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Perceptions of Sports Students in the Application of Massive Online Open Course Based on Open Learning Platform

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Abstract

This study aims to find out more about the perceptions of sports students in the application of the Massive Online Open Course (MOOCs) based on Open Learning in learning. This research method is a qualitative descriptive study. The sampling technique used was purposive sampling with the provisions that semester one and semester three students were registered as active students using the Open Learning platform at Universitas Muhammadiyah Pekajangan Pekalongan and Universitas Muhammadiyah Kalimantan Timur with a total of 84 people. The data collection technique used in this study was a questionnaire in the form of a questionnaire distributed online via Google Form. Furthermore, the data obtained will be analyzed using qualitative descriptive analysis using percentage descriptive statistics. The results showed that students' perceptions on the implementation aspects of teaching and learning were in the excellent category with a score of 308, the competence aspects of the lecturers were in the excellent class with a score of 317, and the infrastructure aspects were in the medium category with a score of 303. From these three aspects, it can be said that students' perceptions in application Open Learning are in the excellent category with a score of 309. In conclusion, the implementation of teaching and learning and the competence of lecturers in implementing Open Learning based on student perspectives runs well.

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INTRODUCTION

Due to the coronavirus outbreak, the world order is currently being encountered with various changes (Dewi, 2020). Different policies that the government has set, such as physical distancing, Large-Scale Social Restrictions (PSBB), and Enforcement of Community Activity Restrictions (PPKM), have been attempted to reduce the rate of covid-19 spread. The spread of the coronavirus has had a significant impact in various fields, including the education sector.

The efforts to improve the quality of education in Indonesia have always been an essential issue in implementing the National Education System. Improving the quality of education is one of the main strategies besides enhancing the equality of opportunities and access to education and increasing relevance and efficiency (Yunus & Rezki, 2020). In line with the conditions of the Covid-19 outbreak that spread in Indonesia, the Minister of Education and Culture (Mendikbud) issued Circular Number 3 of 2020 on the Education Unit and Number 36962 / MPK. A / HK / 2020 concerning Implementation of Education in the Emergency Coronavirus Disease (Covid- 19) then learning activities are carried out online in the context of preventing the spread of the coronavirus disease (Covid-19) (Menteri Pendidikan, 2020).

Application of online Learning is applied at all levels of education, from Kindergarten, SD, SMP, SMA, to Higher Education levels. Online learning is expected

to be a solution for education, so the teaching and learning activities can be continued even online. The use of internet-based technology is an alternative option that can support the implementation of online learning. Zhang & Zhu in Salehudin (2020) state that E-learning is online learning that is comfortable to use both in terms of model and novelty. The form is based on the latest technology, which has a positive impact on modern learning. Any form of media and learning equipment can support E-learning activities, including the use of multimedia.

One of the forms of technology that can be used in online Learning is Massive Open Online Courses (MOOCs). Massive Open Online Courses (MOOCs) were created in 2008 by Dave Cornier and Bryan Alexander, which Stephen Downes and George Siemens later developed. Massive Open Online Courses (MOOCs) is a model for implementing online education learning activities that occur through web media; and are open and mass in nature (Setyowati, 2015). MOOCs as a professional development opportunity can scale, expand, and illuminate a more comprehensive approach beyond the educator's own regular experience, enabling new and experienced academics and teachers of all kinds to benefit from well researched and well-rehearsed, successful online learning design and delivery techniques, and methods (Salmon et al., 2015).

Educators can use MOOCs to improve the learning process on campus by providing resources in continuous materials or modules to apply knowledge as needed. There is much

research related to the development of online learning using MOOCs. Massive open online course (MOOCs) is the e-learning modality with the most significant presence in the analyzed articles. MOOCs evolve previous experiences in the scope of available education and e-learning (Berrocoso et al., 2020). Along with its development, various MOOCs platforms can be used by academics to train institutions.

The Association of Muhammadiyah Universities (PTUM) has signed a Memorandum of Understanding with Open Learning Global (OLG) on December 3, 2019, as a facility is seeking to improve the quality of e-learning learning in the era of the Industrial Revolution 4.0. One digital platform that provides online learning facilities for Massive Open Online Courses (MOOCs) is Open Learning. Open learning is a platform where users can generate, design, and transfer knowledge online. In open learning, several menus can be accessed and edited according to the needs of each teacher, including Home, Course Setup, Administer Learners, Assessment, Credentials. The Course Setup menu is used to manage all activities in online learning, including the setup wizard, outcomes, general, landing page, appearance, content, groups, community, roles, exports, and advanced.

In Indonesia, online learning is a new thing. The students, educators, and infrastructure are not prepared to be able to do online learning. Likewise, in tertiary institutions, lecturers and students have been

carrying out offline learning. With the application of online learning, of course, it can be a solution that can be applied during a pandemic. However, online learning certainly has various challenges (Kusuma, 2020). Especially for lecturers and students studying sports, where many practical courses that have been carried out can be run effectively offline. Physical Education subjects are immensely affected by the issuance of online or distance learning requests (Hidayat, 2021). At the time of learning before the pandemic, the teacher supervised physical education teaching with unlimited mobility (Adi et al., 2021). But now, teachers or lecturers must present suitable material by utilizing various media provided in the Open Learning menu. Therefore, students also need to adapt to current conditions.

Changes in online learning, especially in physical education, make students not ready to face it (Friskawati, 2021). For students and lecturers to understand well about online learning, many things need to be deeply studied, one of which is students' perceptions. Students majoring in sports certainly have their point of view about practical courses that are carried out online through the Open Learning platform. Previous research conducted by (Hadi 2020) entitled Student Perceptions of Online Learning during the Covid-19 Pandemic stated that students prefer offline to online learning. Meanwhile, online learning is found out to be difficult for students due to a lack of learning materials and lack of internet access. Regarding attitude towards the learning delivery method, the

quantitative and qualitative results showed that students prefer face-to-face instruction over online education (Aguilera-Hermida, 2020).

This student perspective can be an input for lecturers and institutions to improve the quality of online learning. This research aims to find out more about the perceptions of sports students in the application of the Massive Online Open Course (MOOCS) based on Open Learning in Learning.

METHODS

The type of this research is a qualitative descriptive study. Descriptive research is research that tries to reveal the facts of an event, object, activity, process, and human being "as is" at present or a period that is still possible in the respondent's memory. Researchers, in this case, try to explain or explain the perceptions of sports students in the application of the Massive Open Online Course based on Open Learning in learning. The population in this study were students of the Physical Education Study Program of the Universitas Muhammadiyah Pekajangan Pekalongan and the Sports Education Study Program students of the Universitas Muhammadiyah Kalimantan Timur. The sampling technique used was purposive sampling with the provisions that semester one and semester three students were registered as active students using the Open Learning platform at Universitas Muhammadiyah Pekajangan Pekalongan and Universitas

Muhammadiyah Kalimantan Timur with total students are 84 people.

The data collection technique used in this study was a questionnaire in the form of a questionnaire distributed online via Google Form. Previously, the questionnaire was tested in small groups to determine its validity and reliability. The results of the small-scale trial obtained a questionnaire consisting of 26 questions with five scales to choose from; they were: 1. Strongly Agree (SS); 2. Agree (S); 3. Doubt (R); 4. Disagree (TS); 5. Strongly Disagree (SST). Each statement contains a value, Strongly Agree (S) has a value of 5, Agree (S) has a value of 4, Doubt (R) has a value of 3, Disagree (TS) has a value of 2, and Strongly Disagree (SST) has a value 1. The questionnaire indicators consist of 1. Teaching and Learning Implementation; 2. Lecturer Competence; 3. Infrastructure. Furthermore, the data obtained will be analyzed by using qualitative descriptive analysis using percentage descriptive statistics.

FINDINGS AND DISCUSSION

Findings

The questionnaire consists of 3 leading indicators: teaching and learning implementation, lecturer competence, and infrastructure. The results of filling out the questionnaire can be seen in table 1.

Table 1. The results of students' perception in the application of massive online open course based on open learning platform

No.	Indicator	Score	Category
1	Implementation of Teaching and Learning	308	Good
2	Lecturer Competence	317	Good
3	Infrastructure	303	Fair
	Mean	309	Good

This study shows the perceptions of sports students in the application of massive online open courses based on available learning platforms in the excellent category.

These results are obtained from filling out the questionnaire based on the sub-indicators that lead to the leading indicators. More detailed results can be seen in table 2.

Table 2. The analysis of filling out students' perception questionnaire of the application of massive online open course based on open learning platform

No.	Indicator	Sub-Indicator	Score	Category
1	Implementation of Teaching and Learning	Accessible	328	Good
		Level of understanding	269	Fair
		Effectiveness of learning time	339	Good
		Materials provision	320	Good
		Learning interaction	Fair	
			294	
		Evaluation process	310	Good
		Task Implementation	313	Good
		Achievement of CPMK	291	Fair
2	Lecturer Competence	Material Presentation	322	Good
		Lecturer feedback	312	Good
3	Infrastructure	Device to access	337	Good
		Internet Access	268	Fair

Discussion

The implementation of teaching and learning is the main thing in teaching and learning activities. Lecturers play a role in improving the quality, relevance, and efficiency of education. Lecturers play the role of facilitators, motivators, mediators, and evaluators. And then, Infrastructure is one of

the components in the learning process that cannot be left behind. Infrastructure means all kinds of equipment used to facilitate the process of delivering and receiving material. In the perception of online learning, the most important means are devices for accessing an internet connection.

Open learning is a learning concept that gives freedom to anyone to learn without being limited to space, time, or one's status and group (Ibid, 2017). Open learning is one of the innovative providers of technology-based e-learning that is Massive Open Online Courses (MOOCs). Open learning has a scale that is not limited to the number of participants, meaning that anyone can join and take part in learning through this platform. The application of Open Learning is learning carried out by sports students is something new.

Students' Perceptions in Teaching and Learning Implementation

The results of filling out the questionnaire on indicators of teaching and learning implementation show that students' perceptions of easy access were in the excellent category with a total score of 328. The majority of students were able to access Open Learning easily without experiencing excessive obstacles. The website address to access has been socialized before, both by the academic department and each lecturer who teaches the course. The menus listed on the open learning platform are available in detail and clearly, making it easier for students in the learning process. In addition, students can register for Open Learning classes easily using the access code provided by the lecturer who teaches the course. Each type has its own "landing page," which is displayed on the University's Open Learning page, with each character created and designed by the lecturer. This makes it easier for students to search for

classes according to the target subjects in each category.

Perceptions of students' level of understanding in the indicators of teaching and learning implementation are in the medium category with a score of 269. Many factors determine learning achievement, but what matters is students' level of understanding and motivation to learn (Ramadhani, 2021). In a learning activity from physical education, there is an indicator item that students must achieve: being able to do a science both in theory and movement correctly and adequately (Fahrizqi et al., 2021). In other words, this level of understanding in sports student learning is obtained in two ways: cognitive and psychomotor aspects, or in other words, they are done theoretically and practically. The learning experience received by students is still not optimal compared to face-to-face situations. Moreover, many students majoring in sports are dominated by practical courses, which will be more effective if done directly. As stated by (Hajijah et al., 2013), physical (physical) orientation is the main character in sports, such as aspects of motion, endurance, speed, strength, and skills, which are elements of sports activities.

Students' perceptions of the effectiveness of learners' time are in the excellent category, with a score of 339. The implementation of lectures through Open Learning is on time and according to the course schedule. Open learning provides a "Timeline" menu that gives each teacher the freedom to set the lecture time according to

the learning period and the access schedule for each module that has been uploaded. There are three types of options available; they are Open MOOC, self-paced, and scheduled. Open MOOC means all modules can be accessed at any time. Self-paced means that students can follow each available module when the previous one has been completed. Scheduled means that each teacher is free to determine the access time for each module. With this arrangement, the learning time through Open Learning can be carried out according to the course schedule.

Students' perceptions of providing material through Open Learning are in a suitable category with a score of 320. The material presented through Open Learning is by the lecture contract that was delivered at the beginning of the lesson to understand better. In addition, the available material can be downloaded by students. Students are given reference directions that they can use as additional material. With limited material in open learning, students are motivated to look for other material or references outside the Open Learning platform.

Students' perceptions of learning interaction through Open Learning are in the medium category with a score of 294. Although the discussion menu is available, this menu cannot be utilized optimally because of limited time to access, which requires a large enough quota. Students prefer to use social media such as Whatsapp or Zoom in conducting discussions. Interactive online learning makes it easier for students to ask

lecturers for less understood material by interacting through the media and applications used so that online learning can produce good learning outcomes (Arosyd & Usman, 2020).

The evaluation process is the last stage in learning activities. The evaluation process can be done in assignments, written tests, performance tests, and portfolios. In Open Learning, there are evaluation options in quizzes that can be done online, including multiple choices, short answers, fill in the blank, etc. In addition to examinations, lecturers can also conduct an evaluation process through videos that students can upload with directions for questions that the lecturer has previously uploaded. This evaluation process determines the level of student success in course learning outcomes. The method of evaluation, assignment, and achievement of learning outcomes in courses are interrelated.

Student perceptions in the evaluation process through Open Learning are in the excellent category with a score of 310. Student perceptions of task implementation through Open Learning are in an outstanding class, with a score of 313. At the same time, the aspect of learning achievement is in the medium category with a score of 291. Student success in the learning outcomes of this course cannot be separated from the learning experience gained. For sports students, learning will be more effective if they can practice directly. However, with online learning, students are limited in doing materials that require practice in improving

student skills. The e-learning environment cannot create a natural learning environment (Widodo & Nursaptiini, 2020), so the course's learning outcomes cannot be in the excellent category.

The learning process includes various aspects and also stages that require much good preparation. The implementation of Open Learning for sports students is still relatively new. The application of online learning limits old habits that make it easier to practice. From the results of several sub-indicators contained in the implementation aspect of teaching and learning, it can be concluded that students' perceptions in the elements of implementing instruction and learning through the application of Open Learning are in good categories in terms of accessibility, the effectiveness of learning time, material provision, evaluation process, and task implementation. At the same time, the aspects of the level of understanding, learning interaction, and achievement are still in the medium category.

Students' Perceptions on Lecturer Competence

The results of filling out student questionnaires on lecturer competency indicators show that students' perceptions towards the presentation of material by lecturers in open learning are in the excellent category with a total score of 317. This is because the lecturer provides various forms of material that are interesting and easy to understand. In open learning, several menus can be accessed and edited according to the

needs of each lecturer. The uploaded material is arranged in the "Content" menu, lecturers are given the freedom to upload various types of material, whether it is text, video, accessible video, film, or audio. The uploaded material is adjusted to the learning outcomes of the courses, which are also listed in Open Learning.

Students' perspectives on lecturers' feedback during Open Learning-based learning are in the excellent category with a score of 312. Lecturer feedback is all forms of the response given by the lecturer to questions and assignments. The interactions contained in Open Learning are not limited to time but only require an extensive enough quota so that the exchanges are not too intense. The feedback given by the lecturer is more directed at correcting assignments uploaded by students as part of the evaluation process. However, lecturers still respond if students ask questions through the comments column.

Lecturers' competence, in this case, is limited as a facilitator in the Open Learning learning process. As a form of feedback, lecturers must understand all the difficulties and limitations faced by each student in receiving material through Open Learning. Non-understanding students' differences may result in biased conclusions, specifically as the online teaching-learning mode, which is in infancy here, may not meet its desired end (Mishra et al., 2020). Based on the results of students' responses to aspects of lecturer competence, it can be concluded that students' perceptions of lecturer competence in applying

Open Learning are in the excellent category with a score of 317. It takes a more fundamental role for lecturers that students can feel even though learning takes place online.

Students' Perceptions on Infrastructure

The results of filling out the questionnaire on the infrastructure facilities indicator show the students' perceptions of the device for accessing Open Learning learning in the excellent category with a score of 337. All students have a device to access Open Learning learning, either cellphones or laptops. However, students' perceptions of the internet network are in the medium category, with a score of 268. One of the shortcomings in online learning is that the internet connection must be stable. Thus, it can be concluded that students' perceptions of infrastructure that support the Open Learning learning process are in the medium category with a score of 303. It is known that online learning is very dependent on devices used and the availability of internet access, information about readiness. This infrastructure is critical to know, especially in ensuring smooth operation implementation of online learning (Raimanu, 2020).

Students' Perceptions in the application of massive online open course based on open learning platform

The results of filling out the students' perception questionnaire of massive application of open online courses based on open learning show that students' perceptions on the implementation aspects of teaching and learning are in the medium category with a score of 308, the competence aspects of the

lecturers are in the excellent category with a score of 317 and the elements of infrastructure are in the medium category with a score of 303. From these three aspects, it can be said that the student's perceptions in the application of Open Learning are in the excellent category with a score of 309.

The application of online learning is a pedagogical shift in education where traditional learning methods have shifted to a more modern direction and are not limited by space or time. Both teachers and students experience an adaptation process to the challenges of implementing learning policies boldly. The positive and negative impacts that accompany this. The overall literature, which explains the advantages and disadvantages of e-learning, suggests the need for its implementation in higher education for faculty, administrators, and students to enjoy the full benefits of its adoption and implementation (Arkorful & Abaidoo, 2015). Changes in the world of education are expected to run dynamically and move in a better direction to achieve the quality and quality of education by the goals of Indonesia's national education. Almost all parties (students, lecturers, parents, and society) find their problems in terms of skills, knowledge, habits, infrastructure, technology, time, costs, and so on (Giatman et al., 2020). Based on this research, Open Learning can be a solution that can be applied with the principle of massive online open courses. At present, new opportunities are emerging in higher education, and they enable learning through

the online interaction of universities (Barakhsanova, 2018).

The implementation of teaching and learning, as well as the competence of lecturers in implementing Open Learning based on students' perspectives, run well. Lecturers play an important role in overcoming various obstacles that may occur during the online learning process. The provision of varied and explicit material and assignments is essential to convey the learning objectives to students. The solution to improve students' and teachers' interest, motivation, and participation needs to implement interactive question and answer sessions, tests, presentations, and open discussions (Jhon et al., 2020). However, the results of the research on the aspect of infrastructure facilities are in the moderate category. One of the obstacles in applying online learning is the need for technology facilities that allow accessibility and learning support facilities that every student does not always own. Students are required to have a device to access the Open Learning platform. Accessibility refers to student access to the internet, reliable machines, and technical support. E-learning is changing by providing instructors and students with a different educational environment that is enabled with mobile devices such as PDAs, mobile phones, and others (Marinakou & Giousmpasoglou, 2014).

Online learning provides convenience and effectiveness for physical education learning, providing knowledge from a distance by utilizing other supporting platforms and

applications. Online learning can still perform physical activities even though online (Mujiono & Gazali, 2021).fr Student perspective, academic performance, and other course outcome measures are influenced by the expectations and teaching strategies adopted early on in developing online courses (Lee & Bailey, 2020). The students' perceptions in implementing MOOCs based on Open Learning can be used as a study for universities developing online learning to create a learning environment that allows students to experience optimal learning experiences because successful learning depends on individual activities and expertise in a collaborative environment (Subramanian, 2017).

Activities in e-learning that encourage students to be active, interactive, and collaborative with their friends can improve the quality of the online learning environment (Surjono et al., 2019).

CONCLUSION

The implementation of teaching and learning and the competence of lecturers in implementing Open Learning based on student perspectives runs well. The application of online knowledge is a pedagogical shift in education where traditional learning methods have shifted to a more modern direction and are not limited by space or time. Lecturers play an important role in overcoming various obstacles that may occur during the online learning process. Both teachers and students experience an adaptation process to the

challenges of implementing online learning policies, in which there are positive and negative impacts that accompany it. Further studies are needed to perfect the implementation of online learning, especially for students involved in the sports field.

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