

Sports and health physical education issues in online learning during the covid-19 pandemic in madrasah ibtidaiyah 5 north Lampung

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Abstract

In some countries, the Covid-19 pandemic has become a disaster that causes serious problems, including in the field of Education. This research aims to find out the problem of physical education learning in online learning in the era of the Covid-19 pandemic. This research uses qualitative methods. The research subject is upper-class students from MIN 5 North Lampung school year 2020/2021, as much 106. The instruments the authors use are designed based on previous literature. Interview data is analyzed using content analysis. In most physical education activities interviewed by PJOK MIN 5 North Lamupung education teachers, the total sample of research used in the study was 111 subjects, taking subjects using total sampling techniques. The findings revealed physical education learning problems in PJOK online learning during the Covid-19 pandemic: online learning problems in teachers, limited innovation in online learning, teacher control during PJOK online learning, task problems in students. While the problem in students found difficult to access in online learning, students' interest is lacking in online learning PJOK, limited devices in accessing online learning, facilities, and infrastructure that do not support PJOK.

Keywords: problem, online learning, PJOK, covid-19

INTRODUCTION

After the Indonesian government reported the primary Corona Infection Disease 2019 (Covid-19) case in March 2020, Indonesia officially faced the pandemic. Almost all fields of life have the effect, including the school (Gunawan, 2020; Siahaan, 2020; Syah, 2020). Through The Ministry of Education and Culture, the government has run the strategy 'gain from home' (studying from home) for all the education systems in the yellow zone, orange zone, and red zone. The schools in the green zone can finish the

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face-to-face learning while also focusing on health protocols for a while. One of the areas which have this online learning is North Lampung District.

Studying from home is done by having Long Distance Learning. Act Number 20 the Year 2003 Article 1 Section 15 explains that Long Distance Learning is a school where the students are dissociated from their teachers, and the internet and other media are used as the source of learning in practice. The implementation is divided into two approaches; on-web Long Distance Learning and disconnected Long Distance Learning. In performing Long Distance Learning, the education system can choose one of the approaches (on-web or disconnected or both), which is pointed by the facilities' characteristics and availability. From the explanation above, on of the Long Distance Learning used in MIN 5 North Lampung is on-web learning. The on-web learning system is the framework of learning without direct face-to-face between the teachers and the students but an online internet connection.

The teachers and students study together, at the same time, using an application such as WhatsApp, Message, Zoom Meeting, Google Classroom, Sekolah Senyap, Ruang Instructor, and other applications. On-web learning or web-based learning is a model of learning using PC based innovation that connects the students and the teachers through an internet connection (Kurtarto, 2017; Pakpahan & Fitriani, 2020). PC innovation, handphones, and the web can be perceived as media delivering learning materials, including digging references and information. This strategy is used as a tool to deliver the materials or as a learning method (Billah & Yazid, 2020; Khusniyah & Hakim, 2019; Wekke & Hamid, 2013).

On the level of implementation, the online learning needs a cellular phone, such as a mobile phone or an Android, workstation, PC, tablet, and iPhone, which can be used to gain data whenever and wherever it is needed so the learning process can occur (Gikas & Grant, 2013; Haryanto & Billah, 2020; Kuntarto, 2017; Raibowo et al., 2019). The existence of innovation as the learning method helps the students and teachers in the learning cycle (Haryanto & Billah, 2020; Mahfudz & Billah, 2020). The learning method

depended on the Android innovation to work together with the students to choose effortlessly, more than once, and unlimited by time (Putri & Billah, 2019; Sajidan et al., 2020).

The teachers must guarantee that the process of learning and studying under the circumstances of Covid-19 will keep running (Asmuni, 2020). The purpose of continuing this process is to avoid the brilliant age left behind in the study and keep on learning to be the foremost as the spearhead of the country's progress in the next day (Pujiasih, 2020). Therefore, the effort from all the circles who care about education is needed to create an individual whose positive attitude and being reliable in competing and being ingenious locally, regionally, nationally, even throughout the world although under the pandemic of Coronavirus (Nissa & Haryanto, 2020). Besides, seeing the reality in the society, several student guardians have no phone (Android) or a PC to enhance the on-web learning, especially for the students. This condition makes them confused about facing the existing reality. On one side, they are faced with the lack of supported facilities, and on another side, there is a need to complete a student's assignment.

As pointed out in The 1945 Constitution Article 31 Section 1, every citizen shall be entitled to acquire education. The problem that arose is not only the availability of learning facilities but also the lack of internet data plan which requires a bigger amount and higher responsibility to have a personal mobile phone, to fulfill the need of on-web learning, especially the students' guardians from a middle and lower class, have no calculation to purchase an internet data plan. Another image that becomes a problem is the inability of the teachers and students towards online learning. Research conducted (Irawan et al., 2020) states that the implementation in online spending in the era of pandemic covid 19 occurs problems including by teachers, students, and parents, Teacher problems in the form of weak IT mastery and limited access to student supervision, ranging from students in the form of inactivity of learning, limited support facilities, and internet network access, while from parents in the form of limited time in accompanying their children during

online learning. These problems can be addressed by improving competence in IT mastery, intensive supervision by involving parental roles and providing manual tasks. The study results (Korkmaz & Toraman, 2020), found that most educators experienced some problems during their online learning practices, expect certain changes in educational practices in the post-COVID-19 world, and think important steps should be taken in education against potential future outbreaks. At the end of the study, several recommendations were given to education policymakers, practitioners, and researchers about the post-COVID world in education. The impact of online learning of physical education materials in the era of the covid-19 pandemic, in research (Hambali et al., 2021) explained the effectiveness of Physical Education Learning at the time of the COVID-19 Pandemic was at a score of 50%. That is, physical education learning conducted online is still not optimal. Students and teachers must better adapt to the implementation of the online Physical Education learning process.

From the description above, it can be understood that web-based learning is the chosen solution to perform learning during the Covid-19 pandemic, although there are still several problems in the implementation; for the teachers, the students, and the student's guardians, and other education sectors. Therefore, the researcher needs to observe the Students Problematic in PJOK Online Learning implemented during the pandemic era of Covid-19.

METHOD

The research sample was 106 students and 6 PJOK Teachers at MIN 5 North Lampung. The study uses qualitative research methods using semi-structured interviews. The result of the qualitative research can be description data through written or spoken words from observed people and behavior (Billah, 2016). Participants in this study consisted of 45 classes 4 students, 30 classes 5 students, and 29 classes 6 students, and PJOK teachers of MIN 5 North Lampung. Research permits on students are carried out in writing and shared with all students, and the authors explain

the purpose of the study, this is done for approval to participate in the study under the consent of the student's parents.

The Researcher's Instrument designed an interview guide to collect data on the problem of online learning of PJOK subjects in students MIN 5 North Lampung school year 2020/2021 with the perspective of answers from students and teachers to capture the following information from teachers: online learning method on what is given, innovations carried out during online learning, teacher control in students, tasks given to students. While the information on students includes: difficulties experienced by students, students' interest in PJOK online learning, access to online learning devices in students, facilities, and infrastructure when participating in PJOK online learning.

RESULT

Based on the result of observation and interviews towards the students and PJOK teachers of MIN 5 North Lampung who has been doing online learning, it is found several arise problems, as follows:

1. Online learning model on what is given to students

This can be seen from the answer when the interview states, "we feel confused when doing learning using online learning." In addition, other respondents revealed that "The learning materials that we will display are limited, we adjust the material that we can use for online learning. Especially in the learning of physical education, which is notabane physical activity and carried out in a place outside that requires adequate means." The response further revealed, "the problems in online learning make it difficult for us to control students during learning, how students respond in receiving material, whether our material is noticed by students, and whether students are still in place when learning is done." The problems are the ability of online media or being online to learn, the material planning, and the availability of the tools or evaluation instruments and students control also become obstacles and difficulties. This can be shown that in every assignment given by the teachers, the

students cannot understand the meaning or the purpose of the assignment. It makes the students' parents contact the teachers by SMS or phone call so the teachers can further explain the assignment. This only happens when they are given daily tests, quiz, or middle semester test. This is unlike when the teachers give the assignment to take note of the materials separated from the task—they're only asked to examine and write down—then the story will be different.

2. Innovations made during online learning

This can be known from several interview excerpts that state, "In this online learning I have difficulty to operate the application or platform used to support this online learning." Furthermore, it reveals "the phone or device I use in learning does not support to be able to display the material that I will use, then the way out I use the application that I know and support with my phone or device." Furthermore, the response also stated that "in physical education learning I feel concerned for how to be able to operate props or demos of movement activities in physical education learning." Not all teachers can operate PC or other devices well to enhance their learning-studying process, both in the face-to-face learning activity and surprisingly in the online learning activity. There are several teachers who can operate PC well, but they are only in small number. They cannot understand more about the web, using additional learning applications, making their own learning media/ recording, etc.

3. Teacher control over students

This can be seen in several interview excerpts conducted on respondents who stated, "In online learning I am less able to control students learning, such as how it responds, how the attitude is shown, and the expression of students during learning." Furthermore, respondents stated, "Applications used when online learning in sports learning are very limited, such as the menus in the application in sync cannot be utilized or less supportive in learning." Meanwhile, another respondent revealed, "Online learning conducted to students there are indications that students are not properly listening or following the course

of learning. This is seen when students are asked to respond related to learning the student does not answer or does not respond."The application used to provide no discussion menu to explain a task or propose a question. Apart from that, many students do not use it correctly. Another explanation, towards the beginning of the learning, students will fill a participation list, after that, they will not follow the class until the end; they go to do some other activities outside the class.

4. Tasks assigned to students

When the students submit the assignment, the teachers often forget in receiving their assignment by WhatsApp, so that sometimes their task is not relevant to what they expect. Besides, several students sometimes send the task to the teachers days after the task is given. It can be seen from the results of interviews by teachers on researchers "on online learning in physical education subjects often miss communication with students such as inappropriate assignment materials, late assignment collection, and students can not access in the collection of assignments." Furthermore, "Students in the collection of task results are often not appropriate, such as the answer or maxim of the purpose of the task given, an example exemplifies traditional games, but there are tasks that I do not mention whose task it is, who does the task with inappropriate answers."

While the difficulties from the students during the online learning are:

1. The difficulties experienced by students

Students find it difficult to access learning materials provided by teachers, such as interview answers to students who state, "my home is difficult to signal, so it is difficult to follow learning through the device used." In addition, "Internet access at home is difficult, we find it difficult to access online learning." "Furthermore "I find it difficult in this online learning because of a lot of things like unstable networks." This can happen because several students live in an area where they are difficult to access the internet, so that the students are unable to get and submit the assignment to their teachers on time.

2. Students' interest in PJOK online learning

The students are lack active and lack the interest in following web-based learning, although they are supported with proper facilities such as a PC, a phone/ device, and a data plan. The students have no concerns and responsibilities in completing the task given, either in notes, tests, or others. The tasks that must be submitted in seven days are often delayed and become 14 days or not even sent the assignment. This is known from the results of interviews with students who mentioned, "Physical education learning is less can be followed if done online." Furthermore, "the task given is difficult and does not understand." Interviews with students who collect assignments are often late, stating, "I have to relearn about the task, and it takes a long time."

3. Access to online learning devices in students

The students have no phone/ device that can be used in web-based learning. This can be known from the question of how to access learning, students respond "at the time of learning using a parent's mobile phone or laptop." Furthermore, "The device used when participating in learning must alternate with the younger brother who also does online learning on the father's laptop." When asked about problems when learning online in physical education subjects in general, there is an answer that states, "when assigned assignments by teachers on online learning I often be late collecting because laptops or mobile phones to access learning must be used for other purposes so that when not used, then I just access the online learning." Devices used in online learning, if they have, it must be their parents. In online learning, they have to use the device with their parents alternately, and they will only get the phone after their parents are back from work. Some are back in the evening, in the night, or even late at night. Meanwhile, the process of web-based learning generally occurred from morning until afternoon.

4. Facilities and infrastructure when participating in PJOK online learning

The unreachability of sports tools and facilities such as balls, rackets, bats, etc., until the students meet the obstacle in doing and completing the recording task of the psychomotoric movement (kicking a ball, passing a ball, etc). An answer found during an interview with students revealed that "physical education materials when presented in online form are less followable, because we do not understand the material." "Physical education requires many tools when practicing and we have difficulty finding or using tools to be able to follow the Movement on physical education materials." Furthermore, "Physical education materials displayed less can be followed too quickly in demonstrating movements." The interview results also revealed, "exercise through online learning is less healthy, because we can not do it directly." In sports learning, physical health components are more important than cognitive matters.

DISCUSSION

Online learning is a model of interactively learning by using an internet data plan and System Management of Learning (LSM). Online learning is Long Distance Learning in Higher Sector, which is expected to intensify fair acceptance towards wider qualified learning (Bilfaqih, Yusuf, 2015; Rumengan et al., 2019). Internet-based learning is important for long-distance learning, which specifically combines electronic innovation and web-based innovation. The characteristics of this methodology are constructivism, social constructivism, community of inclusive learners, computer-based learning, digital class, interactivity, independence, accessibility, and enrichment (Fitriyani et al., 2020; Hignasari & Supriadi, 2020; Nurhayati, 2020). Online daring has become an unavoidable decision in the education sector. In the middle of the Covid-19 pandemic, this learning technique can be a solution so the studying cycle can run properly. Teachers can still teach, and students can stay at home studying during this pandemic. Online-based learning cannot be differentiated from the

superiority of web-based innovation, which depends on the availability of information technology (Asmuni, 2020).

Using this online-based learning, the spreading of Covid-19 can be avoided because the teachers and students have no meeting each other. The communication among the students can also be avoided so the direct contact can be dissolved and the spreading of Covid-19 can be minimized. The online media used by the teachers and students of MIN 5 North Lampung is the WhatsApp Group. The use of WhatsApp Group is determined as easy access for MIN 5 North Lampung students to enhance this online learning method. Considering the consequences of direct meetings, the teachers and students have chosen to utilize the WhatsApp application. This is because the application is more usable, recognizable, and understandable by them, although there is still the disadvantage from this application, especially it is not supported with choices menu to deliver the material in bigger numbers. Compared to other media like Google Classroom and Zoom, the students and their guardians are still confused with the Zoom and Google Classroom features, and some students do not facilitate themselves with personal phones. Sometimes, finishing and submitting assignments are done in the night after their parents are home.

The web-based learning or long-distance learning during the pandemic and new normal period focuses on these matters, a) have no danger, because the teachers in the world attempt to minimize the failure chance in studying, due to school problem; b) being reasonable, the teachers have to have practical assumption to realize what is reached during the online learning, and use fine evaluation to survey the result from the learning plan; c) have no burden on the students by giving difficult tasks; d) giving significantly studying experience by applying the proper strategies and techniques in learning which suitable with the condition and material; highlighting the education of the basic life skill exclusively and the handling towards Covid-19 pandemic, the perfect and healthy of life behavior and also the activities of a healthy society; and e) the learning for the new students following the rules of the education system (Asmuni, 2020).

However, there are several obstacles in this web-based learning which make the students do not ready yet to communicate with friends when studying, so it will be only a problem between one student with another until making them bored (Dwi Yulianto, 2021; Handarini & Wulandari, 2020; Irawan et al., 2020).

CONCLUSION

The realization of online learning in distance taking during the Covid-19 pandemic has different problems that occur on the teachers, students, and students' guardians. The problem with the teachers is the lack of IT skills and the limited access to student control. The problem that arose from the students is the lazy students in following the learning, the limited supported facilities, and internet web access. Meanwhile, the problems also come to the student's guardian; they have only limited time with their children during the online learning. The various problems can be solved by expanding IT skills, concentrating management, including students' guardians, and giving direct assignments to students with no phones or devices.

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