

School Readiness Survey for Offline Physical Education, Sports and Health Learning After COVID-19

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Abstract

This study aims to determine School Readiness for Post-COVID-19 Offline Physical Education, Sports and Health Learning in Class X Mardi Bakti Vocational High School Students in Cijantung, East Jakarta. The method used in this research is descriptive method. The data collection procedure used a test in the form of a questionnaire with a Likert scale with four possible answers, Strongly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, and Strongly Disagree (STS) = 1. Sample in this study were Mardi Bakti Vocational School Class X Cijantung East Jakarta students with a total of 50 students. The sampling technique is by means of total sampling. Based on the results of data analysis, it was concluded that the results of the School Readiness Survey for Post-COVID-19 Offline PJOK Learning in class X students of Mardhi Bhakti Vocational School were included in the high category. This is based on the average value of all indicators measured. There are two indicators from this survey namely; (1) Cognitive Aspect (2) Social Aspect where after analyzing the data on each indicator, both are included in the high category.

Keywords: COVID-19, offline physical education, school readiness.

1 INTRODUCTION

With government policies allowing schools to carry out face-to-face learning, there needs to be careful preparation from schools, especially PJOK teachers in preparing physical education learning, especially efforts to improve learning outcomes that are still being achieved through online learning. This preparation is absolutely necessary in order to maintain the safety of school members from the threat of the COVID-19 virus, considering that physical education subjects are practical subjects and involve physical activity (Widiyani, 2020).

Understanding psychological learning is a process of change, namely changes in behavior as a result of interaction with the environment in meeting the needs of his life. Susanto (2016) stated that "Learning is an activity that is carried out by someone intentionally in a conscious state to obtain a new concept, understanding, or knowledge so that it allows a person to change behavior that is relatively fixed both in thinking, feeling, and in acting". Learning is a process effort made by a person to obtain a new change in behavior as a whole, as a result of his own experience in interaction with his environment (Slameto, 2003).

Learning is a combination of two learning and teaching activities that are methodologically tend to be more dominant in students, while instructional teaching is carried out by the teacher. Meanwhile, according to Hamalik (2015), learning is "a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives"

A teacher should indeed use appropriate learning methods or learning methods in order to create an effective and efficient teaching and learning process. In addition,

students can also study well because the learning methods used by the teacher make the delivery of material more interesting and good. For this reason, a teacher needs to be familiar with learning methods to support the achievement of teaching and learning objectives.

During the COVID-19 pandemic, there were many ways the school could do to keep learning going, such as implementing online learning and offline learning. Even though sometimes the learning objectives to be conveyed have not been achieved properly, it is hoped that from this process students are able to receive learning, both online learning and offline learning. Including the efforts made by schools to educate their students.

Online learning is learning that is carried out without face-to-face meetings, but through an available platform. All forms of subject matter are distributed online, communication is also carried out online, and tests are also carried out online. This online learning system is assisted by several applications, such as Google Classroom, Google Meet, Edmodo and Zoom.

The term offline is an extension of "outside the network" as a substitute for the word offline. The word "offline" is the opposite of "online" (Isman, 2016). Thus, offline learning can be interpreted as a form of learning that is not connected to the internet at all. An offline learning system (outside the network) means learning using media, such as books, modules, printed teaching materials and so on. If students write articles or do assignments in Microsoft Word and do not connect to the internet network, then that is an example of an offline activity. If students do an offline conference by meeting in person without using the internet, that is an example of an offline activity.

Offline learning during the COVID-19 pandemic is a learning process that is carried out face-to-face with students where time and the number of students participating in learning are limited with the aim of preventing the spread of the COVID-19 virus. Offline learning by teachers has been carried out in accordance with the health protocol that has been recommended by the government. Offline activities are carried out by the teacher visiting students' homes by keeping their distance and wearing masks. Before learning PJOK begins, students are encouraged to wash their hands with soap. When learning begins, students will first be given a number of body fitness movements so they can apply these movements every day at home for the health of students at home. PP Number 17 of 2010 concerning Management and Implementation of Education, article 1 paragraph 36 explains learning is learning as a process of teacher and student interaction as well as with learning resources that exist in the learning environment.

Sports and health physical education aims to help students in still a positive attitude towards health by strengthening physical fitness through the basic movements of various physical activities. Meanwhile, according to Afandi, A. R., & Hartati, S. (2017), the goal of PJOK will be achieved through real experience which is directly carried out from a physical activity. Physical activity can be in the form of games or sports chosen for the learning process. In line with the opinion above, PJOK in schools is a learning experience using physical activity which is carried out systematically with the aim of developing aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, healthy lifestyle and environmental recognition.

Readiness refers to a state of being ready to do something. Jamies in slamet stated that readiness is "preparedness to respond or react" which is a willingness to respond or react. Samson in Nanang and Cucu suggests readiness is the willingness to take action. From some of the opinions above, it can be concluded that readiness is a state in which a person is willing to react under certain conditions.

Readiness is closely related to maturity, if someone has reached a certain level of maturity then he will be ready to accept new lessons. There are several factors that can shape readiness, namely: (1) equipment, related to the completeness of the equipment; (2) motivation, related to the need to achieve goals.

Readiness needs to be developed, for this, guidelines are needed in developing readiness. The principles for developing readiness include; (1) all aspects of growth

interact and together form readiness (2) one's experience in influencing individual physiological growth (3) experience has a cumulative effect in the development of individual personality functions (4) individual readiness in carrying out certain activities then certain moments in life is a formative period for personal development (Notoatmodjo, 2010).

January 2022, based on the latest 4 Ministerial Joint Decrees (SKB) regarding Guidelines for Implementation of Learning During the 2019 Corona virus Disease (COVID-19) Pandemic, Education units in the PPKM areas level 1 and 2 have been permitted to implement face-to-face learning (PTM) 100% with a provision if the condition of the spread of the COVID-19 virus in the area is under control (Afandi & Hartati, 2017).

Based on the school's evaluation of online learning, schools complain about the difficulty of building students' character if it is carried out online, students are ignorant of learning and are busy with things outside of learning using their devices, especially when parents cannot monitor students because they are working. Reflecting on this, it indicates that one of the consequences of PJOK learning is not optimal, which has the function of forming student character when implemented online. By using offline learning it is hoped that it can help the learning process and be able to create learning that is in accordance with the expected goals.

In order to deal with face-to-face learning after the COVID-19 pandemic, schools must make various preparations, especially in physical education subjects. Physical education is essentially an educational process that utilizes physical activity to produce holistic changes in individual quality, both physically, mentally and emotionally. Learning achievement through physical activity of students which is key in physical education learning becomes very difficult to achieve when implemented online.

The readiness of schools to organize PJOK offline includes implementation procedures, infrastructure, learning approaches or methods, and PJOK learning assessments for offline learning that will be used later. With the government's policy of allowing schools to carry out face-to-face learning, there needs to be careful preparation from schools, especially PJOK teachers in preparing for physical education learning, especially efforts to improve learning outcomes that are still being achieved through online learning.

Mardi Bakti Jakarta Vocational School, which is in the PPKM level 1 and 2 area, has the opportunity to carry out face-to-face learning offline. The difficulty of building student character during online learning and the decreased learning outcomes in practical subjects, especially PJOK, were also felt by Mardi Bakti Vocational School. For this reason, Mardi Bakti Vocational School feels the need to make adequate preparations to carry out offline PJOK learning during the COVID-19 pandemic.

Preparation for dealing with offline PJOK learning needs to be made as part of building student character, improving student fitness, and pursuing PJOK learning outcomes that have declined during PJJ. This preparation for offline learning must of course be carried out by the school as a whole as an educational unit. In the education unit there are members of the education unit consisting of educators, education staff, and students. Thorough preparations related to Health Protocols and offline learning rules during this pandemic must be understood by all members of the education unit so that learning can take place optimally.

Based on the description above, researchers are interested in conducting scientific studies regarding school readiness surveys for offline physical, sports and health education during the COVID-19 pandemic.

2 RESEARCH METHODS

This research is a descriptive research that provides an overview of the object under study. While the method used in this study is a survey method using a questionnaire as an instrument (Arikunto, 2010). The data collection technique in this study used an

instrument in the form of a closed questionnaire. Sugiyono (2010) and Moleong (2006) stated that the research method is a scientific way to obtain data with a specific purpose and use. Using the survey method, researchers will collect data regarding school readiness for offline physical, sports and health education during the COVID-19 pandemic and then carry out an analysis.

Population is a generalized area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions (Moleong, 2006). The population in this study was the Mardi Bakti Vocational School, Class X, Cijantung, East Jakarta. In this study, the authors used a sampling technique using total sampling. According to Arikunto total sampling is taking the same sample as the existing population. So the sample in this study were all of the tenth grade students of SMK Mardi Bakti Jakarta.

Divided into several stages, (1) Researchers compiled a School Readiness Questionnaire for Post-COVID-19 Offline Physical Education, Sports and Health Learning. (2) Researchers distribute school readiness questionnaires for offline physical, sports and health learning after COVID-19 (3) researchers describe data from the survey results of school readiness for offline physical, sports and health learning after COVID-19. The instrument grid can be seen in table 1 as follows:

Table 1. Instrument Grid

variable	Aspect	Indicator	Item question	Positive	Negative
Offline Learning (PTM)	Physical Education Function	cognitif	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	1, 2, 3, 4, 5	6, 7, 8, 9, 10
		Social	11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	21, 22, 23, 24, 25, 26, 27, 28
Total			28	15	13

The instrument or tool used in this study was a closed questionnaire. A closed questionnaire is a questionnaire that is presented in such a way that the respondent only has to put a checklist (✓) in the appropriate column or place, with a direct questionnaire using a multilevel scale. The multilevel scale in this questionnaire uses a modified Likert scale with four possible answers, Strongly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, and Strongly Disagree (STS) = 1.

In this instrument there are negative questions, totaling 13 items, while the rest are positive statements, totaling 15 items.

Table 2. Weight Score

Alternative answers	Negative score	Positive score
Strongly Agree	1	4
Agree	2	3
Disagree	3	2
Strongly Disagree	4	1

After all the data has been collected, the next step is to analyze the data so that a conclusion can be drawn from the data. To determine the category of school readiness using the Fitriyanto formula quoted from B. Syarifudin (2009), which is as follows:

Table 3. Categorization

Interval Score	Category
$X \geq M + 1,5 SD$	Very high
$M + 0,5 SD \leq X < M + 1,5 SD$	high
$M - 0,5 SD \leq X < M + 0,5 SD$	middle
$M - 1,5 SD \leq X < M - 0,5 SD$	low
$X \leq M - 1,5 SD$	Very low

Information :

X : Score obtained

M : Mean Ideal

SD : Standard Deviation

The data analysis technique in this study used a percentage descriptive data analysis technique. The simple formula is as follows:

$$P = \frac{f}{N} \times 100 \%$$

Information :

P = percentage sought (relative frequency)

F = frequency

N = number of respondents

3 RESULT AND DISCUSSION

The results of this study are in the form of data obtained using survey methods, with data collection techniques using questionnaires. The research data is in the form of the level of school readiness for offline physical, sports and health education after the COVID-19 pandemic which was conducted on 50 class X students of Mardhi Bhakti Vocational School. In detail, a description of school readiness for learning Physical Education, Sports and Health Offline after the COVID-19 pandemic is described as follows:

The level of readiness of schools in carrying out offline Physical Education, Sports and Health Learning after the COVID-19 pandemic was captured through the ability of respondents to answer 28 questions provided through a questionnaire. The instrument or tool used in this study was a closed questionnaire. The multilevel scale in this questionnaire uses a modified Likert scale with four answer choices, namely Strongly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, and Strongly Disagree (STS) = 1, so that each response it is possible to have a minimum score of 28 and a maximum score of 112. Then the percentage of answers obtained from each respondent is calculated and classified into 4 (four) categories to determine the level of school readiness, with very high, high, medium, low, very low.

Based on the results of the calculations performed, the description of student knowledge data on school readiness in implementing Physical Education, Sports and Health Learning Offline after the COVID-19 pandemic can be seen in the following frequency distribution on Table 4.

Table 4. Frequency Distribution of School Readiness in Carrying Out Physical Education, Sports, and Health Learning Offline Post the COVID-19 Pandemic

Category	Frequency	Percentage
Very high	3	6%
High	31	62%
Middle	13	26%
Low	2	4%
Very low	1	2%
Total	50	100%

Table 4 shows that the majority of responses and as many as 29 students (58%) have cognitive aspects regarding school readiness in implementing Physical Education, Sports, and Health Offline Learning after the COVID-19 pandemic with a high category. The remaining 5 students (10%) are in the very high category, 7 students (14%) are in the medium category, 7 students (14%) are in the low category and 2 students (4%) are in the very low category. Furthermore, the frequency distribution of students' cognitive aspects regarding school readiness in implementing Physical Education, Sports and Health Learning Offline after the COVID-19 pandemic can be described in Figure 1.

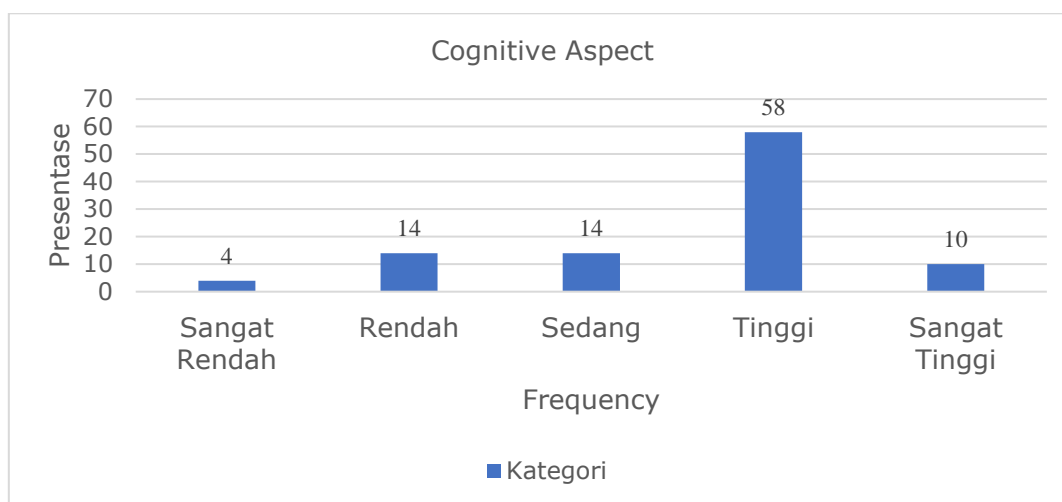


Figure 1. Students' cognitive aspects

Figure 1 show cognitive aspects related to school readiness in implementing Physical Education, Sports and Health Learning Offline after the COVID-19 pandemic.

Social aspects related to school readiness in carrying out Offline Physical Education, Sports and Health Learning after the COVID-19 pandemic were captured through responsiveness and in answering 18 questions number 11 to 28 which were given through a questionnaire. The instrument or tool used in this study was a closed questionnaire. The multilevel scale in this questionnaire uses a modified Likert scale with four answer choices, Strongly Agree (SS) = 4, Agree (S) = 3, Disagree (TS) = 2, and Strongly Disagree (STS) = 1, so that each it is possible for respondents to have a minimum score of 18 and a maximum score of 72. Then the percentage of answers obtained from each respondent is calculated and classified into 4 (four) categories to determine the level of cognitive readiness, with very high, high, medium, low, very low categories.

Based on the results of the calculations carried out, the description of the data on the social aspects of students on school readiness in implementing Physical Education, Sports and Health Learning Offline after the COVID-19 pandemic can be seen in the following frequency distribution Table 5.

Table 5. Frequency Distribution of Students' Social Aspects on School Readiness in Carrying Out Post-pandemic Physical Education, Sports, and Health Learning

Category	Frequency	Percentage
Very high	2	4%
High	31	62%
Moderate	4	8%
Low	11	22%
Very Low	2	4%
Total	50	100%

Table 5 shows that the majority of respondents as many as 31 students (62%) have social aspects regarding school readiness in carrying out Offline Physical Education, Sports and Health Learning after the COVID-19 pandemic with a high category. The remaining 2 students (4%) are in the very high category, 4 students (8%) are in the medium category, 11 students (22%) are in the low category and 2 students (4%) are in the very low category. Furthermore, the frequency distribution of students' social aspects regarding school readiness in implementing Physical Education, Sports and Health Learning Offline after the COVID-19 pandemic can be illustrated in Figure 2.

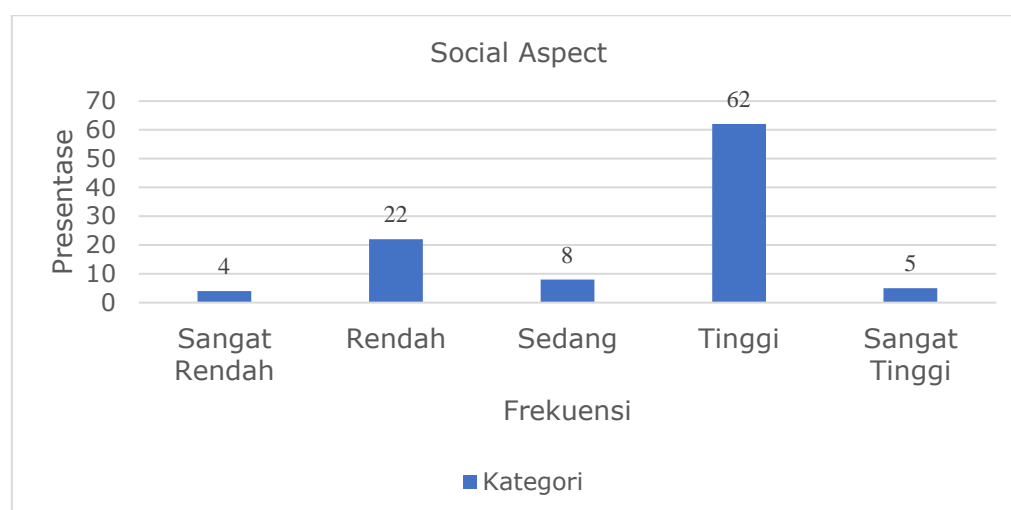


Figure 2. Students' social aspects

This study aims to determine the readiness of schools in carrying out Physical Education, Sports and Health Learning Offline after the COVID-19 pandemic, described in Table 6.

Table 6. Students' Social Aspects on School Readiness in Carrying Out Post-pandemic Physical Education, Sports, and Health Learning

Dimension	Maximum Score	Average Score Obtained	Percentage
Overall Aspect	112	79,96	62%
Cognitive Aspect	40	27,98	58%
Social Aspect	72	51,98	62%
Category	Hight		

The results of the data analysis showed that the average student knowledge of school readiness was included in the high category, namely 79.96 out of a maximum score of 112 for 31 students (62%).

Based on the 2 aspects that became indicators in this study, namely the average cognitive aspect of students on school readiness obtained a score of 27.98 out of a

maximum score of 40 for 29 students (58%). These results are included in the high category.

The results of the data analysis showed that the average student knowledge of school readiness was included in the high category, namely 79.96 out of a maximum score of 112 for 31 students (62%).

Based on the 2 aspects that became indicators in this study, namely the average social aspect of students on school readiness obtained a score of 51.98 out of a maximum score of 72 for 31 students (62%). These results are included in the high category.

The results show that the readiness of the Mardi Bakti Vocational School in implementing Physical, Sports and Health Education Offline after the COVID-19 pandemic is quite good in terms of students' understanding.

Students' understanding of health protocols and rules while participating in offline sports and health physical education lessons is very important. One of the indicators that schools are ready to carry out offline Physical Education, Sports and Health Learning after the COVID-19 pandemic is to find out the level of understanding of their students towards the Health protocol and the rules that must be obeyed. That way we know that the efforts made have been running effectively.

Widiyani stated, Due to the very fast transmission of the corona virus, the World Health Organization (WHO) declared the corona virus a pandemic on March 11, 2020. It is this fast spread of the virus that schools need to anticipate all possible risks posed by COVID-19 to the health of the education unit residents. since he was allowed to study offline. For this reason, the school's readiness to face PJOK learning offline is to provide students with knowledge so that they can implement health protocols and comply with school rules during a pandemic, so that learning can run in an orderly and smooth manner.

3 CONCLUSION

Based on the results of data analysis, it was concluded that the results of the School Readiness Survey for Post-COVID-19 Offline PJOK Learning in class X students of Mardhi Bhakti Vocational School were included in the high category. This is based on the average value of all indicators measured. There are two indicators from this survey namely; (1) Cognitive Aspect (2) Social Aspect where after analyzing the data on each indicator, both are in the high category.

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