

# Physical Education in Bengkulu: Learning System in the Covid-19 Pandemic Era

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## ABSTRACT

Covid-19 has changed the order of life in various sectors, including the educational sector. Covid-19 changes the education system, both general education and physical education. Physical education is education that prioritizes the psychomotor domain. This study aims to determine the implementation learning system of physical education learning in the Covid-19 pandemic era in Bengkulu City. The research method is descriptive. The research subjects were physical education teachers in Bengkulu City. Data Collection Technique used survey. Data analysis techniques used are data reduction, data presentation, and conclusions. Based on the results of the research that has been done, it can be concluded that the implementation of physical education learning during the Covid-19 pandemic in Bengkulu City uses online learning; at the high school, junior high school, and primary school levels the teacher provides material through online 99% and offline 1%.

**Keywords:** Implementation, Physical education, Covid-19.

## 1. INTRODUCTION

Physical education is education through physical activities that aims to develop the psychomotor, cognitive, affective, and physical domains of students. The psychomotor domain and physical domain are the main targets in physical education in addition to the affective and cognitive domains. Physical education learning requires repetitive physical activity to achieve the goals of learning. Physical learning requires physical activity. Ki Hadjar Dewantara said that it is a sport, how to cultivate the body or body to be able to develop the individual optimally [1]. However, with the spread of the Covid-19 virus, learning physical education in schools during the Covid-19 period became a challenge. During the Covid-19 period, groups were prohibited so that no classical form of learning was allowed. Educational policies have changed to limit access to mass activities. Indonesia adopted this policy due to the significant increase in the number of people infected with Covid-19 between January 2020 and March 2020 [2].

Government learning instructs to be done through the network or the internet. Learning that is held in schools is determined until an undetermined

time limit, but the learning process is still carried out according to the curriculum material. Physical education learning has individual characteristics. Physical education learning does not assess cognitive abilities and psychomotor as the main domain in the learning process.

This problem is interesting to study how the implementation of physical education learning during the Covid-19 outbreak in terms of the learning system, learning media, evaluation process, and the level of ability of schools, teachers, students, and parents in bridging online learning activities during the Covid-19 outbreak. in the city of Bengkulu. There is no study that examines the level of success of the physical education learning process in the network against the background of different school conditions, students, parents, social and economics in the city of Bengkulu. The study of the implementation of physical education learning problems in networks with different economic, social, and cultural backgrounds has not been studied, so this is a novelty in learning research in order to improve the learning process that is even more quality.

## 2. RESEARCH METHOD

This type of research is a descriptive survey [3]. The data are collected by using questionnaires,

observation, and interviews. The data analysis technique used the percentage technique. The subjects of this study were 11 physical education teachers at the high school level, 11 physical education teachers at the junior high school level, and 11 elementary school physical education teachers. The object of this research is the implementation of physical education learning in Bengkulu City.

**3. RESULTS AND DISCUSSION**

Based on the results of the questionnaire distributed, the following is the implementation of physical education learning in Bengkulu City during the Covid 19 pandemic era;

**Table 1. Inquiry Results for the Physical Education Learning System in the Covid Era 19**

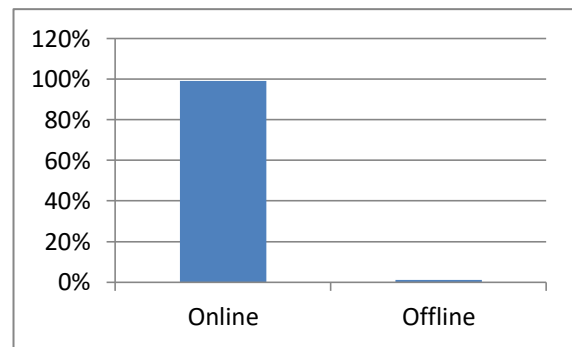
No	Learning System	(%)
1	Online (Whatsapps)	97
2	Online (other media)	2
3	Offline	1
	Total	100

The questionnaire results from table 1 show that 99% of physical education learning uses online or online systems. Meanwhile, 1% use offline mode or face-to-face meetings with the Covid-19 protocol. Based on the results of observations, the following are physical education learning data in the Covid-19 era;

**Table 2. Observation Results of the Physical Education learning system in the Covid-19 Era**

No	Learning System	(%)
1	Online	99
2	Offline	1
	Total	100

The results of the observations in Table 2 shows that 99% of physical education learning in Bengkulu city uses an online system, and 1% of the physical education learning system in Bengkulu city uses offline. Then from the results of the interviews that have been conducted, it can be concluded that physical education teachers use an online system in physical education learning. The following is showed the percentage of the physical education learning system during the Covid-19 pandemic in the city of Bengkulu;



**Figure 1. The Physical Education Learning System during the Covid-19 in Bengkulu City**

Based on figure 1, 99% of physical education teachers apply physical education learning with an online system, and 1% of physical education teachers apply physical education learning with an offline system. Physical education learning requires carrying out physical activities in the learning process. Physical education prioritizes the psychomotor domain as a learning goal [4]. However, during the Covid-19 pandemic, the psychomotor domain of students shifted slightly to the cognitive domain. The results of this study indicate that 99% of the physical education learning systems in schools use an online system, with the media 97% using the WhatsApp application. The teacher gives assignments to students via WhatsApp. Students work on assignments then are collected back to their teachers. The assignments were mostly questions and knowledge about physical education, sports, and health. Tasks in the form of motion tasks appear, especially in high school students and junior high school students. The task of motion becomes a problem when the video capacity of all students cannot be accepted by gadgets owned by physical education teachers and using large internet quotas.

The implementation of online physical education learning tends to prioritize the cognitive domain of students. The cognitive domain is one of the goals of

developing students in the physical education learning process; in addition to the cognitive domain of physical education, it also develops the affective domain in the form of social relationships, personality, mutual respect, discipline, and the character of students [5]. The character development of these students can be done through physical education learning using a cooperative learning approach [6]. The shift in the goal of physical education towards the cognitive domain is, of course, an irony. Physical education is a vehicle for students to develop their physical and psychomotor conditions so that they are ready to enter society.

The use of online media, which tends to accommodate the cognitive domain, must be improved. Because by prioritizing the cognitive domain, student activity becomes less controlled, adequate physical activity can also prevent and protect themselves from the Covid-19 virus [7]. Regular physical activity by playing, especially in elementary school students, will improve the physical condition of students [8]. Apart from having adequate activity and fulfilling nutrition, keeping the body hygienic is also one of the factors in reducing the risk of being exposed to the Covid-19 virus [9].

During the Covid-19 pandemic, 99% of physical education learning was done online, and 1% was done offline. The form of offline learning that is carried out is by forming small study groups according to the Covid-19 protocol. Students are scheduled to gather at schools with a maximum number of 10 children and teaching teachers. Learning with this system is more widely applied at the primary school level because elementary school students need direct teacher guidance. This is also to reduce the level of boredom of students who tend to want to move freely; elementary school students tend to have unstable emotional levels, especially in the presence of the Covid-19 pandemic [10]. Through group learning, this provides a glimmer of hope for teachers and students that the goals of physical education learning can be achieved by strictly implementing the Covid-19 protocol, the goals of physical education to improve the physical condition of students and improve the health status of students, and of course with strict health protocols [11].

#### 4. CONCLUSION

Based on the results of the study, it can be concluded that 99% of the implementation of physical education learning during the Covid-19 pandemic in Bengkulu city used an online system, and 1% used an offline system.

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