

Application of online learning for sports students

Afifan Yulfadinata^{a*}, Toho Cholik Mutohir^a, Suroto^a

^aPostgraduate, Universitas Negeri Surabaya, Indonesia

Corresponding Author: afifanyulfadinata@unesa.ac.id

Abstract

The purpose of this study was to analyze the effectiveness of online learning for sports students. This study uses a literature review method by using a comprehensive strategy such as searching for articles in research journal databases. The databases used are Pubmed/MEDLINE, Scopus, Web of Science, and Embase. The inclusion criteria in this study were international journals published in the last seven years in 2022, journals that discuss sports, online learning, and COVID-19. The exclusion criteria in this study were local journals and journals that were not reputable. The keywords used in the search were health, sports, online learning, and COVID-19. There were 30 articles obtained, and 7 articles were analyzed through the purpose, suitability of the topic, sample size, research protocol, and the results of each article. The results of this study report that there are pros and cons to online learning for sports students. That good learning in the future is mixed learning, namely online and offline. Sports are not only theoretical that can be done online but also require hands-on practice. During the COVID-19 pandemic, it is important to keep a distance during the learning process, paying attention to other health protocols. So that in the future the learning carried out by sports students can be effective.

Keywords: Online Learning, Sports Students, COVID-19

1. Introduction

Sport is one aspect that is very important for every human being (Grix et al., 2021). Sports activities can improve health and physical fitness (Li, 2020). In addition, exercise helps to improve mental health and motor skills (Komaini et al., 2022). In higher education, one of the most popular study programs is sports education, sports coaching, and sports science (Malinauskas, Saulius and Kaufmanas, 2020). The sports education study program aims to make a competent teacher (Koh et al., 2017). The sports coaching study program aims to make a coach improve athlete performance programmatically (Light and Harvey, 2017). And the sports science study program aims to become a consultant in the field of sports (Balagué et al., 2017).

From the time of the COVID-19 pandemic starting in 2019 until now all activities were (Nurhasanah et al., 2022). All services were stopped, and recreational facilities and infrastructure were also closed. In addition, the learning process at schools and at universities is carried out online (Jakobsson et al., 2020). This will actually have an impact on the economy, and especially education.

Currently, the government is trying to find alternative solutions to overcome these problems. The government has taken action to conduct online learning using various technologies (Almahasees, Mohsen and Amin, 2021). Learning can be in the form of Zoom, Google Classroom, discussions via WhatsApp, and other supporting applications (Barrot, Llenares and del Rosario, 2021). so COVID-19 gave us the opportunity to analyze the effectiveness of online learning conducted by sports students through a literature review.

The purpose of this study was to analyze the effectiveness of online learning for sports students.

2. Material and Methods

This study uses a literature review method by using a comprehensive strategy such as searching for articles in research journal databases. The databases used are Pubmed/MEDLINE, Scopus, Web of Science, and Embase. The inclusion criteria in this study were international journals published in the last seven years in 2022, journals that discuss sports, online learning, and COVID-19. The exclusion criteria in this study were local journals and journals that were not reputable. The keywords used in the search were health, sports, online learning, and COVID-19. There were 30 articles obtained, and 7 articles were analyzed through the purpose, suitability of the topic, sample size, research protocol, and the results of each article.

3. Results and Discussion

The results of the research used in this literature review are as follows:

Author	Sample Characteristics	Study Design	Protokol	Result
(Laar et al., 2021)	56 physical education students in China participated in the study.	Qualitative	Online learning	Online learning has disadvantages on student psychology, it is important for evaluation materials regarding the effectiveness of online learning
(Mutz, Müller and Reimers, 2021)	1508 students in germany participate in research	Cross-sectional	Online learning	The benefits of online learning are useful only to reach a certain population
(Jeong and So, 2020)	Physical education class students aged 17-19 participate in research	Qualitative	Online learning	The learning process is less formal and less effective to encourage student activity
(Rigamonti et al., 2020)	6 sports faculties in Europe take a survey related to online learning	Cross-sectional	Online learning	Students agree with the existence of online learning. Students want to do more of the online learning provided by their institution.
(Syahrudin et al., 2021)	1291 sports science students in Indonesia participate in research	Online survey	Online learning	Online learning in some areas is effective for online learning and some areas that are difficult to reach the internet are very detrimental to students for online learning.
(Lidiawati and Muhammad, 2021)	103 students taking physical education lessons participate in research	survey	Online learning	Online learning is not effectively applied to physical education subjects
(Siti Syarah, Mayuni and Dhieni, 2020)	81 students participated in the research	Cross-sectional	Online learning	For the most part, Google Classroom is used as a dominant application to support online learning in physical education lessons

4. Discussion

This literature reviews online learning for sports students. The number of articles that met the inclusion criteria was 7 articles. In this study, the pros and cons of online learning are applied to sports students. Research (Laar et al., 2021) reports that it is important to anticipate and re-evaluate the online learning of sports students. Sport is not only a theory but also a practice that must be applied. Online learning has a negative impact on the mental and psychological health of students. Supported by research (Jeong and So, 2020) and research (Lidiawati and Muhammad, 2021) reports that online learning is less effective in encouraging student activity. Collaboration between teachers and students plays an important role in supporting the effectiveness of sports student learning

outcomes. In contrast to research (Rigamonti et al., 2020) which reported that students agreed with online learning, students requested that all technology facilities be prepared at their respective institutions. Research (Syahrudin et al., 2021) reports that online learning is only effective in some areas. For remote areas where it is difficult to find an internet signal, it will actually harm students in the learning process. In online learning, several applications that are often used are WhatsApp, Zoom, and Google Classroom. Research (Siti Syarah, Mayuni and Dhieni, 2020) reports that most of the applications that are often used in the physical education learning process are Google Classroom.

Therefore, the author argues that good learning in the future is mixed learning, namely online and offline. Sports are not only theoretical that can be done online but also require hands-on practice. During the COVID-19 pandemic, it is important to keep a distance during the learning process, paying attention to other health protocols. So that in the future learning carried out by sports students can be effective.

5. Conclusions

It can be concluded that there are pros and cons to the application of online learning to sports students. It is important to know that good learning in the future is mixed learning, namely online and offline. Sports are not only theoretical that can be done online but also require hands-on practice. During the COVID-19 pandemic, it is important to keep a distance during the learning process, paying attention to other health protocols. So that in the future learning carried out by sports students can be effective.

References

1. Almahasees, Z., Mohsen, K. and Amin, M. O. (2021) 'Faculty's and Students' Perceptions of Online Learning During COVID-19', *Frontiers in Education*. doi: 10.3389/educ.2021.638470.
2. Balagué, N. et al. (2017) 'Sport science integration: An evolutionary synthesis', *European Journal of Sport Science*. doi: 10.1080/17461391.2016.1198422.
3. Barrot, J. S., Llenares, I. I. and del Rosario, L. S. (2021) 'Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines', *Education and Information Technologies*. doi: 10.1007/s10639-021-10589-x.
4. Grix, J. et al. (2021) 'The impact of Covid-19 on sport', *International Journal of Sport Policy and Politics*. doi: 10.1080/19406940.2020.1851285.
5. Jakobsson, J. et al. (2020) 'Physical Activity During the Coronavirus (COVID-19) Pandemic: Prevention of a Decline in Metabolic and Immunological Functions', *Frontiers in Sports and Active Living*. doi: 10.3389/fspor.2020.00057.
6. Jeong, H. C. and So, W. Y. (2020) 'Difficulties of online physical education classes in middle and high school and an efficient operation plan to address them', *International Journal of Environmental Research and Public Health*. doi: 10.3390/ijerph17197279.
7. Koh, K. T. et al. (2017) 'Implementation of a values training program in physical education and sport: a follow-up study', *Physical Education and Sport Pedagogy*. doi: 10.1080/17408989.2016.1165194.
8. Komaini, A. et al. (2022) 'Design of Children's Motor Training Tools Using Sensor-Based Agility Components in Physical Education Learning', *International Journal of Interactive Mobile Technologies (IJIM)*, 16(05), pp. 207–215. doi: 10.3991/ijim.v16i05.29731.
9. Laar, R. A. et al. (2021) 'Performance, health, and psychological challenges faced by students of physical education in online learning during covid-19 epidemic: A qualitative study in China', *Healthcare (Switzerland)*. doi: 10.3390/healthcare9081030.
10. Li, R. (2020) 'Evaluation and simulation of medical sports health equipment multimedia image based on information asymmetry theory', *Multimedia Tools and Applications*. doi: 10.1007/s11042-019-07883-9.
11. Lidiawati, S. D. and Muhammad, H. N. (2021) 'Efektivitas pembelajaran daring selama pandemi pada mata pembelajaran pendidikan jasmani olahraga dan kesehatan', *Jurnal Pendidikan Olahraga dan Kesehatan*, 09(2), pp. 13–18.
12. Light, R. L. and Harvey, S. (2017) 'Positive Pedagogy for sport coaching', *Sport, Education and Society*. doi: 10.1080/13573322.2015.1015977.
13. Malinauskas, R., Saulius, T. and Kaufmanas, G. (2020) 'Emotional Intelligence and Stress Coping Strategies Among Students of Physical Education and Sport Study Programs', *Baltic Journal of Sport and Health Sciences*. doi: 10.3390/bjsh12010001.

10.33607/bjshs.v4i115.820.

15. Mutz, M., Müller, J. and Reimers, A. K. (2021) 'Use of digital media for home-based sports activities during the covid-19 pandemic: Results from the German spovid survey', International Journal of Environmental Research and Public Health. doi: 10.3390/ijerph18094409.
16. Nurhasanah, N. et al. (2022) 'Development of Android Application-Based Early Childhood Learning Devices (PAUDPEDIA) During the COVID-19 Pandemic', 16(09), pp. 231–238.
17. Rigamonti, L. et al. (2020) 'Social media and e-learning use among European exercise science students', Health Promotion International. doi: 10.1093/heapro/daz046.
18. Siti Syarah, E., Mayuni, I. and Dhieni, N. (2020) 'Understanding Teacher's Perspectives in Media Literacy Education as an Empowerment Instrument of Blended Learning in Early Childhood Classroom', JPUD - Jurnal Pendidikan Usia Dini. doi: 10.21009/jpud.142.01.
19. Syahrudin, S. et al. (2021) 'Students' acceptance to distance learning during Covid-19: the role of geographical areas among Indonesian sports science students', Heliyon. doi: 10.1016/j.heliyon.2021.e08043.