

The Evaluation of Physical Education Sport and Health during the Covid-19 Pandemic at Junior High Schools in Central Semarang Indonesia

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Abstract

The Covid-19 pandemic that is happening right now has an impact on various sectors. One of them is in the field of education, where learning in schools must be carried out online. Physical Education Sport and Health (PESH) learning is also carried out online, so it is necessary to evaluate online PESH learning. The purpose of this research is to analyze the initial state, implementation and evaluation of learning out comes include the lesson plan, learning facilities and infrastructure during the COVID-19 pandemic at Junior High Schools in Central Semarang. Research Method evaluation using the countenance evaluation model from Stake, including antecedents, transactions, and outcomes. Collecting data used observations, and documentation. The data analysis techniques using 4 components, there are data collection, data reduction, data presentation, and concluding. The study results of all schools on Antecedent completeness of equipment, facilities and infrastructure are complete, and school program policies are appropriate. Meanwhile, all of the schools in the Transaction have not gone well, and online learning Outcomes in all schools during pandemic at Junior High Schools in Central Semarang have decreased. The conclusions from this study is that PESH in Antecedents in online learning during Covid-19 disease at Junior High Schools in Central Semarang have complete learning tools, the program policies as needed, and support the learning process. But, on the other hand, the facilities and infrastructure are still lacking. Transaction in online learning is still constrained in its implementation, and the Outcomes have poor results because student achievement has decreased.

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INTRODUCTION

Nowadays, the coronavirus has reached almost all of the country in the world. Coronavirus itself is a virus that causes disease, ranging from mild to severe symptoms. Common signs and symptoms of COVID-19 infection include symptoms of acute respiratory distress such as fever, cough, and breathlessness. The average incubation period is 5-6 days, with the most prolonged incubation period being 14 days. With the current COVID-19 virus in Indonesia, it has an impact on the whole society with evidenced by the Circular Letter (SE) issued by the government on March 18, 2020, that all indoor and outdoor activities in all sectors are temporarily postponed in order to reduce the spread of corona, especially in the field of education.

Education is the most important part of building a great nation. Therefore, the children must get education because education is the right of citizens. Education is a process of human development that lasts a life time (Darmayanti & Wibowo, 2014). According to (Wiyono et al. 2018), education aims to develop various potentials in individuals naturally present from birth. Education can also be interpreted as an effort that is carried out in a planned, systematic, and sustainable manner in fostering and guiding the potential that exists in students so that it functions optimally for its role in the future (Arisandi, 2014).

Physical Education Sport and Health (PESH) is a subject that students at all level of education must follow, started from Elementary School until High School (Adi et al. 2018). Besides that, this subject is a field of study that in general can support other subjects. PESH can also be a complete and intact educational process that leads students' growth within themselves (Pambudi, 2019). (Gunathevan Elumalai, 2015) also stated that Physical education is an educational process that utilizes physical activity systematically aims to develop and improve individuals organically, neuromuscularly, perceptually, cognitively and emotionally, within the frame work of the national education system. On the other hand, (Prasetyo et al. 2019)

also explained that physical education aims to prepare students for physical, spiritual, and mental health. On March 24, 2020, Ministry of Education and Culture Republic of Indonesia issued Circular Letter Number 4 of 2020 regarding the Implementation of Education Policies in the Emergency Period for the Spread of COVID-19. In the Circular letter, the learning process is carried out at home through online/distance learning to provide meaningful learning experiences for students. Online learning is carried out with parental guidance. Online learning is different from offline learning (Soraya *et al.* 2020). Online learning utilizes the internet network in the learning process. Online itself is an abbreviation of within the network related to technology and the internet. Online learning is a learning method that uses an interactive internet-based model and LMS, such as the *Zoom* application, *Google Meet*, etc. From the items of learning facilities above, to follow the online teaching and learning process activities, teachers and students must enter and access the *links* or websites (Rojali, 2020).

Evaluation plays an important role in learning. The accuracy of data on student abilities or student difficulties in learning depends on the accuracy of evaluation tools and evaluation processes. According to (Arifin, 2013), evaluation is a systematic and continuous process to determine the quality (value and meaning) of something, based on certain considerations and criteria making decisions. (Purwanto, 2013) also stated that evaluation or assessment is a process that is deliberately planned to obtain information or data, and from the data then try to make decisions. According to (Ayu Reza Adzalika & Soegiyanto, 2019) Evaluation is a systematic, planned, regular and continuous coaching process. The importance of an evaluation is to find out how far the process during online learning during the covid-19 pandemic has gone well. Therefore, it is necessary to evaluate PESH's online learning, which includes practical and theoretical learning. Evaluation is a series of activities carried out intentionally to see the level of success of a particular program (Helen Purnama Sari & Taufiq Hidayah, 2017).

METHODS

The approach used in this evaluation study is the *countenance* approach from Stake, which includes conditions before taking place (*antecedents*), activities that occur and influence each other (*transactions*) and the results obtained (*outcomes*), where the *Stake* model focuses on evaluating two main things; *descriptions* and *judgments*. The purpose of this Stake *countenance* evaluation model is to obtain accurate and objective information.

This research was conducted at some junior high schools in Central Semarang, there were SMP Sultan Agung, SMP Tunas Harum Bangsa, SMP Masehi PSAK 1, SMP Kuncup Melati, SMP Negeri 3 Semarang, SMP Negeri 7 Semarang, SMP Negeri 32 Semarang, SMP Negeri 36 Semarang, SMP Negeri 38 Semarang on 5 April - 18 June 2021. Sources of data in this study include principals, PESH teachers and students. The data collection used in this study used the interview method (interview guide), observation (observation guide), and documentation (documentation guide). To obtain primary data in this study, using data collection tools in the form of observations and interviews, while documentation uses archives as supporting or secondary data. The data analysis technique in this study is qualitative with 4 components; data collection, data reduction, data presentation, and conclusion drawing.

RESULTS AND DISCUSSION

The research was carried out on school principals, Physical Education Sport and Health (PESH) teachers and junior high school students with a total of 12 male respondents and 12 female respondents. *Antecedents* the evaluation results on online learning activities during the pandemic on the completeness of learning tools and program policies are quite complete and in accordance with what is needed, and support online learning during the coronavirus disease COVID-19 pandemic. However, it is still constrained by the facilities and infrastructure used by students.

Transactions the evaluation results on online learning activities during the pandemic on the implementation of the learning devices used are quite good and complete. However, many obstacles are faced, namely the lack of enthusiasm and student response, inadequate facilities and infrastructure, in which the internet connection is unstable and the tools used are limited.

About the *Outcomes* in online learning activities during the pandemic, the achievement in learning and effectiveness has decreased. This is due to various factors, including the materials, facilities and infrastructure used are inadequate and a less supportive environment for the implementation of online learning during the COVID-19 coronavirus disease pandemic.

Antecedents, the completeness of learning tools and infrastructure at various times will be an important role because it is the main component in every planning for the implementation of learning. It contains the syllabus, lesson plans, annual programs, semester programs, and assessments. That statement is in accordance with (Permendikbud Number 65 of 2013 on Primary and Secondary Education Process Standards), which explains that the preparation of learning tools is part of learning planning. Learning planning is designed in the form of a syllabus, and lesson plans refer to content standards.

PESH learning tools for online learning used by teachers at Junior High Schools in Central Semarang are in accordance with the rules that apply during the pandemic. These online learning tools are adapted to the current pandemic conditions by taking into account the environmental conditions of both the principal, teachers and students in the school. Regulations regarding online learning devices are contained in Circular Letter Number 15 of 2020 Regarding Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19).

The program policies provided by schools for online learning are different in each school, but have the same purpose in general, it is for maximizing learning tools and infrastructure owned by schools and students at home. The

policy given by the principal also requires every teacher to make learning tools. Program policies are also given to teachers of PESH to design learning devices that will be used as widely as possible during learning so that the desired learning objectives could be achieved properly.

The objectives to be achieved in the online PESH learning are adjusted to the existing circular regulations by looking at the condition of each student. This is also carried out by paying attention to the objectives of the learning devices that have been made and compiled previously, so that the objectives of online learning in PESH can be achieved to the maximum. During the pandemic, the learning objectives put more emphasis on understanding the material for PESH both in terms of knowledge, attitudes and skills, but shifted to prioritize the field of knowledge, where the achievement of basic competencies in each lesson must be completed with evidenced by the value obtained by students in each of these basic competencies.

The facilities and infrastructure used in online PESH learning activities during the pandemic used at Junior High Schools in Central Semarang are in accordance with learning needs by using mobile phones, laptops or computers with various applications such as *google classroom*, *google meet*, *zoom*, *Whatsapp*. This statement is in accordance with Circular Letter Number 15 of 2020 Regarding Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19), which stated that online learning must be facilitated with the *Learning Management System (LMS)*. LMS is an integrated online learning management system through an application. Learning activities in the LMS include registration and account management, mastery of materials, completion of tasks, monitoring of learning outcomes, involvement in discussion forums, consultations and examinations/assessments. Examples of LMS include virtual home learning classes: *google classroom*, *ruang guru*, *zenius*, *edmodo*, *moodle*, *siajar LMS seamolec*, and others. These various applications can be used when connected to the internet. However, the internet

is a major obstacle in online learning of PESH throughout Junior High Schools in Central Semarang. Learning quota assistance from the government is also provided, especially to students to overcome these problems. However, the amount given is still not sufficient because of the many subjects and assignments. This was stated directly by the teacher of PESH and the students in an interview conducted by the researcher. However, these infrastructure facilities can be used optimally to help in achieving goals. Learning PESH is identical with facilities and infrastructure as teaching aids used for learning practice. These infrastructure facilities during the online learning period can be used according to conditions in the surrounding environment that resemble the real facilities and infrastructure, with the aim that students can gain experience and understanding of movement in learning PESH.

Transactions the implementation of online Physical Education Sport and Health (PESH) learning during the coronavirus disease COVID-19 pandemic at Junior High Schools in Central Semarang was carried out in accordance with applicable regulations of online learning. Online learning at Junior High Schools in Central Semarang use various applications, including; *google meet*, *google classroom*, *zoom* and *whatsapp group*. The statement is in accordance with (Novita & Hutasuhut, 2020), that the *Whatsapp*, *Edmodo*, and *Google Classroom* applications are also used as online learning facilities. PESH learning uses a lot of skill practice in face-to-face meetings so that online learning uses more aspects of knowledge as the main learning by providing cognitive tasks, although it still does not leave the psychomotor and affective aspects. Skill assignments are obtained from student practice videos, then the task of answering questions for the cognitive aspect, discipline in attendance and task collection as an affective aspect which are created and sent to *Whatsapp group* or *google classroom*. Online learning that is applied is more likely to be in the form of assignments via applications. Students are given tasks to complete, then corrected by the teacher as a form of assessment and given comments as a form of evaluation (Syarifudin, 2020).

The assignment was given by a teacher of PESH at Junior High Schools in Central Semarang while still paying attention to the conditions and the gaps that students have in each school because it should not be too burdensome for students. This statement is in accordance with Regarding Guidelines for Organizing Learning from Home in an Emergency Period for the Spread of Corona Virus Disease (Covid-19 about learning from home (BDR) that is implemented to provide a meaningful learning experience for students, without being burdened with demands to complete all curriculum achievements. Each region, activities and assignments during BDR are varied, according to the education unit, student interests, and individual conditions, including considering the gap in access to BDR facilities.

The implementation of online learning during the pandemic in its implementation is also evaluated by the principal through teacher supervision activities. The principal stated that the learning process activities were in accordance with the predetermined regulations as evidenced in the supervision activities carried out at least 1 time in 1 semester. Statement of supervision activities carried out by the principal in accordance with (The Minister of Education and Culture of the Republic of Indonesia's Regulation Number 6 of 2018 concerning Teacher's Task as A Principal) that the principal's workload is entirely to carry out the main managerial tasks, entrepreneurship development, and supervision of teachers and education staff. The implementation of supervision is carried out differently from face-to-face learning before the pandemic. If in face-to-face learning, supervision is carried out by direct assessment, meanwhile, during the pandemic, supervision was carried out with peer teaching or the principal entered the link that had been created for online student learning.

Students' enthusiasm for online learning is reduced, even there is no difference with face-to-face learning before the pandemic. This happens in all subjects in schools, especially PESH, where the subjects that use a lot of physical activity turn out to be less active. Schools have

implemented various ways to attract student enthusiasm with more interesting learning, giving good grades to the students who submit assignments on time and *visiting home* for the students who have problems with learning enthusiasm. The other obstacles in online learning during the pandemic are the internet connections, and not all the students have the infrastructure. Internet connections and quotas are not always stable for use in the learning process through applications and collecting school assignments. This problem is in line with (Henry, 2020) that the obstacles that occur to the teachers during online learning are learning applications, internet networks and devices, learning management, assessment, and supervision. These obstacles can be overcome with the help of schools and the government that provide facilities. The school helps students who have to complete assignments, in which students must come to school by complying with health protocols, and the government provides internet quota assistance, especially for students.

Coordination is carried out well by always holding meetings and discussions between teachers and school principals to evaluate and overcome obstacles faced during the implementation of online PESH learning during the corona pandemic. This is because the obstacles faced are very basic with students being an important discussion. Coordination was also carried out by the school with parents and related parties to maximize online PESH learning during the coronavirus disease COVID-19 pandemic.

Outcomes online learning activity of PESH during the corona virus disease COVID-19 pandemic at Junior High Schools in Central Semarang in the *outcome* evaluation leads to the result of the learning evaluation. The assessment that is carried out by a teacher of PESH at Junior High Schools in Central Semarang limited by the Minimum Completeness Criteria through three aspects; cognitive (knowledge), psychomotor (skills) and affective (attitude). This rule is in accordance with the Regulation of the Minister of Education and Culture of Republic of Indonesia Number 81A of 2013 concerning Curriculum Implementation which

states that the assessment of each subject includes knowledge competence, skill competence, and attitude competence. Assessment during the pandemic is different from assessment in face-to-face learning, where face-to-face learning can see and assess students directly. Assessment during the pandemic is carried out online by assigning tasks to fulfil these three aspects. In cognitive (knowledge), the score is taken by collecting tasks to answer the questions in the text book and summarizing the learning videos given on one basic competency. Psychomotor assessment is carried out by students submitting assignments of approximately 1 minute of physical activity practice videos on a basic competency material being taught by the teacher of PESH. Affective assessment (attitude) is an assessment of student discipline in various ways such as the discipline of responding to the attendance and collecting the tasks given, as well as attendance at learning through the application *zoom meeting* or *google meeting*.

The results of the assessment of PESH learning are based on the results of interviews conducted by researchers with PESH teachers at Junior High Schools in Central Semarang. The main concern is in terms of the discipline of task collection because the main source of assessment is only in the collection of tasks, both cognitive (knowledge), psychomotor (skills) and affective (attitudes). Teachers of PESH cannot directly control the process of students doing the tasks, so the results obtained by students are determined from the discipline of collecting assignments given by the PESH teacher. The faster the students submit their assignments, the better score they get.

The obstacle experienced by the PESH teacher in the assessment is student discipline in submitting the assignments. Various ways have been done to overcome these obstacles, but a small number of students respond to this. Learning achievement in PESH learning activities during the coronavirus disease COVID-19 pandemic at Junior High Schools in Central Semarang are already above the Minimum Completeness Criteria. If something has not been achieved, the student will be

assisted by the school to achieve above the Minimum Completeness Criteria.

CONCLUSION

Antecedents in the online learning activity of PESH in this COVID-19 pandemic at Junior High Schools at Central Semarang is that the teacher of PESH owns and provides equipment and gets monitoring from the principal. The provision of the devices is in accordance with applicable regulations. PESH learning objectives have been achieved with the score given by paying attention to the conditions and pandemic situations. The facilities and infrastructure used, communication tools, quotas and internet connections have not been maximized. *Transactions* PESH learning activities during the corona pandemic are carried out in accordance with applicable regulations. Implementation is adjusted to the lesson plan, situations and conditions made on the learning device, and more emphasis on understanding the material through material and practical tasks. The most basic obstacle is the enthusiasm and infrastructure owned by students. The facilities and infrastructure owned and used are in accordance with existing regulations, but for the internet network is still lacking. PESH teachers overcome obstacles to student enthusiasm by providing convenience in collecting assignments, and carry out *home visits* to students. Coordination is also good by always holding meetings and discussions between teachers, school principals and parents. *Outcomes* in PESH during the corona pandemic could be achieved through three aspects of the assessment of knowledge (cognitive), skills (psychomotor) and attitudes (affective) as expected with the above Minimum Completeness Criteria.

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