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Identification of Learning Problems in Physical Education Sports and Health Subject during the Covid-19 Pandemic

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Abstract

The Covid-19 pandemic has been a challenge primarily for sports physical education and health learning (SPEH) since it needs to be provided using face-to-face to obtain the learning process in the demonstration, observation, evaluation, and improvement in learning motion. Therefore, this study aims to determine the learning conditions of SPEH during the Covid-19 pandemic. This study involved a descriptive quantitative method through questionnaire provided to the respondents involved in this research. The schools involved as samples are 150 SPEH Teachers in the elementary, junior, and high school levels in East Java of Indonesia. The findings indicate that several obstacles during the pandemic are insufficient infrastructure and the ability of teachers and students to implement SPEH learning, implication of this research is to provide an overview of SPEH learning patterns during the Covid-19 pandemic. This study concludes that there is a remarkable impact of the Covid-19 pandemic on SPEH learning, which suggests that in providing learning online, problems such as delivering practical material cannot be controlled properly in implementing online learning.

INTRODUCTION

Mental In In recent years, the world has experienced severe problems caused by Corona Virus Disease Covid-19 (Astuty, Slamet, & Wibowo, 2020). Indonesia is one of the countries affected by this virus. In addition to having an impact on the economy, it also has an impact on the education sector (Windhiyana, 2020). In doing so, educational activities have shifted from conventional face-to-face to online learning using technology (Gumantan, Nugroho, & Yuliandra, 2021). This situation brings adverse educational changes and health consequences for children and young adult learners in primary schools, secondary schools, high schools, universities, and professional schools (Hoofman & Secord, 2021; Pokhrel & Chhetri, 2021). School closures during the Covid-19 pandemic have forced many children worldwide to spend unprecedented time at home. The responsibility for educating children, especially the young ones, has largely fallen to parents and caregivers (Zhang, 2021; Viner et al., 2020).

Concerning Indonesia, the government has responded by issuing Government Circular Letter Number 36962/MPK.A/HK/2020 regarding online education and working from home to prevent the spread of the coronavirus disease Covid-19. This regulation pointed out that areas affected by Covid-19 are required to implement online education from home for students, employees, teachers, and lecturers to carry out work, teach, or give lectures from home through video conferencing, digital documents, and other facilities. In addition, the policy of working from home does not affect arrival (considered the same as working in an office, school, or college), does not reduce performance, and does not affect performance allowances, and if it is mandatory to arrive at the office/campus/school should not use vehicle facilities.

However, online learning challenges physical education and health learning (SPEH). The basic rationale is that SPEH tends to be more practical than theoretical. Based on the results of preliminary observations, at the time of implementation of learning in online learning conditions carried out by all elementary, junior, and high schools. Several schools have implemented online learning during the Covid-19 pandemic. SPEH teachers also apply online learning to carry out the learning. Most SPEH subject teachers adopt online-based applications, including the WhatsApp and Google Class-

room applications, to implement online learning.

The implementation of online learning is not all supported by the existence of adequate facilities and infrastructure. Facilities and infrastructure that support online learning in junior high schools have not all received adequate facilities and infrastructure, such as not having the internet network to support the implementation of online learning.

Based on the available human resources of teachers at the elementary, junior high, and high school levels, most teachers have met the academic qualifications of learning a minimum of four diplomas (D-IV) or bachelor's degrees (S1). However, teachers face difficulties in online learning from home when implementing the learning and teaching process. Teachers are capable of doing online learning. However, most teachers are still limited in knowledge of how to conduct online learning due to the Covid-19 pandemic, which has never taken place before and has made the learning system change to online learning, which the majority of teachers have never implemented.

During online learning, it appears that the teacher is still having difficulties carrying out the learning process from only one direction. Thus, it can be concluded that the teacher is still hampered and experiencing difficulties when doing online learning. In online learning, the teacher tends to be passive in SPEH learning, and the more active one is the teacher. As an example in SPEH learning, on one occasion, the teacher solely distributed orders to students and then practised what the teacher ordered. In addition, the teacher believes that when someone does not participate in learning, where their curiosity, reading attention, and movement skills are low, the SPEH learning process in online learning cannot run as expected. In the observations that have been carried out, the researchers also have not found research on the problems teachers face at the East Java region's elementary, junior, and high school levels.

Since understanding this issue, there is a recent example for examining this learning. For instance, Ramadhan (2020) regarding teacher barriers in learning physical education, sports, and athletic material health in learning conditions from home at the junior high school level. Furthermore, Taradisa (2020) noted that the obstacles experienced by teachers during online learning are the lack of understanding of students when conducting the online learning process. This is because

students do not understand the learning taught by the teacher. After all, they do not meet face-to-face, and the teacher finds it difficult to monitor student learning progress. The main factor that is more important is the lack of facilities students own when learning online because not all students have smartphones or computers as learning media. In addition, another factor is internet packages that all students cannot reach.

The study by Herliandry et al. (2020) showed that online learning during the Covid-19 pandemic needs to be evaluated because the carrying capacity of students varies in terms of facilities and parents' ability. In addition, other research findings also reveal that students tend to be bored when online learning at home because they do not meet their teachers and friends directly (Yunitasari & Hanifah, 2020). In addition, a group of Physical Education Teachers in Spain stated that they had difficulties designing physical education lessons during the Covid-19 period because the involvement of learning physical activities constrained them, and the frequency of meeting with students was hindered (Varea, González-Calvo, & García-Monge, 2022). In other findings, alternative SPEH learning can be done in three scenarios, including (1) face-to-face learning with strict health protocols, (2) distance learning, and (3) combined face-to-face and online learning (Filiz & Konukman, 2020). As conditions return to normal, every educator must prepare appropriate learning designs and materials and try to reduce technical errors that occurred in previous conditions (Yu & Jee, 2020).

With the various problems described previously, most SPEH teachers find it challenging to carry out online education because it leans more toward practice than theory. This urges researchers to discover the problems experienced when carrying out online learning for SPEH subjects. For this matter, the objective of this research aims at (1) knowing the SPEH learning plan during the Covid-19 pandemic, (2) understanding the learning process during the Covid-19 pandemic, and (3) evaluating SPEH learning during the Covid-19 pandemic. This study reviews the pattern of learning descriptively in terms of planning, implementation, and evaluation during the Covid-19 pandemic. Thus, it provides an idea of which part is a weak point. Furthermore, if learning during Covid-19 has advantages, it can be adopted in normal learning.

METHODS

This study adopted a quantitative descriptive method to describe the current problem solving based on data, so this study also presents, analyzes, and interprets data. This quantitative descriptive research was conducted using a survey which is non-hypothetical research that describes teacher problems in online learning. Based on the research objectives, the survey was conducted to measure teacher problems in sports and health learning in online learning conditions in elementary, junior, and high schools in East Java, Indonesia.

Participants

The data collection technique in this study used purposive sampling at the elementary, junior high, and high school levels in East Java. The reason for using purposive sampling is because the research was conducted on a population under 1000 through the selection and consideration of researchers (Sugiyono, 2011). Determining the research sample with specific considerations that aim to make the data obtained later more representative. The samples used were schools located in East Java Province, with the following conditions: (1) Elementary school samples were taken in Malang Regency with as many as 60 teachers, (2) Junior high school samples were taken in Trenggalek Regency with as many as 61 teachers, and (3) Senior high school samples taken from Banyuwangi Regency as many as 29 teachers. In total, the respondents in this study consisted of 150 SPEH teachers at all educational levels.

Instrument

The instrument in this study used a questionnaire in the form of a google form (Sugiyono, 2011). The questionnaire has three main points: planning, implementation, and evaluation in SPEH learning. The learning planning component has a total of four questions. The learning planning indicators include: (1) preparing basic learning competencies, (2) preparing lesson plans for implementing lesson plans, and (3) preparing teaching materials or learning materials.

In the aspect of the implementation of learning, eight questions are totalling. The indicators for implementing SPEH learning consist of: (1) problems faced by teachers during learning, (2) solutions provided when problems occur, (3) student interest in learning, (4) online learning benefits students, (5) suitability of

the material provided to students, (6) availability and quality of facilities and infrastructure, (7) school website (availability of learning materials and videos).

In the evaluation component, eight questions have indicators, including (1) pre-test to determine student mastery of learning materials according to learning conditions from home, (2) evaluate student assignments given online, (3) provide feedback on the process and learning outcomes according to online learning conditions, (4) carrying out follow-up activities in the form of giving assignments either individually or in groups according to online learning conditions.

Procedure

The data collection techniques in this study are: (1) The researcher ensures the location of data collection, (2) The researcher requests a research permit from the faculty, and (3) The researcher makes a questionnaire in the form of a google form according to the conditions of online learning (4) The researcher distributes the google questionnaire form to respondents via WhatsApp of SPEH teachers at the elementary, junior high and high school levels in Trenggalek, Banyuwangi, and Malang Regency (5) Researchers collect the results of filling out questionnaires, (5) Researchers analyze research results.

Data Analysis

Table 1. Rating Scale for Questions

No.	Information	Answer	Positive Score
1.	Strongly agree	A	5
2.	Agree	B	4
3.	Neutral	C	3
4.	Disagree	D	2
5.	Strongly disagree	E	1

Table 2. Percentage Criteria

Percentage	Validity
81-100 %	Excellent
61-80 %	Good
41-60 %	Average
21-40 %	Insufficient
≤20%	Poor

The analysis in this study uses a quantitative descriptive technique with the following percentages: data from questionnaires on Google forms filled out by Elementary, Junior, and High School teachers, which were collected and analyzed using percentages. Analysis of

the instrument using a Likert scale technique. The Likert scale instrument has a very positive and negative answer levels. For quantitative data analysis, answers can be assigned a predetermined score of one (1), two (2), three (3), four (4), and five (5) for quantitative analysis. The Likert scale can be seen in Table 1.

RESULT

Learning Planning Data

The results of the analysis of SPEH learning data during the Covid-19 pandemic in East Java in the aspect of learning planning, starting from Malang Regency Elementary school, Trenggalek Regency Junior high school, and Banyuwangi Regency High school, based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Basic Education Process Standards and Medium obtained the Table 3.

Table 3. Learning Planning Percentage Data

Level	Score Result	Score Max	P (%)
SD (n=60)	600	1200	50%
SMP (n=61)	390	1220	32%
SMA (n=29)	360	580	62%
Total (n=150)	1350	3000	45%

In general, the learning plans made by SPEH teachers are only up to the sufficient category, which is 45%, but at the high school level, they can obtain a good category, but the percentage obtained is only 62%. From a deeper review, teachers have difficulty making online learning plans because the subjects usually carry out face-to-face and physical activities.

Learning Implementation Data

Based on the results of the analysis of SPEH learning data during the Covid-19 pandemic in East Java in the aspect of learning implementation, which consisted of Malang Regency Elementary School, Trenggalek Junior high school, and Banyuwangi Regency High school based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Education Process Standards Basic and Intermediate data obtained as follows (see Table 4).

Table 4. Data on Learning Implementation

Level	Score Result	Score Max	P (%)
SD (n=60)	1440	2400	60%
SMP (n=61)	1684	2440	69%
SMA (n=29)	800	1160	69%
Total (n=150)	3924	6000	65%

In general, the implementation of learning made by teachers is solely in the good category, which is 65%. However, at the elementary level, they can only acquire average categories, the percentage obtained is only 62%. From a deeper review, teachers in elementary schools have difficulty teaching motion material in online learning because teachers cannot directly control their movement activities online.

Learning Evaluation Data

Based on the results of processing SPEH learning data during the Covid-19 pandemic in East Java in the aspect of learning evaluation, which consists of Malang Regency Elementary School, Trenggalek Regency Junior School, and Banyuwangi Regency High School based on the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Education Process Standards Basic and Intermediate covers planning, implementation, evaluation. The data results are as follows Table 5.

Table 5. Learning Evaluation Percentage Data

Level	Score Result	Score Max	P (%)
SD (n=60)	1440	2400	60%
SMP (n=61)	1586	2440	65%
SMA (n=29)	858	1160	74%
Total (n=150)	3884	6000	65%

In general, the evaluation/assessment of learning made by teachers is only up to the good category, which is 65%. However, at the elementary level, they can only reach a sufficient category; the percentage obtained is only 62%. From a deeper review, teachers in elementary schools have difficulty evaluating skill material in online learning because teachers cannot directly see the quality of the movements made by students.

Learning during the Covid-19 Pandemic

The following is the result of overall data analysis from aspects of planning, implementation and evalua-

tion of learning during the Covid-19 Pandemic from elementary, junior, and high school levels in East Java Province (see Table 6).

Table 6. Learning Data during the Covid-19 Pandemic

Aspect	Score Result	Score Max	P (%)
Planning	1350	3000	45%
Implementation	3924	6000	65%
Evaluation	3884	6000	65%
Total	9158	15000	61%

Based on the results of the overall data analysis, it was found that learning during the Covid-19 Pandemic through online learning got a percentage of 61% in the good category. In addition, it turns out that the shortcomings occur in learning planning which solely reaches the sufficient category. Meanwhile, it has reached good criteria in the aspects of implementation and evaluation. However, online learning has not reached the excellent category. This happens because there are various obstacles and problems that exist in conditions in the field, including: (1) the condition of teachers who are not familiar with online learning, (2) the condition of diverse students, (3) facilities that do not all have the same standard. In use when learning online, and (4) teachers cannot directly control the condition of students while studying.

DISCUSSION

The problem is also a situation that can cause the implementation of learning to be disrupted and cannot be carried out properly. Based on the aspect of compiling online learning, the research results were obtained. Problems faced by SPEH teachers during the Covid-19 pandemic solely reached sufficient criteria (O'Brien et al., 2020). From this finding, it can be concluded that there are problems in the preparation of the lesson plan, and some teachers do not experience difficulties in preparing the learning implementation plan (RPP). For example, in the selection of lesson plans, the learning method does not match the previous one because it was done offline and is now done online. From there, the teacher must prepare the RPP again. Then after the teacher has determined the lesson plans that are suitable for use, the teacher allows students to try movements related to learning materials with online learning condi-

tions. Therefore, even though learning is carried out online, teachers are required to create a conducive, active, fun, and certainly beneficial for their students.

In particular, in learning planning, teachers should be able to understand the actual conditions of students when doing learning as a reference for planning appropriate learning. This adjusts the circular issued by the local government. By adjusting the circular from the central government, distance/online learning is a solution during the Covid-19 outbreak. Online learning focuses on increasing student understanding (Kemendikbud, 2020). SPEH teachers need to make adjustments and self-development to improve their professionalism in designing learning that continues to change according to current conditions (Mu'arifin, 2019).

In particular, in learning planning, teachers should be able to understand the actual conditions of students when doing learning as a reference for planning appropriate learning. This adjusts the circular issued by the local government. By adjusting the circular from the central government, distance learning is a solution during the Covid-19 outbreak. By continuing to hold online learning focused on increasing student understanding, teachers need to make adjustments and self-development to improve their professionalism in designing learning that continues to change according to current conditions. In addition, the researchers also examined the results of the implementation of online learning where it is known that examples of difficulties in conducting online learning are such uncontrollable online learning because they do not meet face to face with students, are constrained by cellphones, are constrained by tools when using tools, and are challenging to deliver. Appropriate learning provides opportunities for students to connect old knowledge with new material by minimizing good barriers (Mustafa, 2021). The results of this study from the implementation of online learning, the existence of technical obstacles resulted in students not yet fluent in accessing new knowledge conveyed by the teacher.

One of the causes of problems faced in online learning is the difficulty of finding an Internet network and signal difficulties (Anugrahana, 2020). The solution given by the teacher if there are students who have signal problems and cannot follow the lesson properly, the teacher gives additional assignments sent via WhatsApp

Group. The other causes are inadequate facilities and infrastructure. Without adequate facilities and infrastructure, it can reduce the achievement of learning objectives (Dartija, 2013). With problems in facilities and infrastructure, teachers provide solutions such as suggesting students use plastic balls when practising large and small ball materials at home to reduce costs and not burden one party. The next issue in implementing learning is the difficulty of conditioning students when learning takes place becomes ineffective learning. Ineffective online learning can impact student learning outcomes (Apriyanti & Burhendi, 2020). The effectiveness of online learning does depend on technology, internet networks, and the character of students who will determine responsibility for learning (Fauziyah, 2020).

Meanwhile, the evaluation stage is equal to the results of the problems encountered, for example, in the assessment, which must follow the new assessment indicators because learning is carried out online. At the stage of online learning conditions, this is a new thing to do in education due to the Covid-19 situation, so like it or not, all learning, especially SPEH learning, must be done online. Learning online can also enhance student learning outcomes if the teacher presents material accompanied by learning videos and communication access does not occur (Mashud & Ihwanto, 2022). The cause of problems in learning evaluation/assessment is that teachers have difficulty evaluating/assessing student assignments given online because many students do not submit assignments. The solution from the teacher invites parents to contribute directly to this online learning by accompanying students and reminding students to do and submit assignments on time (Astuty et al., 2020). A teacher does need to build communication with parents of students with the aim of parental support and media facilities to support learning. In addition, the role of parents during online lessons is also influential as a companion for students before, during, and after learning (Wardhani & Krisnani, 2020).

Another cause of learning evaluation problems is that teachers find it challenging to carry out follow-up activities in the form of giving individual or group assignments according to online learning conditions because students are less enthusiastic when given online assignments (Mashud et al., 2021). The solution given by the teacher for this problem is that the teacher gives assignments in the form of games so that students are enthusiastic about doing assignments that can be done

in groups with their closest school friends. Online learning conducted by teachers during the pandemic has a high value, which means students are disciplined when participating in learning (Anas & Fitriani, 2019; Pebriyandi, Warni, & Mashud, 2021). Therefore, it can be interpreted that it has been running, but there are problems in the learning process. Thus, teachers must be more effective and careful in using methods that exist at the time of covid-19 with online learning. Where teachers must be conditional in teaching and assigning assignments to students, they can use media that are by student learning plans so that students are more active in learning and SPEH learning can run properly.

Based on the results and discussion previously, online learning has problems, including the internet network that is not evenly distributed in various regions, inadequate facilities and infrastructure to conduct learning online, especially in practice, and can result in not achieving learning objectives, difficulties for teachers to condition students when the learning process takes place resulting in learning to be less effective and affect learning outcomes, the assessment is less effective because many students are late in submitting assignments and being less enthusiastic when given assignments for the next week's meeting (Astuty et al., 2020). Therefore, the importance of parental warfare is to accompany children before they arrive at the end of learning.

The implication of this research is to provide an overview of SPEH learning patterns during the Covid-19 pandemic, where physical activity and movement, which are the main principles in physical education learning, are limited. Therefore, developing a pattern or strategy that can still facilitate students to carry out physical activities according to the standard intensity in learning is necessary for further research. In addition, the form of assessment needs to adapt to the conditions of the Covid-19 pandemic, which can still assess knowledge, skills, and attitudes.

CONCLUSION

Learning planning, implementation, and evaluations were only performed at a good level during the Covid-19 pandemic, which has not yet reached the excellent category in East Java Province in SPEH subjects. Therefore, in providing online learning, problems such as delivering practical material cannot be appro-

priately controlled in implementing online learning. The problems teachers faced in carrying out learning during the Covid-19 pandemic showed that the criteria were still sufficient in the aspect of learning planning. However, two other aspects, such as learning implementation and evaluation, experienced various problems, thus resulting in a less effective learning process. Therefore, there needs to be attention and cooperation from teachers, students, and parents so that online learning can run smoothly.

The limitation of this study is that it solely covers the survey in describing the data, not providing follow-up. Therefore, future research needs to provide action and guidance to teachers during learning during the Covid-19 pandemic. In addition, a more comprehensive survey can also be carried out to obtain complete information regarding SPEH learning during the Covid-19 pandemic. The findings recommend that teachers continue to think creatively so that online learning still involves physical activity, student discipline, and responsibility during learning.

CONFLICT OF INTEREST

The authors declared no conflict of interest.

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