



## The Implementation of Online Physical Education Learning

**Lukmanul Haqim Lubay\*, Anniza Shavira, Wulandari Putri**

Physical Education Teacher Education Elementary School, Universitas Pendidikan Indonesia, Indonesia

### Article Info

*Received September 2021*

*Revised September 2021*

*Accepted September 2021*

*Available online October 2021*

#### *Keywords:*

*covid-19, learning implementation,  
online learning*

### Abstract

Education experienced obstacles caused by the COVID-19 pandemic, which became a challenge for every teacher to carry out different learning forms to achieve learning objectives. Therefore, it is necessary to study the implementation of online Physical Education learning to find out whether the implementation refers to the achievement of learning objectives or not. For this reason, the purpose of this study was to find out how to implement Physical Education online learning during pandemic. This research was conducted on 15 Physical Education, Sports, and Health teachers at Public Elementary Schools in Bandung City. The survey method was carried out by distributing digital questionnaires to each teacher with the help of Google Forms. The analysis used in this study was a univariate descriptive analysis by making a presentation to explain each sub-indicator. The results show that the teacher continued to prepare the Lesson Plan and delivered learning in accordance with the Lesson Plan even though the learning was carried out online. The motivation and scope of learning materials were delivered by almost every teacher. Although conducting learning in online form, the teachers used models, methods, and learning media to help the learning process. Almost every teacher provided feedback and gave assignments to students. The assessment was also carried out by the teachers and considered important even in online learning.

\*Correspondence Address : Jl. Dr. Setiabudhi No. 229 Bandung, Jawa Barat  
E-mail : lukmanlubay@upi.edu

## INTRODUCTION

Education is a process to optimally develop the students according to the potential and value system adopted in society (Taufik, 2014). The COVID-19 pandemic causes problems in education related to the quality of education, which is degrading globally, both in improving the quality of education and increasing human resources as the spearhead of education (Cahyani dkk., 2020). The effect of the decline in the education quality is reflected in the number of school closures on a national scale (Gilliam et al., 2021). A total of 107 countries, including Indonesia, have closed access to education conducted in schools due to the COVID-19 pandemic (Herlina & Suherman, 2020).

Due to the increasing spread of COVID-19, the government issued Circular Letter Number 3 Year 2020 on Education Unit Number 36962/MPK.A/HK/2020 concerning the Implementation of Education during the Coronavirus Disease (COVID-19) Emergency Period. The government urges the public not to carry out face-to-face learning activities.

Online learning is a learning process carried out through the internet. During this pandemic, online learning is considered as a medium for the teaching and learning process (Rigianti, 2020). To run the teaching and learning process according to its objectives, technology has an important role as a learning medium, such as Google Class, Whatsapp, Zoom, and other information media (Sari & Sutapa, 2020).

Problems that often arise in the online learning implementation involve the internet to access the learning media (Dewi, 2020). In addition, Physical Education learning experienced a change from practical learning through face-to-face learning to online learning (Rizki & Aguss, 2020). As we know, Physical Education learning is a physical activity utilizing existing facilities and infrastructure outside

the classroom or field (Herlina&Suherman, 2020). Physical Education subject is a comprehensive subject involving physical, cognitive, and affective aspects (Mahendra, 2015)

Physical Education is a subject conducted outside the classroom, but after the pandemic, Physical Education learning has changed due to restrictions on outdoor activities (Sari & Sutapa, 2020). In addition, there are arising problems in the learning process, including the limitations of teachers and parents related to the development of the application use on social media (Khadijah & Gusman, 2020).

The problem in this research has actually been investigated related to the learning effectiveness in elementary school (Hamdani dan Priatna, 2020). However, in the study, there was still a weakness, including not examining the implementation of learning in elementary schools.

Therefore, it is necessary to investigate the implementation of Physical Education learning during the COVID-19 pandemic to find out the implementation of online Physical Education learning. For this reason, the purpose of this study was to find out the implementation of online Physical Education learning during the pandemic in Public Elementary Schools in Bandung City.

## METHOD

This study used a descriptive-quantitative design. Descriptive study is intended to describe in detail the processes, events, or results of an event (Houser, 2008). Thus, this research is a research describing the general data collected from a population.

## Population

The participants of this study were 15 Physical Education teachers of Public Elementary Schools in Sukasari District,

Bandung City. This research was expected to find out how the online Physical Education learning was implemented in Public Elementary Schools in Sukasari District.

### Data Collection Technique

This study used a survey method employing questionnaire; this method was carried out to obtain information from the subject (respondent) (Siedlecki, 2020). In this method, the instrument is used to collect information directly from the respondents related to their perception of the online teaching experience (DeVellis, 2016). The research instrument was

material, learning models and methods, learning media, feedback provision, assignment delivery, and assessments.

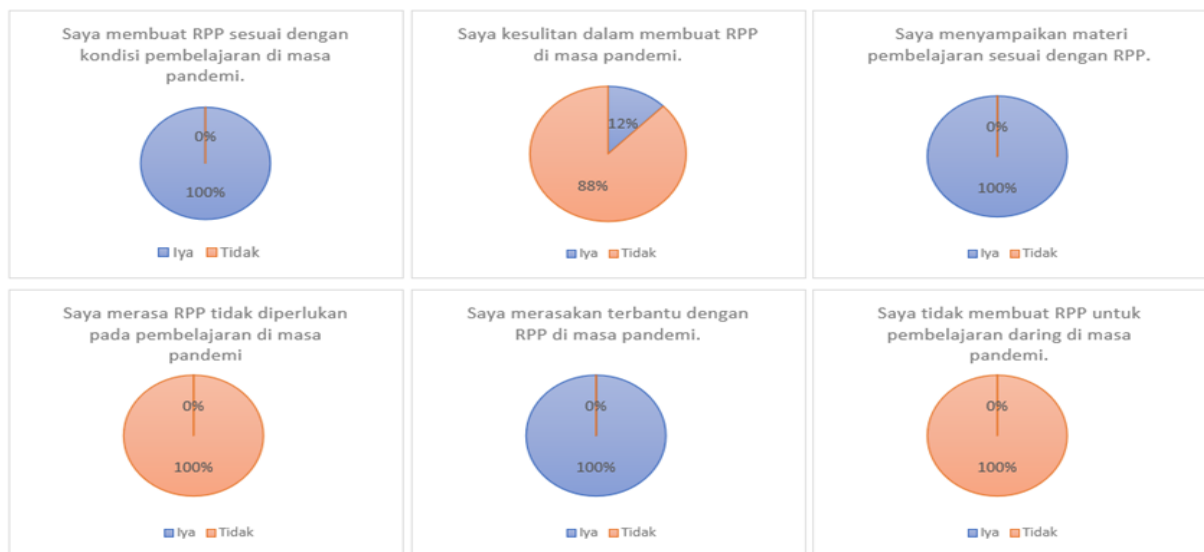
### Data Analysis

In this study, the analysis used was univariate descriptive analysis. The analysis was conducted to explain all the variables measured by calculating percentages and providing a descriptive description.

## RESULT & DISCUSSION

### Suitability of Learning Materials

Based on **Figure 1**, the results of this study indicate that all teachers created lesson plans adapted to pandemic conditions. This



**Figure 1.** Percentage of Answers of Learning Material Suitability Items

prepared by the researchers by adapting the Minister of Education and Culture Regulation No. 22 regarding the standard of the learning process. There are three indicators representing the learning implementation, namely the learning planning implementation, learning implementation, and evaluation. The three indicators were specifically developed into eight sub-indicators, namely the suitability of learning materials, provision of motivation, explanation of the scope of

finding is relevant to other research studies, showing that online learning can be carried out well (dewi, 2020). This study reveals that the lesson plans made by teachers played an important role in managing time efficiently and providing a variety of activities, methods, and materials so that the learning process was not monotonous and helped teachers achieve goals and objectives appropriately (Nasari & Heidari, 2014). However, from the results of this study, there were still some teachers who

had difficulty in preparing lesson plans during this pandemic. It would have an impact on students related to the teaching and learning process that might not go well (Sukarjo dkk., 2020).

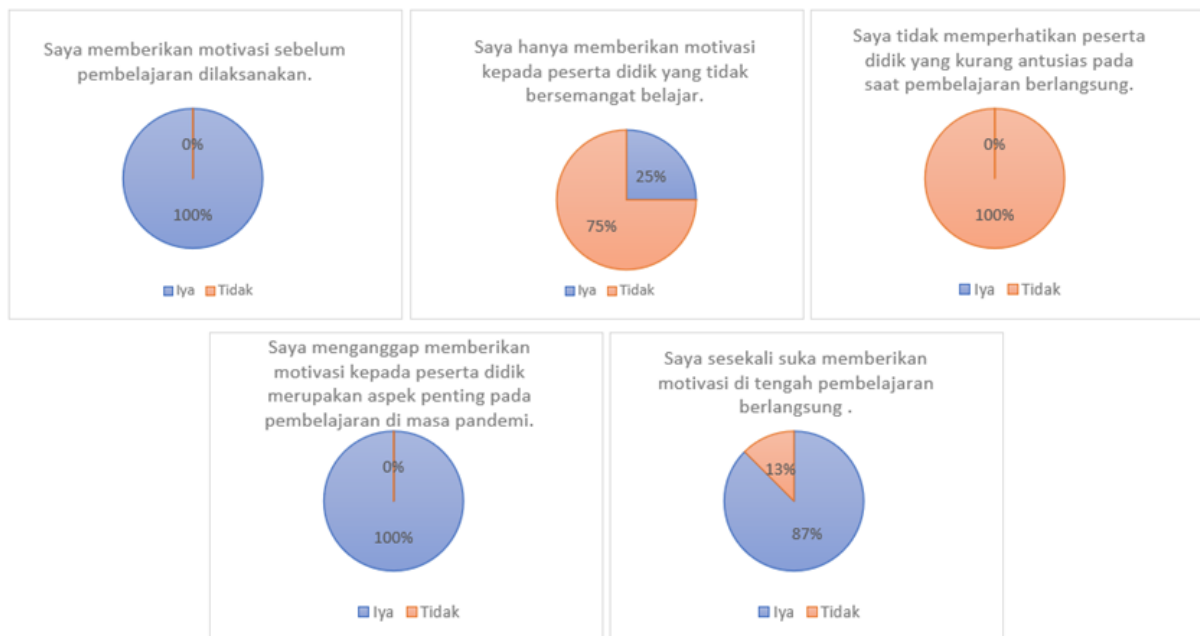
### Providing Motivation

Based on **Figure 2**, the results of the study show that, in the learning process, all teachers provided motivation in the form of learning theory application (Susanti, 2015). In this study, some teachers gave

learning activities so that students do not feel bored (Sobandi, 2017).

### Scope of Material Delivery

Based on **Figure 3**, the results of the study show that most teachers carried out the learning process according to the material previously informed to the students. It must be an obligation for the teacher to provide and remind students the material that has been given so that students are able to remember the material that has



**Figure 2.** Percentage of Answers of Providing Motivation Items

motivation to students who were less enthusiastic, while most of the other teachers motivated all students. This is because one of the teacher's tasks is to provide learning motivation so that learning objectives are achieved (Emda, 2018). The results of the research describe that all teachers consider providing motivation in the learning process is important. In online learning, the need to provide motivation in learning is facilitated by utilizing technology (Harandi dalam Fitri dkk., 2020). However, in this study, there were still some teachers who did not provide motivation during the learning process. The teacher should provide motivation during

been given by the teachers (Tafonao, 2018).

During the pandemic, teachers should provide material through audio-visual media so that students understand the material (Sundari, 2017) and become enthusiastic in participating in the learning process (Anugrahana, 2020).

### Learning Model and Methods

Based on **Figure 4**, the research results show that all teachers used online learning methods. In this study, the facts show that some elementary school teachers had difficulty in deciding the methods suitable for online learning (Rigianti, 2020). Many teachers also had difficulties in

teaching via internet technology or social media (Purwanto, dkk., 2020). However, some teachers were able to use the internet because it is easy to deliver the subject matter (Beny, 2020).

During the pandemic, the blended learning model is a viable model combining face-to-face activities and online learning (Yuliati & Saputra, 2020) because there is a face-to-face learning restriction during the pandemic.

tion, Sports, and Health subject during the pandemic (Harvianto, 2021). This is reinforced by the fact that videos can be searched on the internet as a tool to help students learn (Dewi dkk., 2019). Besides YouTube, teachers can take advantage of other platforms, such as Zoom and Google in online learning (Magdalena dkk., 2020). Therefore, teachers must be able to use these media creatively and arrange them as well as possible so that students are inter-

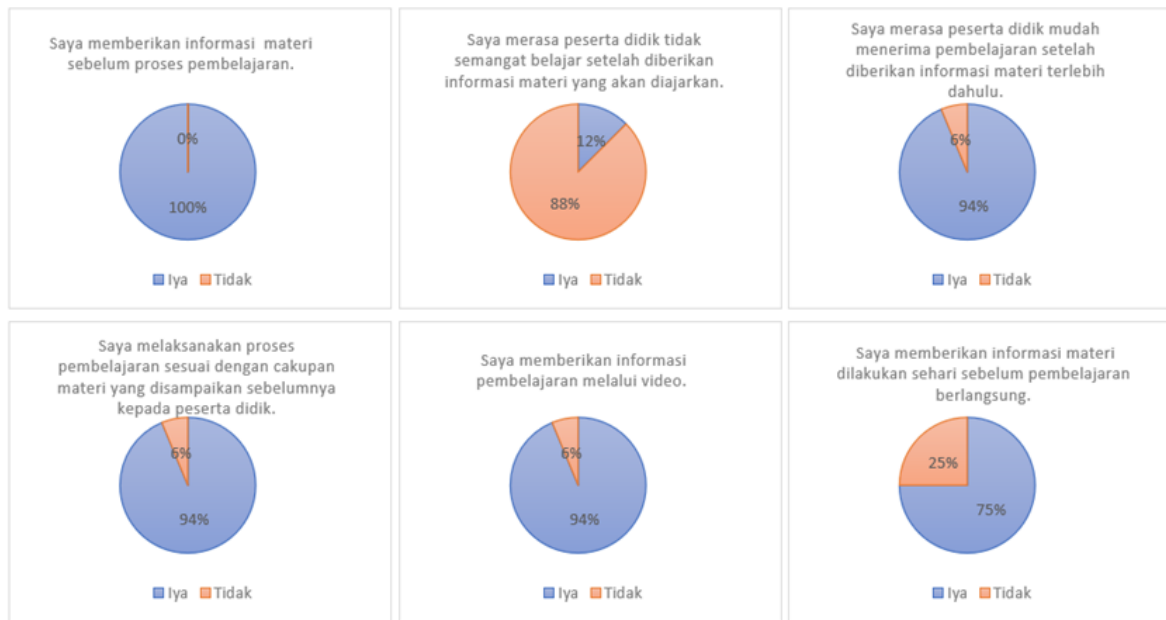


Figure 3. Percentage of Answers of Scope of Material Delivery



Figure 4. Frequency of Answers of Learning Model and Method Items

**Learning Media**

Based on Figure 5, the results of the study show that all teachers used online media during learning which was aimed to enable students to receive learning materials (Giantika, 2020). In this study, some teachers used YouTube to improve student learning outcomes in learning Physical Educa-

tion, Sports, and Health subject during the pandemic (Harvianto, 2021). This is reinforced by the fact that videos can be searched on the internet as a tool to help students learn (Dewi dkk., 2019).

**Feedback**

Based on Figure 6, the results of the study show that there were times, when a student got good achievements, positive feedback was not given. Meanwhile, a teacher should give appreciation to students

when they get good achievements during learning for what the students have achieved (Warsah, 2018).

Another research reveals that feed-

(Febriyanti, 2015). Whereas in another study, the teachers do an evaluation so that students are able to develop their creativity when answering some of the teacher's ques-



Figure 5. Frequency of Answers of Learning Media Items

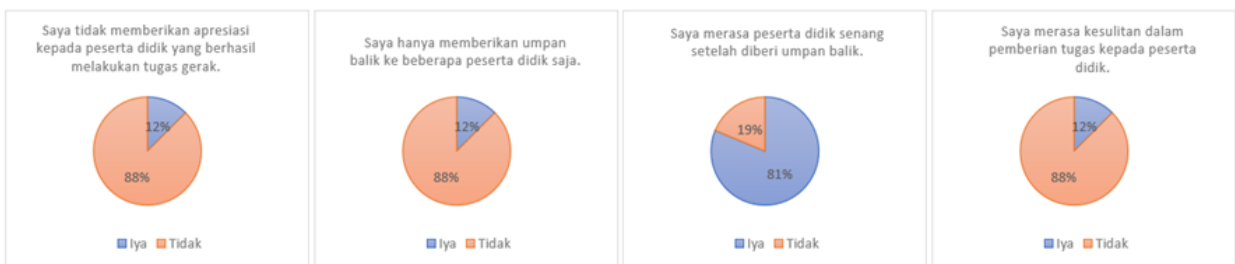


Figure 6. Frequency of Answers of Feedback Items



Figure 7. Frequency of Answers of Assigning Assignment Items



Figure 8. Frequency of Answers of Evaluation Items

back is an evaluation during learning, so that it can be seen which groups of students are able to participate in the learning process (Maharani & Widhiasih, 2016).

Facts in the field show that there are some students with low learning motivation who do not want to be evaluated

tions (Astuti, 2015)

### Assigning Assignments

Based on Figure 7, internet network barriers prevented teachers from carrying out online learning, especially when giving assignments (Rigianti, 2020). Meanwhile, during this pandemic period, giving assign-

ments independently provides the benefit of instilling a sense of responsibility for each student to do these independent assignments (Maryono et al., 2018)

### Evaluation

Based on Table 8, the results of the study show that some teachers emphasizing psychomotor aspects in providing assessments, but in learning Physical Education, cognitive and affective aspects must also be assessed, not only the psychomotor aspects (Jayul & Irwanto, 2020), (Larasati dkk., 2021). In this study, the teacher assessed the students based on their attendance shown by students' pictures during online learning (Bhagaskara, dkk., 2021). However, some teachers assessed students not only based on their attendance, because attendance alone could not provide a complete assessment (Kurniati dkk., 2021). Therefore, in the online learning process, an assessment must be carried out because it is considered as an evaluation tool to assess whether the teaching and learning process gives meaning to all teachers (Zahro, 2015), (Prasetya, 2012).

### CONCLUSION

The results of the research conclude that Physical Education learning objectives were still achieved despite the obstacles of online learning during this pandemic. Further research is suggested to add more research instruments so that the research will be more accurate. It is also expected that the next research is equipped with a qualitative approach to sharpen the study.

### REFERENCE

Anugrahana, A. (2020). Hambatan, Solusi dan Harapan: Pembelajaran Daring Selama Masa Pandemi Covid-19 Oleh Guru Sekolah Dasar. *Scholaria: Jurnal Pendidikan dan Kebudayaan*, 10(3), 282-289.

Astuti, M. S. (2015). Peningkatan

keterampilan bertanya dan hasil belajar siswa kelas 2 SDN Slungkep 03 menggunakan model Discovery Learning. *Scholaria: Jurnal Pendidikan Dan Kebudayaan*, 5(1), 10-23.

Beny, B. A. N. (2020). Pengaruh Media Pembelajaran Daring Terhadap Minat Belajar Siswa Kelas Atas Mata Pelajaran Pendidikan Jasmani di SDI Teladan Suci Jakarta Timur. *Jurnal Pendidikan Jasmani dan Adaptif*, 3 (02), 77-88.

Bhagaskara, A. E., Afifah, E. N., & Putra, E. M. (2021). Pembelajaran dalam Jaringan (DARING) Berbasis WhatsApp di SD Yapita. *ZAHRA: Research and Thought Elementary School of Islam Journal*, 2(1), 13-23..

Cahyani, A., Listiana, I. D., & Larasati, S. P. D. (2020). Motivasi Belajar Siswa SMA pada Pembelajaran Daring di Masa Pandemi Covid-19. *IQ (Ilmu Al-Qur'an): Jurnal Pendidikan Islam*, 3 (01), 123-140.

DeVellis, R. F. (2016). Scale development: Theory and applications (Vol. 26). Sage publications

Dewi, N. L., Muttaqin, A. I., & Muftiyah, A. (2019). Implementasi Strategi Information Search dengan Memaksimalkan Penggunaan Smartphone dalam Pembelajaran PAI Kelas X MIPA 1 DI SMA Negeri 1 Genteng Tahun Pelajaran 2018/2019. *Tarbiyatuna: Kajian Pendidikan Islam*, 3(2), 171-186.

Dewi, W. A. F. (2020). Dampak COVID-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55-61.

Emda, A. (2018). Kedudukan motivasi belajar siswa dalam pembelajaran. *Lantanida Journal*, 5 (2), 172-182.

Febriyanti, C. (2015). Pengaruh Bentuk Umpan Balik dan Gaya Kognitif

- terhadap Hasil Belajar Trigonometri. *Formatif: Jurnal Ilmiah Pendidikan MIPA*, 3(3).
- Fitriyani, Y., Fauzi, I., & Sari, M. Z. (2020). Motivasi belajar mahasiswa pada pembelajaran daring selama pandemik covid-19. *Jurnal Kependidikan: Jurnal Hasil Penelitian dan Kajian Kepustakaan di Bidang Pendidikan, Pengajaran dan Pembelajaran*, 6(2), 165-175.
- Giantika, G. G. (2020). Strategi Komunikasi Guru Dalam Upaya Meningkatkan Proses Pembelajaran Siswa SDN Tebet Barat 01 Jakarta Selatan Di Masa Pandemi Covid-19. *Journal Komunikasi*, 11(2).
- Gilliam, W. S., Malik, A. A., Shafiq, M., Klotz, M., Reyes, C., Humphries, J. E., Murray, T., Elharake, J. A., Wilkinson, D., & Omer, S. B. (2021). COVID-19 Transmission in US Child Care Programs. *Pediatrics*, 147(1).
- Hamdani, A. R., & Priatna, A. (2020). Efektifitas Implementasi Pembelajaran Daring (Full Online) Dimasa Pandemi Covid-19 Pada Jenjang Sekolah Dasar Di Kabupaten Subang. *Didaktik: Jurnal Ilmiah PGSD STKIP Subang*, 6(1), 1-9.
- Harvianto, Y. (2021). Efektifitas Macromedia Flash dan Youtube dalam Pembelajaran Pendidikan Jasmani Pada Masa COVID-19 di Kota Palangkaraya. *Jurnal Ilmiah Mandala Education*, 7(1).
- Herlina, H., & Suherman, M. (2020). Potensi Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (Pjok) Di Tengah Pandemi Corona Virus Disease (Covid)-19 Di Sekolah Dasar. *Tadulako Journal Sport Sciences And Physical Education*, 8 (1), 1-7.
- Houser, J. (2008). Nursing Research: Reading, using and creating research. *Denver: Jones & Bartlett Publishers..*
- Jayul, A., & Irwanto, E. (2020). Model Pembelajaran Daring Sebagai Alternatif Proses Kegiatan Belajar Pendidikan Jasmani di Tengah Pandemi Covid-19. *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 190-199.
- Jayul, A., & Irwanto, E. (2020). Model Pembelajaran Daring Sebagai Alternatif Proses Kegiatan Belajar Pendidikan Jasmani di Tengah Pandemi Covid-19. *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2), 190-199.
- Khadijah, K., & Gusman, M. (2020). Pola Kerja Sama Guru Dan Orangtua Mengelola Bermain Aud Selama Masa Pandemi Covid-19. *Kumara Cendekia*, 8(2), 154.
- Kurniati, T., Yusup, I. R., Hermawati, A. S., Kusumawardani, D., Wijayanti, D., & Irhamudzikri, I. (2021). Respon Guru Terhadap Kendala Proses Pembelajaran Biologi Di Masa Pandemi COVID-19. *Jurnal Educatio FKIP UNMA*, 7(1), 40-46.
- Larasati, N., Kurniawan, S. B., & Rintayati, P. (2021). Fenomena implementasi pembelajaran daring selama wabah covid-19 di SD Negeri Degan Kabupaten Pati. *Jurnal Pendidikan Dasar*, 9(1), 42-46
- Magdalena, I., Nokhriyana, A. D., Sipayung, K. N. S., & Tsania, S. (2020). Dampak Covid-19 terhadap Implementasi Pembelajaran Daring di Sekolah Dasar. *BINTANG*, 2(3), 323-333.
- Maharani, A. A. P., & Widhiasih, L. K. S. (2016). Respon Siswa Terhadap Umpan Balik Guru Saat Pelajaran Bahasa Inggris di SD Saraswati 5 Denpasar. *Jurnal Bakti Saraswati (JBS)*, 5(2).
- Mahendra, A. (2015). Filsafat Pendidikan Jasmani. Bandung: CV Bintang



- Warliartika.
- Maryono, M., Budiono, H., & Okha, R. (2018). Implementasi Pendidikan Karakter Mandiri Di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 3(1), 20-38.
- Prasetya, T. I. (2012). Meningkatkan keterampilan menyusun instrumen hasil belajar berbasis modul interaktif bagi guru-guru IPA SMP N Kota Magelang. *Journal of Research and Educational Research Evaluation*, 1 (2).
- Purwanto, A., Pramono, R., Asbari, M., Hyun, C. C., Wijayanti, L. M., & Putri, R. S. (2020). Studi eksploratif dampak pandemi COVID-19 terhadap proses pembelajaran Online di sekolah dasar. *EduPsyCouns: Journal of Education, Psychology and Counseling*, 2(1), 1-12.
- Rigianti, H. A. (2020). Kendala Pembelajaran Daring Guru Sekolah Dasar Di Banjarnegara. *Elementary School: Jurnal Pendidikan dan Pembelajaran ke-SD-an*, 7(2).
- Rizki, H., & Aguss, R. M. (2020). Analisis Tingkat Pencapaian Perkembangan Motorik Kasar Anak Usia 4-5 Tahun Pada Masa Pandemi Covid-19. 1(2), 20-24.
- Sari, D. P., & Sutapa, P. (2020). Efektivitas Pembelajaran Jarak Jauh Dengan Daring Selama Pandemi Covid-19 Mata Pelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (PJOK). In *Seminar Nasional Olahraga* (Vol. 2, No. 1).
- Siedlecki, S. L. (2020). Understanding descriptive research designs and methods. *Clinical Nurse Specialist*, 34(1), 8-12.
- Sobandi, R. (2017). Pengaruh Motivasi Belajar Terhadap Hasil Belajar Bahasa Indonesia Pada Siswa Kelas VIII MTS Negeri 1 Pangandaran. *DIKSATRASIA*, 1(2), 306-310.
- Sukardjo, M., Khasanah, U., Solehatin, E., & Sudrajat, Y. (2020). Pelatihan Penyusunan RPP dan Bahan Ajar Bagi Guru Untuk Meningkatkan Kualitas Pembelajaran Di Masa Pandemi. *Jurnal Pemberdayaan Masyarakat Universitas Al Azhar Indonesia*, 3(1), 15-20.
- Sundari, F. (2017). Peran Guru Sebagai Pembelajar dalam Memotivasi Peserta Didik Usia SD. 60-76.
- Surat Edaran Nomor 4 Tahun 2020 tentang Pelaksanaan Kebijakan Pendidikan dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19).
- Tafonao, T. (2018). Peranan media pembelajaran dalam meningkatkan minat belajar mahasiswa. *Jurnal Komunikasi Pendidikan*, 2(2), 103-114.
- Taufik Agus. (2014). Hakikat Pendidikan Di Sekolah Dasar (Pp. 1-33). Repository.Ut.Ac.Id. [Http://Repository.Ut.Ac.Id/4122/1/PDGK4403-M1.Pdf](http://Repository.Ut.Ac.Id/4122/1/PDGK4403-M1.Pdf)
- Warsah, I. (2018). Pendidikan Keimanan Sebagai Basis Kecerdasan Sosial Peserta Didik: Telaah Psikologi Islami. *Psikis: Jurnal Psikologi Islami*, 4(1), 1-16.
- Yuliati, Y., & Saputra, D. S. (2020). Membangun kemandirian belajar mahasiswa melalui Blended Learning di masa pandemi covid-19. *Jurnal Elementaria Edukasia*, 3(1).
- Zahro, I. F. (2015). Penilaian dalam pembelajaran anak usia dini. *Tunas Siliwangi: Jurnal Program Studi Pendidikan Guru PAUD STKIP Siliwangi Bandung*, 1(1), 92-111