



The Impact of the Covid-19 Pandemic on Learning Effectiveness and Performance of Health Physical Education Teacher in Banjarmasin City

Risdawati *¹, Tri Irianto ², Rahmadi ³

^{1,2}Physical Education, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

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Abstract

The aim of the study was to describe the impact that occurred during the Covid 19 Pandemic on the Learning Effectiveness and Performance of Sports Health Physical Education Teachers in the City of Banjarmasin. The method used is descriptive qualitative. Data collection uses the distribution of research instruments. This study used 128 PESH teacher respondents and 111 principals/deputy principals and supervisors. The results of this study are that the covid 19 pandemic has positive and negative effects on the covid 19 (X) pandemic variables, on student indicators, teacher indicators, distance learning indicators, physical distancing (lockdown), learning indicators, internet indicators, and smartphone indicators, while variables learning effectiveness (Y1) is an indicator of suitability of learning objectives, an indicator of maximum learning outcomes, an indicator of the interaction process of students with students in the learning environment, an indicator of learning media, an indicator of the interaction of students' processes with learning resources in the learning environment, and for PESH teacher performance variables (Y2) namely indicators of knowing student characteristics, indicators of mastery of learning theory and educational learning principles, indicators of curriculum development, indicators of educational learning activities, indicators of developing student potential, indicators of communicativeness with students, indicators of assessment and assessment, indicators of acting according to religious, legal, social and cultural norms of the nation, indicators showing mature and exemplary personality, indicators of work ethic, high responsibility, pride in being a teacher, indicators of inclusiveness, acting objectively and not discriminatory, indicators of communication with fellow teachers, education staff, parents, students and society, indicators of material mastery, conceptual structures and scientific mindsets that support the subjects taught, indicators of developing professionalism through reflective action. The pandemic has had an impact on learning effectiveness and teacher performance.



Corresponding email : yaumisari@gmail.com

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INTRODUCTION

A conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, noble character, self-control, personality, intelligence, and abilities needed both for themselves, society, and nation and state are definitions of Education Rustika, 2022(Regulation Of The Government Of The Republic Of Indonesia Number 57 Of 2021 Concerning National Educational Standards, 2021) . In 2020 CoronaVirus Disease 2019 Covid-19 is a type of disease that causes a public health emergency, as well as in Indonesia which countermeasures must be carried out in accordance with statutory provisions (Keputusan Presiden (Keppres) Number 11 year 2020 Concerning the Establishment of a Covid-19 Public Health Emergency., 2020). After that the mayor of Banjarmasin issued a regulation regarding PSBB (Large-Scale Social Restrictions) in the scope of offices/agencies, schools and traders as well as the Banjarmasin city community regarding limits on operating hours and restrictions on working hours and employees attending, while students' schools are not allowed attend school (Perwal 37 Tahun 2020, 2020).During the Covid 19 pandemic, learning was carried out online/PJJ, with changes to these rules so that the elements of the role in learning changed in reverse, towards interacting with each other between students and students and students and

teachers because they could not meet directly, there are no learning activities, and other activities that are carried out at school as usual, but everything is done at home online/PJJ can be through HP/Smartphone media and also by using an application which of course pays because it uses internet quota, which is a demand to start a lesson.

With changes in learning as a whole from the patterns and activities carried out during the Covid 19 pandemic, of course, this will also affect the effectiveness of learning, especially for PESH subjects. The results of previous research revealed that the implementation of physical education learning experienced obstacles in practical activities, inadequate infrastructure and accessibility during the Covid 19 pandemic for students with special needs (Jauhari et al., 2020). whereas in previous studies the impact of the Covid 19 pandemic on the effectiveness of distance learning had no effect (Herwanto & Hatmo, 2021). and previous research on teacher performance during a pandemic was not good (influence) (Seran et al., 2021). Based on the observations of the COVID-19 research, it does not only affect the implementation of practice, but has an impact on the effectiveness of the learning carried out and the performance of PESH teachers, and can be seen from the positive and negative sides.

Physical Education is an integral part of a comprehensive education, through selected physical, sports and health activities that are designed

sequentially in order to achieve national education that leads to developing physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, action morals, aspects of a healthy lifestyle and identification of a clean environment (Irianto, 2014).

PANDEMIC COVID-19 is the biggest attack against the national education system, face-to-face learning stops, and obliges them to switch to online teaching and virtual education (Daniel, 2020). Outbreak of the novel coronavirus SARSCoV-2 (coronavirus disease 2019; which in 2019- nCoV), centered in the People's Republic of China, which has spread to many other countries, WHO Emergency Committee On January 30, 2020 declared a global health emergency based on growth case reporting rates in China and internationally (Velavan & Meyer, 2020).

Efforts that are carried out precisely on target with the aim of obtaining maximum end results are effective (Hanafy, 2014). The process of student relations with educators and learning resources in the learning environment is the definition of learning (Presiden Republik Indonesia Peraturan Presiden Republik Indonesia, 2020). According to Rohmawati, 2015: The measure of a relationship process between students and teachers and between students in educational situations to achieve successful learning goals is called learning effectiveness (Simbolon et al., 2021).

Teacher performance is a learning process that results in teacher work that is reflected in how to design, apply and evaluate learning processes whose intensity is based on professional discipline and work ethic (Russamsi et al., 2020). The teacher's actions in building student academic results are essentially teacher performance,

according to Lavy, 2016 in (Mcneely et al., 2017).

The implementation of professionalism tasks with a set of knowledge, skills, and behaviors that are owned, animated, and controlled by teachers or lecturers is called competence (Indonesia, 2005). Teachers must have four adequate competencies to achieve educational success and improve the quality of education, namely pedagogical competence, professional competence, personal competence and social competence (Damanik, 2019). Pedagogic competence is a skill possessed by a teacher regarding the characteristics of students from various aspects such as emotional, moral and intellectual (Direktorat Tenaga Kependidikan, 2008). Steady personality skills, noble, wise, and authoritative as well as giving birth to exemplary students are personality competencies (Indonesia, 2005). The ability to master subject matter broadly and in depth is a professional competence.

Table 1.

No	Covid-19 Pandemic Indicators
1	Learners
2	Teacher
3	PJJ
4	Keep your distance/stay at home (Physical Distancing/lockdown)
5	Learning
6	Internet
7	Smartphones

Teacher skills in communicating and interacting effectively and efficiently with students, as well as fellow teachers, parents/guardians of students, and the community is a definition of social competence (Indonesia, 2005). In the theories above that physical education is inseparable from the physical activity of students, cognitive, affective and psychomotor aspects, so that during the Covid 19 pandemic it could greatly

influence the effectiveness of learning because learning is said to be effective if there is a business process, interaction between participants students with students, with educators (teachers), with learning resources, in a learning environment to achieve the right learning objectives with maximum results. The Covid-19 pandemic has had an impact on the performance of PJOK teachers because teacher performance is the result of plans and programs as well as realized and reflected teacher implementation based on the professional discipline work ethic of a teacher who has competence, namely pedagogic, professional, personal and social competence. Based on this, of course during a pandemic there was a change in habit which according to researchers would have an impact/influence.

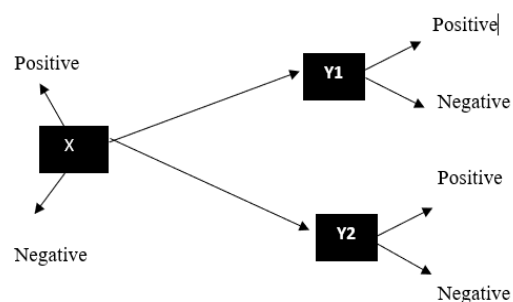
Table 2.

No	Pesh Teachers Performance Indicators
1	Know the characteristics of students
2	Mastering learning theory and educational learning principles
3	Curriculum development
4	Educational learning activities
5	Development of potential learners
6	Communication with students
7	Assessment and evaluation
8	Act in accordance with religious, legal, social and national cultural norms
9	Shows a mature and exemplary personality
10	Work ethic, high responsibility, pride in being a teacher
11	Be inclusive, act objectively, and not discriminate
12	Communication with fellow teachers, educational staff, parents, students, and the community
13	Mastery of material, structure, concepts and scientific mindsets that support the subjects taught
14	Develop professionalism through reflective action

Based on the theories mentioned above, the indicators for the Covid 19 (X) pandemic variable are; Based on the theories mentioned above, the indicators of the learning effectiveness variable (Y1) are: Based on the theories mentioned above, the indicators for the PJOK (Y2) teacher performance variable are. The city of Banjarmasin has quite a number of basic education units, so of course it is the education sector in the city of Banjarmasin that has had a lot of impact during the Covid 19 pandemic.

METHODS

The method of this research is to use a quantitative descriptive method, the statistical design of the research method is path analysis, using the distribution test of the Covid 19 Pandemic variable (X), the learning effectiveness variable (Y1) and the PJOK teacher performance variable (Y2), and analyzing the Pandemic Impact variable. Does Covid 19 (X) impact/influence learning effectiveness (Y1) and PJOK teacher performance (Y2) by carrying out the Manova test.



Picture 1.

Experiments or clinical trials authors must give the details of ethical approval.

Participants

The sample population is 256 schools in the city of Banjarmasin, based on dapodik data from the Banjarmasin City

Education Office regarding Educators (GTK) who are in charge of Physical Education, Sport and Health in Banjarmasin City, based on a linear academy level of 128 people. From this total population, 128 PJOK teachers were taken as a sample for testing the Y1 and Y2 variables, as well as 111 school principals/deputy principals, and 5 supervisors for testing the X variable, so that from a total sample there were 239 samples.

Table 3. Data on PJOK Teacher Respondents in the City of Banjarmasin

No	Subdistrict	Number of Respondents		Total Number
		Man	Women	
South				
1	Banjarmasin	28	12	40
Central				
2	Banjarmasin	13	9	22
East				
3	Banjarmasin	14	5	19
North				
4	Banjarmasin	23	9	32
West				
5	Banjarmasin	9	6	15
Total		87	41	128

Sampling Procedures

Sampling procedure From PESH teachers in Banjarmasin City there were 256 schools, and obtained from the data from the data from the Banjarmasin City Education Office, there were 128 PESH teachers who were linear with the subjects taught, and 105 school principals/deputy principals whose PESH teachers were used as research samples. and there are 6 supervisors from each district in the city of Banjarmasin.

Table 4. Data on PJOK Teacher Respondents in the City of Banjarmasin

No	Subdistrict	Number of Respondents		Total Number
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4	Banjarmasin	23	9	32
West				
5	Banjarmasin	9	6	15
Total		87	41	128

Procedures

The instrument in this study was to use a test/questionnaire instrument for the effectiveness of teacher learning and teacher performance. Based on indicators on the covid 19 pandemic as well as indicators of Learning Effectiveness and Performance indicators of Physical Education Sports Health Teachers. The data collection technique in this study is by means of a questionnaire, which is a data collection technique that is carried out by providing a set of statements in the Google Form to be answered by respondents. The statement contained written questions regarding the effectiveness of teacher learning during a pandemic as well as statements regarding the performance of Physical Education teachers in Banjarmasin City, as well as for the principal concerned, as well as 6 Regents where each representative group was from each sub-district, consisting of five sub-districts in Banjarmasin City.

Design or Data Analysis

This study uses analysis using a questionnaire validation test, then proceeds with the research results using the distribution of respondents to determine the distribution of positive and negative in each variable. Then to find out the effect of carrying out the Manova test and regression test, what impact was obtained due to the Covid 19 pandemic on learning effectiveness (Y1) and PJOK teacher performance (Y2)

RESULT

Covid-19 (X) pandemic

After doing the research, it was found that the distribution test of variable X indicators had a positive effect of 58% and a negative effect of 42% with details of the indicators:

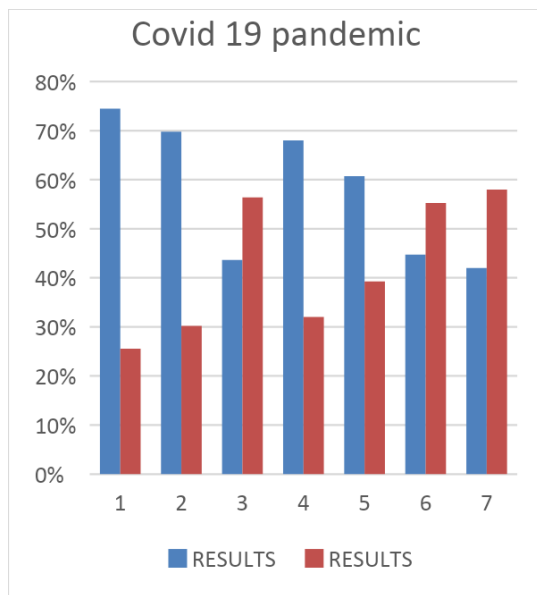


Chart 1.

Learning effectiveness

After doing the research, the results obtained from the distribution test for the indicator variable Y1 have a positive effect of 85% and a negative effect of 15% with details of the indicators:

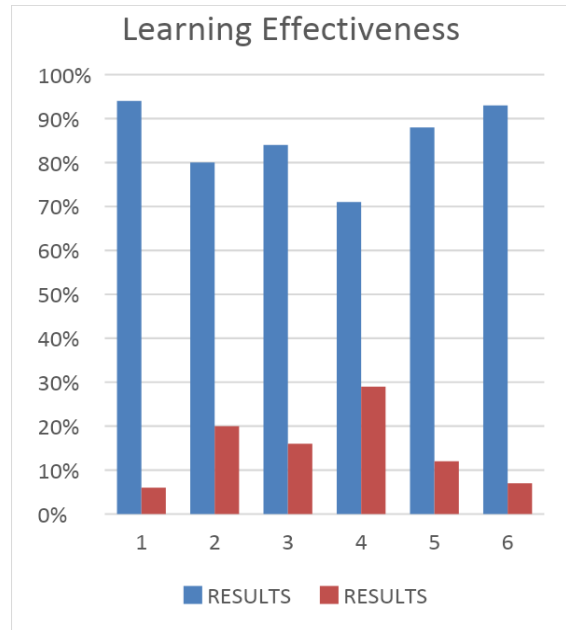


Chart 2.

PESH teacher performance

From testing the data, it is obtained from the results of the distribution test of the indicator variable X that there is a positive effect of 84% and a negative 16% with details of the indicators:

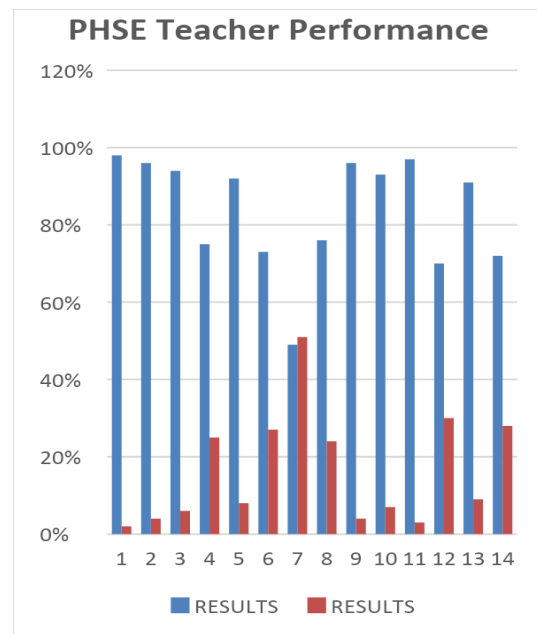


Chart 3.

DISCUSSION

The results of the study show that the indicators of student activity and teacher activity are at the first and second most positive levels, meaning that the activities of students and teachers do not experience major changes, and can still carry out online activities so that students and teachers can face each other face to face. face-to-face, can still discuss even in a pandemic situation online, teachers can design learning objectives from both cognitive, affective and psychomotor aspects. Whereas the highest negative indicator was found in the PPJ (distance learning) indicator during the pandemic towards the first PJOK learning, of course, this can be seen from the reduced interaction of students with teachers, learning is not optimal, the objectivity of students' work results decreases, the abilities of all participants students cannot be known by the teacher, learning reflection and evaluation also of course have problems, and learning material is not optimal. The second high negative indicator is the smartphone indicator because not all students have smartphones, and smartphone media cannot be used optimally by students for learning. The results of this study agree with previous research, namely during the Covid 19 pandemic, smartphones had a negative impact (Rustika, 2022). The highest negative indicator is the internet because students cannot use the internet properly, students do not have sufficient quota for the implementation of PJJ as a whole and its benefits are misused, the results of this study agree with previous research that the use of the internet during Covid 19 influence (Alfitri & Widiatrilupi, 2020) . From the data above, the indicators for variable Y1, namely indicators of appropriate learning objectives, were still at a high positive level during a pandemic, indicators of the process of interaction

between students and teachers in the same learning environment were still at high positive, meaning that students could still interact with teachers. during a pandemic, which the results of this study agree with the results of previous research, namely the interaction of students and teachers can still be carried out during the Covid 19 pandemic (Purandina, 2021). The indicators of learning media and the interaction process of students with learning resources in the learning environment are still in the best position, because during a pandemic students can still use teaching media and learning resources independently during a pandemic. The indicator for the process of interaction between students and students in the learning environment was at the lowest positive compared to other indicators during the pandemic because collaboration and collaboration between students could not run optimally. The highest negative indicator is the maximum learning outcomes seen from the results of observations and assessments for cognitive, affective and psychomotor aspects, all students do not experience improvement, and teachers cannot maximize learning outcomes during the Covid 19 pandemic.

The data above, for the teacher performance variable PJOK (Y2) on indicators of knowing the characteristics of students, indicators of mastering learning theory and principles of educational learning, indicators of curriculum development and indicators of being inclusive, acting objectively, and not discriminating perada at a high positive level , and these indicators did not decrease during the pandemic. Meanwhile, for indicators of educational learning activities, there was a negative increase in teacher performance, because during a pandemic, the online learning process in managing the class was less effective, students had less opportunity to ask

questions, and teaching aids during a pandemic could not increase students' learning motivation. communication with students, and on indicators of communication with fellow teachers, educators, parents, students, and the community are at a high negative level because the delivery of information and evidence of learning about students is hampered due to limitations, even on assessment indicators and evaluation, which has a greater negative effect than other indicators, because during a pandemic teachers only occasionally use student reflections to improve PBM, and teachers do not fully know the weaknesses and shortcomings of their students for remedial and enrichment purposes, so Researchers agree with previous research that student scores decreased with PJJ/online during the Covid 19 pandemic (Ladjar & Babang, 2022) .

CONCLUSION

Covid 19 pandemic, learning effectiveness and teacher performance , as well as indicators of mastering learning theory and educational learning principles, as well as indicators of curriculum development, and indicators of being inclusive, acting objectively, and not discriminating. For indicators that have a high negative distribution, there are PJJ indicators, smartphones and the internet, maximum learning outcomes, indicators of communication with fellow teachers, educators, parents, students, and the community, educational learning activities and indicators of assessment and evaluation. With the conclusion that the Covid 19 pandemic has had an influence on the effectiveness of learning and also on the performance of PJOK teachers.

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