EFFORTS TO IMPROVE THE QUALITY OF MOVEMENT ACTIVITIES OF PHYSICAL EDUCATION, SPORTS AND HEALTH, DURING THE COVID-19 PANDEMIC

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Article Info

ABSTRACT

The COVID-19 pandemic has changed our lifestyles. One of them is the world of education. The learning process is hampered, but new innovations emerge in the world of education that indirectly direct education in a more advanced direction by incorporating the world of information and communication technology into education through technological pedagogical content knowledge. Learning currently uses more online learning that utilizes technology, especially internet networks, and reduces the movement activities of students while learning. Physical Education, Sports, and Health are the most challenged by network learning due to the emphasis on movement activities, whereas network learning is more like having students sit in front of the electronic devices used. This also causes a decrease in the value of psychomotor movements. Even if learning is carried out face-to-face, several obstacles are encountered, especially the limited time for face-to-face meetings at school, forcing educators to condense the material to be delivered. In practice, learning with very limited time in the field so as to get students' psychomotor scores for student worksheets requires students to make video recordings in accordance with the material being taught. The main objective of this subject for elementary school age is to increase students' movement activities.

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1. INTRODUCTION

The ongoing Coronavirus pandemic has disrupted all sectors of life. Those who feel the impact are, of course, in the world of education (Harris & Jones, 2020; Garagiola et al., 2022), because traditional face-to-face learning cannot be done due to large crowds, which greatly facilitate the transmission of the coronavirus (Joshi et al., 2020; Jung et al., 2021). This makes the learning situation uncertain. Educators also have to rack their brains to determine effective learning strategies for their students so that they can still meet the demands of the curriculum that has been made by the Madrasah Curriculum Development Team. In addition, learning must remain interesting and fun for students. From here, educators must be innovative in learning because where face-to-face (offline) learning is not permitted, learning must be carried out in an online mode, which

is very dependent on innovation in the delivery of learning (Dwivedi et al., 2020; Aristovnik et al., 2020; Khan et al., 2020).

Consequently, to prevent the spread of COVID-19, especially in Indonesia, In this context, the Ministry of Education and Culture, together with the Ministry of Health, Ministry of Home Affairs, and Ministry of Religion, have issued a Joint Decree (SKB) regarding the conversion of face-to-face learning to distance learning (PJJ), both online and offline. Online learning, which has been promoted since 1980, has finally returned to its current momentum. The COVID-19 pandemic has forced all parties to carry out learning activities in tertiary institutions by using the internet through online lectures (Adedoyin & Soykan, 2020; Li et al., 2020; Özdin & Bayrak Özdin, 2020).

To help overcome time constraints, especially in preparing learning content, teachers must use thousands of Open Educational Resources (OER) that are published and available in national and international repositories. Open Educational Resources (OER) in UNESCO's latest recommendations refer to learning, teaching, and research materials (Huang et al., 2020). Hilton et al. (2013) also stated that the use of OER can help teachers save time in preparing learning materials.

Physical education is an inseparable part of an overall educational process that uses selected physical activities to develop and improve three domains, namely: cognitive, affective, and psychomotor (Kelly et al., 2004; Sari et al., 2020). Learning PJOK is a learning process that is more than just teaching knowledge from a teacher to students; in this learning process, it is hoped that an educator can optimize the potential that exists in students. Physical education in the form of physical activity can take the form of individual or group games, allowing the teaching and learning process to run smoothly and the lessons received to be properly understood (Penney & Chandler, 2000; López-Pastor et al., 2013). Physical activity is the main indicator of physical education and sports activities. As a result, mastery of the concept of motion and motor learning (movement) is an important thing that physical education students and teachers must master in order to carry out teaching and learning (Chow et al., 2007; Renshaw et al., 2010; Donnelly et al., 2016; Budi et al., 2019).

Physical education in the COVID-19 pandemic situation really needs the ability of teachers to be able to carry out the teaching and learning process without having to physically interact in the field (Centeio et al., 2021). This situation is one of the factors that hinder the development of students' sports education in terms of carrying out direct practice with the teacher as a teacher; this problem also hinders the teacher's assessment in reviewing students' cognitive development in PJOK learning, as well as other obstacles along with the COVID-19 pandemic, which requires us to maintain distance in carrying out daily activities (Nurulfa et al., 2021; Konukman et al., 2022).

Therefore, based on the above conception, the paper aims to analyze how to improve the quality of movement activities in PJOK during the COVID-19 pandemic.

2. METHOD AND DISCUSSION

This study uses a qualitative approach with good learning analysis techniques to examine learning innovations during the COVID-19 pandemic. Furthermore, data collection in this study was carried out by tracing various sources, including government documents, mass media, and relevant research results previously analyzed using research rules and supported by the results of interviews with several elementary school-level students. Data analysis was carried out using content analysis. Content analysis is a method used to obtain information from documents in the form of recordings, pictures, sounds, writing, and others in an objective and systematic manner.

This research was conducted at Madrasah Ibtidaiyah Al Falaah, City of Kediri, which is located at Jl. Masjid Timur, Banaran Village, Islamic Boarding School District, Kediri City, East Java Province, and began on August 26, 2021, to October 7, 2021. For MI Al Falaah students in the academic year 2021-2022, the total number of students is 159, consisting of 91 boys and 68 girls.

Table 1. Details Number of Students

Class	L	P	Total
I	4	20	24
II	18	5	23
III	13	10	23
IV	16	16	32
V	23	11	34
VI	17	6	23
Total	91	68	159

3. RESULTS AND DISCUSSION

The COVID-19 pandemic had an impact on all aspects of life, as described above, including the field of education (Aristovnik et al., 2020; Cachón-Zagalaz et al., 2020; Leo et al., 2021). Because education is defined as a means of shaping humans into individuals capable of facing the challenges of the times, education must also be prepared to respond to all forms of changing times. So it can be said that innovation in the world of education is a must. Therefore, the author analyzes and describes several innovations that were implemented in learning during the COVID-19 pandemic.

3.1 Learning From Home: Collaboration Between Schools and Parents

Learning from home is motivated by COVID-19. This study was carried out in online form using technology. Teachers must be able to ensure that even though students study from home, they still study simultaneously, even though they are in different places. This online learning system can be implemented through the WhatsApp Group (WAG), telegram, Zoom application, and other online services. The role of parents in this learning is very important for the continuity of learning, as they act as a companion or second teacher in learning activities so that the relationship between educators and parents is closer for the common good.

3.2 Online Learning as an Opportunity as well as a Challenge

Quality education is synonymous with learning that is able to provide space as well as encouragement for students to continue to express themselves and appreciate learning needs according to their talents, interest in growth and development, as well as the environmental conditions of the students themselves. The use of technology as a medium for learning during COVID-19 is one way for students to keep learning, but the use of technology as a learning medium requires teachers and students to move in a more advanced direction. In the development of technology in this era, it is hoped that teachers can use it as an opportunity to understand how to manage digital content properly, especially for those who are not at all familiar with technology due to adaptation patterns that seem so fast and sudden. In addition, teachers are required to be able to take advantage of technology as an opportunity in developing education, both in terms of models, media, and strategies as well as the evaluation and assessment of learning.

3.3 Learning Model during the Covid-19 Pandemic

The "learning model" is defined as the picture or pattern used during the implementation of the learning that will take place (Yoda et al., 2021; Prasetyo et al., 2022). Another opinion states that the learning model is a framework for systematic procedures to gain learning experience in achieving certain goals (Edelson. 2002; Adam et al., 2017). In this regard, Permendikbud Number 65 of 2013 explains the Process Standards for Elementary and Secondary Education: first, a scientific approach and thematic learning models must be used to achieve the learning process stipulated in the 2013 curriculum; second, the thematic is well-integrated between lessons or in subjects that use discovery- or inquiry-based learning; and third, the teacher encourages students to produce works. The worldwide outbreak of the COVID-19 disease has accelerated the adoption and acceptance of the need for the implementation of digital learning. Even so, the traditional learning model, in this case, face-to-face, is still very important to implement, especially for sports activities. In the future, online assessments will be questioned regarding validity and fairness. In this regard, the problem of plagiarism and self-responsibility in education and learning must be addressed because future education will place more emphasis on content than learning methods. One of the models that teachers can apply during the COVID-19 pandemic is blended learning. Blended learning is inseparable from e-learning, which acts as an umbrella or foundation for carrying out online learning, or what we often hear with online terms. The implementation of online learning is inseparable from the use of technology and communication. E-learning used in the design of blended learning systems, among other things, can be interpreted as something that is general and broad in nature and discusses the use of various electronic technologies to convey learning. In addition, this learning is also designed to create an optimal learning experience. The electronic technology in question can be in the form of computers, smartphones, television, the internet, and so on. The use of electronic technology to create learning experiences is seen as a series of

implementations. In this regard, Santyasa et al. (2021) divides e-learning into three categories: adjunct, mixed/blended, and fully online.

A. Adjunct: In this category, learning is carried out face-to-face and assisted by an online delivery system. For example, to assist learning in class, the teacher gives assignments to students to search for certain information via the internet by utilizing various technologies such as LCD projectors and so on. In this category, online learning is only used as an addition to the learning process.

B. Mixed/blended: In this category, learning is carried out using online and face-to-face systems as inseparable parts that form a unified whole.

C. In the last category, "fully online," all interactions in the implementation of learning are carried out online. In this category, there is no face-to-face contact at all; for example, learning materials are linked via hyperlinks, such as images and text. From these three categories, it can be interpreted that blended learning is a part of e-learning that is designed, developed, and implemented in order to create learning experiences that achieve the learning objectives as determined. Blended learning can be defined as learning that combines online and face-to-face learning at the same time, where the deficiencies found in face-to-face learning can be integrated with the existing advantages of online learning with the aim of supporting maximum learning. In addition, blended learning refers to a combination of different learning environments. Blended learning provides teachers and students with a potential environment to carry out learning effectively. In carrying out blended learning, there are important things that must be understood in advance with regard to learning settings, namely synchronous (learning in class or face-to-face) and asynchronous (learning outside the classroom or online). As for what is meant by a "learning setting," it is a condition or situation where learning activities can take place. In this regard, Graham & Dziuban (2008); Muzaini et al. (2021), the learning settings in the blended learning model can be seen in the following figure:
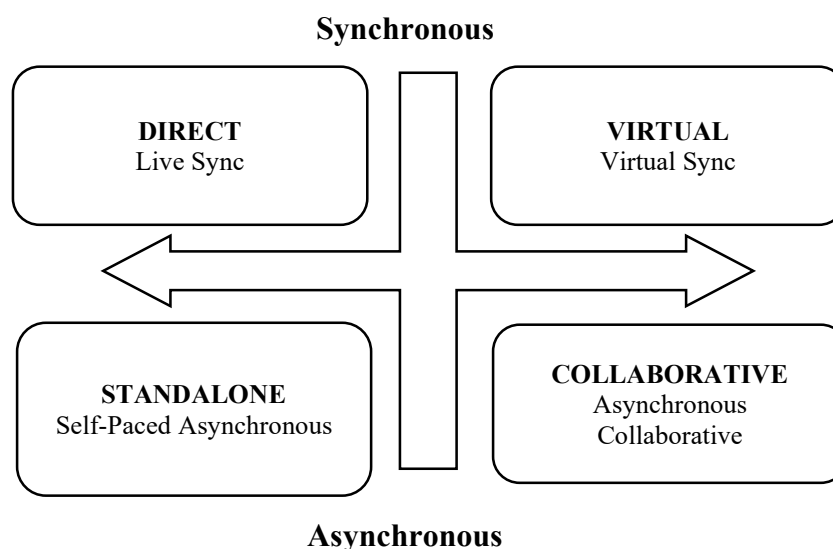

Figure 1. Learning Settings in the Blended Learning Model

In the picture above, the author explains the details as follows:

1) Direct Sync; the first picture explains that indirect learning, students can learn at the same time and place. as well as face-to-face learning in the classroom through lectures, discussions, and so on.

2) Virtual Sync: The second picture shows that learning between students and teachers is carried out at the same time but in different places from one another. Independent activities using online learning Students can learn anytime and anywhere according to their conditions and learning speed. The learning activities in this picture include reading, listening, watching, and simulating virtual synchronous learning that occurs with the help of synchronous technology, for example, video conferences, audio conferences, and groups.

3) Asynchronous Standalone: in this picture, learning is carried out by utilizing various digital materials that are in accordance with the object of study.

4) Asynchronous Collaborative; then, in the final image, the learning process is carried out by involving more than one person between students or someone who becomes the presenter. Learning activities at this stage are facilitated by discussion forums, assignments, and so on.

4. CONCLUSION

Policy and innovation are two things that are interrelated and cannot be separated from one another. This is because innovation will provide useful new knowledge, while the policy is a concept, guideline, and method that will strengthen innovation. Learning innovation efforts carried out by the government with the aim of preventing the spread of COVID-19 are expected to provide novelty and benefits for the realization of effective and efficient education. In carrying out technology-based online learning, teachers, students, and parents have experience as well as new knowledge related to learning technology, especially for those who are technologically illiterate. The hope is that learning innovations during the COVID-19 pandemic can be used as an opportunity to support the quality of education in the future and be able to compete globally.

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