



E-Learning in Practical Courses of Physical Education and Sports During Pandemic

Rif'iy Qomarrullah^{1*}, Milcha H. Tammubua², Rivaldhy N. Muhammad³, Suratni⁴, Lestari Wulandari S⁵, Tri Setyo Guntoro⁶, Jonni Siahaan⁷ 

^{1,5,6,7} Universitas Cenderawasih, Jayapura, Indonesia

^{2,3,4} UPBJJ Universitas Terbuka, Jayapura, Indonesia

ARTICLE INFO

Article history:

Received October 01, 2022

Revised October 03, 2022

Accepted January 23, 2023

Available online February 25, 2023

Kata Kunci:

Efektivitas, E-Learning, Pendidikan Jasmani

Keywords:

Effectiveness, E-Learning, Physical Education

DOI:

<https://doi.org/10.23887/jet.v7i1.52720>

ABSTRAK

Pendidikan jasmani dan olahraga mampu menjadi sarana pembelajaran dalam mendorong daya fisik, mental, pengetahuan, apresiasi dan penalaran peserta didik. Tujuan utama yang ingin dicapai dalam penelitian ini yakni mengkaji dan mendeskripsikan berkaitan efektivitas e-learning dalam perkuliahan pendidikan jasmani dan olahraga. Penelitian ini berbentuk survei kuantitatif dengan 33 sampel memakai teknik total sampling. Teknik pengumpulan data menggunakan metode observasi, angket, catatan lapangan, dan dokumentasi. Analisis data menggunakan metode deskriptif kuantitatif berskala persentase. Hasil penelitian ini menunjukkan terdapat dua unsur penting bahwa kegiatan perkuliahan menggunakan media daring telah efektif dilaksanakannya secara baik dan menurut pendapat mahasiswa sebagai peserta didik pelaksanaannya telah terlaksana sesuai ketentuan, meskipun masih terdapat beberapa hambatan maupun kendala terutama jaringan internet. Oleh karenanya, hal-hal yang masih menjadi kendala seperti sinyal dan perangkat yang digunakan selama perkuliahan dapat disiasati dengan metode belajar kelompok serta menentukan titik yang baik untuk mendapatkan jaringan internet.

ABSTRACT

Physical education and sports can be a means of learning in encouraging students' physical and mental knowledge, appreciation, and reasoning. The main goal to be achieved in this research is to examine and describe the effectiveness of e-learning in physical education and sports education courses. This research is in the form of a quantitative survey with 33 samples using a total sampling technique. Data collection techniques using observation, questionnaires, field notes, and documentation. Data analysis used a quantitative descriptive method with a percentage scale. The results of this study indicate that there are two essential elements that lecture activities using online media have been implemented effectively. In the opinion of students as students, the implementation has been carried out according to the provisions. However, there are still some obstacles and obstacles, especially the internet network. Therefore, things still a barrier, such as signals and devices used during lectures, can be worked around with the group study method and determining an excellent point to get an internet network.

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1. INTRODUCTION

Education is the main instrument as well as the key to the progress of a nation, this is because that is where tough generations are printed (Arifin, 2022; Qomarrullah, 2015). The basic concept of national character and intelligence has been outlined by the father of Indonesian education, namely Ki Hadjar Dewantara through a teaching trilogy, namely: First, *ing ngarso sung tuladho* (Javanese dialect) which means "every parent and teacher should be able to be a role model for children at home or students at school"; Second, *ing madya mangun karso* which means "that each of us in the middle is able to provide assistance and encouragement or constructive ideas"; Third, *tut wuri handayani* which means "taking a position behind (for the previous generation) to provide encouragement or motivation" (Marwah et al., 2018; Yanuarti, 2017). Therefore, reflecting on the essence of education formed by Ki Hajar Dewantara gives the deepest meaning that education is actually a chain from beginning to end of how humans have a superior civilization.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength (Kareem, 2022; Torres-Porras & Alcántara-Manzanares, 2022), self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state (Tolentino, 2020; Tröhler, 2020). Education is an effort into human beings while development is an outward effort within humans (Efendi, 2020; Febriana et al., 2020). Education produces

human resources that support development and development outcomes can support education (coaching, providing advice, and so on) (Wati et al., 2021; Zuhdi et al., 2021). Development in the field of education is an effort to educate the nation's life and improve human quality (Mariono et al., 2021; Rahmatika et al., 2021). One of the determining factors for the sustainability and progress of the nation is the education sector (Qomarrullah, Wulandari S, et al., 2022).

The educational curriculum as a set of tools for the distribution of knowledge and character is formed into something that cannot be separated considering that every teaching is carried out through mutually supportive and complementary mechanisms (Oktriyeni, 2019; Ulya et al., 2020). As for physical education and sports (PES) as part of the curriculum taught in schools, it becomes a medium to achieve comprehensive individual development (Habyarimana et al., 2022; Setyo Adi, 2019). Through physical education and sports, students get learning in processing physical activities in the form of gross motor and fine motor skills (Dapp et al., 2021; Mehamad et al., 2021). Physical education and sports is able to become a learning tool in encouraging the physical, mental, knowledge, appreciation and reasoning power of students (Khoirunnisa et al., 2012; Prasetyo et al., 2019). Seeing the importance of the need for sports activities, then making physical education and sports a subject that must be taken by prospective teachers in the PGSD (Elementary School Teacher Education) study program in each university, not least in the Distance Learning Implementation Unit (UPBJJ) Open University (UT) Jayapura Papua.

Physical education and sports is basically an educational process that uses physical activity to bring about overall changes in the physical, mental, and emotional qualities of individuals (Bofill-Herrero et al., 2022; K, 2021). The existence of physical education in schools is a means of channeling their talents, in the midst of school activities that often make children bored, the presence of physical education is useful to balance it with sports (Herlina & Susilana, 2021; Kurdi & Qomarrullah, 2020; Tarantino et al., 2022). Physical education in addition to training body health can also maintain one's mental health (Baena-Morales et al., 2022). When you exercise, your body releases endorphins that make you happy (Lucy Amany Mutuli et al., 2020). This makes the child more enthusiastic about other subjects and everyday life at school. The benefits of physical fitness are to support the abilities and abilities of every human being, which is useful in enhancing work productivity, so that it can be useful for children from teenagers to adults, especially students to develop strength, ability, ability, creative power, and endurance, and can enhance endurance stand.

Prospective class teachers who will teach at the basic education level are provided with Physical Education courses with several considerations, namely: (1) Each student is unique; (2) Children are human beings who are still experiencing growth and development and are not adults; (3) Children have a world of play so that learning materials are more relevant through game media; and (4) Elementary school (SD) children are a very expressive and creative age. Specifically in the physical education and sports subject at UPBJJ UT, it is generally given in the form of a direct practical learning tutorial for eight face-to-face meetings guided by a tutor. A complete guide to the implementation of practical tutorial activities for the physical education and sports courses uses a book which contains nine module materials so that in learning students understand and master the theory and apply it through practicals. However, since the Covid-19 virus which first appeared in China at the end of 2019 and then spread to all corners of the world starting in early 2020, the world order, especially in education, has changed completely (Kurdi et al., 2020; Suratni et al., 2022).

The impact of the Covid-19 virus then changed the Penjasor practice course in the PGSD UPBJJ UT Jayapura S1 study program which was originally carried out in the form of face-to-face and then became fully online learning (in the network). However, practical online learning activities are still carried out using the Microsoft Teams application. Several obstacles that arise, such as: (1) Android smart phones or laptops/computers are becoming rare items, especially in the mountainous areas of Papua; (2) Internet network disturbance due to sudden loss of signal; and (3) Several areas in South Papua experienced a total network disconnection due to PT Telkom repairing the underwater optical cable. The solutions that can be given are by facilitating learning through short messages (SMS) and WhatsApp even though the wait is long, and continuing to do lectures in groups in each study group (Pokjar). This is also similar to the findings of previous research which identified obstacles to online learning in several respects: (1) The limited ability of operating human resources (HR); (2) Infrastructure facilities (infrastructure); and (3) The dynamics of curriculum and learning processes that continue to develop rapidly.

Based on preliminary study data and previous research findings, this research has an urgency to carry out. The Covid-19 pandemic situation, which until now still requires learning from home, has made researchers interested in studying and analyzing the effectiveness of online learning in physical education and sports practice courses at UPBJJ UT Jayapura Papua. The novelty of this research when compared to previous research lies in: (1) This research analyzes the effectiveness of online learning in the Covid-19 pandemic situation, especially for physical education and sports courses conducted by the Open University in Papua which is the easternmost province in Indonesia; and (2) this research is discussed based on the point of view of student perceptions when implementing online physical education and sports courses. In addition, the benefits of the results of this

research are: First, they can serve as a guideline, a reference especially for policy makers in the field of higher education, be it the government from the central to the regional levels, to pay more attention to education in Papua; and Second, it can be a scientific reference for future researchers who are interested in conducting research on physical education and sports at tertiary institutions in rural areas.

2. METHOD

This research is a type of non-experimental research using quantitative descriptive methods (Dwi Indriati et al., 2022). This approach departs from a theoretical framework, expert ideas, as well as researchers understanding based on their experience, then developed into problems and their proposed solutions to obtain justification (verification) or assessments in the form of empirical data support in the field (Ida & Maksum, 2021; Roller, 2019). Participants as research subjects who the authors examined were 33 students in semester II of PGSD UPBJJ UT Jayapura, consisting of 23 women and 10 men using a purposive sampling technique (Suratni et al., 2022). The place of research is through online learning media Microsoft Teams. The researcher used a research instrument in the form of a Formative Class Evaluation (FCE) questionnaire which aims to determine the effectiveness of implementing online physical education and sports learning. The questionnaire used in this study is a closed questionnaire, because the researcher has prepared a questionnaire (questionnaire) that has been provided later so that the respondent only has to choose the answer. The questionnaire used is a question in the form of multiple choice or other forms. This research procedure will make it easier for researchers to start the research phase and collect data. Retrieval of data in this study using a questionnaire through the Google form which will be distributed via the WhatsApps application and filled in on the Google Forms sheet.

As for data collection using learning observation in the form of observation sheets for physical education and sports classes (LOK Penjasor). Penjasor LOK data was then collected through direct observation during the process of lecture tutorial activities 1 to 8. Then the researcher used the online FCE (Formative Class Evaluation) questionnaire distribution technique using the Google Forms application to students in tutorial meetings 3, 5, and 7 activities lectures. The FCE questionnaire is used to find out students' opinions about the online learning process for physical education and sports courses. The FCE questionnaire consists of 9 questions. Consists of 4 main components, namely: results, will, method and cooperation. This questionnaire is given to students shortly after the tutor has finished giving lecture material. Students provide answers by ticking the questionnaire with three alternative answers namely "happy" (3), "unhappy" (2) and "don't know" (1). After the data collection process is complete, the next steps are: (1) Recap the overall observation of learning by using the percentage formula divided by N multiplied by 100. Furthermore, the analysis of the data obtained is interpreted using a percentage classification in the form of a qualitative interpretation, namely: < 47.76% (poor), 47.77%-62.50% (fairly good), 62.51%-81.25% (good), and > 81.26% (very good). Recapitulate the FCE questionnaire data obtained in the study and enter the results of the data recap in the Formative Class Scoring showed in Table 1. Formative Class Evaluation Questionnaire showed in Table 2.

Table 1. Score Intervals, Grades and Categories Formative Class Evaluation

Score	N	Description
≥ 2,77	5	Very Good (VG)
2.55 – 2.76	4	Good (G)
2.34 – 2.54	3	Moderate (M)
2.15 – 2.33	2	Poor (P)
< 2.14	1	Very Poor (VP)

(Andrian et al., 2020; Saputra, Rifki & Hartati, Yuli, Christina, 2015).

Table 2. Formative Class Evaluation Questionnaire

Question	Answer
1. In the physical education and sports class, was there anything that really impressed you?	Yes No Don't know
2. In the physical education and sports class, did you get a new experience that you couldn't do before?	Yes No Don't know
3. In the physical education and sports class, did you feel that you understood one of the topics taught?	Yes No Don't know
4. In the physical education and sports class, did you take the given task seriously?	Yes No Don't know

Question	Answer		
5. In the physical education and sports class, did you take it with pleasure?	Yes	No	Don't know
6. In the physical education and sports class, did you learn without feeling forced?	Yes	No	Don't know
7. In the physical education and sports class, did you train hard to do it successfully?	Yes	No	Don't know
8. In the physical education and sports class, did you study with your friends in a friendly situation?	Yes	No	Don't know
9. In the physical education and sports class, did you and your friends help and teach each other?	Yes	No	Don't know

(Qomarrullah, Wulandari S, et al., 2022)

The data analysis used is descriptive statistics, by searching and systematically compiling the data obtained from data collection by organizing the data into categories, describing them into units, synthesizing them, compiling them into patterns, choosing which ones are important and which will be learn and make conclusions so that it is easily understood by oneself or others. Researchers use Microsoft Excel 2019 processes to process data.

3. RESULT AND DISCUSSION

Result

Observation data for physical education and sports classes were collected through direct observation during learning. This experience uses an observation sheet. The physical education and sports class observation sheet contains 3 components, namely: lesson planning, learning implementation and learning evaluation.

Based on the research data in the implementation of tutorial teaching and learning activities (KBMT) it can be described as follows: First, session I activities were held on Saturday April 9, 2022 starting at 13.30-15.30 WIT (Eastern Indonesia Time) based on the following components: (1) Learning planning got a score of 25 with a percentage of 46.27% so that it could be described in the poor category; (2) The implementation of learning gets a score of 28 with a percentage of 47.17% so that it can be described in the poor category; and (3) the learning evaluation got a score of 26 with a percentage of 46.34% so that it can be described in the poor category; Second, session II activities were held on Saturday April 16, 2022 starting at 13.30-15.30 WIT based on the following components: (1) Learning planning got a score of 32 with a percentage of 51.23% so that it can be described in the fairly good category; (2) The implementation of learning gets a score of 33 with a percentage of 51.37% so that it can be described in the fairly good category; and (3) the learning evaluation got a score of 32 with a percentage of 51.32% so that it can be described in the fairly good category; Third, session III activities were held on Saturday, April 23, 2022 starting at 13.30-15.30 WIT based on the following components: (1) Learning planning got a score of 51 with a percentage of 69.45% so that it can be described in the good category; (2) The implementation of learning gets a score of 65 with a percentage of 70.21% so that it can be described in the good category; and (3) the learning evaluation got a score of 54 with a percentage of 63.55% so that it can be described in the good category.

Fourth, session IV activities were held on Saturday, April 30, 2022 starting at 13.30-15.30 WIT based on the following components: (1) Learning planning got a score of 55 with a percentage of 69.70% so that it can be described in the good category; (2) The implementation of learning gets a score of 68 with a percentage of 72.24% so that it can be described in the good category; and (3) the learning evaluation got a score of 61 with a percentage of 70.12% so that it can be described in the good category; Fifth, session IV activities were held on Saturday, April 30, 2022 starting at 13.30-15.30 WIT based on the following components: (1) Learning planning got a score of 55 with a percentage of 69.70% so that it can be described in the good category; (2) The implementation of learning gets a score of 68 with a percentage of 72.24% so that it can be described in the good category; and (3) the learning evaluation got a score of 61 with a percentage of 70.12% so that it can be described in the good category; Sixth, session V activities which were held on Saturday, May 7, 2022 starting at 13.30-15.30 WIT based on the following components: (1) Learning planning got a score of 36 with a percentage of 55.21% so that it can be described in the fairly good category; (2) The implementation of learning gets a score of 46 with a percentage of 63.72% so that it can be described in the good category; and (3) the learning evaluation got a score of 36 with a percentage of 55.21% so that it can be described in the fairly good category; Seventh, session VI activities were held on Saturday, May 14, 2022 starting at 13.30-15.30 WIT based on the following components: (1) Learning planning got a score of 51 with a percentage of 69.45% so that it can be described in the good category; (2) The implementation of learning gets a score of 66 with a percentage of 71.12% so that it can be described in the good category; and (3) the learning evaluation got a score of 62 with a percentage of 70.33% so that it can be described in the good category.

Eight, session VII activities which were held on Saturday, May 21, 2022 starting at 13.30-15.30 WIT based on the components: (1) Learning planning got a score of 65 with a percentage of 70.21% so that it could be described in the good category; (2) The implementation of learning gets a score of 68 with a percentage of 72.24% so that it can be described in the good category; and (3) the learning evaluation got a score of 61 with a percentage of 70.12% so that it can be described in the good category; and Ninth, session VIII activities were held on Saturday, May 28, 2022 starting at 13.30-15.30 WIT based on the following components: (1) Learning planning got a score of 32 with a percentage of 51.23% so that it can be described in the fairly good category; (2) The implementation of learning gets a score of 36 with a percentage of 55.21% so that it can be described in the fairly good category; and (3) the learning evaluation got a score of 35 with a percentage of 54.45% so that it can be described in the fairly good category. Then, based on the data on the results of the average FCE score, student opinions in online face-to-face lecture activities as a whole showed in [Table 3](#).

Table 3. Result of Recap of Formative Class Scoring Processing Data

Session	Component							
	Results		Will		Method		Cooperation	
	Score	Conversion	Score	Conversion	Score	Conversion	Score	Conversion
III	2.19	3	2.58	2	2.47	3	2.34	3
V	2.53	4	2.55	4	2.66	4	2.53	3
VII	2.72	4	2.64	4	2.72	4	2.67	4
Average	2.48	3	2.59	4	2.62	4	2.51	3

The result of the next analysis is to test the effectiveness of student learning outcomes in the realm of knowledge and skills. Based on the overall data on the physical education and sports observation sheets, the average value in the learning process was obtained with a score of 43 with a percentage of 60.18% so that it was included in the fairly good category, then in the implementation of learning it got a score of 52 with a percentage of 62.91% so that it was included in the category good, and in the learning evaluation got a score of 46 with a percentage of 59.80% so that it is included in the fairly good category. Furthermore, according to the calculation of the frequency of occurrence of descriptions, namely: (1) The very good category in learning planning, learning implementation, and learning evaluation activities is 0 (none); (2) good category in lesson planning 4, implementation of learning 5, and evaluation of learning 4; (3) The category is quite good in planning lesson 3, implementing learning 2, and evaluating learning 3, and (4) category is not good enough in planning lesson 1, implementing learning 1, and evaluating learning 1. Based on the FCE result data obtained at tutorial meetings III, V, and VII, the average component can be explained, namely the components: the results get a score of 2.59 with a score of 4 which is included in the sufficient category, willingness to get a score of 2.58 with a value of 2 which is included in the good category, the method gets a score of 2.62 with a score of 4 which is included in the good category, and cooperation gets a score of 2.58 with a value of 3 which is included in the sufficient category.

Discussion

The benchmark for determining learning effectiveness in this article is based on the quality of learning based on process and outcome ([Clarisa et al., 2020](#); [Siahaan et al., 2021](#)). In determining the effectiveness of learning Physical and Sports Education, namely how do tutors teach?, how do students learn?, and what have students achieved after studying?. For this reason, the use of the FCE questionnaire and student learning outcomes are considered sufficient to be a benchmark for the effectiveness of goal orientation as a result of the development carried out. To answer the formulation of the problem, it is necessary to know the main objectives to be achieved in this research, namely to study and describe related to effectiveness and obtain information data on the extent to which students are accepted in online learning for Physical Education and Sports courses for undergraduate students at PGSD UPBJJ UT Jayapura academic year 2021 /2022. Therefore, based on the background of the problem and the research results obtained, it can then be studied as follows:

First, based on the observation sheet data, it shows the dominance of the good category, which means that the implementation of online learning has been carried out effectively. The results of this study are relevant to research which states that the advantages of online learning are that it does not recognize the boundaries of space and time, but with the main feature, namely the fulfillment of an internet network ([Baety & Munandar, 2021](#); [Mershad & Wakim, 2018](#); [Syauqi et al., 2020](#)). Then, in another study, it was stated that apart from being a pandemic, the good thing that was obtained was that everything changed routines, including for the world of education ([Dewantara & Nurgiansah, 2020](#)). Furthermore, various problems of online learning are providing space for educators and students to continue learning. Currently the corona virus is a hot discussion in any hemisphere, corona still dominates the public sphere ([Mohammad Ali et al., 2021](#); [Qomarrullah, Kesumawati, et al., 2022](#)). Severe Acute Respiratory Syndrome Coronavirus 2 (SARS-COV-2) 2019 better known as Covid-19

is a new type that causes infectious diseases to humans. This has caused several countries to set policies to impose lockdowns in order to prevent the spread of Covid-19. The State of Indonesia imposed a Social Restriction policy in the form of micro to macro level PPKM to suppress the spread of the virus. The learning system in the network (online) is a learning system without face to face directly between teachers and students but is carried out online using the internet network. Educators must ensure that teaching and learning activities continue, even though students are at home. The solution, educators are required to be able to design learning media as an innovation by utilizing online media (e-learning).

Second, based on the FCE recapitulation data where students' opinions were asked to show the average component showed a sufficient category, this shows that according to students the KBMT has been carried out according to standards. This is in line with research which states that student responses are needed so that teachers become more intelligent and creative in learning (Abu Nasra & Arar, 2020; Sutoro et al., 2020). Then, in another research it was stated that the online learning system can get optimal results if participants are given space to provide their views and opinions (Amhag et al., 2019; Hasby et al., 2021). Furthermore, it was also stated that university students gave a very good response if the learning they received was very interesting, especially online learning (Elzainy et al., 2020; Ilahi et al., 2020; Kristanto et al., 2021). School is a place for students to grow and develop. Students spend almost half of their day at school, both for classroom learning activities, extracurricular activities, and other activities. Students go to school and enter the classroom through various struggles, ranging from understanding the learning provided by the teacher to socializing with their classmates (Muhammad et al., 2022; Wandik et al., 2021).

The learning process can be interpreted as an activity where there is a process of transferring teaching materials from an educator to the students they have (Hardiansyah & Misbahudholam, 2022; Syauqi et al., 2020). This learning activity is very dependent on the components in it (Dhika et al., 2019; Hamid et al., 2020). Based on the many components, the most important is the existence of students, educators, learning media, learning materials and the existence of a lesson plan. Therefore, the application of online learning then demands readiness for both parties, be it from educators as education service providers or from students themselves. Online or distance learning requires the help of qualified and easily accessible technology so that students must be ready to adapt to changes in learning regulated by authorized educational institutions.

Broadly speaking, this study shows two important elements that online KBMT activities have been effectively implemented and in the opinion of students as students the implementation of KBMT has been carried out according to the provisions. The benefits of this research include: (1) The results of this study are expected to be able to contribute knowledge to readers, especially students and lecturers (tutors) in the process of online tutorial teaching and learning activities; and (2) The results of this study can be taken into consideration and as a reference for further research on online learning, especially in practical courses such as physical education and sports.

In online learning during the Covid-19 pandemic, many obstacles were faced by teachers as educators and instructors (Qomarrullah, Mujadi, et al., 2022; Sawir et al., 2022). Learning that was originally face-to-face (offline), due to the pandemic has changed and is mostly done online (daring learning) (Hamid et al., 2020; Ro'fah et al., 2020; Syauqi et al., 2020). The obstacles in online learning such as: first, the location of the house is not reached by the internet network, including minimalist student internet quota. Second, The learning media used by teachers is dominantly monotonous and makes students feel bored or bored. Third, dominant learning is not yet interactive. Fourth, students' character or behavior is difficult to monitor. Fifth, learning tends to be online assignments. Sixth, assignments are given by students in piles. Other constraints. Seventh, absorption of subject matter is very minimalist. Eighth, Assessments carried out by teachers in the form of Daily Assessments (PH), Mid Semester Assessments (PTS), Final Semester Assessments (PAS) including School Examinations (US) lack integrity.

As a teacher, you have to find various solutions to overcome these obstacles. The alternative solutions that can be taken are: (1) a location near the home environment where the internet network is difficult to reach, temporarily moving to a location that is accessible by the internet network. If you overcome the minimalist internet quota, join friends who have WIFI at home, a maximum of 3 students and comply with health protocols to prevent Covid-19. Next, (2) Various online learning media are used so that students are not bored. (3) Trying to use varied online media that can be interactive. (4) When using online media that can be live, for example zoom meetings, Google meet, webinars and others so that the character or behavior of students is relatively monitored. The next solution, (5) The material to be conveyed in learning should be given to students the day before to be read first. When the teacher explains the material the dominant students can understand more, if there are still difficulties you can ask. Assignments are given there is a time limit to submit and be assessed. Then, (6) Collecting assignments is not late. If the assignment has been received, it is immediately corrected/assessed and the results are immediately informed to the students. (7) With varied and dominant online media, live will be able to absorb subject matter close to optimal. Finally, (8) Utilizing varied and dominant online media will be able to continuously monitor student behavior while participating in assessment activities.

You do this by turning on the camera on the online media used so that honesty can be closely monitored. It would be better if in learning and assessment involving parents/guardians of students could help supervise them properly in their respective homes.

4. CONCLUSION

The conclusion of this study is that it shows two important elements that the online KBMT activities of UPBJJ UT Jayapura have been effectively implemented and in the opinion of students as students the implementation of KBMT has been carried out according to the provisions. Then, suggestions as recommendations that can be given are: first, E-Learning has become an option as well as a solution to overcome the impasse of education problems in this century, but the preparation of infrastructure and training of human resources is something that is very urgent to continue to be improved. Second, it is important for teaching staff to create an atmosphere of PAIKEM learning (active, creative, and fun learning) even though it is online, therefore the collaboration between educators and education managers and active collaboration with students (students) in accordance with the developing times is also very important. needed.

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