

## Physical Education Teacher Learning Management During The Covid-19 Pandemic At Special School In Pekalongan Residency In 2020

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### Abstract

The purpose of this study was to investigate the planning, implementation, evaluation, and follow-up of physical education learning in special schools throughout the Pekalongan Residency during the COVID-19 pandemic. This is a qualitative type of research. Research respondents were students, teachers, and school principals. Observation, interviews, and documentation are all used to collect data. Data management included research data collection/collection, research data reduction, presentation or data, conclusion drawing, or research data verification. Result: The teacher-led learning to plan at the Special Schools located throughout the Pekalongan Residency is generally consistent with the curriculum; the teacher also creates syllabi and lesson plans; however, the teacher-led assessment activities have not been completed; consequently, the implemented learning is not consistent with the stages of learning implementation, namely opening, core activities, and closure. This is because it is constrained by the ongoing pandemic; teachers' evaluations of learning are different, considering the characteristics of their students; one of the teacher's evaluation activities is to assign assignments at the end of the semester, while the follow-up is related to the evaluation's results. A follow-up program for the outcomes of the learning evaluation has not been implemented in Physical Education and Health at Special Schools throughout the Pekalongan Residency during the pandemic. Conclusions: learning to plan in special schools within the Pekalongan residency is categorized as very good, learning implementation in special schools within the residency is categorized as modest, learning evaluation in special schools within the Pekalongan residency is categorized as deficient, and follow-up on learning evaluation results is categorized as deficient.

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## INTRODUCTION

Education is a process that includes three dimensions: the individual, the community or national community in which the individual lives, and the entirety of reality's content, both material and spiritual, all of which contribute to the determination of an individual's nature, destiny, human form, and society, is defined as a process of knowledge transfer, value transformation, and personality formation in all of its aspects; consequently, teaching is more oriented toward the formation of specialists or specialists in particular fields, and thus the focus and interest are more technical; education is also defined as an activity with specific goals or objectives aimed at developing human potential (Nurkholis, 2013).

Learning objectives are targets to be achieved through learning activities, implying that the goals are aimed at achieving higher-level objectives, notably educational and national development objectives. Beginning with general and specialized learning objectives, the aims are multilevel, cumulative, and synergize to get to a higher level, thus developing humans (students) under their aspirations (Sulaiman, 2016: 14).

Physical education is an educational process that promotes physical fitness, the development of motor skills, fair play, emotional intelligence, knowledge, and healthy and active living behaviors through physical activity (Sumbodo P., 2016). Without a well-thought-out framework for the learning process, physical education will fall short of its objectives. In terms of the learning process, it is critical to have appropriate approaches, strategies, and learning models in physical education (Jayul & Irwanto, 2020). In general, school-based teaching and learning activities are referred to as learning, which is a set of activities designed to facilitate the teaching and learning process between students and educators. The National Education System is governed by Law No. 20 of 2003, which regulates the process of interaction between students and educators, as well as the use of learning resources in a learning environment. Learning becomes a conduit for

students who have been instructed in learning by educators. Education is also a solution to resolve the nation's challenges (Arif Nor Riza, Sogienato, 2015).

The COVID-19 pandemic has affected many people; this condition has permeated the realm of education, with policies aimed at closing all educational institutions implemented at the central and regional levels. This is done in an attempt to prevent the spread of COVID-19. It is intended that all educational institutions will suspend normal operations, thereby limiting the transmission of the COVID-19 disease. Many countries have also been infected with COVID-19. The lockdown or quarantine policy is used to minimize the interaction of dozens of people who could promote the transmission of the COVID-19. Many countries, including Indonesia, have implemented regulations that require the government and related institutions to provide alternate educational procedures for students and pupils who cannot attend educational institutions. This is supported by Circular Letter No. 4 of 2020, signed by Minister of Education and Culture Nadiem Makarim on March 24, 2020, about the Implementation of Educational Policies During the Emergency Period for the Spread of Coronavirus Disease (Covid-19) in PDF format. The policy's guiding principles during the COVID-19 pandemic are: "the health and safety of students, educators, education staff, families, and the community are a major priority when developing learning policies" (Andri Kurniawan et al., 2015).

The Minister of Education and Culture's circular letter regulating school policy during the pandemic also has provisions, specifically that the learning process is conducted from home in order to give meaningful learning via online or remote learning (Mendikbud, 2020). The defining feature of online or distance education is its combination of technology and innovation. This occurs at all levels of schooling, from pre-school through college (Satrianingrum & Prasetyo, 2020).

The development of information technology has had a significant impact on changes in every sector. One of them is a shift in

the educational system. Technology can be employed in teaching and learning activities, which can be considered a change from traditional methods toward more modern ones. Online learning is a learning system that is not conducted face to face, but rather via the use of a platform that enables the teaching and learning process to take place regardless of the distance. The objective of online learning is to deliver high-quality educational services via a large and open network in order to reach an increasing number of learning enthusiasts (Handarini & Wulandari, 2018).

Physical education learning must be differentiated and adjusted for children with special needs; physical education learning must be systematic and managed effectively and efficiently through physical development toward the formation of a whole person; implementing skills is a teacher's professional responsibility in creating a system (Febby Pratiwi, Chyntia Novita Kalalo, 2020).

The instructor must try to optimize his or her role and function in learning. The teacher's function will always define the expected behavior patterns in their different interactions with students, coworkers, school staff, and even the principal. (Diana Darmawati, 2017).

Children with special needs, according to Achmad Maulana M. Alief Iskurniawan (2017: 10), are children who are unique in their types and characteristics from other children. This situation demands an understanding of the characteristics of children with special needs. The diversity of children with special needs might make it challenging for teachers to locate and determine the proper type and provision of educational services. However, without knowledge and comprehension of the nature of children with special needs, teachers cannot address the appropriate needs of children.

Implementing high-quality adaptive sports and health physical education requires a variety of aspects, one of which is effective management. (Mujianto et al., 2015). In education, management is defined as a series of activities carried out by a group of people who are members of an educational organization

with the objective of achieving the organization's goals by utilizing available resources and using the management function to achieve more effective and efficient goals (Kristiawan, 2017: 3).

Based on the results of observations made by researchers, it is also known that there are problems when carrying out learning, especially those related to the management of physical education, sports and adaptive health for PJOK teachers. Here, this researcher has conducted an initial survey, namely, there are 6 special schools in Pekalongan Regency, including SLB N Tegal City, SLB Negeri 1 Pemalang, SLB Negeri 2 Pemalang, SLB Negeri Wiradesa, SLB PRI Pekalongan and SLB Negeri Batang.

The first issue is the teacher's involvement with students who have special needs. Teachers have struggled to provide adequate attention to students with disabilities. When learning occurs and the teacher feels unable to pay careful attention to the students intensively, the incompatibility of the lesson plans with the actual learning drives the teacher to be more creative in giving learning to ensure that the learning goal is met. Physical education teachers continue to struggle with selecting activities for physical education learning. This is because the conditions and circumstances around children with special needs are unpredictable on a daily basis. As a result, physical education teachers in special schools must pay close attention to the intellectual, social, and emotional development of their students.

Covid-19's presence halted all operations, including teaching and learning in schools. Face-to-face learning activities have been mostly replaced by online learning. The shift from face-to-face learning to remote learning is part of the government's effort to decrease the number of persons affected and the spread of the disease. These changes will undoubtedly have an impact on the learning process and the manner in which students learn.

Interrupting communication and direct interaction between teachers and children with special needs for an extended period has serious consequences, such as children refusing to

participate in learning and students desiring to drop out of school, because children with special needs have unique personalities, and rekindling enthusiasm for school for children with special needs is not an easy matter. However, because of their limits, individuals are extremely reliant on other people, particularly parents, teachers, and or companions.

Effective and efficient learning management is critical for achieving learning objectives. Teachers who apply learning also require effective learning management. Teachers, as the organizers of management in schools, must be able to manage classroom learning, particularly in the learning process of physical education, sports, and health (Erwinsyah, 2017).

**METHOD**

This is a qualitative study that uses a natural setting as the primary source of data on the management of physical education in sports and adaptive health at SLB Karisiden Pekalongan.

The research data obtained in this study are those that pertain to the research focus, namely the management of physical education and teacher health in SLB, which includes lesson planning, implementation, evaluation, and follow-up on evaluation outcomes in SLB in Pekalongan residency. Thus, the subjects of this study were teachers of sports and physical education, school principals, and students.

The sources of data in this research, both primary and secondary data are: SLB N Tegal City, 2 teachers of physical education and health, 1 principal, 3 of 109 students , SLB N 1 Pemasang, physical education teacher and 2 individuals, 1 school principal, 3 of 179 students, SLB N 2 Pemasang, 2 health and sports physical education teachers, 1 school principal, 1 supervisor, 2 of 313 students, SLB N Wiradesa, 2 physical education and health teachers, 1 school principal, 2 of 217 students, SLB N PRI Pekalongan, physical education teacher for sports and health 1 person, principal 1 person, 2 of 292 students, SLB N Batang, physical

education and health teachers as many as 1 person, principal 1 person, 1 supervisor, 2 of 300 students.

The data is divided into two types of data, including: 1) primary data or in the technique of retrieval by interviews; 2) secondary data or as supporting data in data collection techniques with observation and documentation.

The research instrument in qualitative research related to the management of learning physical education, sports and adaptive health at SLB Karisiden Pekalongan is as follows:

**Table 1.** Research Instruments

Objective	To collect data on the physical and non-physical conditions under which physical education and adaptive health learning are implemented at Pekalongan Karisiden Special School.
Observed aspects	School Address School Environment Learning Facilities Learning Infrastructure Study Classroom Learning Conditions Lesson Planning Implementation of Learning Learning Evaluation Follow-up Learning Evaluation

**Table 2.** Table Conclusion Criteria.

Aspect	Criteria	Indicator
Learning Planning	Very good	Conducting assessments on students
	Good	Teachers in making syllabus and lesson plans
	Modest	Selecting and listing learning materials
	Deficient	Determining the material
		Determining learning resources/learning media
		Develop learning tools
		Deficient

Determining the assessment technique Allocate time	1 = Deficient
Learning Implementation	Follow-up Learning Evaluation
Very Good	2 = Very Good
Establish lesson presenting material	1 = Deficient
Using methods and media	
Good	
Use communicative language	
Motivate students	
Organizing learning activities	
Modest	
Organizing learning	
Interact with students communicatively	
Concluding learning	
Deficient	
Give feedback	
Carry out the assessment	
Able to use time	
Learning Evaluation	
Very Good	
Learning evaluation	
Deficient	
evaluation of learning outcomes	
Follow-up learning evaluation	
Very Good	
Revision program	
Deficient	
Enrichment program	

  

**Table 3.** Adaptive physical and health education learning process categorization assessment rubric.

Indicator	
Amount of Categorization	
Learning Planning	
7 – 8 = Very Good	
5 – 6 = Good	
3 – 4 = Modest	
0 – 2 = Deficient	
Learning Implementation	
10 – 12 = Very Good	
6 – 9 = Good	
3 – 5 = Modest	
0 – 2 = Deficient	
Learning Evaluation	
2 = Very Good	

The obtained research data is subsequently organized and sorted, grouped, coded, and categorized. This model's data management consists of four interdependent components: data collection/collection, data reduction, data presentation or display, conclusion drawing, and data verification.

**RESULT AND DISCUSSION**

Based on the discussion on the results of the study, the researchers concluded that the management of physical education learning at the State Extraordinary Schools (SLB) in Pekalongan Residency is that the teacher has carried out lesson planning, learning implementation, learning evaluation and follow-up learning evaluation. In the lesson plan the teacher does not conduct an assessment, the assessment is carried out by a special assessment teacher, discrepancies in the implementation of learning in the Learning Implementation Plan, learning evaluation and follow-up learning evaluations are carried out in the same way where the score has not reached the KKM (minimum completeness criteria). only giving assignments according to student conditions, teaching and learning activities have not been maximized because of the Covid-19 so that the teacher's lack of readiness in facing the pandemic. Based on the results of research conducted at special schools in Pekalongan residency, the results of research on the management of learning for physical education teachers in sports and health during the Covid-19 pandemic in each school were:

Learning planning in the residency was included in the good category, because it has been included in the 7 learning planning assessment criteria in the assessment rubric for physical education and physical education

categorization, namely: teachers make syllabus and lesson plans, teachers include learning materials, determine materials, determine learning resources/learning media, develop learning tools, determine assessment techniques, and allocating time is under the curriculum. Efforts to minimize the occurrence of deviations during the implementation of learning, this is what the teacher does, of course, makes learning plans, as for the learning planning which is partly used by Physical Education teachers as a complement to the administration, it is proven that the current learning planning is last year's learning planning which was only replaced annually. Learning management is something that cannot be separated, because without management there is certainly not necessarily an effective and efficient learning management (Sunhaji, 2014). Physical education, sports and health require appropriate management to achieve predetermined learning goals. school institutions in preparing the quality of human resources must also be able to achieve quality levels from all aspects, such as the quality of human resources (teachers) who have high competence and can work professionally, the teaching and learning process is fun, and matters related to education so that able to attract people (Haryono, Hardjono, 2014).

The implementation of learning in Pekalongan Residency is categorized as good (B), as it meets only three of the assessment criteria for evaluating the implementation of learning in the assessment rubric for categorizing physical education learning, namely: the teacher starts the lesson, presents the material, and concludes the lesson. According to the results of the data examination related to the implementation of learning, teachers carry out appropriately such as opening activities, core activities, and closing, but some teachers in the implementation of learning only give written assignments; this is because of the Covid-19 pandemic constraints, in which the implementation of learning is restricted. This is done online, which means that teachers are not completely prepared to deal with learning problems in the event of a pandemic. Classroom

management, in this case, refers to two distinct activities: student management and physical management (learning rooms/fields, furniture, and learning tools). Learning can be adopted or tailored to the unique characteristics of each student, particularly those with special needs (Permendiknas, 2008). According to the Ministry of National Education's 2008 regulation, the maximum number of SDLB students in a single class is five, while the maximum number of SMPLB and SMALB students in a single class is eight. Generally, learning implementation activities are divided into three categories: preliminary, core, and closing. (Rahayu, 2015).

Management of facilities and infrastructure is the activity of efficiently and successfully organizing and managing educational facilities and infrastructure to accomplish intended aims. Facilities and infrastructure management activities, in general, include planning, procurement, supervision, inventory storage, elimination, and arrangement. This process is critical to ensuring that facilities and infrastructure are procured on time and are used effectively (Lazwardi, 2018).

Evaluation of learning at special schools in the Pekalongan residency is included in the poor category (K), because it is only included in 1 assessment criteria, namely, the teacher only evaluates learning outcomes.

According to the findings of the examination related to the evaluation of learning during the pandemic, the teacher implemented the curriculum in a variety of ways and assessed students individually, which was necessary given the field settings and student characteristics. At the end of the semester, if the value does not meet the Minimum Completeness Criteria (KKM), the teacher delivers one of the materials taught through assignments, such as how to perform over-passing and volleyball passing. According to the principal's policy on evaluations conducted by Physical Education and Health, each school principal encourages the Physical Education teacher to conduct assessments that are appropriate for the curriculum references and skills of their students.

The principal has handed over the assessment in its entirety to the physical education instructor. As a result, the principal's supervision is deficient in terms of evaluation. Evaluation of learning is one of the primary responsibilities of teachers in teaching. The teacher's evaluation of learning includes both assessment of learning outcomes and assessment of learning. Evaluation of student learning places a premium on the gathering of data on students' progress toward fulfilling learning objectives. One aim of evaluation is to give material for follow-up on the assessment's findings (Widiyoko, dalam Sri, Setya, Eunike, 2016).

Follow-up on the results of the learning evaluation, in the category of deficient category, because the teacher has not entered the rubric criteria for categorizing the PJOK learning process. The results of the examination related to the follow-up to the evaluation of learning outcomes for SLB teachers throughout the Pekalongan Residency are: 1) Physical education teachers have not implemented a follow-up program on the results of the evaluation of learning. 2) The teachers do not yet have documents regarding the follow-up program on the results of the physical education learning evaluation in the form of enrichment programs and improvement programs. Quality management can obtain schools to improve the quality of learning or appropriate learning management. The primary strategy in the successful management of improving the quality of learning is the first to use a systems approach that conducts a faster review of processes that are directly related to students. Second, what is important and can have a positive impact is the involvement of teachers in decision-making and school management. Efforts to improve the quality of learning and follow up, which include strengthening or learning outcomes, and teachers are given the opportunity to attend further education and training (Permendiknas, 2008).

## CONCLUSION

Based on the discussion on the results of the study, the researchers concluded that the management of physical education learning at the state extraordinary schools in Pekalongan residency is that the teacher has carried out lesson planning, learning implementation, learning evaluation and follow-up learning evaluation. In the lesson plan the teacher does not conduct an assessment, the assessment is carried out by a special assessment teacher, discrepancies in the implementation of learning in the learning implementation plan, learning evaluation and follow-up learning evaluations are carried out in the same way where the score has not reached the minimum completeness criteria. Only giving assignments according to student conditions, teaching and learning activities have not been maximized because of the covid-19 so that the teacher's lack of readiness in facing the pandemic.

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