

## **PJOK Practices in Limited Face-to-face Learning during the COVID-19 Pandemic**

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### **Abstract**

PJOK (*Pendidikan Jasmani, Olahraga dan Kesehatan*) Practices in Limited Face-to-face Learning During the COVID-19 Pandemic (Descriptive Research on Class V SDS Kartika VIII-1 Cijantung Students in the 2021/2022 Academic Year). This study aims to find out the obstacles that occur during the PJOK Practice during the limited face-to-face learning period during the covid-19 pandemic. This research type is descriptive research. The population in this study were the fifth graders of SDS Kartika VIII-1 Cijantung. The sample of this research is 50 students of class V, which are taken by total sampling technique. The instrument used is a questionnaire distributed using Google Form. Analysis of the data using descriptive percentages. The conclusion of this study is based on the results of the processing and analysis of research data on "PJOK Practices in Limited Face-to-Face Learning During the Covid-19 Pandemic During the Covid-19 Pandemic", on the students of SDS Kartika VIII-1 Cijantung for the results of all student respondents shows, the percentage of indicators of the preliminary aspects of learning is 61.55%, the indicators of aspects of the implementation of learning are 59.23% and the indicators of evaluation are 70.4% of learning.

Keywords: COVID-19 pandemic, face-to-face, PJOK practice.

## **1 INTRODUCTION**

Education is inseparable from the learning process. Learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve learning objectives (Oemar, 2010). These activities must be accompanied by objectives so that learning can be carried out effectively and efficiently. The potential or knowledge possessed must be honed again through good learning. During the COVID-19 pandemic, learning is carried out online. Online learning can use digital technology such as google classroom, study house, video conference, phone or live chat, zoom, whatsapp group and others (Dewi, 2020).

However, on June 26, 2021, the Minister of Education and Culture, the Minister of Religion, the Minister of Health, and the Minister of Home Affairs of the Republic of Indonesia issued a circular letter No. 03/KB/2021, No. 384/2021, No. HK.01.08/MENKES/4242/2021, Number 440-717 of 2021 concerning guidelines for implementing learning during the COVID-19 pandemic or monitoring of limited face-to-face learning which states that learning in universities starting in the odd semester of the 2021/2022 academic year will be held with limited face-to-face learning while still implementing health protocols and/or online study (Kemendikbud, 2021). Limited face-to-face learning is learning that limits the number of students who take part in teaching and learning activities in class. Limited face-to-face learning (PTMT) must be prepared properly by the education unit. Good preparation will support the smooth implementation of limited face-to-face learning (PTMT), especially during the transitional or early start-up period. Preparations that need to be made on all components are policy preparation, educational

unit infrastructure facilities, education unit residents, and the readiness of students' parents. The conditions for face-to-face learning are limited, namely that all education personnel have been vaccinated and the hours of lessons for one meeting are limited, and must implement strict health protocols. There are several things that must be considered during limited face-to-face learning, among others: (1) Vaccination of all elements in the school; (2) Improving the immunity of students, educators and education personnel; (3) Prepare facilities and infrastructure in accordance with health protocols (Pattanang et al., 2021). In addition, the learning team also has an important role, including (1) dividing the class into two study groups and arranging lesson plans for each group; (2) arrange the room layout; (3) mark as a separator in the direction of the corridor and stairs; (4) implement a mechanism to prevent bullying for all elements of education who are stigmatized by COVID-19; (5) prepare all equipment according to health protocol (Kemendikbud, 2021).

This impact is very clearly felt in the Subjects of Physical Education, Sports and Health (PJOK), PJOK is an integral part of overall education through physical activities that include cognitive, affective, and psychomotor aspects that aim to improve the growth and development of students' abilities in order to achieve educational purposes (Ega T.R., 2013). In supporting good PJOK learning outcomes, practice activities are needed, without practical activities, the PJOK learning objectives are not achieved.

Practice is a process to improve students' skills by using various methods according to the skills and equipment used. The practice method is divided into two, namely the guided practice method and independent practice. Guided practice is a method of practice in learning, the teacher provides feedback so that students know how to practice in accordance with the material that has been explained. Meanwhile, independent practice is a learning method by providing students with opportunities to practice independently (David A.J, Paul E., dan Donald K., 2009). Therefore, the Practical Activity is a learning technique that has the aim of developing the ability of students by applying the skills that students already have in a real activity.

Similarly, SDS Kartika VIII-1 Cijantung had difficulties when carrying out the PJOK Practice process which only consisted of book materials without any way of moving, gathering, and doing techniques. Even PJOK learning is not all PJOK material can be practiced in classrooms, there are some sports equipment that cannot be used in classrooms because the narrow classroom area becomes an influence in carrying out movements, the use of masks that interfere with breathing when doing movements and not all students can make movements direct. So it can be concluded that teachers and students are still hampered and have difficulties when carrying out face-to-face learning is limited. This implies that the success or failure of achieving educational goals depends on how the learning process is experienced by students where the teacher is the main role holder.

Based on the explanation above, the students of SDS Kartika VIII-1 Cijantung deserve to be researched, namely "PJOK Practices at PTMT During the COVID-19 Pandemic". By applying the survey method, SDS Kartika VIII-1 Cijantung knows the obstacles that exist in the PJOK practice activities during PTMT. So that SDS Kartika VIII-1 Cijantung can take action to change the PJOK learning method during the covid-19 pandemic so that students can take PJOK lessons better understand and produce good learning outcomes.

In general, the problem formulation in this study is "How does the practice of PJOK in PTMT take place during the COVID-19 pandemic?". Based on these general problems, the following sub-problems of research are presented, namely: (1) There is a difference between practical activities during normal learning and PTMT during covid-19 (2) There is a need for a survey on practical activities at SDS Kartika VIII-1 Cijantung during PTMT during the covid-19 pandemic (3) PJOK Practice Activities can affect the learning process at SDS Kartika VIII-1 Cijantung during PTMT during the covid-19 pandemic.

The specific objectives of this study are described as follows: (1) To get an overview, provide input and evaluation of teacher constraints in PTMT for PJOK subjects during the

COVID-19 pandemic. (2) To find out the obstacles that occur during PJOK learning during the PTMT during the covid-19 pandemic.

## 2 RESEARCH METHODS

This research was carried out at SDS Kartika VIII-1 Cijantung, which is located at Jl. Carnation Cijantung II, Kec. Pasar Rebo, East Jakarta City. This research is a descriptive study that provides an overview of the object being studied. While the method used in this research is a survey method using a questionnaire as an instrument. In this research, the population is 50 students of SDS Kartika VIII-1 Cijantung Class V. Thus the sample in this study was obtained from the student population of SDS Kartika VIII-1 Cijantung Class V, which was a sampling technique using the total sampling method, namely selecting samples from all members of the population. The technique of collecting data in this study used an instrument in the form of a closed questionnaire. The research method is a scientific way to obtain data with a particular purpose and use (Sugiyono, 2018). This research method uses a survey method, while data collection uses a questionnaire.

During the current COVID-19 pandemic, it is not possible to collect data directly, so online questionnaires are given using Google Forms. With the survey method, the researcher collects data on the level of implementation of physical education learning, and then analyzes it.

In the first stage, the instrument used in this research was a closed questionnaire. Closed questionnaire is a questionnaire that is presented in such a way that the respondent only needs to put a checklist (✓) in the appropriate column or place, with direct questionnaires using a multilevel scale. (Suharsimi Arikunto., 2010). In this instrument, there are negative questions, which are 12 items, while the rest are positive statements, which are 18 items. However, after the validity and reliability process with Cronbach's alpha of 0.616, the questionnaire turned into 27 items with details of 18 positive statements and 9 negative statements. The multilevel scale in this questionnaire uses a modified Likert scale with four answer options, namely, Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (DA) = 2, and Strongly Disagree (SDA) = 1.

Questionnaires or questionnaires are a number of questions or statements that are used to obtain sample information in the sense of his personal report, or things he knows. Questionnaire is a data collection technique which is done by giving a set of questions or written statements to respondents to answer (Sugiyono, 2018). Questionnaires are nothing but a collection tool in the form of a list of questions, but are filled out by the respondents themselves. Here is the process of respondents filling out the questionnaire, like Figure 1.

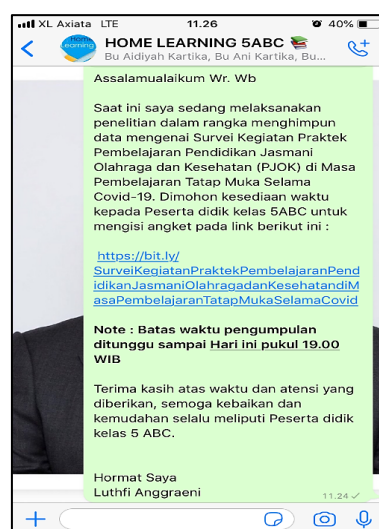


Figure 1. The process of data collection

Figure 1 shows the process of data collection through the Whats App (WA) application in the form of a questionnaire to obtain data from respondents, in this case the respondents consisted of 50 samples of students from SDS Kartika VIII-1 Cijantung.

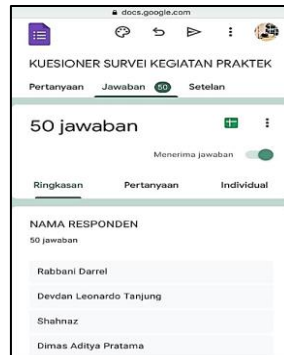


Figure 2. Questionnaire Respondents Results

Based on Figure 2, results of questionnaire respondents through the Whats App (WA) application to obtain data from respondents in this case the respondents consisted of 50 samples of students from SDS Kartika VIII-1 Cijantung who had filled out 27 types of research questionnaires.

Table 1. Classification of Scores

Interval	Category	Frequency
$88\% \leq X$	Very high	2
$72\% < X \leq 87\%$	Tall	40
$57\% < X \leq 71\%$	Currently	8
$41\% < X \leq 56\%$	Low	0
$X \leq 40\%$	Very low	0
Total		50

Table 1 shows how to calculate the percentage obtained and then compared it with the score interval (Widoyoko, S.E.P., 2015). The determination of the score interval is carried out as a basis for classifying the results of the calculation of the application with benchmarks.

Table 2. Validation test results

No Item	r table	r count	Criteria	No Item	r table	r count	Criteria
1	0,279	0,039	Invalid	16	0,279	0,637	Valid
2	0,279	0,778	Valid	17	0,279	0,778	Valid
3	0,279	0,477	Valid	18	0,279	0,750	Valid
4	0,279	0,769	Valid	19	0,279	0,085	Invalid
5	0,279	0,477	Valid	20	0,279	0,916	Valid
6	0,279	0,589	Valid	21	0,279	0,905	Valid
7	0,279	0,548	Valid	22	0,279	0,321	Valid
8	0,279	0,705	Valid	23	0,279	0,853	Valid
9	0,279	0,523	Valid	24	0,279	0,695	Valid
10	0,279	0,718	Valid	25	0,279	0,912	Valid
11	0,279	0,663	Valid	26	0,279	0,025	Invalid
12	0,279	0,856	Valid	27	0,279	0,854	Valid
13	0,279	0,467	Valid	28	0,279	0,923	Valid
14	0,279	0,914	Valid	29	0,279	0,705	Valid
15	0,279	0,549	Valid	30	0,279	0,401	Valid

Based on Table 2, after the Validity Test using SPSS 20 the number of statements totaled 30 items, however, 27 items were stated and the invalid 3 items. If the value of a questionnaire is greater than  $r$  table 0.279 then the questionnaire is declared valid.

### 3 RESULT AND DISCUSSION

Then according to the table of scores and respondents' assessments and after a total calculation, the analysis of "PJOK Practices in limited face-to-face learning during the COVID -19 Pandemic" is obtained which is 77.5%. This means that students at SDS Kartika VIII-1 Cijantung have an analysis of practical activities during the COVID-19 pandemic that are in the "High" category.

From the results of the research above, it can be related to a relevant research article entitled "Implementation of PJOK Learning during the COVID -19 Pandemic Period in State Elementary Schools throughout the North Kulon Progo Regency". The results of this study have the aim of describing 11 implementations of the PJOK learning process in During the COVID-19 pandemic, which was launched by the government in state elementary schools throughout the northern part of Kulon Progo Regency.

Subsequent research from the study entitled "Perceptions and Motivations of Class XII Students Against Limited Face-to-face Learning in Physical Education Lessons on Sports and Health During the COVID-19 Pandemic at SMA Negeri 1 Belitang, South Sumatra Province in 2021". From this study it was found that students' perceptions of face-to-face learning were limited in learning physical education, sports and health during the COVID-19 pandemic at SMA Negeri 1 Belitang, South Sumatra Province in the "moderate" category with a frequency of 18 students (34%), based on factors such as: internal category is "medium" with a frequency of 18 students (34%), and based on external factors is also categorized as moderate with a frequency of 22 students (41.5%).

Subsequent research from the study entitled "The Effectiveness of Online Distance Learning During the COVID-19 Pandemic in Physical Education and Health (PJOK) Subjects" the results of the research obtained are that educators have a very decisive role in the success of online learning. Educators must create creative, innovative learning methods, to stimulate students to be actively involved in online learning and feel the meaning of learning.



Figure 3. The learning process of PJOK during PTMT

After being linked to several articles relevant to this research, it was found that there were many related matters, such as the research feeling more "(1) Implementation of the PJOK practice is carried out systematically and follows the PTMT implementation guidelines.

(2) The school has planned and implemented it in accordance with the Health protocol procedure, but in terms of the implementation of the PJOK Practice of the online and offline teaching and learning process, the delivery of material is quite condensed and only conveys the important points and emphasizes the completion of the exercise questions, so that Students are driven by time and maximize the time available so they must focus on following the learning process. (3) Teachers do not use interactive learning models and do not involve innovative media learning media that support the delivery of concrete information to students, so that this has an impact on student activity and also the acquisition of results of PJOK learning practices for students who are in the "moderate" category. The following is the learning process for the PJOK Practice activities taking place, like Figure 3.

Based on Figure 3, The PJOK learning process for fifth graders at SDS Kartika VIII-1 Cijantung conducted online during the COVID-19 pandemic.



Figure 4. The process of giving PJOK Practice materials

On Figures 4 (a) and (b), it is the process of providing PJOK learning materials to class V SDS Kartika VIII-1 Cijantung students conducted by PTMT during the COVID-19 pandemic.

#### 4 CONCLUSION

The results of the processing and analysis of research data on "Practice of PJOK in Limited Face-to-face Learning during the COVID -19 Pandemic", for students of SDS Kartika VIII-1 Cijantung for results from all student respondents showed, in the indicators of the preliminary aspect of learning as much as a percentage of 61,55%, on indicators of aspects of the implementation of learning by 59,23% and on indicators of learning evaluation as much as 70,4%.

Then, according to the score table and respondent's assessment and after the total calculation, an analysis of PJOK Practices in Limited Face-to-face Learning during the COVID -19 Pandemic was obtained, which was 77.5%. This means that students at SDS Kartika VIII-1 Cijantung have a mental analysis during the covid-19 pandemic that is in the "high" category.

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