

Analysis Of Internet Utilization In Learning Physical And Educational Culture For Students' Abilities At Smps Bina Agung Medan In The 2024/2025 Academic Year

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Abstract

This study aims to determine the level of internet utilization as a learning resource for Physical Education (PJOK) by students at Bina Agung Medan Junior High School. This study was conducted because the level of internet utilization as a learning resource was unknown. This is a descriptive qualitative study using a survey method. The instrument used was a questionnaire. Respondents in this study were 38 students from two classes at Bina Agung Medan Junior High School. The data analysis technique used was descriptive with percentages. This study aims to determine the level of internet utilization as a learning resource for Physical Education (PJOK) by students at Bina Agung Medan Junior High School. This study was conducted because the level of internet utilization as a learning resource was unknown. This is a descriptive qualitative study using a survey method. The instrument used was a questionnaire. Respondents in this study were 38 students from two classes at Bina Agung Medan Junior High School. The data analysis technique used was descriptive with percentages. The study showed that internet utilization in PJOK learning at Bina Agung Medan Junior High School was categorized as moderately influential with 14 statements (53.84%), moderately influential with 11 statements (42.30%), and very influential with 1 statement (3.84%). concluded that internet utilization is quite influential among students at Bina Agung Therefore, from these results , it can be MedanJunior High School.

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1. INTRODUCTION

The era of globalization has erased the boundaries of human space, marked by advances in information technology such as radio, television, mobile phones, and the internet, which enable the rapid and inexpensive dissemination of information. This development demands competent human resources to compete. The internet, which initially developed in developed countries through the ARPANET project in the 1960s, has now become a vital tool in education. In addition to assisting with administration, the internet has great potential as a learning medium for various subjects, including Physical Education, Sports, and Health (PJOK).

Teachers play a crucial role in improving the quality of education, not only as instructors but also as learning planners. When developing lesson plans, teachers need relevant and up-to-date references, which can be easily obtained online. The internet provides up-to-date information on various sports, competition rules, and instructional videos that can be used to enrich the teaching and learning of Physical Education (PJOK) in junior high schools.

Through the internet, teachers can design, implement, and evaluate learning more effectively, thanks to the availability of up-to-date and easily accessible information sources. World Wide Web (WWW) technology enables the presentation of information in engaging text, images, audio, and animation, supporting e-learning and distance learning activities. However, the internet also has negative impacts, such as the dissemination of inaccurate information and a decline in interest in reading in libraries.

The use of digital technology, such as smartphones, has also had a significant impact on education. Unfortunately, student use is often inadequate. With e-learning, the learning process can take place digitally and interactively. In junior high school physical education (PJOK) instruction, the internet can help overcome limitations of space and time, while also enhancing teacher creativity and student learning interest.

Bina Agung Medan Private Junior High School is one of the schools that has utilized the internet and Wi-Fi facilities to support learning. Teachers and students actively use the internet as an additional learning resource. Based on this, a study entitled "Analysis of Internet Utilization in Physical Education and Health Education Learning for Student Abilities at Bina Agung Medan Junior High School in the 2024/2025 Academic Year" is needed.

2. RESEARCH METHODS

This study uses a qualitative approach with descriptive and analytical characteristics. The descriptive qualitative approach aims to describe, explain, and interpret naturally occurring phenomena without any manipulation by the researcher. This approach focuses on an in-depth understanding of internet use in Physical Education, Sports, and Health (PJOK) learning at SMPS Bina Agung Medan in the 2024/2025 academic year.

Through this approach, researchers attempt to explain how students and teachers utilize the internet as a learning resource and how this impacts students' ability to understand physical education (PJOK) material. Analysis was conducted by interpreting observations, interviews, and documents related to learning activities. The collected data consisted of in-depth descriptions of the words and actions of the research subjects who were directly observed. Thus, this study not only explains what happened but also seeks to understand the meaning behind the observed events.

Characteristics of Qualitative Research

Qualitative research has several characteristics that distinguish it from quantitative approaches. In this research, the researcher acts as the primary instrument, interacting directly with participants in the field. The research process takes place in a natural setting, where the researcher conducts observations and interviews without altering the actual conditions.

According to Woods (1999), qualitative research emphasizes the search for meaning, perspective, and in-depth understanding of a phenomenon. Researchers attempt to develop concepts, theories, or hypotheses based on empirical data collected in the field through an inductive analysis process. This opinion aligns with Mohajan (2018), who states that qualitative research is rooted in people's everyday lives and focuses on understanding individual behavior, attitudes, and experiences.

Some of the main characteristics of qualitative research used in this study include:

1. **Natural Setting:** Data collection was conducted in an environment where participants naturally engaged in activities.
2. **Researchers as Instruments:** Researchers directly conduct observations, interviews, and documentation without standardized measuring tools.
3. **Various Data Collection Techniques:** Data were collected through interviews, observations, and document analysis.
4. **Inductive Analysis:** Researchers build categories, patterns, and themes based on data obtained in the field.

5. **Participant Meaning:** The research focused on the meaning that participants gave to their experiences.
6. **Flexible Design:** Research is dynamic and can adapt to data developments and field situations.
7. **Holistic Approach:** Researchers attempt to describe phenomena in their entirety by taking into account social, psychological, and environmental factors.
8. **Interpretive:** Researchers interpret the results of observations and interviews to find the meaning behind participants' behavior.

With these characteristics, this research allows for the acquisition of in-depth and comprehensive data regarding how the internet is used in the PJOK learning process and its implications for student abilities.

Research Design

This study used a qualitative descriptive design, as described by Bogdan and Biklen in Pahlul (2015), a research procedure that produces data in the form of written or spoken words from observed behavior. This design is used to describe the situation in detail without interfering with the variables being studied.

The method used was a qualitative survey method, where data were collected from a specific population using instruments such as questionnaires and open-ended interviews. This approach was chosen because it provides a realistic picture of students' level of internet use in physical education (PJOK) learning. The data were then analyzed descriptively to determine the patterns, trends, and meaning of each participant's responses.

Research Focus

This research focuses on the forms and levels of internet use by students in physical education (PJOK) learning. The research focus can be detailed as follows:

1. How do students at Bina Agung Medan Middle School use smartphones or laptops as a medium for learning physical education?
2. How many students use the internet (website) as a source for learning PJOK?
3. How can the use of the internet (website) improve students' ability to understand PJOK material?

The research focus is **dynamic** and can be adjusted based on field findings to ensure that the research results remain relevant to the context being studied (Hancock et al., 2006).

Data and Data Sources

Place and Time of Research

The research was conducted at **SMP Swasta Bina Agung Medan**, located at Jl. Lembaga Permasarakatan No. 370, Tanjung Gusta, Medan. The research activities took place from **February to April 2025**, covering the preparation, implementation, and data analysis stages.

Population and Sample

The population of this study included all students of Bina Agung Medan Private Middle School, totaling **116 students** from six classes, namely two classes VII (38 students), two classes VIII (36 students), and two classes IX (42 students).

The research sample was determined using the Slovin formula (Sugiyono, 2016) with a random sampling technique, where each student had an equal opportunity to become a respondent. Based on the calculation results, two classes were obtained as samples, namely class VII-A and VII-B, each consisting of 19 students, so that the total research sample was 38 students. This class selection was carried out to obtain a representative picture of the research population.

Research Procedures

This research was carried out through three main stages, namely:

1. Pre-Research Stage:

At this stage, the researcher prepared a research instrument in the form of a questionnaire about internet use by students, conducted a validity test of the instrument, and identified the initial conditions of internet use in schools through initial observations and preliminary interviews with PJOK teachers.

2. Research Implementation Stages:

This stage involves distributing questionnaires to students regarding the use of websites as a source of PJOK learning, as well as in-depth interviews with PJOK teachers to strengthen the data obtained from students.

3. Post-Research Stage:

After all the data was collected, the researcher conducted data analysis by calculating the percentage of respondents' answers, interpreting the interview results, and drawing conclusions regarding the level and form of internet use as a source for PJOK learning at SMPS Bina Agung Medan.

These three stages are carried out systematically to obtain research results that are accurate, relevant, and can describe the phenomenon comprehensively.

3. RESULTS AND DISCUSSION

Research result

The research data on the use of websites as a learning resource for Physical Education (PJOK) by students at Bina Agung Private Middle School in Medan was obtained through a questionnaire containing 26 statements. The questionnaire was completed by 38 respondents, consisting of students in grades VII-A and VII-B. The analysis was conducted using quantitative descriptive techniques, where the results were presented as percentages to illustrate the tendency of students' attitudes towards internet use in PJOK learning.

1. Internet Accessibility and Availability

Most students stated that they easily access the internet for physical education (PJOK) learning purposes, with 31.57% responding Strongly Agree (SS) and 52.63% responding Agree (S). This indicates that students have easy access to the internet, both at home and in their surrounding areas. However, regarding network availability at school, only 50% of students Strongly Agree and 31.57% Agree, while the rest still experience network problems. These findings indicate that even though internet access is readily available, network stability and quality in the school environment still need to be improved to support online-based learning, particularly in Physical Education subjects.

2. Frequency and Pattern of Internet Use

Based on the survey results, only 26.31% of students frequently use the internet during physical education lessons, while 57.89% rarely use it, and 13.15% never use it. This means that direct internet use in physical education lessons is still relatively low.

However, the majority of students (42.10% SS and 28.94% S) acknowledged that the internet helped them better understand the Physical Education (PJOK) material. Students also mentioned that they frequently searched for information on sports, movement techniques, and physical training through websites and online videos like YouTube. Thus, the internet serves as a supplementary learning resource, although it has not yet been fully integrated into formal classroom learning activities.

3. The Role of Visual Media and Learning Videos

One important aspect of this study was the use of online Physical Education (PJOK) instructional videos. Results showed that 34.21% of students strongly agreed and 39.47% agreed that instructional videos helped them understand exercise movements more effectively. In fact, 44.73% of students felt it was easier to understand the movements after watching online exercise videos.

However, only 21.05% of students stated that teachers frequently use videos from the internet in their learning. This indicates that teachers' use of digital media is still limited, with most

video use initiatives being initiated by students outside of class hours. Thus, the internet's potential as an interactive learning medium has not been fully maximized in physical education and health teaching activities.

4. Impact on Motivation and Learning Independence

Some students believe that using the internet can increase their motivation to learn Physical Education (PJOK), although the percentage is not yet dominant. As many as 23.68% of students Strongly Agree and 18.42% Agree that the internet makes them more enthusiastic about learning, while 50% stated Disagree. However, 31.57% of students said they are able to learn independently using the internet, and 23.68% of students feel more confident after learning with the help of online resources.

These findings indicate that the internet has the potential to foster student independence and confidence, particularly in learning sports techniques and theory. However, teacher guidance is needed to ensure students use the internet in a targeted and productive manner.

5. Negative Influences and Challenges in Internet Use

The study also revealed challenges and negative impacts of internet use in learning. 47.36% of students disagreed, and 10.52% strongly disagreed with the statement that they always focused when learning Physical Education (PJOK) using the internet. Furthermore, 60.52% of students admitted to frequently visiting websites irrelevant to their learning.

Additionally, 36.84% of students stated that internet use sometimes makes them neglect their physical education (PJOK) assignments. This indicates that while the internet makes it easier to access information, supervision and practice of online learning ethics are still necessary to prevent students from being distracted by content unrelated to their learning.

6. Ethics and Responsibility in Using the Internet

In general, students showed positive attitudes regarding ethical internet use. 44.73% of students strongly agreed and 55.26% agreed that they always maintain ethical behavior when accessing the internet. Furthermore, 60.52% of students felt responsible when using the internet as a learning medium. These findings indicate that students' digital awareness is quite good, and they understand the importance of ethics and responsibility in utilizing information technology for educational purposes.

7. Summary of Results

Based on the overall data, it can be concluded that:

1. Most students have fairly good internet access, although the connection at school still needs to be improved.
2. Students use the internet more as an additional learning resource, not as the main part of physical education learning in class.
3. Learning videos are the most effective media in helping students understand sports movements.
4. Motivation and independence in learning have increased, although there are still challenges in the form of impaired focus and internet use outside the learning context.
5. Students demonstrate ethical and responsible attitudes in using the internet, indicating a positive awareness of the wise use of technology.

4. CONCLUSION

Based on the results of data analysis and research findings that have been conducted, it can be concluded that the use of the internet in learning Physical Education, Sports, and Health (PJOK) at Bina Agung Private Middle School, Medan, is in the category of **"quite influential"** on the student learning process. Students use smartphones or laptops as learning media to access various sources of information related to PJOK materials, both in the form of text, images, and learning videos. Most students use the internet primarily to complete PJOK assignments and broaden their understanding of the material given by the teacher. In addition, the use of websites as a learning resource also helps students find information and materials about sports more

quickly and practically. Thus, the use of the internet has had a positive impact on increasing students' knowledge and learning independence in PJOK learning, although it still needs to be optimized so that its benefits can be felt more optimally in the school environment.

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