



Implementation of PJOK Learning Media at the Elementary School Level During the COVID-19 Pandemic in Padang Jaya District North Bengkulu

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Article Info

Article History :

Received : June 2022

Revised : September 2022

Accepted : September 2022

Keywords:

Implementation, learning media, pjok

Abstract

This study aims to determine the application of learning media and the implementation of PJOK learning during the Covid-19 period in Padang Jaya District, North Bengkulu. This type of research is qualitative. The subjects of this study involved 7 PJOK teachers, and 35 elementary school students. Instruments and data collection techniques using observation, questionnaires and interviews. The data analysis technique uses data reduction, data presentation, drawing/conclusion and verification. Based on the results of research on PJOK learning media during the Covid-19 pandemic that used learning media with whatsapp/online and did not get a percentage of 50% of the medium criteria. Based on the results of research from PJOK teachers, 62.32% good criteria and 69, 21% good criteria for students. The results obtained through observation,



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INTRODUCTION

Physical education planning is carried out carefully to meet the development, growth, and behavioral needs of each child. So physical education is only aimed at developing psychomotor abilities, but also developing cognitive and affective abilities of students (Sandry et al, 2018). Physical education is one of the subjects that has a complete domain section to develop the psychomotor, cognitive, and affective aspects of educator participants. Through physical activity that is systematically arranged in the learning process, it can contribute to students to develop the potential that exists within them (Nopiyo et al, 2019).

Physical education is a relatively young field of research, and in Indonesia the role of sport has not been taken seriously. Physical education is within the scope of the school. In school, physical education is one of the subjects. So that the problem of physical education will not be far from; teachers, students, schools, physical education materials (Pujianto, 2013).

At the beginning of 2020, the outbreak of a new type of virus, namely the Novel Coronavirus (SARS-CoV-2) shocked the whole world. The disease was called Coronavirus Disease 2019 (COVID-19). As we all know, the source of the virus came from Wuhan, China. It was discovered in late December 2019. So far, 65 countries have been confirmed to be infected with this virus. (WHO data, March 1, 2020) (PDPI, 2020). Initially, epidemiological data showed that 66% of patients in Wuhan, Hubei Province, China were associated with a seafood market or live animal market (Huang et al., 2020).

The outbreak of Corona Disease (Covid-19) which has hit more than 200 countries in the world, has presented its own challenges for educational institutions, especially higher education. Anticipating the transmission of the virus, the government has issued policies such as isolation, social and physical distancing to large-scale social restrictions (PSBB). This condition requires its citizens to stay at home, work, worship, and study at home (Jamaludin & Ratnasih, 2020).

Indonesia's COVID-19 was first reported on March 2, 2020, with a total of 2 cases. At the same time, the data applies to Indonesia, which recorded the highest number of ASEAN coronavirus infections on Wednesday (17 June 2020), with 41,431 positive cases. Indonesia also has the highest number of deaths from COVID-19 in Southeast Asia, with 2,276 deaths. As a new disease that spreads quickly, there is no cure yet, accompanied by a flood of information through social media, not all of which can be trusted, has created a stigma for people affected by Covid-19 and their families (Abdillah, 2019).

The pandemic in Indonesia has changed the learning system from face-to-face learning to online learning. Since the emergence of positive cases of COVID-19 in Indonesia, the government has implemented a policy of studying and working at home through the Indonesian Ministry of Education and Culture and the Ministry of Religion starting in mid-March 2020 (Jamaludin et al., 2020). However, to overcome this the teacher can start with several steps. First, ensure that you continue to learn and understand skills using new media. Second, logically and creatively show how

information technology products, like any technology, are a double-edged sword. Could make them better, or vice versa. Third, make the wealth of the digital world a shared learning space. Fourth,

This online learning is a process of transforming conventional education into digital form so that it has its own challenges and opportunities. Therefore, the obstacles that exist in the online learning process must be found a solution, so that future projections of learning with the online system can be mapped. Therefore, research on barriers, solutions and projections of online learning systems needs to be done. So it is hoped that the responses obtained can describe the process of implementing online learning in the midst of the current Covid-19 pandemic and be used as basic information for relevant parties in determining online learning policies, especially teacher candidate institutions and education staff (Nopiyanto et al, 2020).

The spread of the virus in Indonesia has not shown a downward trend. However, in the field of education, online learning policies have a very important impact in supporting the government's efforts to break the chain of transmission of the Covid-19 virus. The learning process occurs because of the interaction between the teacher and the environment. Therefore, learning can occur anytime and anywhere (Raibowo et al, 2020).

The problem that exists in the background is the effectiveness of the Sports and Health Physical Education (PJOK) learning media at this time, therefore the researcher will conduct a study entitled "Implementation of PJOK Learning

Media at the Elementary School (SD) Level During the Covid-19 Pandemic Period In the District of Padang Jaya, North Bengkulu."

METHOD

The type of research used is the type of descriptive research. The approach used is a qualitative approach. Descriptive research is a form of research that describes natural and man-made phenomena (Winarni, 2014). This research will be conducted in the first semester of the 2020/2021 academic year. The survey used a questionnaire conducted by researchers on 7 PJOK teachers and 35 student representatives to collect data in this study. The location of the research was carried out at SD N and MI in Padang Jaya District, North Bengkulu and the time of the research was carried out on September 16 - November 16, 2020. The data collection techniques used were observation, questionnaires and interviews.

Observation is a data collection method that uses the results of observations of research subjects. Observations can be made directly or indirectly. Direct observation is direct observation (without tools) of the symptoms of the object being observed, regardless of whether the observations are made in actual conditions or in special manual conditions. Meanwhile, indirect observation is observing the symptoms of the object being studied through a tool. Implementation can be done in actual conditions or in artificial conditions (Winarni, 2018).

Questionnaires are an efficient data collection technique if the researcher knows for sure the variables to be measured and knows what is

expected of the respondents.(Sugiyono, 2012).

Interviews are used as a data collection technique if the researcher wants to conduct a preliminary study to find problems that must be investigated, and also if the researcher wants to know things from respondents who are more in-depth and the number of respondents is small. This data collection technique is based on self-reports or self-reports, or at least – at least on personal knowledge and/or beliefs.(Sugiyono, 2012).

Research Instruments is an instrument or research tool that is carried out by the researcher himself. Researchers as a tool must also verify the distance the researcher is ready to conduct research and then enter the field. Identifying researchers as tools includes ensuring an understanding of qualitative research methods (Winarni, 2018).

Data analysis in qualitative research is carried out during data collection and after a certain period of data collection is completed. During the interview, the researcher analyzed the respondents' answers. If the respondent's answers have been analyzed, but the results are not satisfactory, the researcher will continue to ask questions to a certain stage, until data that is considered credible is obtained. (Winarni, 2018) believes that activities in qualitative data analysis are carried out by influencing each other and continue until completion to saturate the data.

RESULT

a. Research Findings

Obtained from those who use whatsapp/online (60%) and those who do not use (40%), so the final result of those who use whatsapp/online and do

not use get a moderate percentage (50%) criteria.

b. Observation

Obtained from the observation of the opening indicator (55.33%), the core indicators (46.6%) and closing indicators (46.6%), from the final results of the observations, the percentage (51.17%) of the criteria was moderate.

c. Questionnaire

(1) PJOK teacher

PJOK teachers are pedagogical indicators (90%), facilities and infrastructure indicators (84%) and for barriers (60.12%), so the final result of pedagogics, facilities and infrastructure and obstacles gets a percentage (78.04%) good criteria.

(2) Student

students with pedagogic indicators (85.12%), infrastructure facilities indicators (78%), and barriers (52.06%), from the final results pedagogics, facilities and infrastructure and barriers to get a percentage (71.72%) good criteria.

d. Interview

the results of interviews with pedagogical indicators (55.33%), facilities and infrastructure indicators (58.12%) and barriers indicators (68.47%), so the final results of interviews (60.64%) criteria are moderate.

DISCUSSION

Based on the general findings that the implementation of PJOK learning media at the elementary level during the COVID-19 pandemic in Padang Jaya District, North

Bengkulu, schools that use WhatsApp/online learning media have a percentage (60%) with moderate criteria, and for those who do not use learning media with whatsapp/online has a percentage (40%) with bad criteria, so it can be concluded from the seven schools that use whatsapp/online media get an average with a percentage of (50%) with moderate criteria.

The obstacles contained in the online learning process must be able to find a solution, so that future projections of learning with the online system can be mapped. Therefore, research on barriers, solutions and projections of online learning systems needs to be done. So it is hoped that the responses obtained can describe the process of implementing online learning in the midst of the current Covid-19 pandemic and be used as basic information for relevant parties in determining online learning policies, especially teacher candidate institutions and education staff (Nopiyanto et al, 2020).

Based on the results of research observations that the implementation of PJOK learning media at the elementary level during the Covid-19 pandemic in Padang Jaya District, North Bengkulu, the opening indicator had a percentage of 55.33% with moderate criteria, the core indicator had a percentage of 51.6% with moderate criteria, the closing indicator had a percentage 46.6% with moderate criteria, so it can be concluded that the implementation of PJOK learning media at the elementary level during the Covid -19 pandemic in Padang Jaya District, North Bengkulu with an average of 51.17% with moderate criteria on average observation results.

The reason is from the results of observations seen from observations of Elementary Schools in Padang Jaya District that are still very lacking in facilities and less active for students in learning media during the Covid-19 pandemic.

Based on the results of the study, it showed that the implementation of PJOK learning media at the elementary level during the Covid-19 pandemic in Padang Jaya District, North Bengkulu for PJOK teachers was 78.04% which was included in the very good criteria. Meanwhile, the implementation of learning media for students is 71.72% which is included in good criteria.

Professional competence is the main focus that is very important to be known, understood and implemented by a teacher. From the results of collecting information about the understanding of PJOK teachers about teacher competency standards, namely professional competence, data obtained in the form of: (1) teachers interpret professional competence, namely having to master the material presented and make innovations in learning and maximize facilities and infrastructure to support learning; (2) teachers must avoid disciplinary actions, such as arriving on time and prioritizing the interests of assigned tasks above personal interests; (3) teachers must be "literate" on technology and use it as a learning medium (Raibowo et al, 2019).

The results of this research interview were sourced from discussions on the implementation of PJOK learning media at the elementary school (SD) level during the Covid-19 pandemic in North Bengkulu, North Padang Jaya. Based on the results of the school teacher

interview questionnaire survey, a certain percentage (60.64%) of the data obtained was of moderate standard. The reason for the interview by the PJOK teacher who was at the Padang Jaya District Elementary School, the PJOK teacher explained that children were still not interested in online learning during this Covid-19 and for schools such as facilities and infrastructure were still very lacking.

CONCLUSION

The results obtained through observations, questionnaires and interviews obtained from 7 PJOK teachers and 35 students, it can be explained that online learning during Covid-19 according to PJOK teachers has gone well, while online learning students can say that it is going well.

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