Identification of Problems in the Implementation of Online Physical Education Learning During the Covid-19 Pandemic in Indonesia

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Abstract— The objectives of this study are as follows: to examine the problems of implementing Physical Education online learning, (a) obstacles to implementing Physical Education online learning, (b), the advantages of implementing Physical Education online learning and (c) best practice implementing Physical Education online learning . This research design uses descriptive research. The subjects in this study amounted to 118 Physical Education teachers throughout Indonesia. The quantitative data collection technique used a questionnaire instrument in the form of a questionnaire in the form of a google form which was distributed and qualitative data obtained from answers to open-ended questions. To analyze the quantitative data used descriptive statistics, namely the analysis of percentages and averages. Meanwhile, qualitative data uses data reduction. The results of this study are finding new problems in Physical Education learning during the Covid-19 Pandemic, including the Physical Education learning process cannot run well, especially on practical materials other than factors from the lack of available networks and inadequate learning media, as well as the lack of physical education teachers' knowledge in Information Technology (IT) Many physical education teachers in implementing the emergency learning curriculum experience problems. This is because not all materials can be conveyed properly

Keywords— physical education, learning, online learning

I. INTRODUCTION

Learning is a learning activity which, among other things, is carried out by teachers in conditioning someone to learn, the process of interaction between teachers and students, both direct interactions such as face-to-face activities or indirectly or online, by using various interesting learning media for students. Learning is essentially a process of continuous activity that aims to change the behavior of students in a constructive manner that includes cognitive, affective and psychomotor aspects. Learning objectives are a person's ability to understand what is being taught, capture the meaning of what is learned, be able to carry out learning tasks and solve problems according to the learning material.

Physical education, sports and health are one of the subjects which in the implementation of learning use physical activity to achieve national education goals. Physical education is basically education that teaches about a sense of responsibility and provides physical development as a whole, not only developing the physical aspect but also from the spiritual perspective, because what is developed is not only physical skills and physical fitness but also in terms of affective and cognitive development. through physical education. Physical education taught in schools has an important role to train motor development and provide learning experiences through systematic physical activities

The Covid-19 pandemic is still not over, causing learning in schools to be carried out online. This makes students and teachers carry out learning at home. This pandemic situation is still new and is expected to last a long time. Therefore, learning will continue to be carried out online indefinitely. The curriculum is a reference or guideline in carrying out a learning activity. Law No. 19 of 2003 article 1 paragraph 19 says that the curriculum is a set of plans from setting the objectives, content and learning materials as well as the methods used as guidelines for

the implementation of learning activities to achieve certain goals.

Odd semester learning is carried out online and the curriculum used in learning still uses the normal curriculum which in fact is used for offline learning. This will affect learning and will cause new problems in learning. There are many obstacles experienced by teachers in teaching during this pandemic, especially in learning Physical Education. Physical Education learning which is usually done in the field now has to be done at home, using the normal curriculum. This is a big problem experienced by Physical Education teachers and students in the teaching and learning process. So it is necessary to identify problems in online physical education learning. The data from the research results can be used as a basis for making policies related to Physical Education learning during the Covid-19 pandemic.

The learning process for physical education, sports and health during the Covid-19 pandemic has obstacles as well as opportunities and potential to continue, even though the facilities and infrastructure do not support it. [1]. The problems that exist in Physical Education learning today can be said to be quite large, because Physical Education teachers are required to adapt to the existing problems. The proposal of this study is to identify what problems are experienced by Physical Education teachers in Indonesia.

The objectives of this study are as follows: to examine the problems of implementing online Physical Education learning, (a) obstacles to the implementation of online Physical Education learning, (b), the advantages of implementing online Physical Education learning and (c) best practice implementation of Educational learning. Physical online. The benefit of this research is to find out the problems experienced by physical education, sports and health teachers during the COVID-19 pandemic or online learning. Then from these problems will be described specifically in this study. It is hoped that this research will provide a solution to the existing problems.

Coronavirus disease (COVID-19) is an infectious disease caused by the newly discovered coronavirus. However, this virus was first identified in the 1930s when an acute respiratory infection in domesticated chickens was caused by Infectious Bronchitis Virus (IBV). In the 1940s, coronavirus 2 originated in rats, Mouse Hepatitis Virus (MHV) and Transmissible Gastroenteritis Virus (TGEV). Human coronaviruses were discovered in the 1960s. The earliest studied were from human patients with the common cold, which were later named Human Coronavirus 229E and Human Coronavirus OC43. Other human coronaviruses have been identified, including SARS-CoV in 2003, HCoV NL63 in 2004, HKU1 in 2005, MERS-CoV in 2012, and SARS-CoV-2 in 2019.

The coronavirus (COVID-19) outbreak originated in an animal market in Wuhan, China, in December 2019. It has since spread globally to other countries, including Indonesia. This makes our country implement a policy to enforce Social Distancing in order to prevent the spread of the Corona virus. This corona virus was initially transmitted from animals to humans, then transmission became from humans to humans. Symptoms of COVID-19 can range from mild to severe. It takes 2-14 days after exposure for symptoms to develop. Common symptoms seen are fever (38 degrees Celsius), cough, and shortness of breath. Those with weakened immune systems may experience more serious symptoms, such as pneumonia or bronchitis. You may never experience symptoms after being exposed to COVID-19. So far, most of the confirmed cases have been in adults, but some children have been infected. There is no evidence that children are at greater risk of contracting the virus.

Most people infected with the COVID-19 virus will experience mild to moderate respiratory illness and recover without requiring special treatment. Older people, and those with underlying medical problems such as cardiovascular disease, diabetes, chronic respiratory disease, and cancer are more likely to develop serious illnesses. A person can contract COVID-19 in various ways, namely: (1) Accidentally inhaling droplets of saliva that come out when a person with COVID-19 coughs or sneezes. (2) Holding the mouth or nose without washing hands first after touching an object that has been splashed by the saliva of a COVID-19 patient. (3) Close contact with people with COVID-19, for example touching or shaking hands. The best way to prevent and slow transmission is to be well informed about the COVID-19 virus, the disease it causes and how it spreads. Protect yourself and others from infection by washing your hands or using an alcohol-based rub frequently and not touching your face.

Physical education is an integral part in the overall educational process which in its implementation uses physical activity as a tool to achieve a goal [2]. Another opinion was also expressed by Kurniawan & Tangkudung in their research entitled "Development of Interactive Multimedia-Based Gymnastics Floor Techniques Learning Model for Junior High School Students" that physical education is an integral part of education in schools which has the aim of improving students' abilities affectively, cognitive, psychomotor and social [3]. Meanwhile, according to Rosdiani in physical education the aspects of education that are emphasized are comprehensive including health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning and moral action. [4]. The purpose of physical education is to develop the potential that they already have or provide opportunities for students to have mental,

emotional, social, physical, moral, and physical fitness aspects. [5]. Physical education plays an important role in school teaching programs, this is in accordance with the opinion expressed by Bucher & Krotee that: "Physical education takes on important part of the schools instructional programs and is designed foster development of fundamental motor skills, health-related fitness, and knowledge and attitude relative to physical activity through a carefully planned curriculum that includes, for example, movement skills (running, jumping, skipping/fitness), nonlocomotor skills (stretching, balance), manipulative skills (throwing, kicking, ball skills), and rhythms and balance" [6].

Physical education forms an important part of the teaching program in schools and is designed to encourage the development of basic motor skills, health-related fitness, and knowledge and attitudes relative to physical activity through a carefully planned curriculum that includes, for example, movement skills (running), jumping, jumping. , fitness, non-locomotor skills (stretching, balance), manipulative skills (throwing, kicking, ball skills), rhythm and balance. This is in line with the scope of physical education as stated in Permendikbud No. 37 of 2018 includes games and sports activities, development activities, gymnastics activities, rhythmic activities, water and health activities.

Learning is a process that includes many phases, ranging from easy (just repeating or imitating/using) to difficult phases. It is the human capacity to learn that sets it apart from other species. Marzano & Pickering stated that learning success is influenced by attitudes and perceptions associated with completing assignments in class [7].

Implementation of learning is a series of activities in designing, implementing, and assessing a lesson. This is in accordance with the Regulation of the Minister of Education and Culture No. 65 of 2013 concerning Standards for Primary and Secondary Education which explains that process standards include planning the learning process, implementing the learning process, assessing learning outcomes, and supervising the learning process. Learning planning is an activity in preparing everything related to the learning process. Implementation of learning is the implementation of planning in real action in the classroom, which is marked by the occurrence of multi-interaction between students, teachers, and learning resources.

Learning assessment is an activity to determine the effectiveness and efficiency of the learning process. In the learning process, the interaction of students with teachers and other learning resources indicates a dynamic learning behavior in making a decision. Mosston & Ashworth "learning behavior is a chain of decision making [8]. Every intentional act of learning is the result of previous decision making. Learning behavior is based on the level of involvement of the subject (teacher-student) in making decisions in the planning (pre-impact), implementation (impact) and evaluation (post-impact) phases.

II. METHOD

The subjects in this study were physical education teachers spread throughout Indonesia. The number of subjects is 118 physical education teachers. The instrument in this study was a questionnaire/questionnaire which was packaged in a google form.

In this community service, the preparations that have been carried out by the service team are: 1) Preparing research activities, 2) Creating a questionnaire questionnaire question structure, 3) Re-checking the questionnaire, 4) Questionnaires distributed with links, 5) Analyzing the results of respondents' answers, 6) Draw conclusions from respondents' answers. The data obtained in this study are quantitative and qualitative data.

Quantitative data was obtained from the distribution of instruments in the form of a questionnaire/questionnaire to physical education teachers, parents and junior high school students throughout East Java. Meanwhile, qualitative data was obtained from Focus Group Discussion (FGD). To analyze the quantitative data used descriptive statistics, namely the analysis of percentages and averages. As for the qualitative data analysis using data reduction techniques.

III. RESULT AND DISCUSSION

This research was carried out on November 1, 2021 by distributing questionnaires via this Google Form to make it easier for researchers to conduct research [9]. Filling is done from 2-20 November 2021 after the link is distributed. In previous research in 2015-2020 research on the identification of online learning in Indonesia, in research it was found that online learning is more asynchronous online learning [10]. Questionnaire questionnaires were distributed throughout Indonesia including Java, Kalimantan, Sumatra, Sulawesi, and Papua. This identification questionnaire questionnaire was addressed to Middle School Physical Education teachers throughout Indonesia. Some questions about the problems that occurred during the covid-19 pandemic, especially in the subjects of Physical Education. The number of questions listed on the google form is 13 questions. In the results of recording answers, there were 130 Education Teachers who filled out the questionnaire, including 38 high school teachers and 92 junior high school teachers.

An investigation was conducted to determine the extent to which evidence of collaborative learning can be identified in students' textual interactions in online learning environments [11]. The literature on collaborative learning has identified a variety of behaviors that characterize successful collaborative learning in face-to-face situations. Evidence of this behavior is sought in messages posted by students as they interact in online workgroups. Analysis of student contributions reveals that there is substantial evidence of collaboration, but that there are differences between conventional face-to-face examples of collaborative learning and what happens in asynchronous networked environments. [12].

In the first question regarding the form of learning used at this time, 87 people answered online, 13 people outside the network, and 30 people applied hybrid learning. This proves that most teachers do learning during the pandemic period online. Learning carried out using videos can be used as one of the teaching materials during the COVID-19 pandemic [13]. The second question is related to the curriculum applied by Physical Education teachers, currently 69 people use the 2013 curriculum with adjustments, basically curriculum innovation is a necessity that cannot be accounted for, especially for different discussions like today during the Covid-19 pandemic. [14]. 59 peoples used the emergency curriculum, and 2 people used the "Kurikulum Tingkat Satuan Pendidikan" (KTSP). So in conclusion, many Physical Education teachers apply the 2013 Curriculum with adjustments.

The third question is the learning model used by Physical Education teachers during the Covid-19 Pandemic, including 2 people applying Blended Learning, 43 people applying Discovery Learning, 19 people applying Inquiary Learning, 69 applying Problem Based Learning, 45 people applying Project Based Learning, 13 people implementing Production Based Learning, 10 people applying Problem Solving Learning and 1 person applying Physical Education learning videos via youtube. So the conclusion is that Physical Education teachers use Learning Media using Problem Based Learning. the project based learning learning model is going well, but the teacher and student responses are not very good, because there are various shortcomings and obstacles in the learning process [15]

The learning media that Physical Education teachers tend to use during the COVID-19 pandemic on average use media in the form of Whatsapp as many as 109 people, followed by the Google Classroom media device which uses 87 people, and the media device used is Youtube as many as 25 people who use it, on the other hand, teachers also use the media platform Edmono, Quizziz, Zoom, Google Meet, Microsoft Team, and others. Learning media can

provide a new space for the use of technology in education, which moves beyond the instrumental approach and is able to provide new experiences for students related to learning outside the classroom and inside the classroom [16].

Physical Education teachers conduct lessons with an average duration of 30 minutes, this is certainly not according to the rules set by the government. Some of the basic reasons for Physical Education teachers to get a reduction in teaching hours are because it has been determined by the school curriculum. time allocation to go online because it takes too long to use quota, because the assignment has made a video. In online learning is to reduce the duration of the lesson time and require the teacher to make a resume of each learning material [17]

According to the teachers, the study materials that were difficult to apply in Physical Education learning during the Covid-19 pandemic were Water Activities and Big Ball Games with 47.6% and 40.5% respectively. This is certainly a big problem for teachers because the material that should be done in the field cannot be done. The material that should be delivered and practiced by students cannot be done and assignments through videos are also considered less than optimal. Obstacles in learning Physical Education during the Covid-19 pandemic as many as 292 people answered Network difficulties and followed by the problem of not having laptops as many as 90 people and not having 52 cellphones, this makes the teacher's economy and network facilities still not maximally felt by teachers Physical Education teacher. There are various impacts caused by the Covid-19 virus. The negative impacts that occur in the learning process related to online learning techniques as well as the psychology of students, parents and educators who need adjustments in carrying out learning methods [18]. This makes the impact of the effectiveness of PJOK learning less than optimal. This also has an impact on the ability of teachers in Information Technology (IT) or technology stuttering.

In the Covid-19 pandemic, student competencies in Physical Education learning were not optimally achieved. Because Physical Education subjects always involve student movement activities, student movement without direct supervision is not effective if only assigned via video [19]. online corner lessons due to the pandemic make it difficult for students to understand them and the assignments given by online teachers are mostly lazy to do them.

The curriculum in the education unit in special conditions provides flexibility for schools to choose a curriculum that suits the learning needs of students [20]. Many Physical Education teachers in implementing the emergency learning curriculum experience problems. This is because not all materials can be conveyed properly. The purpose of the

emergency curriculum is only to provide a learning experience for students so that the achievement of learning outcomes is ruled out, therefore for physical education learning, some students are more likely to perform random movement tasks. This has the impact that not all Basic Competencies can be achieved optimally, due to problems with facilities and infrastructure in their respective homes, offline schedule arrangements or Face-to-face Learning with an odd-even system.

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