



The Effectiveness of Corner Online Learning During a Pandemic

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Abstract

This study aims to describe the effectiveness of online learning during the COVID-19 pandemic in PJOK subjects. This study uses a quantitative descriptive research design with a one-shot case study approach using survey methods. Data analysis techniques using quantitative descriptive analysis with percentage data. The results showed that during the COVID-19 pandemic 100% of teachers continued to provide PJOK learning, 66.7% of teachers used online learning methods 22.2% of PJOK learning was by the lesson plan, and 66.7% according to the lesson plans but not coherently 66.7% used WhatsApp group learning media, 66.7 % of students enthusiastic and participating well in learning 77.8% of teachers working with parents of students so that the PJOK learning process continues 44.4% of teachers say learning is by lesson plans 77.8% assessment based on a collection of assignments and exams 88.9% of teachers say assessment on online learning is not effective and 88.9% of obstacles in PJOK learning are difficulty accessing the internet.

Keywords: Effectiveness, Learning Online , PJOK

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A. Introduction

In December 2019, the World Health Organization (WHO) was notified of the discovery of a new virus in China that put health systems worldwide on alert (Medeiros et al., 2021) and then quickly spread worldwide infecting millions of people (Picot et al., 2020). The 2019 Coronavirus (COVID-19) is highly contagious and is spreading rapidly around the world, leading WHO to declare a pandemic (Pérez-Campos Mayoral et al., 2020; Zu et al., 2020). At this time the world is being faced with an outbreak of Covid-19 which is causing certain symptoms known as Covid-19 disease which have hit all countries in the world including Indonesia. From various aspects of life, the education sector is one of those affected by the Covid-19 pandemic. The Covid-19 pandemic forced us to adapt to new habits in carrying out learning activities. One of the new habits is related to government policies, both related to implementation guidelines and technical guidelines for the education system. In these days marked by the fight against the SARS-CoV-2 pandemic also known as Covid-19/coronavirus disease 2019, procedures known as "social isolation" and "social distancing" have become the most effective protective measures. to reduce the impact of the spread and transmission

of this virus (Bijen & Ferman, 2020; Cearense, 2020). One of the operational guidelines and technical guidelines for the education system in Indonesia during the Covid-19 pandemic is the distance learning process (PJJ), which is carried out both offline (outside the network) and online (in the network). As a result, learning that used to be carried out face-to-face at school eventually shifted to each student's home. This was done so that the school community, teachers, education personnel, and students could avoid the threat of the Covid-19 pandemic. Infrastructure and facilities of all institutions in countries are organized to prevent epidemics, minimize learning losses as long as the epidemic continues, and ensure continuity of learning (Bijen & Ferman, 2020).

Online learning is a learning process that uses an internet-based interactive model. While offline learning is a learning process by lending or sending textbooks to students either through study groups delivered directly by teachers or school officials. Formally, distance learning (PJJ) is listed in a Circular (Kemendikbud Number 4 of 2020) concerning the Implementation of Education in the Emergency Period of Coronavirus Disease (Covid-19), which is then followed up with Circular Letter Number 15 of 2020 concerning Guidelines for Organizing

Learning from Home in the Emergency Period of the Spread of Covid-19. In developed countries, learning physical education during the pandemic was quite varied, for example in several European countries and the United States, as follows: in North Macedonia, the school year ended with online teaching and homeschooling. Different teachers use different forms such as online classes with live streams, recorded videos, assignments for students, projects, or just links to follow. In Hungary, weekly "movement diaries" are the most common method of motivating students to physical education. In Italy, teachers are invited to teach via online distance learning (Bijen & Ferman, 2020). Measures must be taken to prevent or reduce the contamination of at-risk students in face-to-face education (Majumder & Kenneth D. Mandl, 2020).

Physical Education is one of the subjects in schools and is a driving medium for training the development of motor skills, physical abilities, knowledge, sportsmanship, habituation to healthy lifestyles, and character building (mental, emotional, spiritual, and social) to achieve goals National education system (Law No. 20, 2003). School physical education has a distinct role in the acquisition and development of children's functional movement skills and physical competence

(Bergeron et al., 2015; Sollerhed et al., 2020). These factors are related to the concept of physical literacy, which is described as 'the motivation, self-confidence, physical competence, knowledge and understanding to value and be responsible for engaging in lifelong physical activity (Granero-Gallegos & Baena-extreme, 2019). Another opinion says Physical education is a completely social subject, and because of that, it must be connected with the situations in which people live (Hortigüela-Alcalá et al., 2021).

In the 2013 curriculum (K13) sports education at the basic education level is integrated into the Subject of Physical Education Health and Sport (PJOK). In line with that, the essence of physical education includes all elements of fitness, physical movement skills, health, games, sports, dance, and recreation (Qomarrullah, 2015). PJOK learning which is dominated by physical movements is carried out in open spaces or the field. The method for sports education is the deductive method or command method, with a variety of assignments, demonstrations, and a little explanation (Muhammad, 2018).

In accordance with the Circular (Kemendikbud Number 4 of 2020), regarding the Implementation of Education

in the Emergency Period of Coronavirus Disease (Covid-19), PJOK learning, which was originally carried out face-to-face, is now carried out online/remotely. This certainly has an impact on PJOK learning at SD NEGERI Se District of Lambunu, Parigi Moutong Regency, Central Sulawesi, among other things, learning is not carried out in accordance with the lesson plan, as a result, many students and also parents complain about the relatively large number of assignments given by the teacher, parents also complained of difficulties accompanying their children to study online, and there were some students who did not have or did not have cellphones or communication tools used for online learning as well as some students who had limited network/poor internet connections.

So online PJOK learning needs to be known for its effectiveness so that it can be evaluated to find clear corrective steps so that they are ready to face the new normal era (New Normal). This is what underlies the author to describe the effectiveness of PJOK learning in SD NEGERI Se, Lambunu District, Parigi Moutong Regency, Central Sulawesi.

Based on the formulation of the problem, the research objective to be achieved in this study is to find out the Effectiveness of online distance learning during the COVID-19 pandemic for PJOK

subjects at SDN in Lambunu District, Parigi Moutong Regency, Central Sulawesi.

B. Method

This type of research is quantitative descriptive research with a one-shot case study approach. (Arikunto, 2017) states that descriptive research is research that aims to describe circumstances, situations, events, and others. According to (Sugiyono, 2017) the quantitative method is a research method used to examine populations or samples. Data analysis is statistical quantitative with the aim of testing the hypotheses that have been set. This research method uses a survey method while collecting data using a questionnaire. The ongoing COVID-19 pandemic does not allow direct data collection, so online questionnaires are given. The population in this study were PJOK teachers in public elementary schools in Lambunu District, Parigi Moutong Regency, Central Sulawesi, totaling 9 people.

The data analysis technique in this study used quantitative descriptive analysis with percentage data used to examine the variables in this study, namely the effectiveness of online distance learning during the Covid-19 pandemic. The percentage formula used is in accordance with the following formula:

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

Information:

P = Percentage

F = The frequency being searched for

N = Number of Cases (Number of frequencies/number of Individuals)

C. Result and Discussion

This research was conducted to determine the effectiveness of online distance learning during the COVID-19 pandemic at SDN Lambunu District, Parigi Moutong Regency, Central Sulawesi. Data

were obtained using a questionnaire containing several questions to determine the effectiveness of online distance learning during the COVID-19 pandemic. Furthermore, the results of the questionnaire were analyzed using IBM SPSS 16. The results of the analysis obtained are by the formulation of the problem, which can be seen as follows:

1. Learning Indicators

A descriptive analysis on learning indicators with several question items of 1 item obtained the following results:

Table 1. Learning

Answer	Frequency	Percentage
Yes	9	100%
No	0	0
Other	0	0
Total	9	100%

Based on the table and figure above, it can be seen that during the COVID-19 pandemic, all teachers (100%) continued to carry out PJOK learning.

2. Indicators of Learning Methods

A descriptive analysis on indicators of learning methods with several question items of 1 item is obtained as follows:

Table 2. Learning Method

Answer	Frequency	Percentage
Yes	6	66.7%
No	1	11.1%
Other	2	22.2%
Total	9	100%

Based on the table and figure above, it can be seen that in the condition of the COVID-19 pandemic, 66.7% of teachers use online learning methods, 11.1% of teachers give homework, and 22.2% of

teachers use other methods, namely limited face-to-face.

3. Indicators of Compatibility of Learning Materials

Based on data analysis, it is known that

during the COVID-19 pandemic, 22.2% of teachers provided learning materials through lesson plans. 0% of teachers provided learning materials that did not comply with the lesson plans. 22.2% of teachers provided learning materials but did not coherently, and 11.1% of teachers provided learning by the RPP but the learning model adjusts.

4. Learning Media Indicators

Based on data analysis, it is known that the condition of the COVID-19 pandemic is 66.7% of teachers apply to learn media through the Whatsaap Group, 0% of teachers apply to learn media through Google Classroom, and as many as 33.3% of teachers apply other learning media, namely offline.

5. Student Participation Indicators

A descriptive analysis on the indicator of student participation with a total of 1 item of question items obtained the result that the condition of the COVID-19 pandemic was 66.70% of teachers said students were enthusiastic and actively participated in participating in learning 11.1% of teachers said students did not pay attention to learning and 22.2% of teachers said another with 2 options, namely: Students are less enthusiastic and students are enthusiastic but not optimal.

6. Learning Process Indicators

A descriptive analysis of indicators of the learning process with several question

items of 1 item obtained the result that in the conditions of the COVID-19 pandemic as many as 77.8% of teachers collaborated with parents of students in the learning process and 22.2% of teachers provided video tutorials and PPT in the learning process.

7. Learning Effectiveness

A descriptive analysis of indicators of learning effectiveness with several question items of 1 item obtained the result that during the COVID-19 pandemic, 55.6% of teachers said online learning was by the lesson plans and 44.4% of teachers said only part of the learning was by the lesson plans.

8. Assessment System and Process

A descriptive analysis of system indicators and the assessment process with a total of 1 item of question items obtained the result that in the condition of the COVID-19 pandemic as many as 77.8% of teachers assessed students based on collecting assignments and exams 11.1% of teachers assessed students based on discussion forums, and 11.1 % of teachers make other assessments based on the suitability of collecting assignments, exams, and attendance.

9. Assessment

Descriptive analysis of the assessment indicators with a total of 1 question item obtained the result that during the COVID-19 pandemic, 11.1% of teachers said that

student assessment through online learning was well implemented, and 88.9% of teachers said student assessment through online learning was less effective.

10. Learning Constraints

A descriptive analysis on the indicator of learning constraints with a total of 1 item of question items obtained the result that the condition of the COVID-19 pandemic was 88.9% of teachers said that the obstacles in learning were difficulties accessing the internet, and 11.1% of teachers said other factors, namely the lack of communication facilities and the lack of factors parental guidance and supervision as they are busy gardening and farming.

Discussion

This study aims to determine the effectiveness of ring distance learning during the COVID-19 pandemic for PJOK subjects at SDN in Lambunu District, Parigi Moutong Regency, Central Sulawesi using online questionnaires distributed to teachers.

The results of the study showed that during the COVID-19 pandemic all teachers continued to carry out PJOK learning. Overall, the implementation of PJOK learning uses online media by adjusting the material according to the conditions and directions from the education office. This was adjusted to circular letter number 4 concerning the implementation of

education during the COVID-19 pandemic emergency which stated that the government was imposing online learning activities in the context of preventing the spread of COVID-19 (Kemendikbud, 2020). Studying at home is carried out to provide a meaningful learning experience for students and can be focused on life skills education, including regarding the COVID-19 pandemic.

The results of research on learning indicators show that all teachers (100%) continue to provide PJOK lessons during the COVID-19 pandemic. The existence of the COVID-19 pandemic has disrupted learning activities, so the government recommends carrying out learning activities at home by utilizing existing technology.

The results on the learning method indicator show that 66.7% of teachers use online learning methods, 11.1% of teachers give homework and 22.2% use other methods, namely by combining limited face-to-face methods. With an appeal from the government to reduce activities that cause large crowds, such as teaching and learning activities in schools, learning activities are carried out at home using the online method.

The results on the suitability indicators of learning materials show that 22.2% of teachers provide material

according to the RPP, there are no teachers who provide material that is not by the RPP, 66.7% of teachers provide learning material according to the RPP but not coherently and 11.1% of teachers choose other materials, namely material according to the RPP but the learning model adjusts. This is because the teacher adjusts to instructions from the local education office. Distance education is focused on increasing students' understanding of the coronavirus and the COVID-19 outbreak (Mendikbud, 2020).

The results on learning media indicators show that 66.7% of teachers use learning media through WhatsApp Group, 0% of teachers apply learning media through Google Classroom and as many as 33.3% of teachers apply other learning media, namely offline. Based on the results of this study, WhatsApp groups are the main choice to support the implementation of online PJOK learning because they are easy to use by all groups, including teachers, students, and parents. Through the WhatsApp group, the teacher can provide material and evaluate it through assignments sent by students. Apart from the WhatsApp group, there are other learning media, namely Google Classroom, Zoom, and Edmodo, but these media are not used because many teachers, students, and parents have difficulty and do not understand their use.

The results on the student participation indicator show that 66.70% of teachers say students are enthusiastic and participate actively in learning 11.1% of teachers say students do not pay attention to learning, and 22.2% of teachers say other with two options namely: students are less enthusiastic and students are enthusiastic but not optimal. This can be seen from the high enthusiasm of students and teachers to carry out learning at each meeting and the high desire of students to complete assignments properly according to the allotted time. Students who are not active in learning are caused by boredom due to too many assignments from various subjects.

The results on the learning process indicators show that 77.8% of teachers work together with parents of students in the learning process and 22.2% of teachers provide video tutorials and PPT in the learning process. In this case, parents have a very important role in learning activities at home, including accompanying, guiding, directing, and supervising their children in completing the learning process.

The results on the learning effectiveness indicators show that 55.6% of teachers say online learning is by the lesson plans and 44.4% of teachers say that only part of the learning is by the lesson plans. This is because the teacher in

providing material and assignments is adjusted to the instructions from the local education office.

The results on system indicators and the assessment process show that 77.8% of teachers evaluate students based on assignments and examinations, 11.1% of teachers assess students based on discussion forums and 11.1% of teachers conduct other assessments based on the suitability of assignments, exams, and attendance. The limitations of the teaching and learning process caused by the COVID-19 pandemic have affected the assessment system and process. This is addressed by collecting assignments and exams online so that student assessments can still be carried out properly.

The results on the assessment indicators show that 11.1% of teachers said that student assessment through online learning was carried out well, and 88.9% of teachers said student assessment through online learning was less effective. Learning is more theoretical and minimally practical because direct interaction with students is not possible. This causes teachers to be able to carry out assessments from the cognitive domain (knowledge) only, and unable to carry out assessments from the affective (attitude) and psychomotor (skills) domains.

The results on the learning constraints

indicator showed that 88.9% of teachers said that the obstacles in learning were difficulties accessing the internet, and 11.1% of teachers said other factors were the lack of communication facilities and the lack of parental guidance and supervision because they were busy gardening and farming. Lambunu sub-district is a remote area in the Parigi Moutong district, Lambunu sub-district itself is still classified as an area with the 3T category (Disadvantaged, foremost and outermost), so internet access to Lambunu sub-district is still very minimal so that in this online learning, it is difficult to access the internet is the main obstacle and some students do not have adequate communication tools. Of course, this will affect the learning process at home. Students will also find it difficult to consult with teachers, especially for learning that is considered to require deeper explanation and understanding. As a newly developed physical education model, web-based physical education presents both challenges and opportunities (Deng et al., 2020).

Of the 10 indicators described above, PJOK learning remains the same implemented despite the COVID-19 pandemic. In implementation. There is a slight difference from the usual face-to-face meetings to online learning at home

by utilizing technology for the sake of breaking the chain of the spread of COVID-19. The teacher also adjusts the plan implementation of learning with current conditions and according to instructions from the department of local education. In delivering material, the teacher uses the application. WhatsApp group because it's easy to use so learning can run effectively.

D. Conclusion

Based on the results of the research above, it can be seen that the effectiveness of online distance learning during the COVID-19 pandemic for PJOK subjects at SDN Lambunu District, Parigi Moutong Regency, Central Sulawesi is explained in several indicators, namely, 100% of teachers still providing PJOK learning, 66.7% of teachers using the online learning method 22.2% of PJOK learning is by the RPP and 66.7% according to the RPP but not coherent 66.7% uses WhatsApp group learning media, 66.7% of students are enthusiastic and participate well in learning, 77.8% of teachers who work with parents of students so that the PJOK learning process continues 44.4% of teachers say learning is by the lesson plans 77.8% of assessments are based on collecting assignments and exams 88.9% of teachers say assessments on online learning are ineffective, and 88.9% of obstacles in PJOK learning namely:

difficulty accessing the internet.

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F. Conflict of Interest

No Conflict of interest

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