

Evaluation of Physical Education After The Covid 19 Pandemic at Private Vocational High Schools in Kroya District, Regency

Tyas Ghosal[✉], Bambang Priyono, Fajar Awang Irawan

Universitas Negeri Semarang, Indonesia

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Abstract

Physical education is a required subject in schools because it is a component of the curriculum. This study's objectives are to evaluate the antecedents, transactions, and outcomes at private vocational schools in Kroya District, Cilacap Regency in 2022. In Kroya District, Cilacap Regency, school principals, PE teachers, and SMKS students provided the data for this study. Data collection techniques are observation, interviews, documentation. The obtained data was analyzed using the steps of data collection, data reduction, data presentation, and conclusion drawing. The teacher effectively implemented the PE learning strategy after the Covid-19 pandemic by preparing materials and learning strategies in the field. After the covid 19 pandemic, the time required to adapt to other learning presented a barrier to PE learning. Two hours were spent on the PE learning implementation transaction following the Covid-19 pandemic. Good describes the infrastructure at Kroya District Vocational High School. Kroya District Vocational High School's post-covid-19 pandemic lesson plan resulted in significant concern regarding the implementation of post-covid-19 pandemic education. From the three evaluations, it can be concluded that the implementation of post-pandemic PE learning at the Kroya District Vocational High School is not hindered by any of the existing obstacles.

[✉] Correspondence address:
Kampus Pascasarjana UNNES, Jl. Kelud Utara III, Semarang
E-mail: ghosaltyas@students.unnes.ac.id

INTRODUCTION

Physical education is a required school subject because it is part of the education curriculum (Alaswati, Rahayu, & Raffy Rustiana, 2016). Physical education is an educational process that provides students with learning experiences in the form of physical activities, playing, and sports that are systematically planned to stimulate physical growth and development, motor skills, thinking skills, emotional, and social development. Physical education plays a crucial role in enhancing the vitality, fitness, and health of students, particularly in school settings (Belhaj, Soegiyono, & Hidayah, 2015). This indicates that physical education is one of the media used to attain the overall educational objectives. Consequently, physical education exists at all levels of education, including elementary, secondary, high school, and even college. Physical education fosters the quality of Human Resources (children) for the present and future, to produce physically, spiritually, and socially fit individuals.

Through physical activities and sports, physical education aims to develop not only the physical domain, but also health, physical fitness, critical thinking skills, and emotional stability (Arfianto, 2013). Physical education places a greater emphasis on the movement of large muscles in order to flex the organs of the body in order to improve health or fitness (Burhaeni et al., 2021). In addition, it aims to develop the physical realm, aspects of health and physical fitness, and to build good character in children so that they develop a robust personality, and then to instill sportsmanship, honesty, and discipline through physical activity.

Implementation of physical education has three objectives, namely objectives that are cognitive (knowledge), affective (attitude), and psychomotor (skills) (Fajar, Permana, & Irawan, 2019). Therefore, physical education teachers must recognize the need for enhanced teaching readiness in the implementation of the 2013 curriculum for learning. Therefore, teachers must examine and investigate the 2013 curriculum obtained by students using a variety of assessment

techniques, mechanisms, procedures, and instruments (Fattah & Kristiyandaru, 2021).

The learning strategy refers to the teacher's process of preparing the learning environment prior to the actual learning process. Important learning strategy variables include the method of delivering teaching materials, organizational patterns in delivering material, and the forms of communication employed. Consideration must be given to the importance of the quality of teaching staff and supporting infrastructure in achieving educational goals, particularly in sports & health physical education, which plays an important role in the growth and development of students (Prawiro, 2021).

Beginning in early March 2020, the corona virus (covid-19) entered Indonesia and had a significant impact on the Indonesian population. Among these effects are those on education and the economy (Anggara, 2021). To reduce the number of patients exposed to Covid-19, the government limits activities that cause large mass gatherings, including going to school and working (Fika, Soegiyanto, & Setyawati, 2021). This circumstance prompted the government to adopt a policy prohibiting all educational activities and introducing alternative learning processes (Pratama, Soegiyanto, & Priyono, 2021).

Changes are occurring in the implementation of learning in inclusive schools and other schools because of the Covid-19 pandemic, which has caused the education learning system in Indonesia to be conducted online or at home. One of these occurrences has an impact in Indonesia (Yunisya & Sopandi, 2020). Consequently, face-to-face teaching and learning activities had to be replaced by online or remote learning. Obviously, this has an impact on learning, particularly physical education learning (O'Brien et al., 2020).

Based on this explanation, in the era of the Covid-19 pandemic, education must be able to utilize technology, including Physical Education learning, which involves physical activities, playing, and exercising. Using technology as a learning strategy during the Covid-19 pandemic, students can still accomplish tasks, this is performed even at home (Nienhuis & Lesser,

2020). However, in the implementation of Physical Education learning strategies that use technology as one of them, it has not been fully implemented. This may be due to the fact that the application used is not visually appealing to students (Zenit et al., 2020).

The eligibility percentage derived from the preceding table is the result of initial observations conducted at each vocational high school in Kroya. Damage and even loss of sports equipment occurred as a result of sports equipment not being returned to its proper location immediately after use and irresponsible use of the equipment by some students who attended school during the pandemic. Post-covid 19 infrastructure facilities that were damaged and even vanished as a result of online learning have necessitated the replacement and purchase of the lost and damaged tools. After the Covid-19 pandemic, face-to-face education necessitated that schools update their infrastructure and learning systems. It is hoped that students will rediscover their passion for learning through direct field experience, particularly in the areas of physical education, sports, and health. This study's objectives are to evaluate the antecedents, transactions, and outcomes at private vocational schools in Kroya District, Cilacap Regency in 2022. In Kroya District, Cilacap Regency, school principals, PE teachers, and SMKS students provided the data for this study.

METHODS

The research approach used was qualitative. Qualitative method is a research strategy that aims to comprehend a phenomenon in terms of behavior, perception, a comprehensive and holistic description using words, and natural results based on findings in the field (Sugiyono, 2010). The process of collecting data in this study researchers used the method of observation, interviews and documentation (Rumini, 2015). This research design used the Stake model through three phases from Antecedent, Transaction, Outcomes. The primary data source in this study was the results of interviews conducted by author with school principals, Physical Education Sports and Health

(PE) teachers, and students of private vocational high schools in Kroya District, Cilacap Regency.

Table 1. Research Data Collection

Research Variable	Indicator	Data Source
before the pandemic	Planning Implementation results	Principals, PE Teachers, Document Students
during a pandemic	planning implementation results	
after the pandemic	planning implementation results	

In this study, data validation techniques used and triangulation of data sources and techniques. In this study, researchers conducted in-depth interviews with school principals, PE teachers, and private vocational students in Kroya District to compare valid data or information from three data sources.

The data analysis technique used in this study is based on an interactive analysis model developed by (Miles, M. B., humberman, A.M., & Sldana, 2014) data analysis consists of 4 interacting components namely, Data Collection, Data reduction, Data Display and Conclusion. The four components were a continuous cycle.

RESULT AND DISCUSSION

Antecedent

Post-Covid 19 Pandemic PE Learning Planning

The study's findings demonstrated that post-covid-19 pandemic learning was implemented beginning with a transitional period, that learning was planned by preparing health protocols in schools, and that health protocols were prioritized in post-pandemic learning 19. In PE learning in particular, learning planning must be meticulously prepared. Teachers are advised against using crowd sports and direct contact with students on the field. Post-covid 19 PE learning planning was conducted so that face-to-face instruction could

resume. PE is learned in the field by paying attention to the activities being performed. Post-covid 19 PE learning planning is accomplished by dividing students into multiple groups and adjusting the distance between them so that they do not appear to be crowded. In the post-covid 19 pandemic lesson plans, teachers are expected to use effective learning techniques, and there is no direct student contact.

Based on the findings of the conducted interviews, it can be concluded that the PE learning plan after the Covid-19 pandemic was effectively implemented and that the learning tools were made to the current situation. After the covid 19 pandemic, PE teachers pay special attention to health protocols and create learning environments that are not overcrowded and do not involve direct student contact. In planning post-covid 19 pandemic learning, the PE teacher continues to implement 1 hour of class activities and 1 hour of practical activities in the field. In class activities, the PE teacher instructs students to view learning shows in the network according to the PE teacher's directions on a video game material in physical education, in accordance with the level of interaction that occurs only in one direction, when the PE teacher explains and the students observe.

Post-Covid 19 Pandemic PE Learning Strategies

After the Covid-19 pandemic, the PE learning strategy was carried out by preparing the infrastructure required for field-based learning. The number of praga tools is equal to the number of students, so that students do not borrow tools from one another. Each student constructed the tools by modifying them to resemble the original design. After the Covid-19 pandemic, the PE learning strategy was implemented by dividing learning time. 1 hour is still spent in class discussing the material, while 1 hour is spent on the field practicing the material. All students prepare modifications to props in the hopes that students will have their own props.

According to the findings of the study, the PE learning strategy after the Covid-19 pandemic was implemented by teachers by preparing materials and learning strategies in the field while adhering to health protocols. Modifying the

number of tools to match the number of students prevents students from exchanging field practice props.

Post-Covid 19 Pandemic PE Learning Constraints

In the post-covid pandemic, we have not implemented full-time learning, so the time allocated to each subject is inefficient. This time division is currently an impediment, as PE learning must take place in the morning. After the Covid-19 pandemic at Maarif 1 Kroya Vocational School, only students who had to return to face-to-face learning encountered learning barriers. Less interest in student learning is apparent. In PE learning, students continue to be enthusiastic, whereas in learning in class, they still prefer not to attend and even request online assignments.

Based on the aforementioned research, it can be concluded that the obstacle to PE learning after the Covid-19 pandemic was the time that had to be allocated to other learning, as schools in the aftermath of the pandemic had not yet implemented full learning hours. Learning is still divided and time-limited. The students' interest in learning then declines slightly. There are still numerous students who infrequently attend class and request online assignments.

Transaction

Post-Covid 19 Pandemic PE Learning Implementation

The implementation of corner learning after the Covid-19 pandemic ran smoothly; two hours of learning were conducted in the first hour, and PE learning was conducted in the field while maintaining a focus on health protocols. The entire implementation of PE learning at SMKS Tamtama Kroya occurs during the first hour of the morning. At SMKS Muhamadiyah Kroya, implementation of learning is conducted with limited teaching hours. Two hours of PE learning is conducted. In the implementation of PE learning, the first hour consists of a single learning class and the second hour consists of multiple learning classes. The application of PE knowledge is accomplished through fieldwork. Two hours of PE learning is conducted. The implementation of

PE learning in the field adheres to health protocols by having teachers implement games with minimal physical contact between students.

From the aforementioned research, it can be concluded that the implementation of PE learning after the Covid-19 pandemic consisted of 2 learning hours of field practice. PE learning is prioritized during the first hour of the morning. In its implementation, PE teachers continue to adhere to health protocols by implementing non-contact sports between students.

Post-Covid 19 Pandemic PE Learning Infrastructure

The YPE Kroya Vocational High School continued to provide wifi after the covid pandemic, and the PE infrastructure received additional sports equipment that had been damaged or lost during the covid 19 pandemic. PE infrastructure after the covid 19 pandemic also added numerous student-made modification tools. PE infrastructure facilities now include additional equipment, such as balls, while school health protocol facilities continue to offer a place for hand-washing and equipment for measuring body temperature. The PE infrastructure at SMKS Tamtama consists of a futsal volleyball basketball field, a volleyball basketball foot ball for sports equipment, facilities for athletics, and several mats. Several infrastructure facilities damaged by the pandemic have never been utilized or repaired.

Based on the results of the interviews with the sources, it can be concluded that the infrastructure facilities at Kroya District Vocational High School can be classified as good. Because nearly all SMKS have PE equipments, although some were damaged and lost during the pandemic, schools immediately facilitated returning and repairing some of the damaged PE infrastructure after the Covid-19 pandemic.

Outcomes

Learning Implementation Plan

Every teacher is required to create learning tools as instructions for the implementation of teaching; for PE learning, the teacher creates lesson plans adapted to learning hours in the post-covid 19 pandemic. In the implementation of

learning, the teacher divides his or her time between theory and fieldwork. Every time a new semester begins at Maarif 1 Kroya Vocational High School, the school principal verifies the learning materials. Therefore, teachers must prepare a lesson plan before they begin teaching. Lesson plan modified for post-pandemic learning 19. Time must still be limited, but students can still achieve expected learning objectives. Based on the results of the interview, it can be concluded that the Kroya District Vocational High School's post-covid-19 pandemic lesson plan is very concerned with the implementation of post-covid-19 pandemic learning. Each teacher must create a lesson plan by modifying the conditions for implementing learning. When developing lesson plans, PE teachers divide theoretical learning and field-based learning.

Post-Covid 19 Pandemic PE Learning Assessment

The post-covid 19 pandemic assessment at the Muhammadiyah Kroya Vocational School was conducted offline, there were both theoretical and practical assessments, and a large number of students achieved excellent results in daily tests and fieldwork. The PE assessment at SMKS Muhammadiyah Kroya is conducted in theory and practice on the field. The theory portion consists of multiple-choice questions and essays, while the practice portion consists of practicing sports movements one by one on the field. The PE theory daily test scores were quite good, as the teacher conveyed learning creatively, our students were pleased to follow the provided material, and the test scores were satisfactory. Based on the interview results, it can be concluded that the assessment of student learning after the Covid-19 pandemic did not decrease significantly; the average value obtained was above the Minimum Completeness Criteria.

DISCUSSION

Planning makes learning successful. After the Covid 19 pandemic, schools were required to reinstate face-to-face learning, particularly PE learning. Face-to-face PE learning must be

organized so that students have limited contact with their friends. However, the planned learning pattern has its own challenges, particularly for teachers of physical education, sports, and health (PE), as learning is conducted with limited time and must be able to increase student fitness levels, motor skills, and values that include cognitive, affective, and social aspects. Consequently, the subject matter must be rearranged carefully so that students obtain a physical education learning experience, but must also be able to adapt to changing circumstances (Simbolon, Rakhman, & Nurhalimah, 2021).

Teachers must thoroughly prepare the PE learning strategies. PE teachers are required to create learning strategies as a means of attaining PE learning objectives. The PE learning strategy after the covid 19 pandemic PE teachers at the Kroya District Vocational High School highlighted the sports equipment that they prepared in large quantities by modifying it. The objective was for students to move more frequently or alternately do sports movements using tools.

After the implementation of Covid-19, a number of PE teachers encountered difficulties with the PE learning process. Among the obstacles encountered while pursuing this distance learning are the following (Sadikin & Hamidah, 2020): Teaching media facilities such as infrastructure for each school are different, some schools only have a few sports infrastructure facilities, not all students have a high interest in learning in face-to-face learning after the Covid-19 pandemic, restrictions on teaching hours in post-pandemic learning 19.

The implementation of learning is a process that is regulated in accordance with specific steps in order to achieve the expected results (Rizki & Yuwono, 2021). According to (Qoulbi & Alnedral, 2014). Implementing learning is an activity with educational value, and educational value colors the interactions between teachers and students. During the pandemic, students did not experience interaction from a learning implementation, particularly PE learning, which requires direct interaction or practice in the field, so that it motivates students to be interested in sports.

In order to create an efficient physical education learning process, facilities and infrastructure must also meet the requirements. Due to the narrowness or density of land in urban areas, a significant number of schools in urban areas do not have fields for students to play on. This is a significant obstacle to the efficient learning of physical education. In contrast to schools located in villages or on the outskirts, a significant portion of the land is vacant, allowing students to move about freely. However, the majority of obstacles for schools located in rural or outskirts areas are inadequate sports facilities (Abdulaziz, Rahayu, & Rahayu, 2014).

In preparation for distributing materials to their students, teachers must simply make up learning devices. These learning tools must be reported to the school authorities as a post-pandemic improvement for education so that it may be enhanced. Based on the preceding description of the significance of the evaluation process, a problem must be addressed in a study regarding the process of evaluating physical education learning in order to achieve positive outcomes for students (Arfianto, 2013).

The teacher at Kroya District Vocational High School explained that post-pandemic student learning outcomes were rated as good based on the results of assignments and tests completed by students who were able to achieve the required KKM average. During the pandemic, the success of students in each of their studies will be heavily influenced by parental involvement in their education, both in terms of material comprehension and character development. However, in the role of parents in each student's education, there are parents who can have a positive or negative impact on the character or learning outcomes of their student (Khurriyati, Setiawan, & Mirnawati, 2021).

CONCLUSION

The conclusions from the results of this PE learning related to PE learning planning after the Covid-19 pandemic was carried out well. The PE learning strategy after the Covid-19 pandemic was carried out by the teacher by preparing materials

and preparing effective learning strategies in the field while adhering to health protocols. The implementation of post-covid-19 PE learning are carried out with field practice, 2 hours of learning hours. The infrastructure facilities available at the Kroya District Vocational School were categorized as good. PE learning that was carried out before the pandemic took place face-to-face and without any student restrictions. PE learning during a pandemic occurs online. Post-pandemic PE learning is carried out face-to-face but with restrictions on students and learning time while still paying attention to health protocols. This research was conducted with limited informants who conducted interviews.

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