



Implementation of Physical Education Teachers Learning During The Covid-19 Pandemic in Nias Barat District

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Received: 15-06-2024

Revised: 27-06-2024

Accepted: 27-06-2024

Abstract: This research is a descriptive quantitative research with One Shot Case Study approach and survey method. The objective of this research is to know and to analyze the implementation of Physical Education learning during COVID-19 pandemic in Kabupaten Nias Barat. The sample of this research is 47 certified PJOK teachers from 38 Public Elementary Schools Kabupaten Nias Barat. This research has 9 indicators used as the standard to measure the implementation level of Physical Education learning process during COVID-19 Pandemic. The results of this research are: (1) indicator 1, 94.89%; (2) indicator 2, 74.15%; (3) indicator 3, 90.96%; (4) indicator 4, 64.98%; (5) indicator 5, 90.96%; (6) indicator 6, 79.76%; (7) indicator 7, 89.63%; (8) indicator 8, 73.05%; (9) indicator 9, 79.79%. From the 9 indicators above, it can be concluded that the implementation level of Physical Education learning during Covid-19 pandemic in Public Kabupaten Nias Barat has the percentage of 82,01% which can be categorized as great.

Keywords: Descriptive Quantitative; Implementation; Physical Education

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INTRODUCTION

To advance a nation, many components participate in it, one of which is education. Education must be able to produce human resources who have competencies, namely attitudes, knowledge and skills. According to Law no. 20 of 2003 concerning the National Education System Chapter I Article 1 (paragraph 1), education is basically a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by himself, society, nation and state (Helmin Saraswati, Agus Wijayanto, 2021).

Currently, almost the entire world is being hit by the corona virus outbreak which attacks everyone, both young and old. Quoted from the World Health Organization (WHO), the Corona virus comes from the Corona virus (CoV) which causes diseases ranging from the common cold to more severe ones such as Middle East Respiratory Syndrome (MERS-CoV) and Severe Acute Respiratory Syndrome (SARS-CoV). COVID-19 has occurred in various countries, including Indonesia. With the occurrence of this pandemic, many human activities are not running as usual, one of which is activities in the education sector.

This pandemic has an impact on the learning process at all levels of education. Educational activities that usually take place face-to-face (offline) have changed to online.

This must be done to break the chain of spread of this virus in accordance with the direction of the Ministry of Education and Culture in the circular letter of the Minister of Education and Culture No. 36962/MPK.A/HK/2020. This of course has an impact on PJOK learning in West Nias Regency, including PJOK learning which cannot be carried out according to the RPP which has been designed as usual, many students complain because there are too many independent assignments. Giving assignments that are more extra than usual is also not without reason, the teachers said that giving assignments during the dare learning process is to get around the PJOK learning process which is not yet fully running like learning before the pandemic (Hendrawan, 2020).

Learning has not yet run completely because there are still many adjustments to the obstacles experienced during this dare learning. For example, teachers who still haven't fully mastered how to use learning media using the video conference method to teach directly like learning in class (Syofian & Gazali, 2021). Therefore, giving extra assignments must be done so that the learning material is still delivered even by giving assignments via chat groups, for example WhatsApp or other applications. Students who are assigned more PJOK assignments than usual complain because the workload for each material has become even greater. This means that teachers have to innovate in the learning process so that students are not burdened with just assignments (Eden Ginting, 2020). For this reason, we need an overview of the implementation of PJOK learning during the COVID-19 pandemic so that learning can be carried out better (Karo et al., 2022).

Bold learning is learning that can be done face-to-face or non-face-to-face by utilizing the internet network through applications or platforms, be it Google Class, live chat, Zoom/Google Meet or via WhatsApp group (Hermawan et al., 2022). This learning is an educational innovation to answer the challenge of the availability of varied learning resources. Physical education is a learning program that provides proportional and comprehensive attention to all students without distinguishing between those who want to and those who don't want to. Physical education also has the function of improving psychomotor, cognitive and affective skills in students (Nazarudin et al., 2020).

Physical education is defined as education and through movement and must be carried out in an appropriate way so that it has meaning for students. In the 2013 curriculum (K13) sports education at the basic education level is integrated into the subjects of physical education, sports and health (PJOK). In line with this, the essence of education includes all elements of fitness, physical movement skills, health, games, sports, dance and recreation. PJOK learning is dominated by physical movements carried out in open spaces or in the field. The method for sports education is the ductive method or command method, with various assignments, coercion and little explanation (Habibah et al., 2020).

During this pandemic, PJOK learning should be done with direct physical movement, but this cannot be done, so PJOK learning itself is carried out using online-based media or applications such as Zoom, Google Meet, Whatsapp, YouTube and many more (Sabani, 2021). For this reason, the PJOK learning process during this pandemic is mostly carried out through video tutorial applications, whether made by the PJOK teachers themselves or from online applications such as YouTube. It is hoped that the use of video media will make it easier for students to understand the basic movement lessons taught by the teacher.

After students see the video tutorial application according to the material being taught, the teacher also continues to give assignments in the form of writing and movement videos which are repeated according to the video tutorial that was shown to

students at the beginning of the lesson. This is the learning process that is currently happening in the COVID-19 pandemic situation, this of course has several obstacles, both from teachers who are less able to operate online applications and some students who also do not have supporting facilities such as Android cellphones and also a poor internet network. supports the use of online learning applications. So physical education finds various obstacles and constraints in the learning process during the COVID-19 pandemic.

METHOD

This research uses a quantitative descriptive research design with a quantitative approach with a one shot case study approach. Data analysis is quantitative descriptive statistics with the aim of testing the hypotheses that have been determined. This research method uses a survey method. The data collection technique in this research used a questionnaire. The current Covid-19 pandemic does not allow for direct data collection, so the questionnaire was given online. Giving questionnaires using Googleform. This research aims to determine the implementation of PJOK learning during the COVID-19 pandemic in West Nias Regency.

The sample is part of the number and characteristics of the population. The technique used in this research is the purposive sampling technique. Sugiyono (2016:124) states that purposive sampling is a technique for determining samples with certain considerations and criteria. The sample used was PJOK teachers who had received certification in West Nias Regency, totaling 38 schools with 47 teachers.

According to Suharsimi Arikunto (2013: 136) research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better in the sense of being more careful, complete and systematic so that they are easier to process. In this research, the author used an instrument in the form of a questionnaire containing several questions to determine the implementation of PJOK learning during the COVID-19 pandemic.

RESULT AND DISCUSSION

Result

Based on the research conducted, it can be described about the implementation of PJOK learning during the Covid 19 pandemic in West Nias Regency regarding the opening of learning with an average of 3.80, the mean value is 4, the standard deviation is 0.57. From these results, it can be categorized as the level of implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency towards the learning opening indicator of 94.89% in the very good category. This data can be seen in table form below:

Table 1. Indikator Pembukaan Pembelajaran

Question	Valid	Mean	Median	Std. Deviasi	Varians	Range	Value	TCR	Category
1	47	3.87	4.00	.448	.201	2	182	96.80851	
2	47	3.66	4.00	.788	.621	3	172	91.48936	
3	47	3.79	4.00	.657	.432	3	178	94.68085	
4	47	3.79	4.00	.623	.389	3	178	94.68085	
5	47	3.87	4.00	.337	.114	1	182	96.80851	
Total		3.80	4.00	0.57	.351	2.40	892	94.89362	Very Good

Based on the research conducted, it can be described about the implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency regarding learning

methods with an average of 2.97, a mean of 2.80, a standard deviation of 0.88. From these results, it can be categorized as the level of implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency against the learning method indicator at 74.15% in the good category. This data can be seen in table form below:.

Table 2. Learning Method Indicators

Question	Valid	Mean	Median	std. Deviasi	Varians	range	Value	TCR	Category
6	47	3.77	4.00	.698	.488	3	177	94.14894	
7	47	3.21	4.00	.999	.997	3	151	80.31915	
8	47	2.68	2.00	.887	.787	3	126	67.02128	
9	47	2.60	2.00	.825	.681	3	122	64.89362	
43	47	2.57	2.00	.972	.945	3	121	64.3617	
Total		2.97	2.80	0.88	0.78	3.00	697	74.15	Good

Based on the research conducted, it can be described about the implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency towards learning objectives with an average of 3.64, a mean of 4.00, a standard deviation of 0.63. From these results, it can be categorized as the level of implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency against the learning objective indicators at 90.96% in the very good category. This data can be seen in table form below:.

Table 3. Learning Objective Indicators

Question	Valid	Mean	Median	Std. Deviasi	Varians	Range	Value	TCR	Category
10	47	3.87	4.00	.397	.157	2	182	96.80851	
11	47	3.72	4.00	.649	.422	3	175	93.08511	
12	47	3.32	4.00	.837	.700	2	156	82.97872	
Total		3.64	4.00	0.63	0.43	2.33	513	90.96	Very Good

Based on the research conducted, it can be described about the implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency regarding learning media with an average of 2.60, a median value of 2.50, a standard deviation of 0.63. From these results, it can be categorized as the level of implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency regarding learning media indicators at 64.98% in the very good category. This data can be seen in table form below:

Table 4. Learning Media Indicators

Question	Valid	Mean	Median	Std. Deviasi	Varians	Range	Value	TCR	Category
13	47	3.36	3.00	.605	.366	2	158	84.04255	
14	47	1.38	1.00	.822	.676	3	65	34.57447	
15	47	1.85	2.00	.551	.303	3	87	46.2766	
16	47	1.36	1.00	.764	.584	2	64	34.04255	
17	47	3.74	4.00	.570	.325	2	176	93.61702	
18	47	3.89	4.00	.477	.228	3	183	97.34043	
Total		2.60	2.50	0.63	0.41	2.50	733	64.98	Pretty

Based on the research conducted, it can be described about the implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency regarding the learning process with an average of 3.64, a mean of 4.00, a standard deviation of 0.65. From these results, it can be categorized as the level of implementation of PJOK learning

during the Covid-19 pandemic in West Nias Regency towards learning process indicators of 90.96% in the very good category. This data can be seen in table form below:

Table 5. Learning Process Indicators

Question	Valid	Mean	median	std. Deviasi	Varians	range	Value	TCR	Category
19	47	3.72	4.00	.649	.422	3	175	93.08511	
20	47	3.55	4.00	.653	.426	3	167	88.82979	
Total		3.64	4.00	0.65	0.42	3.00	342	90.96	Very Good

Based on the research conducted, it can be described about the implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency regarding learning media with an average of 2.60, a mean of 2.50, a standard deviation of 0.63. From these results, it can be categorized as the level of implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency regarding learning media indicators at 64.98% in the very good category. This data can be seen in table form below:

Table 6. Learning Implementation Indicators

Question	Valid	Mean	median	std. Deviasi	Varians	range	Value	TCR	Category
21	47	3.81	4.00	.449	.202	2	179	95.2	
22	47	2.62	2.00	.768	.589	3	123	65.4	
23	47	2.13	2.00	.494	.244	2	100	53.1	
24	47	3.77	4.00	.598	.357	3	177	94.1	
25	47	3.81	4.00	.449	.202	2	179	95.2	
26	47	3.38	4.00	.795	.633	3	159	84.5	
27	47	3.79	4.00	.508	.258	2	178	94.6	
28	47	3.02	3.00	.707	.500	3	142	75.5	
29	47	3.79	4.00	.623	.389	3	178	94.6	
30	47	1.09	1.00	.458	.210	3	51	27.1	
31	47	3.77	4.00	.520	.270	2	177	94.1	
32	47	3.51	4.00	.547	.299	2	165	87.7	
33	47	3.77	4.00	.520	.270	2	177	94.1	
34	47	3.70	4.00	.689	.475	3	174	92.5	
35	47	1.53	1.00	.718	.515	3	72	38.2	
36	47	3.66	4.00	.522	.273	2	172	91.4	
37	47	3.11	3.00	.699	.488	2	146	77.6	
Total		3.19	3.29	0.59	0.36	2.47	2549	79.7	Good

Discussion

In the learning opening indicator there are statement points with the content that the teacher always opens virtual learning at every meeting using the WhatsApp application and also asks about the material that has been studied and then links it to the material that will be carried out at today's meeting. And the results of the questionnaire show that almost all teachers do that. Therefore, the results of the questionnaire survey distributed for the learning opening indicator obtained a percentage of 94.89% and can be categorized as very good according to the TCR classification table contained in the research method.

In the Learning Method Indicator there are statement items containing the content that teachers always use online learning methods and it has been running smoothly, however, in the statement items regarding the use of project based learning and problem based learning, only a few teachers always do so. Therefore, the results of the questionnaire survey distributed for learning method indicators obtained a percentage of 74.15% and could be categorized as good according to the TCR classification table contained in the research method.

In the learning objective indicator there are statement items with the content that the teacher always conveys the learning objectives to students at every meeting and the movement learning material is conveyed well. Therefore, the results of the questionnaire survey distributed for the learning objective indicators obtained a percentage of 90.96% in the very good category according to the TCR classification table contained in the research method.

In the learning media indicator there are statement points with the content that teachers always use learning media, namely by conducting learning via WhatsApp media and with the help of visual media in the form of videos. For this statement item, teachers on average answered with the statement always, but for several other statement items, such as using the learning media Google Meet or Google Classroom, teachers on average answered never. Therefore, the results of the questionnaire distributed for learning media indicators obtained a percentage of 64.98% with the category quite in accordance with the TCR classification table contained in the research method.

In the learning process indicators there are statement points with the contents of the teacher carrying out the learning process using only one source, namely from the teacher and the average teacher answers with the statement always, and the same thing also applies to the statement that the learning process always goes smoothly. fluent. Therefore, the results of the questionnaire distributed for learning process indicators obtained a percentage of 90.96% with a very good category according to the TCR classification table contained in the research method.

In the learning implementation indicators there are statement items containing the teacher explaining the basic concepts and movements in each lesson as well as learning methods by giving students homework which was also carried out during the pandemic. The teachers also provide assignments in the form of videos which are used to support students' movement learning. In several other statements, the teachers also did not use blended learning and YouTube applications or PowerPoint in learning. Regarding learning obstacles, the teacher answered the statement, namely sometimes. Therefore, the results of the questionnaire distributed for learning implementation indicators obtained a percentage of 79.76% in the good category according to the TCR classification table contained in the research method.

In the assessment system & process indicators there are statement items with the contents of the teacher carrying out the assessment process using affective, cognitive & psychomotor assessments and carried out objectively on each student, from these statements the teacher on average always answers the statement done. Therefore, the results of the questionnaire distributed for the assessment system & process indicators obtained a percentage of 92.55% with a very good category according to the TCR classification table contained in the research method.

In the learning assessment indicators there are statement items with the contents of the teacher making an assessment of PJOK learning based on collecting assignments & exams and giving certain tasks to students to provide an assessment of learning. For this statement, the average father/mother answered that the statement is always done.

However, to the teacher's statement that they carry out learning assessments in the presence of students using a video conference application, the teacher answered with the statement that it has never been done. Therefore, the results of the questionnaire distributed for learning assessment indicators obtained a percentage of 76.46% in the good category according to the TCR classification table contained in the research method.

In the indicator of learning obstacles, there are statement items containing the content of the teacher communicating with the students' parents to overcome online learning obstacles, both from the availability of mobile devices and internet quota. In this statement, the teacher answers the statement always because in online learning the things stated in the questionnaire actually happen during the online learning process like this. Therefore, the results of the questionnaire distributed for indicators of learning obstacles obtained a percentage of 76.46% with a good category, in this case the learning obstacles are still at a level that can be resolved by teachers with adjustments.

CONCLUSION

From the results obtained from each indicator, it can be determined that the results of the implementation of PJOK learning during the Covid-19 pandemic in West Nias Regency are in the good category.

ACKNOWLEDGEMENTS

Thank you to West Nias Regency have helped the implementation of the research.

CONFLICT OF INTEREST

This study has no conflicts of interest related to the reported research.

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