



## Physical Education Lecture Evaluation Studies in Cognitive, Affective, and Psychomotor in Students

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### Abstract

Evaluation is an activity to collect information about the work of something, which is then used to determine the suitable alternative in making a decision. This study aims to assess the evaluation of lectures in terms of cognitive, affective, and psychomotor. The subject of research conducted by the researcher interviewed four students. This research is qualitative research using a qualitative descriptive method. Study results The results of observations, interviews and documentation show that the evaluation of lectures in cognitive, affective, and psychomotor PGSD Penjas students has advantages and disadvantages, especially in terms of lecturers and students who have to work together in courses that run smoothly.

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## INTRODUCTION

Education in Indonesia has experienced several changes every year from the past until now; many impacts will occur due to both expected and unexpected changes. Globalization and modernization have changed the structure of Indonesian society in a country that has lost its identity and personality. Purwanto and Susanto (2020) state that globalization currently limits social interaction

with other things in all economic, social, cultural and educational aspects. Many events occurred at the beginning of 2020 that changed the world of learning in education. The problem that arises is a coronavirus-like covid-19 which causes all changes in the economy, education, etc. (S et al., 2020). Study now, still a pandemic, and keep learning. Online as distance learning, SD, SMP, SMA or SMK, as madrasah aliases, feel the impact of this pandemic, especially in tertiary institutions

that affect learning; this is the Sumedang Indonesian University of Education campus that has experienced an unusual change in knowledge.

This pandemic has impacted one of the physical education degree programs at the University of Indonesia, a problem that occurs for both students and teachers in learning. In particular, distance learning during this pandemic can reduce students' motivation and enthusiasm to participate in learning because many underestimate and often feel it is unusual to learn (Syaputra, 2020; Ramadan & Ningrum, 2019). one. Because distance education has many incomplete aspects, namely cognitive, affective and psychomotor, these three aspects still need to be fulfilled. The essence is passed down to students, especially sports or physical education students.

To get the essence of learning from physical education, it is necessary to have structured teaching training that will also attract students' interest in these sports activities (Rusmana et al., 2020). According to the World Health Organization (WHO), health is defined as: "Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity". In this context, PE is an important area of health. Because it is an educational process that aims to improve the social, affective and cognitive fields, and one is physical development through physical movement. TV creates a fun learning environment (Pavey & Brown, 2019; Birinci et al., 2020). Providing material that

students do not absorb is challenging to understand by extracting material from the teacher, forcing students to only attend lectures without understanding the material presented by the lecturer. This can be called the cognitive aspect because the cognitive aspect has six, namely knowledge or memory, understanding, application, analysis, synthesis, and assessment of some aspects of students' cognitive provision is very difficult because there is no direct interaction between teachers. And students. In addition, in the formation of student attitudes, one of them is the lack of greeting and interaction between students and teachers, which is lost because students' attitudes change face to face. Many values depend on it, like honesty, discipline, responsibility etc.

Especially when studying physical education at the Indonesian University of Education, Sumedang Campus, the cognitive, affective and psychomotor aspects are often in the eyes of physical education students, especially in some of the material delivered by the teachers who study them are very influential. Become less effective in thinking and using the material presented because physical education students are similar in mobility but, above all, have cognitive, affective and psychomotor aspects that can benefit many people in education in the long term. Environment or another environment. Activities that involve complex thinking processes, which means that activities during the learning process take place in individual brains (Asri, 2012), are different for each

individual. Based on several opinions about the will, according to experts, it can be concluded that the will is the general state of a person's response and practice of a particular activity, which includes mental aspects, skills and attitudes. These aspects must be owned and ready for any job to get good results. Determining one's will can be influenced by aspects of knowledge (cognitive), aspects of attitude (affective), and aspects of skills (psychomotor) (Zagoto et al., 2019) From these several things, it is considered that some of the most important aspects, especially physical education students who later directly to the teacher, must be prepared for all aspects that are seen by other people - standards, vision and mission of other Physical Education study programs. UPI Sumedang, things students learn during lectures either directly or indirectly in the current situation.

Moreover, later, it will hurt education because students have difficulty understanding what the teacher conveys from some of the material presented, the attitudes used in the learning process, and the students' psychomotor skills. Where is the greater tendency to disagree? Student physical education only focuses on one aspect. However, all aspects must be prepared by the current vision and mission of PGSD physical education, from which researchers see the breadth of students' understanding of learning. PE students, especially PGSD PE, must master attitudes during lectures and teaching skills. Given the knowledge and material obtained from several semesters during lectures, is it

good or not? Thus, researchers must be able to provide the best possible assessment in shaping students who are ready to become future teachers.

A teacher or trainer, class teacher or physical education teacher is a teacher who belongs to the profession to get a teaching position, not just anyone. Teachers do not just teach, give lectures and give assignments to students. The task of a teacher is more than that. Therefore, a person must have the skills to learn, educate and become a facilitator for his students. The legal standards for the teaching profession in Indonesia state that a teacher must have four basic skills to become a professional teacher (Syifa, 2021). Learning PE, sports and fitness are different from learning other subjects. Teaching physical education, sports and health requires stricter classroom management and must be accompanied by strict rules because in teaching physical education, sports and health, students show more emotional characteristics than teaching in class, where the difference is significant. It is remarkable that in the study of physical education, sport and fitness, efficiency, thinking, and psychomotor skills occur in many areas (Yeyen, 2021). Moreover, most importantly, higher education is an institution that is expected to produce graduates who have academic competence and apply them in real life (Suci & Putri, 2019). After that, education experts realized that the quality of teachers and their teaching habits significantly influenced the quality of education, so improving the quality of learning

was the most fundamental factor in improving the quality of national education (Gultom et al., 2021).

Education is a process or effort to achieve an educational goal by paying attention to various aspects of education to improve the education system by using various supporting facilities for education and learning activities. Arsyam (2021) Furthermore, education is essential to everyday life. Education has a vital role and function in a person's life, both psychologically, effectively (attitude), and psychomotor. Strengthened by (Saepudin et al., 2018), education is a systematic study of processes and factors related to education. Education grows and develops through the learning experiences students have at school. The discussion above shows a strong relationship between education and learning. If they see such changes, no country in the world will change unless they neglect education. Education is the primary and most important pillar in development in other sectors.

Evaluation of the English word "evaluation" contained in the Indonesian vocabulary to preserve the original word with a slight adaptation from the Indonesian word *Laval* to "evaluation", which can be translated as evaluation by comparing something in different units so that it is quantitative. The definition of evaluation comes from the Oxford Advance Learner's Dictionary of Current English. Evaluation can be found, decide on the value or value, meaning, and try to determine the value or value. In addition to

interpretation based on the meaning of the words in the definition, they show that evaluation activities must be carried out carefully, responsibly, with a strategy and can be calculated (Oktaviany et al., 2017). Evaluation is an activity of gathering information about the work of an object, which is then used to determine the suitable alternative for decision-making.

Moreover, the two experts said that conducting an assessment is all about measurement and evaluation. Measuring is comparing something with size. The measurement is quantitative. Even though it is judgmental to decide on something, its size is good or bad. The assessment is qualitative.

Cognitive is the student's ability to master the knowledge, and the goal is to develop the ability to recognize, discover, understand, acquire knowledge and make decisions. Therefore, PJOK teachers must be aware of the essential components of the assessment process, especially everyday tools for assessing aspects of thinking (Rahmadi & Irianto, 2020). Cognitive is the human ability to think. Some psychologists state that the development of human thinking abilities increases with age. Some psychologists argue that the development of human thought is influenced by the social environment in which the person lives (Ramlan et al., 2021).

According to Diantari (2021). Affective aspects are aspects related to one's values and behaviour. The affective domain includes behavioural characteristics such as feelings, interests, attitudes, emotions, and values.

Every child will experience development in his life, one of which is affective (emotional) development. This affective disorder is sometimes associated with feelings of love or fear that affect the child's learning process. Parents or teachers must be beneficial so that children can control their behaviour or excessive fear of something.

Conversely, the psychomotor domain is related to skills that include the function of the nervous system and muscles and psychological functions. This kingdom consists of preparing, imitating, adapting, and creating Haryati (Utama & Heldisari, 2021). The psychomotor domain relates to learning outcomes achieved through manoeuvre skills involving muscle and physical strength. The psychomotor domain is more related to physical activity, for example, writing, punching, jumping and the like. The psychomotor domain is related to skills rather than the ability to move after a person has undergone an exceptional learning experience (Guardian & Pranata, 2021).

## **METHODS**

According to Sugiyono (2019), the research method can be interpreted as a scientific way to obtain valid data to find, develop, and verify specific knowledge to understand, solve, and predict problems. The method used in this research is descriptive; according to Sugiyono (2018) definition of descriptive is research that is used to answer the formulation of a problem related to the question of the existence of independent

variables, both in one variable or more (Ramadan & Juniarti, 2020).

Descriptive definition is research used to answer the formulation of a problem related to the existence of independent variables, either in one variable or more. According to Creswell and Poth (2016), the idea of qualitative research is that the process of understanding is based on a research tradition with a distinctive approach to investigating human problems. as a community. The researcher creates a complex and holistic picture, analyzes words, reports detailed perspectives of informants, and conducts research on natural conditions. Then, according to Sugiyono (2019), qualitative research methods are often called natural research methods because the research is carried out in natural conditions (natural environment).

The research location will be at the Indonesian University of Education, Sumedang Campus, in the centre of Sumedang City. The research will be carried out from June to July 2022.

According to Sugiyono (2019), in qualitative research (because it does not measure but research to find), the tool or research tool is the researcher himself. Therefore, as a tool, researchers must also "validate" how far qualitative researchers are willing to take research to enter the field. Validation of researchers as tools includes validation of understanding of qualitative research methods, skills in understanding the field being studied, and the willingness of

researchers to enter research objects, both academically and logistically. The validation method is the researcher himself through self-assessment Recommendation Sugiyono (2019).

According to Sugiyono (2019), data collection techniques are the most critical step in research because the main objective is to obtain data. Data collection may occur in different settings, from different sources and ways. In qualitative research, data collection is carried out under natural conditions; the primary data source and data collection methods are usually participant observation, in-depth interviews, documentation, and a combination of the three (triangulation) Sugiyono (2019).

Data validity is used to prove that the research is a scientific study and test the data obtained. Data validity tests in qualitative research include tests, credibility (internal validity), transferability (external validity), reliability (reliability) and confirmation (objectivity) Sugiyono (2019: 364). This study aims to determine the evaluation of Physical Education lectures in terms of cognitive, affective and psychomotor aspects in PGSD Penjas UPI Sumedang Campus Students. Triangulation of research sources is to describe and categorize what perspectives are similar, different and specific from the interview responses of 4 PGSD PE undergraduate students from each facility. According to Miles & Huberman, written by Mohammad Ali and Aurora, they stated that qualitative research data is grounded, rich in descriptions

and can explain the process. However, because of their existence in words, sentences, and paragraphs, it is often difficult to distinguish between data and personal impressions. To give data a sense of analysis, researchers should delimit data, present data, and draw and verify conclusions (Ali & Aurora, 2014). In this study, researchers used data analysis by limiting data, presenting data, and drawing and verifying conclusions. To describe in depth the results of observations made by researchers, complete and detailed.

## **FINDINGS AND DISCUSSION**

This research was conducted from June to July 2022 in Sumedang. The research was conducted through observation, interviews and documentary studies on research topics and several informants from each class of PGSD Penjas UPI Sumedang students. The research subjects of this study were 2018, 2019, 2020 and 2021 PSGD Penjas students.

In this study, researchers used four research subjects, each PGSD Penjas with the initials EN, RMNI, G and DMFR. The following is a profile of the four research topics. The researcher analyzed the research results using a qualitative descriptive technique, meaning that the researcher describes, describes, and interprets all the collected data in such a way that it becomes a complete and comprehensive picture.

Based on the results of research conducted by PGSD Physical Education students at UPI Sumedang Campus regarding

the evaluation of learning for Physical Education courses in terms of cognitive, affective and psychomotor aspects in PGSD Physical Education students at UPI Sumedang Campus, the following data were obtained:

Based on the results of interviews conducted by researchers on the four research topics, it can be seen that the evaluation of Physical Education lectures is seen from the cognitive perspective of PGSD Physical Education students at UPI Campus Sumedang. According to EN, RMNI, G and DMFR, in the cognitive aspect, there are still many reading analyses that need to be more appropriate because there are many different ways of teaching lectures, namely online and offline. The analysis is solving a problem by separating each part of the problem and finding the relationship between each part and how these relationships can cause problems. Analytical ability is a type of ability in great demand in learning activities at school, such as lectures that last for a course. He said AND was a final-year student who felt inefficient and ineffective in reading because of his physical education. Constraints such as insufficient quota and network. , especially in this cognitive aspect, requires a focus so that lectures can be appropriately digested and easily understood; in the opinion of EN, RMNI and G, who hold lectures with different characteristics from different teachers, in terms of delivery or presentation has made each lecturer different in lectures, especially on the cognitive side more, for example after reading knowledge. Particularly in PGSD Physical

Education UPI Sumedang, there are 2 differences, namely professors and young lecturers, in terms of providing lecture material online and offline; especially for lecturers, it is more difficult to submit online lectures for many reasons, one of which is that students are not proficient in their studies. Online or in person using Zoom Meeting or Google Meet. However, on the other hand, young teachers have more control over online and offline lectures because they are supported by the possibility of serving lectures remotely or online, which suits them well. RMNI, G and DMFR. At least they understand and guide students better than giving readings because they are more doubtful about what young teachers especially do and want to do well in lectures. According to EN, in this area of thought, the influence of learning models such as lectures by younger teachers or teachers than older teachers has a positive or negative effect on the understanding of the lessons given because of the monotonous learning model. made in only one lecture or a one-way model makes lectures less attractive and contains less material because it is hindered from expressing one's thoughts or opinions in lectures, especially if the learning model is not very effective and does not match the time or behaviour of students. Moreover, it is precisely this that hinders students' understanding or knowledge, which can later judge what is good and what is wrong, what is good and what is, based on the reading experience and evaluation of research conducted so far Viewed from the aspect of cognitive analysis.

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Based on the results of the interviews conducted, this aspect is also the reason for evaluating lectures; it needs to be improved. After all, it brings recovery from this affective aspect which is felt to be less visible by several students interviewed by researchers according to EN, RMNI, G and DMFR, which brings the result that teacher behaviour plays an essential role in shaping behaviour or better known as the affective aspect because this aspect is one of the determinants of good and bad reading. In this affective aspect, there is an assessment that is about motivation, namely this motivation has a broad and vital meaning by the experience of each student that there are multiple motivations and different characteristics in the learning process. that the lack of motivation is due to the lack of learning material carriers. Exciting, and more precisely, some students do other activities in lectures such as sleeping, playing mobile, and chatting with friends in the classroom



environment; this is what RMNI and G feel because they feel the same way, especially online lectures. Student attitudes, especially these motivational traits, when online reading takes place, students are less motivated and tend to drop out because of the lack of motivation given by the teacher who does what the teacher says. They are challenging to understand by students, especially in lectures. Who is more susceptible to the cognitive aspects of the material? In addition, practical lectures in online lectures are less effective, especially the spirit and essence of practical lectures, which cannot be done remotely or online. From the results of EN and DMFR lectures, especially in Physical Education lectures, PSGD provides a pleasant reading atmosphere in teaching. In addition, according to EN, the teacher's debriefing shapes the students' attitudes and whether their motivation is good because their monotonous behaviour makes them sleepy. According to him, lectures are less fun. And during the interview. In addition, the teacher must have a disciplined and firm attitude; it does not mean that the teacher must be afraid because if the teacher is not strong in teaching, it can make his students lecture and lack motivation. However, a teacher must be strong in face-to-face and offline lectures.

Moreover, according to RMNI, the teacher's affective motivation question is that the learning material is not too severe. You have to joke, so you do not fall asleep because studying is serious with students, and the rich make it fun. , bored, so if there is a teacher, it

is better if there is a joke. Seriously bad, but there are jokes, so students are not impressed. With teaching methods adapted so that my generation's children do not get bored, they cannot even sleep during closed learning. Because of that, the focus because there are different adaptations, maybe children oh. , showing that learning is exciting and inspiring. Moreover, next week, learning will change, and then it will be more motivated because of motivation; there will be minor changes that are more interesting, and we students will be more motivated because there will be a change in motivation from the changes used by the teacher.

Based on the results of interviews conducted by researchers on the four research topics, it can be seen that the evaluation of Physical Education lectures is seen from the cognitive perspective of PGSD Physical Education students at UPI Campus Sumedang. According to EN, RMNI, G and DMFR, in the cognitive aspect, there are still many reading analyses that need to be more appropriate because there are many different ways of teaching lectures, namely online and offline. The analysis is solving a problem by separating each part of the problem and finding the relationship between each part and how these relationships can cause problems. Analytical ability is a type of ability in great demand in learning activities at school, such as lectures that last for a course. He said AND was a final-year student who felt inefficient and ineffective in reading because of his physical education. Constraints such as

insufficient quota and network. , especially in this cognitive aspect, requires a focus so that lectures can be appropriately digested and easily understood; in the opinion of EN, RMNI and G, who hold lectures with different characteristics from different teachers, in terms of delivery or presentation has made each lecturer different in lectures, especially on the cognitive side more, for example after reading knowledge. Particularly in PGSD Physical Education UPI Sumedang, there are 2 differences, namely professors and young lecturers, in terms of providing lecture material online and offline; especially for lecturers, it is more difficult to submit online lectures for many reasons, one of which is that students are not proficient in their studies. Online or in person using Zoom Meeting or Google Meet.

However, on the other hand, young teachers have more control over online and offline lectures because they are supported by the ability to serve lectures remotely or online and immediately become suitable. RMNI, G and DMFR. At least they understand and guide students better than giving readings because they are more doubtful about what young teachers especially do and want to do well in lectures.

Based on the results of the interviews conducted, this aspect is also the reason for evaluating lectures; it needs to be improved. After all, it brings recovery from this affective aspect which is felt to be less visible by several students interviewed by researchers according to EN, RMNI, G and DMFR, which

brings the result that teacher behaviour plays a vital role in shaping behaviour or better known as the affective aspect because this aspect is one of the determinants of good and bad reading. In this affective aspect, there is an assessment that is about motivation, namely this motivation has a broad and vital meaning by the experience of each student that there are multiple motivations and different characteristics in the learning process. that the lack of motivation is due to the lack of learning material carriers. Exciting, and more precisely, some students do other activities in lectures such as sleeping, playing mobile, and chatting with friends in the classroom environment; this is what RMNI and G feel because they feel the same way, especially online lectures. Student attitudes, especially these motivational traits, when online reading takes place, students are less motivated and tend to drop out because of the lack of motivation given by the teacher who does what the teacher says. Challenging to understand students, especially in lectures. Who is more susceptible to the cognitive aspects of the material? In addition, practical lectures in online lectures are less effective, especially the spirit and essence of practical lectures, which cannot be done remotely or online. According to EN, this means that the evaluation of lectures from the psychomotor aspect is being considered; now, for the psychomotor aspect, I hope that practical courses can be separate because it also limits my mobility and thinking. Less effective.

Ladies and gentlemen and students can control. Students cannot exercise as they wish. Then there is also a short study time. For example, if the exercises are already in class, you must also consider the appropriateness of the material being discussed. According to RMNI, in PGSD physical education, reading is in the psychomotor aspect, as seen in the practice of reading style in motion and volleyball in passing. However, if it is not trained and directed, there is only a shadow, and it must be practised. In terms of ways to understand better and then learn not only to understand the material but with practice techniques and reasonable steps for doing a reading with practice carried out by the lecturer himself, so if you practice, do not give the material first don't practice it. The teacher will explain first. The teacher practises such steps, and the students know better the correct movements, so we don't know. According to G, explain that in Physical Education PGSD lectures, the psychomotor aspects are seen from my strengths in practical lectures, Maybe from psychomotor deficiencies four semesters ago. When the teacher explains practical learning, for example, swimming, the teacher does not fall. Straight into the water from above is just a model of movement to describe such a freestyle; that is when students will see and practice.

Moreover, there are many other practical courses; the teacher only explains that the students are practising, and the teacher does not give examples or practice. The advantages can be, for example, that I cannot

pass a rugby ball, I do not know how to get confused, and I practice right away so that students understand how to move correctly and what technique it is. Also and then the teacher needs to explain and practice. According to the DMFR, he explained that at PGSD Penjasorkes, lectures on psychomotor aspects; if you look at my strengths in psychomotor training, sometimes there are online lectures about skills in skills such as gymnastics, swimming, etc., good or bad can be justified and thoroughly explained, maybe online sometimes students, mainly grade 21 physical education students, only listen and material, but do not practice, if possible offline, good or bad, must be partners in the same place, which can be given and understood by others.

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and ineffective in reading because of his physical education. Constraints such as insufficient quota and network, especially in this cognitive aspect, requires to focus so that lectures can be appropriately digested and easily understood, in the opinion of EN, RMNI and G, who hold lectures with different characteristics from different teachers, which in terms of delivery or exposure has made each lecturer different in the lectures, especially from the cognitive side, which is more for example for lecture science. Particularly in PGSD Physical Education UPI Sumedang, there are 2 differences, namely professors and young lecturers, in terms of providing lecture material online and offline; especially for lecturers, it is more difficult to submit online lectures for many reasons, one of which is that students are not proficient in their studies. Online or in person using Zoom Meeting or Google Meet. However, on the other hand, young teachers have more control over online and offline lectures because they are supported by the ability to serve lectures remotely or online and immediately become suitable. RMNI, G and DMFR.

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effective. Ladies and gentlemen and students check; students may practice less than they would like. Then there is also a short study time.

For example, if you practice it in class, you also have to pay attention to the appropriateness of the material being taught like that. According to RMNI which means that in PGSD physical education lectures on psychomotor aspects, seen from my class in practical movement lectures, as well as in volleyball about jumping movements, but if it is not just training and directions, there is no shelter, it needs training in terms of methods and for understand more and with further learning not only understand the material, but with good technique and steps to pass on to others in practice that the teacher himself carries out, so in terms of practice, don't give the material like before, so you can't. The teacher will explain it first. The teacher himself practises the steps, and students become more aware of the correct steps that we "don't know". According to G, this means that in PGSD Physical Education lectures, there are psychomotor aspects, as seen from my batch at the DAS practical lecture on psychomotor deficiencies 4 semesters ago. When the teacher explains practical learning, for example, in swimming, the teacher does not immediately sink. Into the water from above, model the motion to illustrate this kind of freestyle that students can see and practice.

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does not give examples or exercises. The advantages can be, for example, that I can't pass a rugby ball, I don't know how to get confused, and I practice right away so that students understand how to move correctly and what technique it is. Also and then the teacher needs to explain and practice.

From the results of the interviews conducted, the researcher obtained during the interview were conducted 4 informants from each generation had their respective aspects during the study of strengths and weaknesses, even online or offline lectures in each decade they studied respectively. Of all the aspects studied, cognitive, affective and psychomotor were equally good. From the many students interviewed, the researcher proved that the recovery and experiences achieved by each student were more willing and more conditioned to carry out practicum or psychomotor activities. Researchers also realized that the evaluation of lectures at PGSD Penjas UPI Sumedang needed to be improved from the cognitive, affective and psychomotor aspects. Based on the guidelines with the vision, mission and objectives, especially the PGSD Penjas UPI Sumedang study program, there must be agreement and collaboration between the teacher as teacher and students to align what is prayed for. Vision, mission and goals of PGSD Penjas precisely. Moreover, the 3 aspects of the domain, namely cognitive, affective and psychomotor, must be balanced and fulfilled as a whole and entirely so that PE PGSD students will later become a MISSION that all

students must achieve: 1) Support for professionalism, responsibility and education management; 2) Develop new and applicable knowledge from physical education in elementary schools according to the needs in the field; 3) Organizing professional communal services as part of participation in solving social problems through education; 4) Conduct research to improve physical education skills in elementary schools.

Therefore, teachers or instructors need to be more complete and competitive in online and offline reading by following the times and technology to increase the effectiveness of reading materials or exercises. Create and provide teaching materials or methods that are more fun and motivating so that learning seems lively and active in lectures. Otherwise, the teacher or educator needs to provide trust and discipline according to the circumstances of the situation that will not occur in learning. Lectures, offline and maybe later online learning.

## CONCLUSION

Based on the results of qualitative research using observation techniques, interviews and documentation conducted at the UPI Sumedang campus, the PGSD physical education study program regarding lecture evaluation from a cognitive, affective and psychomotor perspective, various conclusions can be drawn. The conclusion is as follows:

1. From the cognitive aspect of the lectures that take place as part of the donation,

namely in online and offline breeding, he provides many learning experiences during lectures, especially with the many shortcomings and advantages that are fully taken over by students or teaching lecturers during recovery.

2. From a practical perspective, lectures can be processed well or not; this can be seen from the attitude or motivation that comes from students and teachers; if students are well motivated, teachers can better find an atmosphere. And not monotonous.
3. In this psychomotor aspect, the researcher can conclude that online lectures are less effective than continuous lectures because this practice is better-done face-to-face or face-to-face. After all, students need to direct it directly.

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