to the learning material that has been implemented and each component of life skills that students experience. The LSSS instrument incorporates eight life skills components, namely: teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving, and decision making. Research shows that these LSSS instruments have high reliability values. Their scores included teamwork (.93), goal setting (.93), time management (.93), emotional skills (.93), interpersonal communication (.89), social skills (.86), leadership (.93), problem

solving (.93), and decision making (.93) (Cronin et al., 2019) it is therefore suitable for use in research.

Table 1. The LSSS instrument grid

Teamwork	Goal setting	Time management	Emotional skills	Interpersonal communication	Social skills	Leadership	Problem solving
Helping other team members who are struggling with a particular task	Help set goals to improve my skills and game	Manage time well	Knowing how to cope with emotions	Speaking clearly to others	Initiate conversations with others	Set goals with excellent results for the team	Thinking about a problem carefully and thoroughly
Accept suggestions from others	Set more challenging goals	Assessing how much time on various activities	Understanding that behavior may be different when I feel emotions	Paying attention to what others are saying	Interacting in various social situations	Knowing how to motivate others	Comparing the best possible solutions to the problem
Cooperate with fellow team members for the good of the team	Evaluate goal achievement	Controlling uses of time when doing activities	Paying attention to how it feel	Paying attention to other people's body language	Helping others without having to be asked for help	Helping others solve their performance problems	Generating as many possible solutions as possible
Help build team spirit	Set short-term goals to achieve long-term goals	Setting goals so that can use time effectively	Controlling emotions to stay focused	Communicates well with others	Participating in team activities	Being a good role model for others	Evaluating solutions to a problem
Give advice to team members on how to improve their performance	Staying committed to main goal		Understanding other people's emotions		Managing close friendships	Organizing team members to work together	
Changing the way I play for the benefit of the team	Setting goals in training		Paying attention to other people's feelings			Recognizing the achievements of others	
	Set spesific goals		Helping others control their emotions to stay focused			Knowing how to influence others in a positive way	
			Helping others keep their emotions in check when something bad happens			Considering every team member's opinion	

The data collected for this study were analyzed and processed using quantitative methods using descriptive and inferential statistics. Descriptive data

analysis was carried out by tabulating data using Microsoft Excel 2016 and statistical analysis of IBM SPSS version 25. Pre-requisite test uses Kolmogorov-smirnov, and levene test of homogeneity, statistical analysis using independent sample t-test and paired sample t-test. Data analysis to test how much improvement occurred using the N. Gain test.

FINDINGS AND DISCUSSIONS

Findings

This study aims to analyze the effect of Online Physical Education (OLPE) learning on students' Life Skills, analyze the difference between OLPE which is given the integration of life skills program with OLPE which is not given the integration of life skills program, and analyze which life skills component has the highest increase. And the results of descriptive statistics are obtained as follows:

Table 2. Descriptive statistics of research results between groups

	Experiment group		Control group	
	pretest	posttest	pretest	posttest
N	34		34	
Mean	172.12	190.18	174.76	167.24
St.dev	32.937	24.921	26.347	21.752
Varian	1.084,834	621,059	694,185	473,155

Based on table 2, it is known that the number of participants from each group collected is 34 students. The average experimental group pretest 172.12 average post-test 190.18. The average pretest of the control group is 174.76, the average post-test is 167.24. The standard deviation of the experimental group pre-test is 32.937 and the post test is 24.921. Standard deviation of control group pre-test 26.347, control group post-test 21.752. The experimental group pre and post-test variances are 1,084.83 and 621.59. The control group pre and post-test variances are 694.185 and 473.155.

Next is the first hypothesis test, namely that there is a significant effect of online physical education on students' life skills. Using the independent sample t-test test with a significance level of α = 0.05, the following results were obtained:

Table 3. First hypothesis test

		F	Sig.	t	df	Sig. (2-tailed)
Experiment Group (pretest–posttest)	Equal variances assumed	1.881	.175	-2.549	66	.013

The T-value for the early and late experimental groups is -2.549, with a significance value (sig 2-tailed) of 0.013 < 0.05, as shown by the independent sample T-test results, which can be seen in table 3. The test criteria show that H_0 is rejected and H_1 is accepted, meaning that OLPE has a significant effect on students' life skills.

The second hypothesis test is that there is a difference between OLPE which is given the integration of the life skills program and OLPE which is not given the integration of the life skills program. Using the paired sample t-test test and the following results were obtained:

Table 4. Second hypothesis test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair1	treatment - non treatment	22.941	24.190	4.149	14.501	31.381	5.530	33	.000

The T value of the experimental and control groups (treatment-nontreatment) is 5.530, with a significance (sig 2-tailed) of 0.000 < 0.05, as shown by the paired sample t-test results, which can be seen in table 3 above. The above test criteria indicate that H0 is rejected and H1 is accepted; in other words, OLPE who received the life skills integration program is different from OLPE who did not receive the life skills integration program. Furthermore, to see which life skills component experienced the highest increase using the N-Gain test and the following results were obtained:

Figure 1. Life skills improvements on each component

In figure above that the highest increase is in the problem solving component, decision making with an average pretest value of 3.21 and a posttest value of 4.49, the N-gain value of 0.72 is projected to be 71.51%, followed by the interpersonal communication component with an average pretest value of 3.27 and a posttest value of 4.49, the increase value (N-gain) is 0.71 and if the percentage is increased by 70.52%.

Discussion

In the first hypothesis test, it was found that there was a significant effect of OLPE on students' life skills. This finding is in line with research from Pierce et al., (2017) "The learning model contained in physical education can help in the development of life skills." The variety of learning models found in physical education can provide a variety of values contained in life skills, therefore physical education is an ideal place to develop students' life skills. Sport and physical education can improve character and values when combined with a well-planned life skills program (Cronin & Allen, 2017). Life skills can help students solve everyday problems, they need a place and means to develop their values. Sport and physical education is the best places to transfer life skills. the right media or tools are needed to develop life skills in youth groups, so sport and physical education are the right media (Jacobs & Wright, 2016).

The experimental group students were very enthusiastic when learning to use the breakout room feature. Breakout Rooms allow users to create more chat rooms in one meeting session. Apps such as Facetime, Zoom and Skype give students the opportunity to work together in class and have discussion forums (Beard & Konukman, 2020). Students can talk about movement and learning tasks with this feature. This research focuses on fitness training and rhythmic gymnastics in line with recommendations from Chen et al. (2020) "Several recommendations for activities that a person must do in maintaining health in a pandemic condition, one of which is physical activity. With good physical activity, it is expected that the body's immunity will increase."

SWORKIT is one of the apps used in this study to guide students in physical fitness activities. The app contains instructions for various physical exercises that can be done at home and allows students to create their own fitness programs when they do not have time to go to the fitness center. This app also allows students to create their own programs when they do not have time to go to the fitness center, such as strength, cardio, yoga, and stretching through their devices.

In the second hypothesis test, it was found that there was a difference between OLPE which was given the integration of the life skills program and OLPE which was not given the integration of the life skills program. This finding is in line with research Bean and Forneris (2016) which states that "Learning

and sports training that incorporates life skills programs in a structured and deliberate manner will result in better development of life skills than those that are unstructured and unintentional." in this case it is evidenced by the researcher's observations in the control group whose learning is teacher-centered so that the values contained in life skills are only conveyed implicitly as a result students do not understand what kind of life values they learn from each session.

Then the facts found in the control group are that many students turn off the video so that there is no directed communication. As for the experimental group, the life skills program integrated in OLPE is arranged systematically and deliberately so that online learning is more interactive. As in the 1st meeting with rhythmic gymnastics material, students are given the breakout rooms feature so that they can interact with groupmates to discuss the series of movements they will perform and correct each other's movements. In this case, the value of teamwork and interpersonal communication is developed, which is learned at one meeting even though it is not directly face to face. Then at the end of the meeting they are taught how to apply these values in their daily lives so that learning becomes more interactive and meaningful. Students who are not provided with such a program, on the other hand, may lack understanding and mastery of these things, which may limit their ability to manage their lives outside of school (Pierce et al., 2019).

Furthermore, it is known from table 4 and figure 1 that the highest improvement findings are in problem-solving, decision-making components with an average pretest value of 3.21 and posttest value of 4.49 N. gain value of 0.72 proxied to 71.51%. The benefits of online learning with blended and hybrid learning methods have been traced from the research of (Kooiman & Sheehan, 2014) "Physical education with virtual game methods becomes interesting to live and can train students' cognitive aspects in problem solving and choice making." Based on social education theory, good life skills can have a major impact on a person's life, such as the ability to cope with stress, self-control, and make decisions (Syarifatunnisa, 2019).

The mobile exergames method in OLPE allows students to access cognitive aspects in physical education more deeply because the content in exergames focuses more on student reasoning in solving problems that exist in a movement they perform. This exergames application, for example, AR Runner, challenges students to run a certain distance and analyze what physical fitness develops at the challenged distance. Furthermore, a very popular exergame is pokemon GO! This game allows students to walk and adventure outside the house to find pokemon monsters that are monitored by GPS and step trackers in addition to gaining physical fitness by walking they can adventure and think of strategies to find monsters that are rare to find. These various applications have been

standardized in the OLPE achievement standards. For cognitive functions, standard 1 is Students view video clips that demonstrate the correct way to use their new motor skills. Teachers who give students a practice plan to do. If a person has all the components of good life skills, it can have a big influence on their lives, such as being able to overcome internal things in their social life, namely stress, self-control, and decision making (Syarifatunnisa, 2019).

However, it should be highlighted that implementing online learning when all students are at home is challenging. One of the problems related to the utilization of information and communication technology in education, especially physical education, is the knowledge of teachers in the utilization of technology, which is also related to the limitations sent to schools (Wicaksono & Utama, 2022).This is due to the limitations of the internet network, and the fact that some students fail to activate their webcam cameras. The difficulties students face when learning online include 30.7% more tasks, 24.9% unstable internet network, 23.7% limited internet quota, 15.4% difficulty to focus, and 5.4% complicated applications (Apriyanto & Adi, 2021). In contrast to physical education in the field (body language, oral, and nonverbal), communicative learning is very important for teachers. Because OLPE relies heavily on oral communication (Beard & Konukman, 2020). The results of this study contribute to how online physical education learning if integrated with life skills programs, physical education with various limitations will still have meaningful value. The limitations of this study refer to OLPE integrated with life skills.

CONCLUSION

In brief, this study found that online sports learning (OLPE) had a significant influence on students' life skills. This suggests that physical education learning can influence life skills such as focus, problem solving, leadership, cooperation, and motivation. In addition, this study found that there was a difference between OLPE that received the life skills integration program and OLPE that did not receive it. This suggests that sports and physical education that integrate life skills programs in a structured and deliberate manner result in better life skills development than those that do not. The life skills component that experienced the greatest improvement was the decision making and problem-solving component. This is because much of the content in OLPE's instructional tools, namely mobile exergames, provides reasoning to show the correct way to use their new motor skills.

Therefore, a program that integrates life skills into physical education learning should be created. Because life skills are very important to survive and adapt to the surrounding environment such as school, home, and social life. By improving their life skills, students can use them in daily life to give students a better ability to face and survive difficult situations in the future.

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