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Online Learning Management of Physical and Sports Education at Senior High School in Sumenep During Covid 19 Pandemic

Abdul Azis, Dian Helaprahara, Ainur Rasyid
Aindi Pepriyanto, Nugroho Agung
STKIP PGRI SUMENEP Jl. Trunojoyo Gedungan Sumenep Jawatimur
e-mail: azisyamhari@stkippgrisumenep.ac.id

Abstract: This research aims to uncover the online learn management of physical and sports education in senior high school in Sumenep during the implementation of Learning from home home policy during pandemic covid 19. The study used qualitative methods with research subjects of teachers, students, and parents, data collected using documentation, interviews and observations. The results showed that teachers as implementers of the learning process have drawn up a learning implementation plan tailored to the developing situations and conditions in Sumenep. However, parental involvement has not been maximal both before the implementation of learning, at the time of learning, and after the implementation of learning. Physical education learning in senior high school in Sumenep Regency is carried out with the PEDATI model (Learn, In-depth, Apply and Evaluate). Evaluation of learning outcomes is done by assessing student assignments either in videos or written assignments.

Keywords: Online Learning Management, physical and sports education, covid 19 pandemic

corona virus disease (Covid 19) has attack all countries since 2019 attracted the interest of many researchers in various fields, both economic, political, social, health and education. In the field of education, research on the implementation of learning during pandemic covid 19 has been widely conducted by researchers in Indonesia because education is one of the aspects affected during pandemic covid 19. It is just that the research conducted so far is still around learning media, teachers, students psycological, and technology used during pandemic covid 19. Research conducted by Putri et al., (2020), Sudrajat, (2020), Wahyono et al., (2020) were conducted around the role of teachers in learning in the covid 19 period. While the research conducted by Oktawirawan, (2020), Cahyani et al., (2020) around the motivation and anxiety triggers of students in learning during the covid 19 period. While the research on the use of technology in learning in the period of covid 19 has been conducted by Atsani, (2020) and Salsabila et al., (2020). all of the studies that have been done, there has been no research that explicitly discusses learning management, especially the management of physical education and sports learning during the Covid 19 period.

Government policy on the obligation of schools to carry out learning from home encounters several problems both in the material, teachers, students and on the devices used in learning. According to Asmuni, (2020), the problem is; first, not all students can understand the material delivered online by the teacher. Second, the limitations of teachers competences in learning technology to support the implementation of online learning. Third, the control exercised by teachers during the implementation of online learning is minimal. Fourth, the enthusiasm and motivation of students in learning conducted online are very lacking; fifth, most students do not have a smartphone or laptop. Sixth, most of the students live in regions that have less stable internet. Seventh, most students feel bored and lazy because long distance learning is implemented for long time since 2019 to 2021.

Learning is an interaction between teachers and students and learning resources in a learning environment that aims to assist students so that there is a process of change, both cognitive changes,

affective changes, and psychomotor changes. There are two categories of subjects in school, subjects that are delivered with fewer theories and more implemented with a practical approach and subjects that are more widely delivered with theory and less practice; therefore, physical education and sports learning subjects can be categorized as subjects that are more widely done with a practical approach and less theory.

Physical education and sports are educational processes that utilize a physical activity to completely change the individual, both physical, mental, and emotional changes. Physical education is the only subject in school that is carried out from elementary to senior high school where student have the opportunity to learn motor skills and gain knowledge and participate in a variety of physical activities. (Mustafa & Dwiyogo, 2020)

The implementation of physical education learning in school is intended to achieve the goal of national education, namely Indonesian people who are fully human beings who have faith in God almighty, noble, healthy physically and spiritually, insightful, capable, creative, independent, and responsible. Therefore, to achieve these goals, learning management is needed so that the goals of learning can be achieved to the maximum.

Management is a series of processes of utilizing all resources owned to achieve goals. One of the areas of work is learning so that the integration of learning with management is an effort to achieve learning goals effectively and efficiently by minimizing or even avoiding problems that arise and can hinder the learning process.

METHODS

This research uses a type of qualitative research with a phenomenological approach. This approach considers that the data to be obtained is data sourced from individuals in a particular event; in addition, this approach views an event as a whole and related entity to each other. The data to be obtained explains the management of physical education and sports learning in senior high school in Sumenep during the Covid 19 pademic.

The subjects in the study were physical education and sports teachers, students, parents, or guardians at senior high school in Sumenep. The study subjects were taken purposively with several criteria, namely the subject was willing and had time to convey information, the subject was directly involved in the learning process of physical education and sports during the covid 19 pademic.

In-depth interviews, observation, and documentation are the techniques used in this study to obtain research data. Then the data that has been collected is validated by method triangulation technique and source triangulation, namely comparing the data that is rolled with one method with another method or disbursing data obtained from one informant with another informant. After the collected data is declared valid, then the data analysis is carried out. Since data collection, qualitative research data analysis has been conducted. Data analysis measures include data reduction, data display, conclusion, and verification.

RESULTS

The coronavirus (Covid-19) has changed the human life order in all sectors. In the education sector, learning is carried out from the homes of each teacher and student, and to maximize the implementation of learning from home, the government, through the Ministry of Education and Culture of Indonesia, issued Circular Letter No. 15 of 2020 on Guidelines for The Implementation of Learning From Home In The Emergency Period of Corona Virus Disease (Covid-19). The letter explains that schools can use two approaches in carrying out learning, online learning and offline learning.

Physical education and Sports learning in Sumenep carried out by the development of Covid 19 cases issued by the Covid 19 Task Force of Sumenep; if the development of Covid 19 cases in Sumenep is decreasing, then learning is carried out with limited face-to-face learning but if the case of Covid 19 has increased then learning is carried out from home.

This research focuses on the management of Physical Education and Sports learning conducted during the Covid 19 period because learning from home can be a new long distance learning model implemented in senior high school in Sumenep. According to Yerusalem et al., (2015), the main characteristics of long distance learning or online learning are students and teachers carrying out learning activities separately and both are meets by correspondence, correspondence is a tool or media that can be used by teachers and students in interacting. Based on the results of observations and interviews, physical education and sports learning at senior high school in Sumenep during the Covid 19 period were carried out online with the following steps:

Planning

Planning is an activity that must be done before the implementation of learning. In online learning during pandemic covid 19, several activities must be done both by teachers, students, and parents so that learning can run effectively and efficiently by targeted learning objectives in accordance by Letter No. 15 of 2O2O on Guidelines for The Implementation of Learning From Home In The Emergency Period of Corona Virus Disease (Covid-19).

Activities carried out by physical education and sports teachers, students, and parents are teachers to draw up learning implementation plans accordance by learning objectives, then collect student handphone numbers to be formed WhatsApp group as a communication medium. Then the teacher ensures the availability of gadgets/smartphones or other devices and the availability of signals in each area where students live; teachers must also have discussions to determine the learning schedule. However, all the steps that must be done, not all of these steps are implemented; teachers determine the learning schedule by the learning schedule arranged by the deputy principal of the curriculum so that most parents cannot conduct supervision of the learning carried out by students. The teacher also has not analyzed the availability of devices or signals in each area where students live andStudents' ability to operate the applications used so that some students can not follow the learning on the grounds of not having inadequate devices and signals.

Implementation

There are three models of learning carried out by teachers in implementing physical education and sports learning in senior high schools in Sumenep. The first model is the teacher asks each student to study the material contained in the package book, and then the teacher asks the student to practice at home; the implementation of the practice is then recorded in video form and sent to the teacher as part of the subject assignment. The second model is teachers sending learning materials in the form of learning videos into the application used then asking students to learn, and things that students do not yet understand can be discussed through the learning application used.

The third model is the blended learning model where teachers do face-to-face learning through zoom applications or google meets, followed by asynchronous learning through google classroom learning applications, school media, or applications that the school managers themselves have developed.

No	School	Aplication
1	SMAN 1 Sumenep	E-Sidemit
2	SMAN 2 Sumenep	http://elearning.sman2sumenep.sch.id/
3	SMAN 1 Ambunten	Google classroom
4	SMAN 1 Bluto	https://schoolmedia.id/
5	SMAN 1 Lenteng	https://schoolmedia.id/
6	SMAN 1 Batuan	Google classroom
7	SMKN 1 Sumenep	Google classroom
8	SMAN 1 Kalianget	Google classroom
9	SMAN 1 Gapura	Google classroom

Table 1: Aplication used by Senior High school In Sumenep

The role of parents or guardians of students at the time of learning is to ensure students are ready to follow the learning and communicate related to assignments by teachers, but this is rarely done by parents due to the busyness of parents with their daily activities and the absence of parents or guardians of students about their duties and roles during the implementation of distance learning because from the beginning there is no comprehensive socialization about technicalities and mechanism—implementation of distance learning.

Evaluation

The evaluation was conducted by physical education and sports teacher at a senior high school in Sumenep. Teachers use two methods to see the ability of learning purposes, using tests and non-tests. The evaluation method with the test used by asking students to answer some questions compiled by the teacher according to the topic of discussion and distributed to students through the Google form application. At the same time, teachers evaluate non-tests by looking at the practice videos that each student has made.

However, not all students follow instructions and directions from teachers to answer questions or send videos that have been made for several reasons; namely, some students are constrained by the lack of a stable network in the area where they live, and some are limited to the availability of devices owned. Therefore, teachers tolerate and allowing students to collect assignments during face-to-face learning.

DISCUSSION

Learning as a system interacts with various components to achieve learning goals (Wina, 2006). Based on this statement, it can be concluded that the system must have a goal to be achieved, then there is a process carried out to achieve these goals, and finally, there is the involvement of various components.
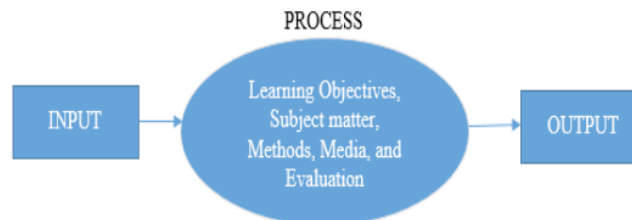

Figure 1: Learning as a system

Physical education and sports learning as a system because, in learning, there is an interaction of various components of learning in achieving learning goals effectively and efficiently. The learning components in question include learning objectives, subject matter, methods, media, and evaluation. Therefore the components in learning need to be appropriately managed for the achievement of goals.

Planning.

Planning is the first step in the learning management process. Learning as one of the fields of educational management needs to be planned to achieve learning goals effectively and efficiently. Learning planning can be understood as determining the goals to achieve and the teacher's steps to achieve the learning goals by utilizing all the resources at their disposal. The teacher carries out the results of the planning process in the form of learning implementation plan documents. The preparation of a learning implementation plan is essential for teachers because it becomes a benchmark for learning ability, so the learning implementation plan must be prepared, measured, and specific to facilitate teachers in understanding and implementing learning programs.

The success of learning from home is primarily determined by the involvement and participation of the student's parents. The task of a teacher to carry out learning from home is not only to draw up a plan for the implementation of learning but also to communicate with parents or guardians of related students since before the learning is completed, at the time of learning, and after the learning is completed.

According to Lilawati, (2020) the role of parents in learning during pandemic covid 19 is as a companion and motivator. Both of these roles are essentially the role of a teacher when face-to-face learning is then delegated to parents during students' learning from home. The role as a companion is related to parental participation to ensure the availability of needed devices and ensure students can understand learning well. While the role of motivation is related to the ability of parents to maintain or even increase the motivation of students to continue to learn continuously.

Implementation

One component of a learning system is media. Media can be understood as a tool to convey the content of the subject matter by the teacher as the messenger and the student as the recipient of the message. Advances in information and communication technology provide ease of accessibility, connectivity and flexibility, and possibilities in interaction with various learning resources. Zhang's research results, as cited by Sadikin & Hamidah, (2020) show that the use of the internet and multimedia technology can overhaul the way of knowledge delivery and can be an alternative learning carried out in traditional classrooms. The internet is a tool that can bring together teachers and students in the learning process. Smartphones, laptops, computers, tablets, androids and phones are needed to facilitate the implementation of learning because these tools can be used to access information anytime and anywhere. Therefore, online learning has been a demand in the world of education since the last few years.

Learning media is essential to support learning effectively and efficiently because learning is a communication process that involves the media as an intermediary in conveying content or subject matter (Tafonao, 2018). The following tables can be used as guidelines for media selection by the situation and conditions to facilitate the proper media selection in the online learning process.

Learning	Same time	Different time
Same Place	classroom	Study center
		Laboratory
		library
Different place	Audio conference	Learning management system
	Video conference	Videotape/audiotape
	Satellite message	Video
	Chat room	Email
	Synchronous learning system	
	Synchronous streming	

Table 2: learning media selection guidelines

The first condition of learning occurs at the same time and place as needed classrooms, while the second condition of learning occurs at different times but at the same place so that it takes a learning center, laboratory, and library. In the third condition, learning occurs simultaneously but in different spaces; therefore, it takes audio conference media, video conference, satellite messaging, chat room, Synchronous learning system, Synchronous streaming, etc. While the last condition is that learning occurs at different times and places, so the media needed include a Learning management system, Videotape/audiotape, Archived streamed, Video, and email. Therefore, a teacher must choose the learning media to be used under the learning objectives to be achieved and the condition of students and the environment.

Strategy is a method chosen by the teacher and used to achieve learning goals. Looking at the results of interviews in the implementation of physical education and sports learning in senior high school in Sumenep, it can be said that the approach used is PEDATI; this approach is an acronym of Learn, In-depth, Apply and Evaluation, this model is a model that students can use to learn independently anytime and anywhere with direction and guidance from teachers (Jultri, 2021).

In learning with the Pedati model, the teacher conveys material either in textbooks or learning videos and then asks students to study carefully. Then the next step is for the teacher to ask students to explore

the material that has been studied either by self-study or discussion through available applications. The third step of the teacher asks students to be able to apply the material that has been learned by doing tasks both structured and unstructured, and the final step is for the teacher to evaluate the student's learning outcomes by asking students to work on problems that the previous teacher has compiled.

Implementation of Pedati learning model well during the implementation of learning policy from home can be a choice of model or learning method so that teaching and learning activities during pandemic covid 19 can still be adequately implemented. However, before determining the methods to be used in learning from home, one should first identify the availability of supporting devices so that the selected learning methods can achieve learning goals.

Evaluation

The final stage of the management process is evaluation. Evaluation of learning outcomes is intended to measure the achievement of learning goals; if the goal has not been achieved to the maximum, then the evaluation is helpful to identify the obstacles that are the cause of goal inaction. Learning evaluation has at least three functions: providing accurate and valid information about the implementation of learning, identifying the causes of goal inaction, and as a foundation for further action.

The teaching and learning process is the leading service in education. Therefore the implementation of zero defect needs to be the attention of a teacher. The concept of zero defect considers that errors in service will be detrimental to educational institutions. Therefore, this concept needs to be the foundation for every teacher in carrying out learning programs so that learning is carried out with total quality by the expected goals.

Evaluation can be done in two ways, namely by using tests and non-tests. Evaluation with tests is used to see the improvement of students' abilities and knowledge. Meanwhile, non-test evaluation is used to see something that cannot be seen with test equipment. In the learning process, these two evaluation methods are used interchangeably according to the object to be evaluated.

During the COVID-19 pandemic, learning evaluations are regulated with the stipulation that 1. evaluation of learning outcomes in the form of daily assessments and end-of-semester assessments, 2. Daily assessments and end-of-semester assessments can be done by giving assignments to students and done at home, or it can be done by taking achievement scores: previous students, 3. Evaluation of learning outcomes during the covid 19 pandemic is carried out with formality without reducing character education values and does not have to be measured by learning achievements by the applicable curriculum, and 4. The calculation of the value is submitted to the provisions that apply to each -each institution.

CONCLUSION

Based on the study results, several conclusions can be formulated that learning physical education and sports in senior high school in Sumenep Regency during the Covid 19 pandemic was carried out with an online learning approach. By utilizing several applications, including google classroom, school media, and others. Online learning begins with the teacher's formulation of a learning implementation plan and then determining the application to be used. The PEDATI model (Learn, Study, Apply and Evaluate) approach is used at the implementation stage. Evaluation of learning outcomes is done by assessing student work in the form of videos.

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