



## **Physical Education Teacher Ability to Utilize Technology for Conducting Distance Learning in New Normal Period**

**Atep Ramlan Pirdaus\***, Agus Mahendra, Lukmanul Haqim Lubay  
Universitas Pendidikan Indonesia, Indonesia

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### **Abstract**

Covid-19 pandemic, at the beginning of 2020, made the government implement distance learning to prevent the spread of the COVID-19 virus. In distance learning, the Physical Education learning process, which was initially conducted through face-to-face learning methods, is facilitated by technology so that Physical Education learning can be well-conducted. This study aimed to determine the ability of Elementary School Physical Education teachers to utilize technology in distance learning during the new normal period. The method used was descriptive research. The subjects of this study were 22 public Elementary School Physical Education teachers of a sub-district in Bandung city. The instrument used was Quality matter 2014. The results showed that Physical Education teachers' ability in elementary schools to utilize technology for distance learning during the new normal period was in the fair category.

\*Correspondence Address : Jl. Dr. Setiabudhi No. 229 Bandung, Jawa Barat  
E-mail : [atepramlanpirdaus550@gmail.com](mailto:atepramlanpirdaus550@gmail.com)

## INTRODUCTION

The COVID-19 pandemic outbreak has an impact on the Physical Education learning mechanism in elementary school. All activities during this period are carried out by considering health conditions. Distance learning is an alternative used in the Physical Education learning process during the COVID-19 pandemic. Distance learning is a learning process facilitated and supported by technology (Hanum, 2013). Among them, laptops and smartphones are learning facilities often used by students and teachers in distance learning (Saifulloh & Darwis, 2020). Through its various functions, every teacher can carry distance learning during the new normal period (Setyaningsih, 2020).

Meanwhile, to choose the technology, the teacher must prioritize its benefits and ease of use. The primary role of technology is to present learning activities to achieve the success of the learning process (Septantiningtyas, 2019). Although distance learning puts teachers and students in different places, interaction in the learning process can still be created through technology (Darmayanti et al., 2007). Some applications can be used to create these interactions, such as online meeting applications (Zoom, Google Meet, Google Classroom) and social media (Whatsapp) (Napitupulu, 2020). In addition, YouTube is also one of the most often used technologies by teachers in distance learning (Pakpahan & Fitriani, 2020). For this reason, technology helps teachers carry out the learning process without a face-to-face meeting (Bali, 2019). Thus, it could facilitate teachers and students to create an effective learning process during the distance learning process (Lathif et al., 2020).

The teacher's ability to utilize technology in distance learning is essential. This ability is one of the crucial factors in the success of distance learning (Wahyono et al. 2020). Although distance learning is a learning process carried out online (Simanjuntak & Krismartini, 2020), teachers still have to provide meaningful experiences to students (Ariadhy et al., 2020). The elementary school level is critical for stu-

dents to gain knowledge; thus, providing quality Physical Education is essential (Friskawati et al., 2020). To create quality learning, teachers must adapt to their student characteristics (Baharun, 2016). Regarding the year of birth, today's elementary school students were born between 1995-2010 and belonged to Generation Z (Setyawan, 2019). Generation Z is a period where children are technology literate (Saragih, 2012), so their adaptation to technology is good (Zalfa, 2019). Students at this period are more interested in visual media, such as videos (Suhandiah et al., 2019). Based on this characteristic, interesting learning videos will be able to increase student learning motivation. It will demand teacher creativity in using the technology for distance learning.

The research studied the effectiveness of the implementation of online learning (fully online) during the COVID-19 pandemic at the Elementary School level in Subang Regency (Hamdani & Priatna, 2020). The results showed that distance learning during the Covid-19 period was around 66.97%. So that the quality of the learning process needs to be improved through more effective learning. A study researched the distance learning model as an alternative to the Physical Education learning process during the COVID-19 pandemic (Jayul & Irwanto, 2020). The results showed that Physical Education learning in Elementary Schools could be implemented using the Schoology Portal and Vlog methods. This method presents demonstration videos to make it easier for students to understand teaching materials. Finally, the researchers studied the potential for Physical Education Sports and Health subject learning amid the COVID-19 pandemic in Elementary Schools (Herlina & Suherman, 2020). The results show that Physical Education can be developed during the COVID-19 pandemic through a distance learning model with a collaborative approach. This approach involves parents supporting the learning process through observation sheets for parents and teachers and integrated teaching materials given to students. According to the description above, researchers

were interested in conducting research related to the ability of Elementary School Physical Education teachers to utilize technology for distance learning in the New Normal period.

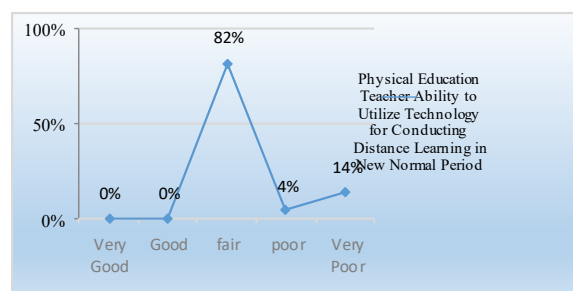
## METHOD

This study used descriptive research methods to determine the ability of Elementary School Physical Education teachers in conducting distance learning in the new normal period. The population of this study were public Elementary School Physical Education teachers in urban areas in West Java, totaling 32 people. The samples were 22 people. In determining the sample, the researchers used an incidental sampling technique, involving anyone who coincidentally met the researcher and was considered suitable as the data source (Sugiyono, 2016).

The research instrument used was Quality Matter 2014. Quality Matter (QM) 2014 is a standard distance learning instrument to measure the quality of the learning implementation (Martin et al., 2017). The analytical technique used in this research was the percentage descriptive analysis. This analysis is the "statistics used to analyze data by describing the collected data as it is without the intention to draw general conclusions or generalizations" (Sugiyono, 2016). This analysis provides a systematic description of the facts about phenomena or variables in a research (Darajat & Abduljabar, 2014). To find out the position of respondents in their groups, the Norm Reference Assessment (PAN) approach, to compare the average score of respondents in the group as the norm, was used (Muhaeminullah, et al. 2019).

## RESULT AND DISCUSSION

Data of the research on the ability of Elementary School Physical Education teachers to utilize technology for distance learning in the new normal period using the Norm Reference Evaluation can be seen in Figure 1.



**Figure 1.** The Ability of Elementary School Physical Education Teachers in Utilizing Technology for Distance Learning in the New Normal Period

Figure 1 shows the ability of Elementary School Physical Education teachers to utilize technology for distance learning in the new normal period. It includes the sufficient category (82%), the less category (4%), and the very poor category (14%). It shows that the teacher's ability to utilize technology for Physical Education learning in the new normal period was in the sufficient category.

Distance learning will be significantly influenced by the teacher's ability to use technology in the learning process. Technology is the main requirement in distance learning (Tirziu & Vrabie, 2015). Therefore, utilizing technology is an essential factor in achieving distance learning success (Sulistyohati, 2020). The ability refers to the teacher's ability to create effective distance learning through technology as a supporting tool in the learning process (Andini & Supardi, 2018). It is considered a demand for teachers in implementing distance learning which is expected to be realized (Myori et al., 2019). However, the reality in the field shows that some teachers have not been able to use technology to support learning properly because they are not used to the distance learning process, especially for senior teachers (Erni et al., 2020). Teachers have not been ready to adapt to skills for using learning technology (Prabowo et al., 2020; Rigianti, 2020).

The teacher's ability to use technology for implementing distance learning is the availability of technology devices (Batubara, 2017) and the teacher's readiness to use it (Rahim et al., 2019). The availability of technological devices significantly affects the teacher's ability to use technology in distance learning. The availability of technology devices will create experiences to increase teacher readiness in using technology for distance learning (Febrialismanto & Nur, 2020). The reality in the field shows that 40.5% stated that the distance learning process is still conducted with limited learning facilities (Sudrajat, 2020).

The availability of technological devices will affect the knowledge and experiences of teachers on using technology. It will also create teacher readiness for using technology (Lestari, 2015). The use of technology in the learning process is proven to improve the learning quality (Astini, 2019). For this reason, a teacher is required to have competence in using technology for the learning process (Chaidar, 2014). However, in this case, there were still teachers who could not master technology for learning purposes (Pribowo, 2017).

## CONCLUSION

Based on the obtained data, the authors suggest that the ability of Elementary School Physical Education teachers to utilize technology for conducting distance learning in the new normal period was in the sufficient category. Further research is expected to examine the utilization of technology by Physical Education teachers and see the results of Physical Education learning on students .

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