LEARNING INNOVATIONS IN PHYSICAL EDUCATION, SPORTS, AND HEALTH DURING THE COVID-19 PANDEMIC

Adhi Prasetyo[1], Irvan Sir[2], Atmam Amir[3]
[1] MIS Nurul Huda, Kediri, Indonesia
[2] Universitas Negeri Makassar, Makassar, Indonesia
[3] SMA Negeri 9 Makassar, Indonesia

Article Info

ABSTRACT

The COVID-19 pandemic has altered our lives forever. The realm of education is one of them. The learning process is disrupted, yet as a result of this, new educational innovations have evolved, which indirectly drive education down a more advanced path by incorporating technology. As a result, during the COVID-19 pandemic, this study takes a qualitative method with good learning analytic tools and learning innovations. Furthermore, data for this study was gathered through tracking numerous learning sources, with an emphasis on online learning that makes use of technology, particularly the internet network. Students have the most trouble with online learning in physical education, sports, and health since they emphasize movement activities, but online learning has more students just sitting in front of the electronic devices used. Furthermore, learning on the network is frequently hampered by a sluggish internet connection, which might obstruct the learning process. When learning takes place in person, various hurdles arise. The most significant of these is the time limit for face-to-face sessions at school, which forces educators to condense the material to be delivered. In practice, students must create video recordings in order to obtain the psychomotor value of students in the worksheet because the primary goal of this subject for elementary school students is to promote children's movement activities.

Corresponding Author:

Adhi Prasetyo,
MIS Nurul Huda, Kediri, Indonesia
Email: mr.jang90@gmail.com

1. INTRODUCTION

The ongoing coronavirus pandemic has wreaked havoc on every aspect of life. Those who bear the brunt of the damage are, of course, those in the field of education, because face-to-face learning is rarely possible due to big crowds, which substantially aid the spread of the coronavirus. As a result, the learning environment is unclear. Educators must also wrack their brains to come up with effective learning methodologies for their students in order to meet the expectations of the Madrasah Curriculum Development Team's curriculum. Additionally, learning must stay engaging and enjoyable for students (Daniel, 2020; Muthuprasad et al., 2021). From here, educators must be innovative in learning, as face-to-face learning (offline) is not permitted. As a result, learning must be carried out in a network mode (online), which is highly reliant on innovation in learning delivery (Ally, 2004; Ersin & Atay, 2021).

As previously stated, certain parties will find this abrupt change difficult to accept, but under the current circumstances, only technology can bridge the gap, allowing the

learning process and scientific growth to continue. As a consequence, all parties involved must be able to adapt to online learning. Online learning is not a new concept that originated during the Covid-19 pandemic in some countries, but it has been a need in the world of education for a few years, where face-to-face learning is considered traditional learning, necessitating innovation and better learning facilities (Chang et al., 2021; Karma et al., 2021). Using information technology, we can make things better once more. As a result, by implementing online learning, a modern learning environment will be created (Anderson, 2004; Moore et al., 2011).

The aforementioned challenges are no longer considered impediments but rather challenges that must be met by every element involved in the field of education. This is the only method that students can still receive an education. Although difficult, this is the only way to bridge the gap between education implementation and the current epidemic. As a result, the author of this study wishes to delve deeper into learning innovations found in the application of learning during the Covid-19 pandemic, particularly in PJOK learning.

In terms of the aforementioned goals, innovation occurs when a scenario forces a person to address an issue in the surrounding environment (Chang et al., 2021; Harijanto et al., 2021; Karma et al., 2021). A new thought that is sensed by various parties, either individually or in groups, is also defined as innovation. This principle can be seen in the products of information technology. The concept in question can take the form of techniques or products that are used to solve problems with the goal of improving learning conditions. Innovation also has the following characteristics: 1) There is a relative benefit; 2) it is compatible; 3) it is complex; 4) it is triable; and 4) it is observable.

2. METHOD

During the Covid-19 pandemic, this study used a qualitative approach with good learning analytic techniques and learning innovations. Furthermore, data for this study was gathered through a variety of sources, including government papers, the media, and pertinent research results that had previously been examined using research principles, as well as the outcomes of interviews with many primary school students. Content Analysis was used to analyze the data. Content analysis is a process for objectively and systematically extracting information from documents in the form of recordings, photos, sounds, writings, and other media. From August 26, 2021, to October 7, 2021, this study was carried out at Madrasah Ibtidaiyah Nurul Huda in Kediri, East Java Province. The total number of students at MI Nurul Huda in the academic year 2021/2022 was 130, including 79 men and 51 women. The number of students shown in table 1 is detailed below.

Table 1. Details of Number of Students

Class	Men	Women	Total
I	17	13	30
II	21	6	27
III	15	8	23
IV	11	7	18
V	9	6	15
VI	8	9	17
Total	79	51	130

3. RESULTS AND DISCUSSION

As should have been said above, the COVID-19 pandemic has an impact on many parts of life, including schooling. Because education is defined as a technique of molding humans into persons capable of facing the difficulties of the day, it must be prepared to respond to all sorts of changing times. As a result, it is reasonable to conclude that educational innovation is essential. As a result, the authors examine and discuss many learning innovations used during the covid-19 pandemic.

1. Learning From Home: Collaboration Between Schools and Parents

Covid-19 encourages students to learn at home. This learning is done through the use of technology in an online format (Kim, 2020; Salsabila et al., 2020; Hasanah et al., 2021; Chiu et al., 2021; Yates et al., 2021). Teachers must be able to ensure that, even if students study at home, they continue to study at the same time, even if they are in different locations. This online learning system can be used with WhatsApp Groups (WAG), Telegram, Zoom, and other web-based platforms (Ansori, 2018; Liu et al., 2020; Aisyah et al., 2021; Gunawan et al., 2021; Kumar & Sharma, 2021; Sirwan et al., 2021). The role of parents in this learning is critical for the continuity of learning, as they participate as a companion or second teacher in learning activities, bringing educators and parents closer together for the common good (Fauzi & Khusuma, 2020; Irawan et al., 2020; Ilmanto et al., 2021; Puspita, 2021).

2. Online Learning as an Opportunity as well as a Challenge

Quality education is defined as learning that allows students to express and recognize their learning needs in accordance with their talents, interests in growth and development, and the students' own environmental situations. Using technology as a learning medium during Covid-19 is one approach for students to continue learning (Simamora, 2020; Chick et al., 2020; Putra et al., 2020); nevertheless, using technology as a learning medium requires teachers and students to improve. It is believed that as technology advances in this era, teachers will be able to use it as an opportunity to learn how to effectively handle digital content, particularly for teachers who are unfamiliar with technology due to the rapid and abrupt adaption pattern. Furthermore, teachers must be able to use technology to develop education, both in terms of models, media, and tactics, as well as in terms of evaluation and assessment of learning (Afrianto, 2018; Amhag et al., 2019; Suartama et al., 2019; Bernacki et al., 2020; Daniel, 2020; Ferri et al., 2020).

3. Learning Models during the Covid-19 Pandemic

The learning model is a picture or pattern that will be utilized to accomplish the learning that will take place (Haris, 2018; Beijaard, 2019; Pérez-Ordás et al., 2021). According to another viewpoint, the learning model is a framework of systematic procedures for obtaining learning experiences in order to achieve specific objectives (Kivunja, 2018; Martin et al., 2020). In this regard, Permendikbud Number 65 of 2013 explains the Standards for the Primary and Secondary Education Process that: first, to achieve the learning process as stipulated in the 2013 curriculum, it is necessary to apply a scientific approach and adopt a thematic learning model, second, discovery/inquiry-

based learning is used both between lessons and in the subject, and third, the teacher encourages students to produce works.

The global spread of the Covid-19 disease has hastened the adoption and acceptance of the necessity for digital learning (Hantrais et al., 2021; Singh et al., 2021). Nonetheless, especially for athletic activities, the conventional face-to-face learning approach is still very necessary to apply. Online assessments will be scrutinized in the future on the basis of their legitimacy and fairness. The problem of plagiarism and self-responsibility in education and learning must be addressed in this regard because future education will place a greater emphasis on content rather than learning methods.

Blended Learning is one of the models that instructors might use during the Covid-19 epidemic (Rohana, 2021; Saboowala & Manghirmalani Mishra, 2021; Singh et al., 2021). E-learning, which serves as a framework for implementing online learning, cannot be separated from blended learning. The use of technology and communication in the execution of online learning cannot be separated. Discussing the usage of various electronic technologies to deliver learning is part of the e-learning used in the design of blended learning systems. Furthermore, this training is intended to provide the best possible learning experience. Computers, smartphones, television, the internet, and other electronic technologies can be used to create a learning experience that is regarded as a series in its application. In this regard, there is a series of e-learning in three categories consisting of adjunct, mixed/blended, and fully online (Harasim, 2006).

Adjunct, in this category, learning is done in person with the help of an internet delivery method. In addition, to aid learning in the classroom, the teacher provides students/students projects to look for specific material via the internet using various technologies such as LCD projectors, and so on. Online learning is solely utilized as a supplement to the learning process in this category. Furthermore, mixed or blended, in this category, learning is carried out using online and face-to-face systems as an inseparable part and is a unified whole.

Fully online, interactions in the execution of learning are carried out entirely online in the last category. There is no face-to-face interaction in this category, such as learning materials linked by hyperlinks such as photos and text. Blended learning, among the three categories, can be defined as e-learning that is conceived, developed, and deployed to produce a learning experience in order to meet the learning objectives set out.

Furthermore, Blended Learning is described as learning that mixes online and face-to-face learning at the same time, with the flaws of face-to-face learning being combined with the benefits of online learning to enable optimum learning (Mortera-Gutiérrez, 2006; Pacciano, 2013; Hrastinski, 2019; Martínez et al., 2020). Blended learning also refers to the blending of various learning contexts. Blended learning provides a possible setting for teachers and students to efficiently carry out learning. When it comes to blended learning, there are two types of learning contexts to consider: synchronous (learning in a classroom/face-to-face) and asynchronous (learning outside of a classroom/online) (Muzaini, Rahayuningsih, Nasrun, & Hasbi; Moorhouse & Wong, 2022). A learning context is a condition or circumstance in which learning activities can take place. Figure 1 depicts the learning context in the blended learning approach in this regard.
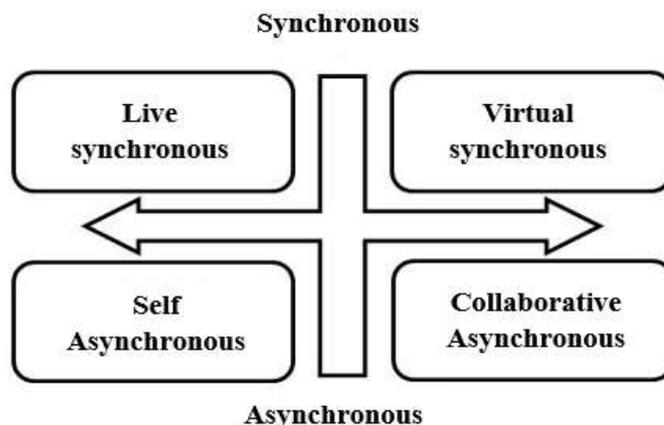
Figure 1. Learning Settings in the Blended Learning Model

The author describes the features in Figure 1 as follows:

Live synchronous, students can learn at the same time and in the same place via direct learning, as shown in the first image. In addition to face-to-face learning in the classroom, such as lectures, dialogues, and so on.

Virtual synchronous; the second image depicts students and teachers learning at the same time but in different locations. Online learning is used for independent tasks. Students can learn whenever and wherever they want, depending on their circumstances and learning pace. Reading, listening, watching, and modeling virtual synchronous learning that occurs via the use of synchronous technologies such as video conferencing, audio conferencing, and groups are among the learning activities depicted in this image.

Self-asynchronous; in this illustration, learning is accomplished through the use of numerous digital materials that are relevant to the subject of study. While, asynchronous Collaborative; in the last image, the learning process is carried out by involving more than one individual, either students or a presenter. Discussion forums, tasks, and other activities aid learning at this stage.

4. CONCLUSION

Policy and innovation are inextricably linked and cannot be separated from one another. This is because innovation will bring fresh knowledge that will be valuable, whereas policy is an idea, guideline, and approach that will strengthen innovation. The government's learning innovation efforts aimed at avoiding the spread of Covid-19 are intended to yield something new and valuable for achieving effective and efficient schooling. Teachers, students, and parents get experience as well as a new understanding of technology-based online learning, which is especially beneficial for people who are technology stuttering. The objective is that learning breakthroughs developed during the Covid-19 pandemic can be used to improve education quality in the future and enable countries to compete worldwide.

REFERENCES

Afrianto, A. (2018). Being a professional teacher in the era of industrial revolution 4.0: opportunities, challenges and strategies for innovative classroom practices. *English Language Teaching and Research*, *2*(1). http://ejournal.unp.ac.id/index.php/eltar/article/view/102675

Aisyah, R. N., Istiqomah, D. M., & Muchlisin, M. (2021). Rising English Students' Motivation in Online Learning Platform: Telegram Apps Support. *Utamax: Journal of Ultimate Research and Trends in Education*, *3*(2), 90-96. https://doi.org/10.31849/utamax.v3i2.6464

Ally, M. (2004). Foundations of educational theory for online learning. *Theory and practice of online learning*, *2*, 15-44.

Amhag, L., Hellström, L., & Stigmar, M. (2019). Teacher educators' use of digital tools and needs for digital competence in higher education. *Journal of Digital Learning in Teacher Education*, *35*(4), 203-220. https://doi.org/10.1080/21532974.2019.1646169

Anderson, T. (2004). Towards a theory of online learning. *Theory and practice of online learning*, *2*, 109-119.

Ansori, M. (2018). Desain dan Evaluasi Pembelajaran Blended Learning Berbasis Whatsapp Group (WAG). *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam*, *1*(1), 120-134. https://doi.org/10.29062/dirasah.v1i1.56

Beijaard, D. (2019). Teacher learning as identity learning: models, practices, and topics. *Teachers and Teaching*, *25*(1), 1-6. https://doi.org/10.1080/13540602.2019.1542871

Bernacki, M. L., Greene, J. A., & Crompton, H. (2020). Mobile technology, learning, and achievement: Advances in understanding and measuring the role of mobile technology in education. *Contemporary Educational Psychology*, *60*, 101827. https://doi.org/10.1016/j.cedpsych.2019.101827

Chang, T. Y., Hong, G., Paganelli, C., Phantumvanit, P., Chang, W. J., Shieh, Y. S., & Hsu, M. L. (2021). Innovation of dental education during COVID-19 pandemic. *Journal of Dental Sciences*, *16*(1), 15-20. https://doi.org/10.1016/j.jds.2020.07.011

Chick, R. C., Clifton, G. T., Peace, K. M., Propper, B. W., Hale, D. F., Alseidi, A. A., & Vreeland, T. J. (2020). Using technology to maintain the education of residents during the COVID-19 pandemic. *Journal of surgical education*, *77*(4), 729-732. https://doi.org/10.1016/j.jsurg.2020.03.018

Chiu, T. K., Lin, T. J., & Lonka, K. (2021). Motivating online learning: The challenges of COVID-19 and beyond. *The asia-pacific education researcher*, *30*(3), 187-190. https://doi.org/10.1007/s40299-021-00566-w

Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, *49*(1), 91-96. https://doi.org/10.1007/s11125-020-09464-3

Ersin, P., & Atay, D. (2021). Exploring online mentoring with preservice teachers in a pandemic and the need to deliver quality education. *International Journal of Mentoring and Coaching in Education*. https://doi.org/10.1108/IJMCE-11-2020-0077

Fauzi, I., & Khusuma, I. H. S. (2020). Teachers' elementary school in online learning of COVID-19 pandemic conditions. *Jurnal Iqra': Kajian Ilmu Pendidikan*, *5*(1), 58-70. https://doi.org/10.25217/ji.v5i1.914

Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, *10*(4), 86. https://doi.org/10.3390/soc10040086

Gunawan, G., Kristiawan, M., Risdianto, E., & Monicha, R. E. (2021). Application of the zoom meeting application in online learning during the pandemic. *Education Quarterly Reviews*, *4*(2). https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3819839

Hantrais, L., Allin, P., Kritikos, M., Sogomonjan, M., Anand, P. B., Livingstone, S., ... & Innes, M. (2021). Covid-19 and the digital revolution. *Contemporary Social Science*, *16*(2), 256-270. https://doi.org/10.1080/21582041.2020.1833234

Harasim, L. (2006). A history of e-learning: Shift happened. In *The international handbook of virtual learning environments* (pp. 59-94). Springer, Dordrecht. https://doi.org/10.1007/978-1-4020-3803-7_2

Harijanto, B., Apriyani, M. E., & Hamdana, E. N. (2021). Online Learning System for Kampus Merdeka: Innovative Learning In Covid-19 Pandemic. *IJORER: International Journal of Recent Educational Research*, *2*(5), 590-599. https://doi.org/10.46245/ijorer.v2i5.156

Haris, I. N. (2018). Model pembelajaran peer teaching dalam pembelajaran pendidikan jasmani. *Biormatika: Jurnal ilmiah fakultas keguruan dan ilmu pendidikan*, *4*(01). http://www.ejournal.unsub.ac.id/index.php/FKIP/article/view/191

Hasanah, N. R., Adi, I. P. P., & Suwiwa, I. G. (2021). Survey Pelaksaan Pembelajaran Pjok Secara Daring Pada Masa Pandemi Covid-19. *Jurnal Kejaora (Kesehatan Jasmani Dan Olah Raga)*, *6*(1), 189-196. https://doi.org/10.36526/kejaora.v6i1.1295

Hrastinski, S. (2019). What do we mean by blended learning?. *TechTrends*, *63*(5), 564-569. https://doi.org/10.1007/s11528-019-00375-5

Ilmanto, A. H., Fahyuni, E. F., & Harahap, A. (2021). The Problems of Online Learning: The Role of Parents During The Covid-19 Pandemic. *Nazhruna: Jurnal Pendidikan Islam*, *4*(2), 284-293. https://doi.org/10.31538/nzh.v4i2.1471

Irawan, A. W., Dwisona, D., & Lestari, M. (2020). Psychological impacts of students on online learning during the pandemic COVID-19. *KONSELI: Jurnal Bimbingan dan Konseling (E-Journal)*, *7*(1), 53-60. https://doi.org/10.24042/kons.v7i1.6389

Jeganathan, S., & Fleming, P. S. (2020). Blended learning as an adjunct to tutor-led seminars in undergraduate orthodontics: a randomised controlled trial. *British Dental Journal*, *228*(5), 371-375. https://doi.org/10.1038/s41415-020-1332-1

Karma, I., Darma, I. K., & Santiana, I. (2021). Blended Learning is an Educational Innovation and Solution During the COVID-19 Pandemic. *International research journal of engineering, IT & scientific research*. http://dx.doi.org/10.2139/ssrn.3774907

Kim, J. (2020). Learning and teaching online during Covid-19: Experiences of student teachers in an early childhood education practicum. *International Journal of Early Childhood*, *52*(2), 145-158. https://doi.org/10.1007/s13158-020-00272-6

Kivunja, C. (2018). Distinguishing between theory, theoretical framework, and conceptual framework: A systematic review of lessons from the field. *International Journal of Higher Education*, *7*(6), 44-53. https://doi.org/10.5430/ijhe.v7n6p44

Kumar, V., & Sharma, D. (2021). E-Learning Theories, Components, and Cloud Computing-Based Learning Platforms. *International Journal of Web-Based Learning and Teaching Technologies (IJWLTT)*, *16*(3), 1-16. https://doi.org/10.4018/IJWLTT.20210501.oa1

Liu, Z. Y., Lomovtseva, N., & Korobeynikova, E. (2020). Online learning platforms: Reconstructing modern higher education. *International Journal of Emerging Technologies in Learning (iJET)*, *15*(13), 4-21. https://doi.org/10.3991/ijet.v15i13.14645

Martin, F., Chen, Y., Moore, R. L., & Westine, C. D. (2020). Systematic review of adaptive learning research designs, context, strategies, and technologies from 2009 to 2018. *Educational Technology Research and Development*, *68*(4), 1903-1929. https://doi.org/10.1007/s11423-020-09793-2

Martínez, S., Guíñez, F., Zamora, R., Bustos, S., & Rodríguez, B. (2020). On the instructional model of a blended learning program for developing mathematical knowledge for teaching. *ZDM*, *52*(5), 877-891. https://doi.org/10.1007/s11858-020-01152-y

Moore, J. L., Dickson-Deane, C., & Galyen, K. (2011). e-Learning, online learning, and distance learning environments: Are they the same?. *The Internet and higher education*, *14*(2), 129-135. https://doi.org/10.1016/j.iheduc.2010.10.001

Mortera-Gutiérrez, F. (2006). Faculty best practices using blended learning in e-learning and face-to-face instruction. *International Journal on E-learning*, *5*(3), 313-337. https://www.learntechlib.org/primary/p/6079/

Moorhouse, B. L., & Wong, K. M. (2022). Blending asynchronous and synchronous digital technologies and instructional approaches to facilitate remote learning. *Journal of Computers in Education*, *9*(1), 51-70. https://doi.org/10.1007/s40692-021-00195-8

Muthuprasad, T., Aiswarya, S., Aditya, K. S., & Jha, G. K. (2021). Students' perception and preference for online education in India during COVID-19 pandemic. *Social Sciences & Humanities Open*, *3*(1), 100101. https://doi.org/10.1016/j.ssaho.2020.100101

Muzaini, M., Rahayuningsih, S., Nasrun, N., & Hasbi, M. (2021). Creativity In Synchronous And Asynchronous Learning During The Covid-19 Pandemic: A Case Study. *AKSIOMA: Jurnal Program Studi Pendidikan Matematika*, *10*(3), 1722-1735. http://dx.doi.org/10.24127/ajpm.v10i3.3897

Pérez-Ordás, R., Nuviala, A., Grao-Cruces, A., & Fernández-Martínez, A. (2021). Implementing service-learning programs in physical education; teacher education as teaching and learning models for all the agents involved: A systematic review. *International Journal of Environmental Research and Public Health*, *18*(2), 669. https://doi.org/10.3390/ijerph18020669

Picciano, A. G. (2013). Introduction to blended learning: research perspectives, volume 2. *Blended Learning: Research Perspectives, Volume 2*, *2*, 1.

Puspita, H. D. (2021). The role of parents in educating children during online classes. *ETUDE: Journal of Educational Research*, *1*(2), 69-75. https://alejournal.com/index.php/etude/article/view/27

Putra, P., Liriwati, F. Y., Tahrim, T., Syafrudin, S., & Aslan, A. (2020). The students learning from home experience during covid-19 school closures policy in indonesia. *Jurnal Iqra*, *5*(2). https://doi.org/10.25217/ji.v5i2.1019

Rohana, S. R. S. (2020). Model Pembelajaran Daring Pasca Pandemi Covid-19. *At-Ta'dib: Jurnal Ilmiah Prodi Pendidikan Agama Islam*, 192-208. https://doi.org/10.47498/tadib.v12i02.441

Saboowala, R., & Manghirmalani Mishra, P. (2021). Readiness of in-service teachers toward a blended learning approach as a learning pedagogy in the post-COVID-19 Era. *Journal of Educational Technology Systems*, *50*(1), 9-23. https://doi.org/10.1177/00472395211015232

Salsabila, U. H., Sari, L. I., Lathif, K. H., Lestari, A. P., & Ayuning, A. (2020). Peran Teknologi Dalam Pembelajaran Di Masa Pandemi Covid-19. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, *17*(2), 188-198. https://doi.org/10.46781/al-mutharahah.v17i2.138

Simamora, R. M. (2020). The Challenges of online learning during the COVID-19 pandemic: An essay analysis of performing arts education students. *Studies in Learning and Teaching*, *1*(2), 86-103. https://doi.org/10.46627/silet.v1i2.38

Sirwan, S., Radhiani, A., & Sartika, S. (2021). Development of Virtual Learning System Based On Moodle as A Platoform Online Learning tn the Covid-19 Pandemic. *Jurnal Basicedu*, *5*(5), 4314-4327. https://doi.org/10.31004/basicedu.v5i5.1551

Singh, J., Steele, K., & Singh, L. (2021). Combining the Best of Online and Face-to-Face Learning: Hybrid and Blended Learning Approach for COVID-19, Post Vaccine, & Post-Pandemic World. *Journal of Educational Technology Systems*, *50*(2), 140-171. https://doi.org/10.1177/00472395211047865

Singh, A., Gupta, K., & Yadav, V. K. (2021). Adopting e-learning facilities during COVID-19: Exploring perspectives of teachers working in Indian Public-funded Elementary Schools. *Education 3-13*, 1-15. https://doi.org/10.1080/03004279.2021.1948091

Suartama, I. K., Setyosari, P., & Ulfa, S. (2019). Development of an instructional design model for mobile blended learning in higher education. *International Journal of Emerging Technologies in Learning*, *14*(16).

Yates, A., Starkey, L., Egerton, B., & Flueggen, F. (2021). High school students' experience of online learning during Covid-19: the influence of technology and pedagogy. *Technology, Pedagogy and Education*, *30*(1), 59-73. https://doi.org/10.1080/1475939X.2020.1854337