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Perception of Virtual Learning Among Student Athletes: Differences by Gender and Age

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ABSTRACT

Aside from sports practice, student athletes are required to study on campus, sometimes learning was carried out online. Surabaya State University develops online learning and is named Virtual Learning Surabaya State University, abbreviated as Vinesa. The application of Vinesa needs to get a response from users, one of whom is a student athlete. Therefore, this study aims to determine student athlete perceptions of Vinesa. A cross-sectional approach was used in this research. A total of 125 student athletes were involved in this study (86 male, 39 female, age range of 19–24 years). The research instrument used was the Vinesa perception scale. The data analysis technique uses descriptive statistics. The calculation produces 5 categories, namely very good, good, moderate, less, and very less. The results show that majority of student-athlete perceptions of Vinesa are at a moderate level, namely 45.6%. There was no difference in perception of vinesa in the adolescent and early adult age groups also between male and female student athlete. Based on these results, the Vinesa development team needs to make improvements to the server to make it more accessible. In addition, it is necessary to complete the application usage guide so that it is easier for Vinesa users to understand.

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INTRODUCTION

Corona Virus Disease 2019 (Covid 19) first appeared at the end of 2019 in Wuhan. Covid-19 is a virus whose transmission is difficult to control and very fast, which causes normal life to change in various aspects. One of the aspects affected by Covid-19 is the education aspect. Efforts in the education aspect carried out in various countries, as well as in Indonesia with a lockdown or quarantine policy, are a form of effort to reduce the interaction of many people who can provide access to the spread of the virus and to break the chain of virus spread and maintain the security and safety of students and educators (Long & Khoi, 2020; Perera & Abeysekera, 2022).

Work from Home (WFH) is an educational activity carried out in Indonesia since the Covid-19 outbreak, based on a policy circular by the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud RI). Educational activities at home make online learning methods a solution to learning problems. Learning in the network (online) or online learning is also known as e-learning (Cavus et al., 2020; Sadikin & Hamidah, 2020), digital learning, technology-based learning, and distance learning (Cahyawati & Gunarto, 2020; Langford & Damsa, 2020). The change from face-to-face learning to online learning is a disruptive shift that turns all learning online (Fadhilah, 2021; Hasan & Bao, 2020; Ozdamli & Karagozlu, 2022).

Online learning provides benefits for both parties: lecturers and students. For students, online learning has emerged as an alternative method of learning that does not require them to be present in class or in a special room. This online learning also encourages independent learning and student interaction. Meanwhile, online learning method lecturers are here to change conventional teaching styles, which will indirectly have an impact on work professionalism (Alwan, 2021; Zhafira et al., 2020).

Vinesa stands for virtual learning at Unesa, the State University of Surabaya. Vinesa is a learning media application that can take advantage of features such as Google Classroom, Google Meet, quizzes, and others. Further, Vinesa is an online learning application provided by the campus as a form of commitment. The Institute for Learning and Professional Development at Universitas Negeri Surabaya and the E-Learning team launched Vinesa as a V-Learning development supporting teaching and learning activities. Vinesa as an online learning application can help students and lecturers in the process of lectures, learning, and teaching carried out using an online system.

The Vinesa application is also applied to learning for sports science faculty students. Most of them are athletes, so they could be called student athletes. Student athletes are a unique population because they have to bear two responsibilities at once, namely as athletes who have to practice regularly and as students who have to study hard (Aquilina, 2013; Doru & Zen, 2023). so they also have to study online using Vinesa.

Vinesa as a form of online learning allows for some shortcomings and obstacles in its implementation. The facts in the online learning field show that there is still less than optimal preparation to carry out online learning, both from the lecturers and students (Setiadi & Bramastia, 2021). Their lack of readiness, physically or mentally, to make changes from offline learning to online learning, such as changes in student learning styles (Najimi et al., 2017; Purwati et al., 2020), learning environments, learning technology, learning activities, and existence while studying (Langford & Damsa, 2020). Unpreparedness to carry out online learning during the Covid-19 period can result in learning objectives not being achieved optimally.

Students' perceptions of virtual learning during the Covid-19 pandemic really need to be explored. The goal is to dig up information from the student's point of view to produce evaluation materials for the implementation of virtual learning. This article reveals the results of research on differences in student perceptions of the implementation of virtual learning between gender and age. The dimensions considered are trustworthiness, instructional design, teacher characteristics, and social presence. The research results are expected to be used as an evaluation of the implementation virtual learning and become material for consideration for improving implementationfurther virtual learning, whether or not during the Covid-19 pandemic.

RESEARCH METHOD

This research used in cross-sectional design with 125 student athletes, aged 19-24 years, with 86 (68.8%) male and 39 (31.2%) female, who took mental training course at Sport science faculty.

The research instrument used was the Vinesa perception scale. This scale consists of four dimensions: trustworthiness, instructional design, teacher characteristics, and social presence. This instrument will consist of 13 statement items. Alternative answer choices 1–10, 1 is the least appropriate and 10 is the most appropriate. The reliability result on the Vinesa perception scale is 0.72. Table 1 below categorizes the Vinesa perception score categories into five levels.

Table 1. Category Vinesa perception score

Category	Score
Very Good	109-130
Good	85-108
Moderate	61-84
Less	37-60
Very Less	13-36

Data collection procedures were conducted through online forms distributed to participants. Analysis technique using t test. All statistical tests used Jeffrey's Amazing Statistics Program (JASP) version 0.14.1.0. Descriptive statistics were used to describe the participants: means and standard deviation for variables, in all instances, the level of significance was set at p 0.05.

RESULTS AND DISCUSSION

Result

The subjects in this study were 125 student athletes who attended mental training. An overview of the background of the research subjects in the form of percentages is shown in Table 2.

Table 2. Demographics of research participants

No	Category	Amount	Percentage
1	Gender		
	Male	86	68.8
	Female	39	31.2
	Total	125	100%
2	Age		
	19-21 (adolescent)	108	86.4
	22-24 (early adulthood)	17	13.6
	Total	125	100%
3	Type of Sports		
	Fencing	1	0.8
	Athletics	8	6.4
	Badminton	9	7.2
	Pencak Silat	4	3.2
	Basketball	7	5.6
	Volleyball	20	16
	Rowing	1	0.8
	Futsal	15	12
	Hockey	3	2.4
	Judo	2	1.6
	Karate	4	3.2
	Kick boxing	1	0.8
	Long jump	1	0.8
	Shoot	1	0.8
	Archery	1	0.8
	Martial arts	10	8
	Powerlifting	1	0.8
	Swimming	5	4
	Rhythmic gymnastics	1	0.8
	Football	19	15.2
	Takraw	2	1.6
	Roller Skate	1	0.8
	Taekwondo	5	4
	Tarung Derajat	1	0.8
	Wushu	2	1.6
	Total	125	100%

The research participants were dominated by male. Researchers divided two groups of subjects based on age. This is based on the age range of adolescents between 14 and 21 years and the age range of early adulthood between the ages of 22 and 27 years. Most of the age group is dominated by teenagers. While the sport is dominated by volleyball.

Table 3. Interval and classification of research scores

Category	Range	Amount	Percentage
Very low	13-36	0	0%
Low	37-60	12	9.16%
Currently	61-84	57	45.6%
Well	85-108	37	29.6%
Very good	109-130	19	15.2%
Total		125	100%

Based on Table 3, the results show students' perceptions of the implementation of online learning through Vinesa during the Covid-19 pandemic place athletes in the moderate category, where positive and negative perceptions are balanced, with an overall percentage of 45.6%. The second order is 29.6% at a good level, 15.2% at a very good level, and finally 9.1% at a low level.

The results of subsequent data analysis are differences in perceptions of Vinesa based on age categories, namely adolescents and early adulthood. Based on the calculations, the data is shown in table 4 below.

Table 4. T test Result Differences by Age Category

	t	df	p
VPS	-1750	123	0.08

Based on table 4 above, t value -1,750 with p value 0,083 (>0,05) the results show that there is no difference in perceptions of Vinesa in the adolescent and early adulthood groups.

The next analysis are differences in perception of Vinesa based on female and male. Based on data analysis the result shown in table 4 below:

Table 5. T test Result Differences by Gender Category

	t	df	p
VPS	0.33	123	0.74

Based on table 5 above, t value 0,333 with p value 0,740 (>0,05). The results show that there is no difference in perceptions of Vinesa between male and female of student athletes.

Discussion

In this study, the subjects were students from the Faculty of Sports Science. Students of the Faculty of Sports Science are students who have more activities in the field than in class. However, with limited movement activities due to the Covid-19 pandemic, students are required to take part in online learning through the Vinesa application.

Based on the instrument response items, the obstacles or difficulties encountered during the Covid-19 pandemic included internet network instability, e-learning servers that occasionally error and are difficult to access, a lack of understanding of applications used in online lectures such as Zoom.me, Google Meet, and others (Gündüz et al., 2023; Prasetiyo et al., 2023; Sarpong et al., 2022), and a lack of scalability.

The material in the Vinesa application is contained in the form of modules, presentation media (ppt), videos, and other training materials. Media modules, powerpoints, and practice and exam materials are uploaded to the Vinesa database directly. Media videos are made in MP4 format and uploaded to the YouTube channel. Access can be gained by using the link on the Vinesa device.

The use of applications as learning media, one of which occurs due to the impact of the Covid-19 pandemic, means that technology becomes the foundation for carrying out learning (Febrian et al., 2022; Isnaini et al., 2022). The Covid-19 pandemic has also forced education, as

well as students in the faculty of education, to adapt in carrying out the learning process. The challenge in the COVID-19 pandemic is that society relies on technology. There are many learning media that can be used during the COVID-19 pandemic using Android smartphones (Cahyawati & Gunarto, 2020; Ningsih & Wardani, 2021). This application can only be used on Android phones, causing it to be unable to install on iOS. However, this application is suitable for use in pandemic conditions and after a pandemic. The use of applications by students in online learning greatly facilitates their getting information about the material to be studied.

CONCLUSION

The perception of student athletes towards Vinesa usage is in the moderate category. According to the research, Vinesa may not always provide convenience in student-athlete lectures. The Vinesa development team needs to make improvements in order to make Vinesa more accessible and provide guidelines that facilitate students in using Vinesa so its benefits can be perceived more.

To explore more deeply students' perceptions of virtual learning, broader research can be carried out covering various student characteristics, increasing the aspects considered, applying statistical tests to research using quantitative designs, or applying certain qualitative methods to qualitative or mix method research designs.

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