



Implementation of Physical Education, Sports and Health Learning during the Covid-19 Pandemic at Senior High School (SMA) 1 Banyumas

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Abstract

The problem in this study is about learning that is carried out online due to the Covid-19 virus pandemic. This study aims to analyze implementing PESH learning during the pandemic. Then, analyzing what factors that can be the obstacles in implementing PESH learning during the pandemic. Besides, analyzing the supporting factors in the PESH learning process during the Covid-19 pandemic at SMAN 1 Banyumas. This research is a quantitative study. The samples were all physical education teachers at SMAN 1 Banyumas, and the amount is 3 physical education teachers and 50 students. The data collection techniques using observation, questionnaires, interviews, and documentation. The data analysis technique in this study used quantitative analysis with percentage data used to examine the variables in this study, namely the implementation of PESH learning during the Covid-19 pandemic. The results showed that the implementation of PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas which included planning is 97%, implementation is 93%, evaluation is 96%. The obstacles in implementing PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas is 31%. The supporting factor for implementing PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas is 63%. The conclusion is that the implementation which includes planning, implementing and evaluating PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas is very good. The obstacles of the implementation of PESH learning at SMAN 1 Banyumas are low. The supporting factor for implementing PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas is in the good category.

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INTRODUCTION

The Covid-19 pandemic has had a very significant impact on all sectors of life, including the education sector. Education, which is usually carried out with offline activities, must be stopped to break the chain of Covid-19 virus. Thus, the Minister of Education and Culture of Republic of Indonesia has issued regulation, learning guidelines from home and an emergency curriculum for the implementation of online learning during the Covid-19 pandemic (Ministry of Education, 2020). Education which is usually carried out with offline activities must be stopped to break the chain of the Covid-19 virus (Valensiana Vortunata, 2020:262).

The Covid-19 pandemic or the beginning of the Corona virus into Indonesia has changed the process of learning at school for some city in Indonesia into Learning Distance of Education (PJJ), learning from home, or School from Home (SFH) (Meganti et al., 2020). According to Agus, et al (in Dewi, 2020) explaining that the impact of Covid-19 on the online learning process in elementary schools has an impact on students, parents, and teachers.

Caswel and Campbell (1935) in Abdul Majid (2014: 2) state that the curriculum is a set of plans containing experiences that will be achieved by students under the guidance of educators. Physical education is basically education through physical activity which is used as a medium to achieve overall individual development (Adang Suherman, 2000:1).

Online learning is an innovation in the field of education to answer the challenge of the availability of varied learning resources. (Aji, 2020: 56). In learning activities, planning is the beginning of the process before implementation and assessment. Learning objectives can be achieved effectively and efficiently if it is planned properly (Novalita R, 2014: 56).

The minimum implementation of learning online, both teachers and students must have basic facilities such as supporting devices, quota availability, stable connectivity, etc. (Sadikin, Ali, 2020). Educators must ensure that teaching and learning activities continue though the spread of Covid-19 (Asmuni, 2020: 281). Teaching and

learning activities continue so that the golden generation does not lag in learning and continues to learn to get the progress of the next generation as the spearhead of the nation's progress in the future (Pujiasih E, 2020: 42).

According to Supriyadi (2018:7), the physical education method is a deductive method or a command method with various assignments, demonstrations, and a little explanation. During the covid-19 pandemic, PESH learned that there were obstacles and limitations in accessing the internet, and the ability to use online functions that could support the implementation of online learning.

This is in accordance with what Nakayama said, the literature on e-learning shows that not all students are successful in learning online. Because the characteristics of the learning environment and student learning environment are influential (Nakayama & Yamamoto, 2011: 200). Therefore, it is necessary to improve the quality of physical education and sports as an integral part in the process of improving the development of sports in Indonesia. (Enro Puji P, 2019: 192).

Then the implementation of PESH learning at Senior High School, which was originally carried out offline, now PESH learning is carried out online/remotely. This has an impact on the implementation of PESH learning at SMAN 1 Banyumas, the others are the implementation of PESH learning that is not in appropriate with learning, students and parents who complain about the many tasks given by the teacher, parents have difficulty in accompanying their children to study online, some students experience and have limited internet networks, and not all students have adequate communication tools (mobile phones).

METHODS

This study uses a quantitative descriptive research design with a one shot case study approach. This research was conducted at SMAN 1 Banyumas which is located at Jl. Pramuka No. 13 Banyumas, Central Java on March 15-17, 2021. According to Sugiyono (2017: 9) quantitative methods are research methods used to examine populations or samples. The population in this

study were teachers and PESH students at SMAN 1 Banyumas. The samples used were all physical education teachers at SMAN 1 Banyumas, which consisted of 3 physical education teachers and 50 students.

Data collection techniques used in this study were observation, questionnaires, interviews, and documentation. In this study, the researchers used instruments in the form of observation guidelines, interview guidelines, questionnaires and documentation guidelines regarding the implementation of PESH learning during the Covid-19 pandemic. The validation of the instrument was obtained through content validity from expert judgment.

This instrument uses a Likert scale technique, which has been determined by the researcher, hereinafter referred to as the research variable. According to Sugiyono (2017:135) the answer to each instrument item used has a gradation from very positive to very negative. As already mentioned, this questionnaire is closed because respondents have been given choices consisting of (1) Always, (2) Often, (3) Sometimes, (4) Never.

The data analysis technique in this study used quantitative analysis with percentage data used to examine the variables in this study, it is the implementation of PESH learning during the Covid-19 pandemic.

RESULTS AND DISCUSSION

SMAN 1 Banyumas was established in 1974, SMAN 1 Banyumas is one of the oldest secondary schools in Banyumas Regency, Central Java. It is strategically located near the town square and downtown Banyumas with an area of 3.9 hectares and more than 70% green open space, this school has great potential as a school-based environment that is friendly and an ideal place to learn. There are 57 teachers, 29 staff and 1,296 students. This research was conducted with a sample of 3 male physical education teachers, 2 teachers and 1 female teacher. Which are 54 years old, 46 years old and 35 years old.

This study was conducted to determine the implementation of PESH learning during the

Corona Virus Disease-19 (Covid-19) pandemic at SMAN 1 Banyumas. The data was obtained by using a questionnaire containing several questions to determine the implementation of PESH learning during the Covid-19 pandemic and by conducting interviews with PESH teachers at SMAN 1 Banyumas. Furthermore, the results of the questionnaire were analyzed using IBM SPSS.

Based on the results of research with observations, interviews, questionnaires and data documentation that has been collected and carried out in this study, it is explained through the aspects that are in the stages of implementing PESH learning during the Covid-19 pandemic, which can be seen in the table below:

Table 1. Percentage of PESH Learning Implementation during the Covid-19 Pandemic

Factors	%	Category
Planning	97	Very good
Implementation	93	Very good
Evaluation	96	Very good
Obstacles	31	Low
Supporting	63	Good

More details about the results of the implementation of the learning can be presented in the following diagram:

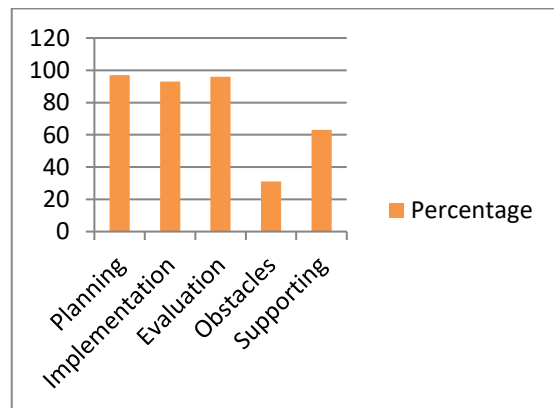


Figure 1 Diagram of the implementation of PESH learning during the pandemic at *SMAN 1 Banyumas*

Based on the preliminary learning factor, the results obtained are 97% and are included in the very good category. Planning is an inseparable part of the implementation of learning. Planning is the

basis for developing creative learning, therefore PESH teachers are faced with the task of integrating several important elements in learning. The combination of these important elements requires thinking and making decisions which are then poured into planning.

Like the current situation and conditions, PESH teachers are required to do online learning. In addition, Aji, said that online learning is an innovation in the field of education to answer the challenge of the availability of varied learning resources. (Aji, 2020: 56). The teacher must be able to decide on the application of the method, the allocation of time, and think about modifications to learning that are constrained by the existing facilities and infrastructure in students' homes. Considering that all learning is carried out in their respective homes, of course, there are very limited facilities and infrastructure.

Learning Distance of Education implies the separation of teachers and learners (although not completely). The independence of learners is expected to be relatively higher than the independence of conventional education learners and the use of interactive learning media. (Rina Mutaqinah, 2020:86).

The decision is intended so that students can achieve the main goal of learning PJOK, namely physical fitness. So that in making the Lesson Plan (RPP) it must also be adjusted to the current situation and conditions. This. The RPP made by teachers during this pandemic is the same as making RPP in general, but in this online learning the teacher makes a more concise Lesson Plan, namely the use of one sheet online Lesson Plan that is appropriate with the recommendations given by the government.

The learning implementation factor obtained results of 93% and was included in the very good category. In the PESH learning process, teachers are expected to be able to understand and apply learning systematics in order to achieve optimal learning outcomes. (Nurul Raodatun Hasanah et al, 2021: 6) This stage is the beginning of teaching and learning activities which are the foundation or foundation for the next activity. The main activity is the delivery of information in the form of teacher instructions through communication with students,

focusing students' attention on the topic or material to be presented and explaining the learning objectives to be achieved.

But in the current situation and conditions, teachers must use video as a media, images or modules in the implementation of learning because learning is carried out online through the WhatsApp and Google Meet applications. According to Sari & Sutapa (2020) the learning process can run well with information technology that has developed rapidly including E-learning, Google Class, WhatsApp, Zoom and other information media.

Learning evaluation factors obtained 96% and included in the very good category. Evaluation and assessment are terms that are broader in meaning than measurement. Evaluation covers all aspects of determining the limits of learning outcomes, while the size is only limited to aspects of quantitative assessment. According to Rusli Lutan and Adang Suherman (2000:22), "Evaluation is the process of determining the value or feasibility of the collected data. Therefore, evaluation includes the use of tests and measurements. In another sense, evaluation is a qualitative assessment process that has been obtained through measurement. Evaluation serves as a way to monitor learning progress and find out how far the learning objectives can be achieved by students. So that the evaluation can be used as consideration for making improvements and improving the quality of learning. (M. Panji Wahyu Mukti, 2020: 114)

The evaluation carried out in the online learning process is by giving assignments to students in written form or in video form. The evaluation given can also be in the form of taking assignments and collecting assignments directly to schools accompanied by parents. The evaluation carried out by PESH teacher is considered quite effective because the evaluation is not only done face-to-face through the Google Meet application, or assignments through the Google Form application and the WhatsApp application only. However, evaluation can also be in the form of written worksheets that can be taken and collected directly to school. In this assessment, teacher can make an assessment through student creativity,

student activity during online learning, and so on. Assessment can be carried out in various forms, not only about knowledge but also assesses the skills, activeness and creativity of students according to the material the teacher provides.

The obstacle obtained results of 31% and was included in the low category. The important key in the success of online learning is communication between teachers and parents, because in this learning process students cannot meet directly with teachers, so parents are the main teachers at home. The impacts of online learning activities can be seen from aspects of the spirit of learning, literacy of online learning technology, intrapersonal communication activities, collaborative activities, and independent learning independently (Hasanah, et al., 2020).

Hikmat (2020) states that methods, approaches, and teaching strategies used by teachers must be varied so that students remain motivated in participating in the teaching and learning process. Teachers still have the responsibility to control the implementation of learning and carry out good coordination with parents, in online learning the main control is given to parents in its implementation. The various kinds of parental work backgrounds make online learning itself less than optimal, because parents cannot accompany their children in participating in online learning so that it has an impact on the lack of effectiveness and time efficiency in the online learning process. Teachers are required to always be ready to accompany students from morning to night.

The implementation of PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas did not have many obstacles. Although the enthusiasm of students is reduced when compared to face-to-face learning, but all kinds of assignments and learning students always follow well. Barriers to the implementation of this learning about the internet. Because it's all online based, so it's a waste of data packages. Sometimes there are students who miss information because at that time the data package ran out. However, teachers can still address these issues wisely. So the obstacles to learning PESH at SMAN 1 Banyumas do not really interfere with the learning process.

The supporting factor for learning is 63% and is in the good category. Supporting factors in online learning, namely, schools facilitate wifi for teachers to provide online learning materials as long as teachers are still in the school environment. Wi-Fi technology gives users the freedom to access the internet or transfer data from meeting rooms, hotel rooms, campuses and cafe marked Wi-Fi HotSpot. (Rio Priantama, 2015: 22). However, the wifi network can only be used when the teacher is still in the school environment. This makes teachers must pay for themselves to buy internet data packages outside of learning hours.

As for other supporting factors in online learning, there is the government facilitates monthly internet data packages to students. However, the school cannot control the use of the internet quota.

CONCLUSIONS

Based on the results of this study and discussion regarding the implementation of PESH learning during the Covid-19 pandemic, it can be concluded that 1) Implementation which includes planning, implementing, and evaluating PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas is very good. 2) The obstacle of the implementation of PESH learning at SMAN 1 Banyumas are low, 3) The supporting factors for implementing PESH learning during the Covid-19 pandemic at SMAN 1 Banyumas are in the good category.

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