



Evaluation of Online Learning Implementation in the Middle of the Covid-19 Coronavirus Pandemic in Palangka Raya SMA Penjas Subjects

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Abstract

This study aims to determine the implementation of the administrative activities of the Physical Education teacher learning program during the COVID-19 pandemic at the Watershed School (DAS). This research is descriptive research. This research was conducted at MI Mutiara Insan Palangka Raya. Data collection techniques used interview techniques, namely through direct question and answer with school residents, namely school principals and physical education teachers. The data analysis techniques in this study are as follows: (1) data reduction, (2) data presentation, (3) data verification and (4) drawing conclusions. Based on the results of the study, it can be seen that the implementation of PJOK learning at MI Mutiara Insan Palangka Raya is still being carried out despite the COVID-19 pandemic. In its implementation there are slight differences, from the usual face-to-face meetings turning into online learning at home by utilizing technology to break the chain of the spread of COVID-19. The teacher also adjusts the learning implementation plan to current conditions and according to instructions from the local education office. In delivering the material, the teacher uses the whatsapp group application because it is easy to use so that learning can run effectively. On indicators of assessment or evaluation of learning, teachers can only make assessments from the cognitive (knowledge) domain, cannot make assessments from the affective (attitude) and psychomotor (skills) domains.



INTRODUCTION

The COVID-19 pandemic is a tragedy that grieves the entire population of the earth. Currently, the whole World is under threat of Coronavirus disease (COVID-19) (N & Patil, 2020). The impact of COVID-19 is felt in almost all countries. The crisis really came suddenly, especially in the world of education, the government in any part of the world including Indonesia had to take a bitter decision to close several places that made a lot of people. Covid-19 could fundamentally change the way sport operates in the future and requires further analysis (Parnell et al., 2020). The school is the only object of monitoring that certainly gets special attention (Rasmitadila et al., 2020). Many sectors have received the impact of the outbreak, and the education sector is no exception.

Understanding the similarities and differing realities of some of these experiences across contexts and countries can help to inform formal responses going forward to further enhance teaching, learning, and professional development during and beyond this period of time (Howley, 2021). As a result of this pandemic, the Minister of Education and Culture of the Republic of Indonesia through Circular No. 4 of 2020 decided that the teaching and learning process must be carried out from home or what is often referred to as Learning From Home (BDR) (Mendikbud RI, 2020). Conceptually, the administration of learning programs during the COVID-19 pandemic is important for physical education teachers to implement. Education, especially the state, in facilitating the continuity of schools for all educational stakeholders to carry out distance learning (Syah, 2020).

The effective and efficient implementation of administrative activities for physical education learning

programs during the COVID-19 pandemic is an urgent need, but in reality there are still many teachers who are not aware of the importance of carrying out these activities. This is due to the reason the teacher does not have time to do the administration. As well as the normal classroom subjects, teaching should include varied assignments and work that puts COVID-19 in a global and historical (Daniel, 2020).

The concept of bold learning has the same concept as e-learning. To improve the quality of education during the COVID-19 pandemic, the physical education and health (PJOK) learning program must be administered as well as possible. Therefore, the teacher as the spearhead in the educational process who is directly involved with the teaching and learning process must be able to carry out administrative activities for the online PJOK learning program. It is hoped that with the implementation of a good online physical education learning program administration, the online teaching and learning process will run as expected in accordance with educational goals. Learning administration includes: Competency Standards (SK), Basic Competencies (KD), Annual Programs, Semester Programs, Syllabus, Learning Implementation Plans (RPP), Evaluation Programs and Remedial Programs are a concept or plan of a teacher in transferring knowledge to students systematically. Without plans and benchmarks in teaching, the learning materials given to students will not be delivered systematically.

This is due to the reason the teacher does not have time to do the administration. Administering learning programs is considered only as a formality, and the material to be delivered is considered easy and very important so that learning programs do not need to be administered.

Common obstacles faced by elementary schools, especially those in watersheds (DAS) in implementing distance learning, include; Not all students have electronic teaching media facilities (computers, laptops, android phones), not all students are able to access the internet (do not have a data package), it is undeniable that there are also physical education teachers in Watershed (DAS) elementary schools who do not able to utilize electronic teaching media in the form of hardware and software properly or technically, and there is confusion in choosing and utilizing technology platforms or online learning that can fulfill the teaching of physical education, sports and health. To switch from a face-to-face learning model or meet in person, then turn into online (online) it really requires a lot of effort and costs (Arif, 2020). Changes in the education system make it difficult for students to receive the material, especially students at the Elementary School and Kindergarten levels, because learning that is usually done conventionally turns into distance-learning or done online, the implementation of which cannot be separated from the use of technology information (Hanifah Salsabila et al., 2020). Learning process (KBM) at schools using an online system at home. Online learning, online, or distance learning aims to meet educational standards by utilizing information technology by using computer devices or gadgets that are interconnected with students and teachers as well as students and lecturers (Pakpahan & Fitriani, 2020).

The existence of a good learning implementation program during the COVID-19 pandemic, teachers can make various corrections from the way teachers teach so that the teaching methods and teaching materials owned by the teacher will always attract the attention of students even though learning is in progress. done

online, students will feel happy, students easily accept the lessons delivered, avoid the learning process that is often not in accordance with the right material, and the way of teaching is not monotonous so that students are not bored and even students can understand the material more deeply. Technology keeps students connected to teachers so that knowledge transfer can still be carried out properly. There are now a variety of digital technologies that can be used to augment and enhance work, learning and public health strategies (Komalasari, 2020). Seeing the situation that has been described, the researcher is interested in conducting a research entitled "Analysis Study of Physical Education Learning Administration During the Covid-19 Pandemic Period in Palangka Raya Watershed Schools".

METHODS

The research uses a qualitative strategy, namely research that emphasizes objective phenomena and is studied qualitatively. This type of research is non-experimental in the form of descriptive research (Sugiono, 2016). This study does not manipulate data or make changes to the variables involved in the study, but describes the conditions for implementing physical education learning administration during the COVID-19 pandemic. Research is also a survey research because there are components that describe qualitatively the opinion tendencies of a certain population (Sugiono, 2014).

The focus of this research is directed at analyzing the implementation of Physical Education Learning Administration activities during the Covid 19 Pandemic Period at the Watershed Schools of Palangka Raya City. The research subjects were elementary school teachers in the Kahayan river environment and the Mendawai area of Palangka Raya. The object of research is the

administration of physical education learning during the covid-19 period.

Participants

The subject of the study was the primary school teacher Pahandut Sebrang and primary school 14 Palangka Raya. Which amounted to 16 people and 282 students. The object of the research was the implementation of physical education learning during the covid-19 period. The sources of data used by researchers are not only books, field notes, and photos, but also the results of interviews with PJOK teachers as informants. Data sources are used to examine subjective aspects and the results are analyzed inductively (Hardani et al., 2015).

Sampling

The data collection technique that will be used is by giving a questionnaire to the teacher who is the subject of the research. The research will be conducted in June - August 2021. This research activity was carried out at SDN Pahandut Sebrang and SDN 14 Palangka Raya.

The data collection method used in this study used an instrument in the form of a questionnaire containing questions relevant to the research objectives. The purpose of this technique is to obtain data from the implementation of administrative activities for learning programs for teachers of physical education, sports and health at the Elementary School level in the Watershed (DAS) of Palangka Raya City. The reason for using a questionnaire is because with this method researchers can save time, energy and costs. The questionnaire in this study is closed so that there are similarities in the answers of each respondent so that the data processing process is easier.

The instrument used in data collection is a questionnaire. The question items must be an elaboration of the contents of the factors described above,

then translated into existing indicators which are then compiled into items that can provide an overview of the state of these factors. The data analysis used is framing analysis, which can simply be described as an analysis to find out how reality (events, actors, groups or whatever) is framed by the media. Framing of course through construction. Here social reality is interpreted and constructed with a certain meaning. Framing analysis as a text analysis method is heavily influenced by Sociological and Psychological theories.

Procedures

The research stages are arranged based on systematic steps so that the workflow is clear and indicators can be achieved. The research flow including preparation, field observation and processing is presented in the following chart.

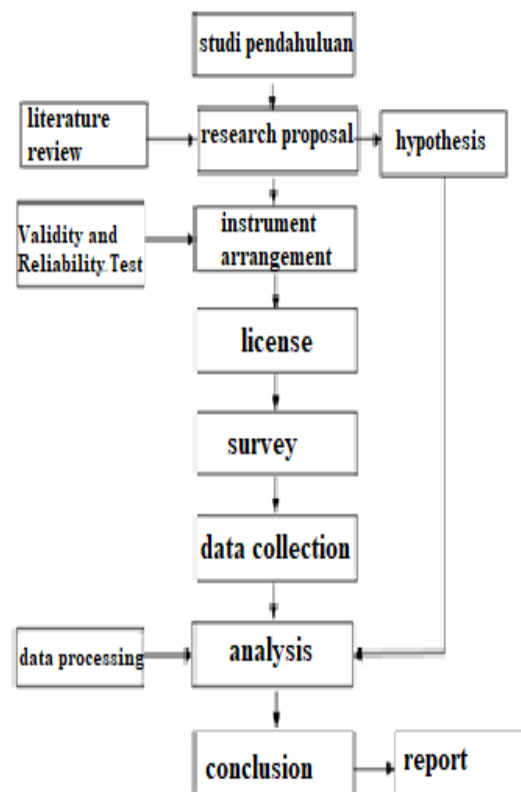


Figure 1. Research Flowchart

Data Analysis

The analytical method used in this research is framing analysis with a model approach of Zhongdang Pan and Gerald M. Kosicki. The process of making a message more prominent, placing information more than others so that the audience is more focused on the message. Data analysis was carried out by systematically compiling the data obtained from interviews, field notes, and documentation that had been organized into categories, breaking it down into synthesizing units, compiling into important patterns that would be studied and drawing conclusions.

RESULT

The results showed that during the COVID-19 pandemic, all teachers continued to carry out PJOK learning. Overall, the implementation of PJOK learning uses online media by adjusting the material according to the conditions and directions from the education office.

Studying at home is carried out to provide meaningful learning experiences for students and can be focused on life skills education, including regarding the COVID-19 pandemic. The results of the study on indicators of learning activities showed that all teachers (100%) continued to provide PJOK learning during the COVID-19 pandemic conditions. The existence of the COVID-19 pandemic has disrupted learning activities, so the government recommends carrying out learning activities at home by utilizing current technology. In the learning process, the teacher also prepares several learning administrations including lesson plans, syllabus etc.

The learning process is adjusted to the plans that have been formulated even

though the online learning process is still often adapted to conditions and the environment, especially when faced with internet network problems. The suitability of learning materials when the teacher gives the material is not coherent, this is because the teacher adapts to the instructions from the local education office. The learning method carried out by the teacher uses online learning methods and the teacher gives homework and uses other methods, namely a combination of online learning methods and homework. With an appeal from the government to reduce activities that cause large crowds such as teaching and learning activities in schools, learning activities are carried out at home using online methods.

The results on the indicators of learning media show that teachers use whatsapp groups. Based on the results of this study, whatsapp groups are the main choice to support the implementation of online PJOK learning because they are easy to use by all groups, both teachers, students, and parents. Through the whatsapp group, teachers can provide material and evaluate through assignments sent by students. In addition to whatsapp groups, there are other learning media, namely google classroom, zoom, and edmodo, but these media are not used because many teachers, students, and parents have difficulties and do not understand their use.

Student participation shows that students are enthusiastic and actively participate in learning. This can be seen from the high enthusiasm of students and teachers to carry out learning and the high desire of students to complete assignments properly in accordance with the allotted time. Students who are not active in learning are caused by boredom due to too many assignments from various subjects.

The learning process shows that the teacher cooperates with the parents of the students so that the learning process

can take place well. Teachers need to build communication with parents of students so that online learning continues to be carried out intensely, with results that are not far from learning activities in class. In this case, parents have a very important role in learning activities at home including assisting, guiding, directing, and supervising their children in completing the learning process.

The results on the assessment indicators show that the teacher said the student assessment was carried out well and the teacher said the student assessment through online learning was less effective. Learning is more theoretical and minimal in practice because it is not possible to have direct interaction with students. This causes teachers to only be able to make assessments from the cognitive (knowledge) domain, unable to make assessments from the affective (attitude) and psychomotor (skills) domains.

DISCUSSION

Student participation shows that students are enthusiastic and actively participate in learning. This can be seen from the high enthusiasm of students and teachers to carry out learning at each meeting and the high desire of students to complete assignments properly in accordance with the allotted time. Students who are not active in learning are caused by boredom due to too many assignments from various subjects. The results on the assessment indicators show that the teacher said the student assessment was carried out well and the teacher said the student assessment through online learning was less effective.

Learning is more theoretical and minimal in practice because it is not possible to have direct interaction with students. This causes teachers to only be able to make assessments from the cognitive (knowledge) domain, unable to

make assessments from the affective (attitude) and psychomotor (skills) domains. This is in line with several other studies related to the implementation of online learning which will make students have to be technology literate to achieve the goals of education itself.

CONCLUSION

Based on the results of the research above, it can be seen that the implementation of PJOK learning during the COVID-19 pandemic at MI Mutiara Insan PalangkaRaya was still carried out despite the COVID-19 pandemic. In its implementation there are slight differences, from the usual face-to-face meetings turning into online learning at home by utilizing technology to break the chain of the spread of COVID-19. The teacher also adjusts the learning implementation plan to current conditions and according to instructions from the local education office. In delivering the material, the teacher uses the whatsapp group application because it is easy to use so that learning can run effectively. In the process of student evaluation or assessment, teachers can only make assessments from the cognitive (knowledge) domain, cannot make assessments from the affective (attitude) and psychomotor (skills) domains.

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