

Analysis of Gap and Struggles in the Online Learning Process in Physical Education during Covid-19 Pandemic,

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Abstract: The pandemic of Covid-19 has significantly impacted many aspects of Indonesian's lives, including education. This research aimed to understand more about the gap and struggles of the online learning process in physical education at the core elementary school in Sukorejo District during the COVID-19 pandemic. This study belongs to the descriptive qualitative research category. Observation, interviewing, and documentation are all forms of data collecting. The information gathered is in the form of descriptions based on five physical education teachers at core elementary schools in the Sukorejo District interviews. This research reveals that the online learning process for physical education has been successfully carried out in five elementary schools in the Sukorejo District. The teacher plans the lessons by deciding on objectives, equipment, media, teaching materials, and learning methods. The learning is going well, and both teachers and students can keep online learning going well, Eventhough the network and facilities possessed sometimes make students challenging to understand the subject. The entire learning process for physical education in the core elementary school in Sukorejo District was going unwell at the beginning of covid-19 pandemic. However, in the last year in 2021, it is better. This research suggests that schools with the same situation improve the facilities provided, upgrade technology, and teachers should develop the lessons with interactive media, and parent parents pay more attention and always accompany their children in every situation.

Keywords: pandemic; education; technology; physical education

INTRODUCTION

The Covid'19 pandemic, which has caused crises in every sphere of life in recent years, has stunned the whole world. This pandemic's effects are being seen throughout the world. While the epidemic temporarily stopped, we still need to get prepared for the second and third waves, which will be of a different kind. There were three waves, each of which naturally had a different effect. First wave has had a remarkable influence on society, notably in the area of education. The study, which included a sample of 30,383 students from 62 countries, found that, despite global lockdowns and the transition to online learning, students' lack of computer literacy and increased workload perception prevented them from recognizing an improvement in their own performance in a brand-

new teaching environment. Students are primarily concerned about issues related to their careers and future professional studies, and experience boredom, anxiety, and frustration. Wearing a mask and washing hands are two examples of hygienic behaviors that have been adopted as a result of the pandemic, while leaving the house and shaking hands are examples of commonplace habits that have not (Aristovnik et al., 2020). The Pandemic, according to a similar statement, has had a significant impact on tertiary student practices related to work and academic life, such as the switch to online lectures and tutorials, the closing of libraries, new assessment techniques, different workloads and performance levels, etc. (Abelskamp & Santamarinam, 2020; Bezerra, 2020; Gonzalez et al., 2020; Kamarianos et al., 2020; Wenjun et al., 2020) and social life, such as locked dorms and consequently returning home, no meetings with fellow students, coworkers, or relatives, no parties, no traveling, staying put overseas, etc (Cao et al., 2020; Ma & Miller, 2021; Wanga et al., 2020). In addition to issues with their own personal finances, such as losing their student employment, they also worry about their future careers, education, and financial stability. (Alatawi, 2021; Elmer et al., 2020) and mental well-being (fear, frustration, anxiety, anger, boredom, and several more emotions) (Brooks et al., 2020; Cao et al., 2020; Ma & Miller, 2021; Wanga et al., 2020).

Like wise to the first wave of pandemic COVID, waves two and three showed an increase in anxiety throughout the global community because the pandemic status had diminished, but knowledge about the worst aspects of the upcoming wave was making people more apprehensive. A study by Priya Bhakat and Kakoli Das that revealed a significant increase in mental health issues during the second wave of the pandemic, more so than the first, provides proof of this. Stress is a condition in which a person has trouble adapting to a new style of learning, despair and anxiety are the main causes of excess. This is also a result of worries about dropping out of school due to financial problems at home, a lack of social interaction, and excessive screen usage during the summer (Bhakat & Das, 2023). Another issue is that some teaching and learning activities have been paralyzed as a result of the epidemic because schools have been closed since 2020. The lack of regular student involvement, the breakup of friendships or relationships with partners, the delay in entering the world of apprenticeships or specialization, which reduces the level of competitiveness in getting a job, the uncertainty about the future, which causes frustration, and loneliness and anxiety make the situation more vulnerable for students are just a few of the factors that worsen mental health in India. (Chhetri et al., 2021; Saraswathi et al., 2020; Zhai & Du, 2020).

Some explanations address the operation of the educational system as a whole, including the steps involved in the learning process. In order to regulate the ongoing process of implementing learning and assessment during the co-19 epidemic, Indonesia uses remote learning (PJJ) during an emergency period of time. This is stated in the Ministry of Education and Culture's Circular Letter No. 4 of 2020 Concerning Implementation of Education Policies in the Emergency Period of the Spread of Coronavirus Disease (COVID-19), which the government issued as a means of continuing to realize effective education. One of the policies is that the teaching and learning process is conducted from home via the internet or distance learning to stop the spread of viruses in educational institutions. (Santoso, 2020) in Baety, et al (2021: 881).

Problems with psychological well-being and/or mental health may have their roots in a number of past issues. The world of education faced four challenges during the covid pandemic, according to Herlina and Maman, S. (2020: 2): 1) instructors' insufficient online proficiency; 2) inadequate infrastructure ideas; 3) limited internet connection; and 4) lack of preparedness for emergency finances. This has an effect on the neighborhood's unpredictable economic situations, its poor schools, and its lack of internet connection. In Sukorejo District, Kendal Regency, there are 5 primary schools that are core schools, according to the findings of a preliminary study on teacher preparedness, in this case a physical education teacher. Certainly this core school implements a distance learning system. Several variables were discovered, including the fact that not all teachers are accustomed to delivering lessons online, making some of them less than ideal for facilitating learning, and that each household's financial situation and level of technological proficiency differs. Since there is no direct supervision of students and many teachers find it challenging to provide online tools for carrying out physical activities, it is unknown how much students may learn and how far they can advance their academic goals.

The objective of this study is to examine the limitations and challenges faced by physical education teachers when implementing the teaching method into practice at primary schools in the SD Inti of Sukorejo District. Is learning going smoothly? How well-equipped is the teacher to carry out the entire learning process, from planning to implementation to assessment? Because this is a national education standard included in PP No. 57 of 2021, teachers must be prepared and also carry out the learning process, beginning with lesson design, implementation of learning, and assessment of the learning process. In addition, it is in compliance with the pandemic needs, as the educational sector requires facilities that are in agreement with learning requirements during a pandemic. Therefore, the right infrastructure, facilities, and facility efforts are required to promote

teacher preparedness in a successful learning process. This is done to make sure that learning activities continue even while there is no face-to-face meeting. Nowadays, a lot of people use this technology, particularly the internet, smartphones, and laptops, to facilitate remote learning. (Basar, A.M, 2021:209).

METHOD

A qualitative technique approach is used in this investigation. Interviews and observation checklists are two types of qualitative data that are utilized in data analysis to support the data being sought. This research relates to actions taken to gather information on how the learning process was conducted during the Covid-19 pandemic. The constraints and difficulties that the online learning process for Physical Education Teachers at SD Inti Sukorejo District faces will be examined.

The SD Inti Sukorejo District, Kendal Regency, which included five schools SD Negeri 1 Sukorejo, SD Negeri 2 Sukorejo, SD Negeri 2 Kebumen, SD Negeri 1 Selokaton, and SD Negeri 1 Kalipakis, was the location used for data collecting. This study focuses on the preparation, or learning planning, learning execution, and learning evaluation processes that occur during the physical education learning process. 5 teachers who teach physical education were included as study participants.

The instruments employed in this study were documentation, interview instructions, and observational guides. The readiness for implementing online learning and how the Physical Education learning process was conducted during the Covid-19 pandemic will be observed in the observation guidelines. The condition of the school environment, facilities and infrastructure, instructional materials, the implementation of the learning process, and the evaluation carried out during the physical education, sports, and health lessons delivered online due to the co-19 pandemic are just a few of the things that need to be observed in this study. While in the interview guidelines, the key questions are organized in to three categories: 1) learning planning, 2) learning process implementation, and 3) learning process assessment. Table 1 contains a collection of interview criteria.

Tabel 1. Interview Guidelines

No.	Indicator	Sub-Indicator
1.	Learning Preparation	<ul style="list-style-type: none">a) Establish learning objectivesb) Create online learning resourcesc) Create educational mediad) Prepare instruction materials in accordance with the subject matter being taughte) Appropriateness of learning resourcesf) Determine the instructional strategy.
2.	Learning Process Implementation	<ul style="list-style-type: none">a) Implement learning in accordance with the developed lesson plansb) Choose various techniques, methods, and media in accordance with the environment and the studentsc) Effective and original classroom instruction and managementd) Readiness for using online educatione) Using resources and infrastructure for online learningf) Challenges with online educationg) Teachers and students interacting via online learning
3.	Learning Process Assessment	<ul style="list-style-type: none">a) Understanding of scoring systemsb) Compile an assessment based on the aspects of the assessmentc) Analyze thoroughly in the assessment processd) Conduct a thorough evaluation during online learning

This study's data analysis consisted of three parts, including data reduction, data presentation, and conclusion drafting (Sugiyono, 2012).

RESULTS

The findings of the study were based on observations and documentation that had been created previously using interview and observation criteria. According to the findings, the researchers' observations on learning implementation, learning process assessment, and learning planning that are adapted to the learning process standards can be seen in table 2. Based on the results of observations that have been made by researchers, it can be seen that the implementation of learning in five elementary schools which are included in the Core SD in the Sukorejo District, namely SD Negeri 1 Sukorejo, SD Negeri 2 Sukorejo, SD Negeri 2 Kebumen, SD Negeri 1 Selokaton and SD Negeri 1 Kalipakis which are can be seen from the planning, implementation and assessment carried out in the five elementary schools.

Since each school's PE teachers used a similar online learning platform, the researchers' overall observation findings were essentially the same across the five schools. The findings indicate that a number of factors, including infrastructure and facility completion, learning facilities, and assessment practices that do not meet infrastructure and facility standards, are similar and act as

barriers to effective learning. Naturally, this is a widespread and prevalent issue. For the detail data result, it spread out in table 2 as follow :

Tabel 2. Observation Data

No.	Indicator	Sub-Indicator	Location of Primary School				
			SD Negeri 1 Sukorejo	SD Negeri 2 Sukorejo	SD Negeri 2 Kebumen	SD Negeri 1 Selokaton	SD Negeri 1 Kalipakis
1.	Learning Preparation	a) The instructor sets up teaching aids	Y	Y	Y	Y	Y
		b) The teacher creates instructional materials	Y	Y	Y	Y	Y
		c) The instructor creates resources or teaching aids.	Y	Y	Y	Y	Y
		d) infrastructure and amenities in their entirety	Y	Y	N	Y	N
2.	Learning Process Implementation	a) The instructor gives lessons in accordance with fundamental skills.	Y	Y	Y	Y	Y
		b) During online learning, students practice.	Y	Y	Y	Y	Y
		c) The facilities and infrastructure used for online learning are suitable, and students follow the material well.	Y	Y	Y	Y	Y
		d) In online learning, there is effective communication between instructors and students.	N	N	N	N	N
		e) In the area surrounding the school	Y	Y	Y	Y	Y
		f) There is an internet connection	Y	Y	Y	Y	N
3.	Learning Process Assessment	a) In accordance with the provided assignment, the teacher assigns an evaluation.	Y	Y	Y	Y	Y
		b) The instructor rates the students' online learning participation.	Y	Y	Y	Y	Y
		c) The instructor evaluates the precision with which pupils turn in their homework.	Y	Y	Y	Y	Y
		d) The instructor evaluates the infrastructure and amenities that students use in their actual practice	N	N	N	N	N

Information Data: Y = Yes, N= No

DISCUSSION

Online learning during the Covid-19 pandemic at the core elementary schools in the Sukorejo sub-district as a whole was carried out quite well. The teacher makes a lesson plan by determining learning objectives and online lesson plans. This online RPP consists of one sheet according to government recommendations which contains preliminary activities, core activities, and closing. In addition, the teacher prepares the media used for online learning in the form of learning videos that are made by themselves or from YouTube before the learning takes place. In addition to learning media, the teacher also prepares teaching materials to be taught, this is done so that the teacher is ready to carry out learning. Then the teacher also prepares learning methods that will be applied in the implementation of learning, so that when the implementation of learning takes place the teacher is ready to teach with the methods that have been prepared beforehand. Based on the things that have been explained, according Kusuma Dewi (2019), learning planning includes syllabus and Learning Implementation Plans (RPP) which contain subject identities, SK, KD, indicators of competency achievement, learning objectives, teaching materials, time allocation, learning methods, learning activities, assessment of learning outcomes, and learning resources.

The results on the indicators for implementing online learning in five schools that are included in the core elementary schools in the Sukorejo sub-district carry out learning based on the lesson plans that have been made before carrying out learning. Then the teachers in the five elementary schools in carrying out learning use the media applications Whatsapp and Youtube, there are also some who use the Google form. Whatsapp is used to communicate with students and parents regarding the implementation of online learning, also to send learning videos and assignments to students and vice versa students send the results of assignments that have been done to the teacher, Youtube is used if the teacher does not have time to make learning videos and then uses the learning videos that taken from Youtube selected according to the material to be delivered, the Google form is used for written assignments given by the teacher to students. The use of these media aims to make it easier for students to carry out learning and understand the learning material presented. According to Majid (2011) learning media is a tool used to make it easier for students to understand learning material.

The implementation of online learning methods used by physical education teachers in the five core elementary schools is the lecture and assignment method. The lecture approach is thought to be the most efficient way to teach students new material. Learning films are used in this lecture format. In order to attain the intended indicators or learning objectives, Tambak (2014: 378)

defines the lecture method as a means of providing courses or material via direct or intermediary oral narratives. Additionally, the teacher employs the assignment approach, which involves delivering assignments to students. This method, which is frequently employed by teachers, tries to assess how well students comprehend the content that has been given. Suparti (2014: 58–59) claims that the assignment technique is a teaching strategy that involves assigning students tasks to do in order to hold them accountable for their learning within a set time frame.

Then student learning on physical education material does practice even though learning is carried out online, this is done so that students continue to do sports like corner learning that should be and during the Covid-19 pandemic students can still maintain good health. The readiness of students in implementing online learning cannot be called good but it is not bad either because there are still many obstacles regarding the things needed for online learning such as mobile phones. However, teachers have sufficiently prepared lessons well, such as sharing with fellow corner teachers and learning more about electronic media used for online learning so that teachers can master electronic media and carry out learning according to government policies with adequate capabilities. Because before conveying to students the teacher must have more control over what will be conveyed as Sopian (2016: 96) argues that the teacher in carrying out his duties must have a set of abilities in the field that will be delivered and must have mastery of the material so that it is easily accepted by students which includes the ability to supervise, train and have professional and social skills.

The teacher addresses students in the process of implementing online learning by demonstrating excitement and motivation so that they are always highly engaged in the learning process and still desire to perform well.

In the sub-indicator, the sports facilities and infrastructure available in the three core primary schools are complete and adequate, but the other two schools have sports infrastructure but are still incomplete. Meanwhile, the facilities and infrastructure used for online learning are not prepared from the school but from each student himself. Then for book facilities there are 3 schools that do not provide them for students because the material is provided from learning videos but the other two schools continue to facilitate books as guides for student study at home. In implementing online learning, the availability of facilities and infrastructure is the main thing to support the successful implementation of online learning. According to Barnawi and Arifin (2016: 40) educational facilities are everything in the form of tools and equipment directly, while educational infrastructure includes all equipment and supplies that indirectly support the educational process.

It must have been difficult to execute the learning throughout this online course. Delivering online course materials is hampered by the fact that the majority of teachers and students have issues with student-owned cellphones. Additionally, since face-to-face learning can only be done through Whatsapp during this online learning, there are issues with the interaction between teachers and students during this process. This results in an imbalance in communication between teachers and students.

Next subject that is Assessment and Evaluation Indicator, Through the Whatsapp app, students' daily assignments were evaluated as part of the indicator evaluation and assessment of pupils during the pandemic. The class instructor sends homework to the parents' personal WhatsApp accounts of the pupils, who subsequently return them to the corner teacher with the results of their work. In addition, some use Google forms while others employ questions collected at school for mid- and end-of-semester written tasks. The teacher's evaluation is divided into three categories: knowledge, skills, and attitudes. One of the key components of education is assessment, which helps teachers and parents assess how well their kids are learning. Additionally, the fact that there is an assessment will encourage pupils to keep learning in order to receive a passing mark. The assessment method is often student-centered, according to Hamalik (2001: 145); this means that evaluation is intended to examine student learning outcomes and aims to ascertain what learning opportunities students take advantage of.

The process of learning physical education that has been conducted by schools in SD into Sukorejo sub-district and is conducted online has found new findings, specifically the learning model uses tools that are simple but can be useful for PJOK learning, that learning does not always have to use appropriate tools but can also using objects around them, and that learning can use. This learning model can be a convenience for schools that still have limited infrastructure so they can practice PE.

CONCLUSIONS

The issue with implementing education is inseparably linked to a number of existing factors, such as how well-prepared the school is, how well-qualified the teachers are, how well they can organize and facilitate the learning process, how well-prepared the parents are, and how well-prepared the students are for every process they encounter. The study's findings demonstrated that the five elementary schools that were its focus had solid planning, implementation, and assessment practices that were deemed adequate for carrying out learning. Even in challenging

circumstances, the teacher can continue to give learning with the help of straightforward instruments and adaptations. Facilities and infrastructure issues, students' failure to meet competency and learning goals, parental expectations, and the necessity for creative innovation in all practice-related materials are the main challenges. Each teacher's tale is the same. The restrictions and difficulties brought on by the Covid-19 epidemic were eventually overcome. This can be accommodated by teachers because the covid pandemic occurred more than three years ago. Learning methods and innovations change as a result of new adaptations, all of which improve learning. The requirement for a teacher to keep thinking and refining problems so that they inspire creativity without losing the core of the learning process.

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