

---

## THE EFFECT OF PANDEMIC ON PHYSICAL EDUCATION LEARNING IN MUHAMMADIYAH 4 BALEN JUNIOR HIGH SCHOOL

Rohmad Apriyanto<sup>1\*</sup>, Ahmad Fahrudi<sup>2</sup>, Laila Zanuba Arifia<sup>3</sup>

<sup>\*1,2,3</sup> Physical Education, Health and Recreation Study Program, Teaching Faculty of Education, Universitas Nahdlatul Ulama Sunan Giri, Bojonegoro, Indonesia

*Rohmadapriyanto87@unugiri.ac.id<sup>1\*</sup>, afahrudi42@gmail.com<sup>2</sup>,  
lailazanubaarifia@gmail.com<sup>3</sup>*

DOI: <https://doi.org/10.21107/Widyagogik/v9i2.14074>

Received November 29, 2021; December 21, 2021; Accepted February 15, 2022

### Abstract

The purpose of this study was to find out how the impact of covid-19 on physical education learning in junior high schools in one of the schools in the balen sub-district, bojonegoro district. The method used in this research is descriptive quantitative survey method using questionnaires and interviews. The questionnaire consists of 10 questions that aim to reveal whether or not the impact of COVID-19 has on physical education learning at the Muhammadiyah junior high school 4 Balen. The respondents of this study were 88 people, consisting of 15 teachers and 73 students. Based on the findings of this study, at the Muhammadiyah junior high schools 4 Balen, 38,4% of the 88 samples said that the pandemic greatly affected the learning process, including physical education learning. While 34.7% said the pandemic did not have much effect on the learning of students.

**Keywords** – Pandemic; Physical education learning; Junior high school.

---

## 1. Introduction

Early in 2020, a severe period is not only for governments and for Indonesians but also for other countries around the world. The Chinese government is referring to the first covid-19 case known as the corona virus of late 2019. The effects of this virus are expanding not only in China but already more than 180 countries are spread across all continents ((Dewi, 2020)). Since its announcement on December 31, 2019, there has been a similar case of unknown pneumonia in wuhan, China ((Lee, 2020)). The corona virus has also been plaguing Indonesia since early march spread across 34 provinces and 415 districts ((Amrynudin & Katharina, 2020)). The covid-19 pandemic in Indonesia affected the economic, social, entrepreneurs, jobs, as well as education. In the government's education in this case the ministry of education and culture takes the policy for the implementation of learning carried out from home ((Pujilestari, 2020)). The effects of the covid-19 pandemic have changed various aspects of human life especially in the educational world as well as student behavior.

The world of education will never escape the learning process. Learning from the root of learning is really a two-way process of learning itself and teaching. Learning activities are usually focused on teacher activities in learning. Though today, learning and teaching activities can be carried out by not only teachers and students but also teachers. The execution of an instruction as a situation where each student or teacher should be able to devise a teaching strategy and provide the students with the opportunity to engage in active and professional learning activities. Uno's opinion reveals that learning has the potential as a planning strategy and a design as an effort to teach students. It defines learning as a method of making students learn ((Rochman et al., 2020)). Learning is the learning process of interactions with educators and learning resources in a learning environment. Learning is the help that educators provide for the process of obtaining knowledge and knowledge, mastery of expertise and traits, and formation of attitudes, and trust in learners ((Suardi, 2018)). The real learning comes from the teacher's interaction with the student in the learning

environment. The essence of this study is an extension that educators make to transmit the study to learners. Therefore, simple learning can be defined as a process of enlightenment by a teacher to help students get learning and be able to understand the learning materials given ((Mansyur, 2020)). Education is a vital need for humans. Humans can thus reach velocity in various areas that can eventually put one to a better degree. It must be acknowledged that not all humans can grow and develop according to what is expected and desired. Thus, education is one of the most important needs in experiencing the changes and advancements of modern times. Education is a learning process that will not stop until one is born in this world until the very end.

Physical education, sport and health are an important part of the whole process of education with a view to improving human performance through the medium of physical activity to develop and nourish the human body. Reinforced research by ((Dwiyogo & Cholifah, 2016)) in the learning physical education, teachers with the method of speaking can make students move. The first problem with long-distance learning is that there are more tasks. Besides, the cage of Internet connections can be tricky. The effectiveness of this pandemic study is high and some consider it mundane ((Apriyanto & Adi, 2021)). Physical education becomes essential to physical development and activity from childhood to adulthood. So in the growing process, physical activity becomes an important part and plays a part in the growing development of learners. Physical education is a vital and mandatory course of schooling. Physical education as a learning area in a contemporary school curriculum is crucial, especially at present than ever before, so the role of example assumed in the design of the previous curriculum, which led to the change of current national curriculum, must be acknowledged ((Lynch, 2014)). Physical education is a process of education through physical activity intended to improve physical fitness, to develop motor skills, sportsmanlike skills, emotional intelligence, knowledge and healthy and active living behavior ((Sumbodo, 2016)). Physical education is part of education to develop learners' ability through motion so as to attain the health and desired

educational goals that include knowledge, skill, and attitude. Moreover, specifically physical education is also expected to direct students to be able to think scientifically and systematically to fit the requirements of this 21st century era (Mashud, 2017)). Based on the issues outlined, the article is aimed at providing a discussion of the pandemic effect on the middle school's expulsion of villages in bojonegoro district balen district.

## 2. Method

The study used quantitative descriptive research methods to describe and analyze students' responses to the effects of pandemics on school-taught subjects and particularly the effects of containment learning during the covid-19 pandemic, and what obstacle the 4 balen junior high school faced to learning during the pandemic. Studies were carried out in bojonegoro district, east Java, in January 2022. Selection of locations is based on a researcher's discretion, because of the location and the distance of the locations around the house of the researcher and the way to which the data could easily be obtained. The subject of this study was 15 teachers 25 students 25 class VIII and 21 class IX students comprising 5 male teachers 10 female teachers 60 male students and 13 female students. The data-collecting techniques used in this study were promoted with the help of Google forms and interviews unstructured to know the teacher's and oeserta's responses to the pandemic's impact in especially the study of bookmaking. The percentage of teacher and student responses can be calculated with the following formula:

### Respondents Presentation

Score Number	100%
Maximum score	

The response results are changed to standardized qualitative data

**Table 1** .The student response criteria

Presentase (%)	Category
$81,25 < x < 100$	Very good
$62,5 < x < 81,25$	Good
$43,75 < x < 62,5$	Deficient

### 3. Result and Discussion

#### *Interview*

Based on an interview with the head of the muhammadiyah 4 balen middle school that the pandemic has a very significant impact on the embalming in schools that should be teaching students to make direct moves with the pandemic force bookings to be made online/ online, she also said that not only is learning how the student behavior of the trainees also experienced some The changes where most current learners are less control than before the pandemic may be due to the pandemic of learners at home with less parental control and also the gadget and environmental impact of their homes, in accordance with the principal's statement some teachers also say the pandemic has a powerful impact on studies at school as well as on students' attitudes. Today there are several teachers who complain about the change in the behavior of learners who have mostly adopted adult behavior.

#### *Questionnaire*

Response Numbers are given after students have done school studies by asking the homeroom teacher for help to spread the angkets in each class group whatsapp. Here is a list of student generated from Google respon.

**Table 2.** Student Data

NO	Class	Category	
		Male	female
1	Class 7	15	10
2	Class 8	20	8
3	Class 9	8	12

**Table 3.** Angket Student Response

No	Aspects of Student Response	Student Response		Presentase (%)	
		Yes	No	Yes	No
1	Did you agree to apply online learning to schools during the pandemic?	20	53	2000	5300
2	Is learning online fun?	30	43	3000	4300
3	Can you understand physical education materials through online learning?	23	50	2300	5000
4	How did you interact with the teacher during the home study?	10	63	1000	6300
5	Are you experiencing serious problems with your bookings online?	65	9	6500	900
6	Do your parents motivate you to study actively?	30	43	3000	4300
7	Do parents provide good support during online learning?	20	53	2000	5300
8	Do parents provide facilities during online study?	15	58	1500	5800
9	Are you experiencing serious problems with your bookings online during the pandemic?	66	7	6600	700

*Rohmad Apriyanto, Ahmad Fahrudi, Laila Zanuba Arifia*

No	Aspects of Student Response	Student Response		Presentase (%)	
		Yes	No	Yes	No
10	Whether the teacher's online content has been properly presented?	68	5	6800	500
<b>Total</b>		347	384	34700	38400
<b>Everage</b>		34,7	38,4	34,70	38,40

Based on the questionnaire's data on 73 students about the pandemic effect on the learning process at the muhammadiyah 4 balen junior high school found that at the time covid\_19 students' responses to online learning were negative (answers not) or ata lower level, and only a few students answered yes, which could be measured out of average. It seems that the answer is 38.4 which is 38.40%.

Regarding the first point of the question "whether you agree to apply online learning to schools during the pandemic," 20 students give a positive answer, 53 students give a negative answer. In the second question, is learning online fun? , it also points out the results not so different from the previous question that as many as 30 students responded favorably and 43 students responded instead to a negative response instead of a positive response.

The third question "can you understand physical education materials through online learning? The answers of 50 students answered negatively and 23 students responded positively for various reasons students express that understanding physical education materials online is more difficult than outright field practice. Next to question 4 "how did you interact with the teacher during the home study? Showing very unsatisfactory results from the 73 who filled out the questionnaires received 10 positive responses and 63 negative responses. Question 55. are you having a serious problem with online physical education? From the question the 73 students received the results of 65 students responding positively and 9 students responding negatively. Next to question 6 students answer positive 30, and student answers negative 43. Question 7 students answer

---

positive 20 and student answers negative 53. Question 8 students answered positive as many as 15 and student answered negative 58. Whereas questions 9 and 10 get almost the same results from the 73 who filled out the questionnaire as many as 66 positive responses and those who responded negative 7. Question number 10 student answered positive 68 and student answered negative 5. Questionnaires can be interpreted during the pandemic students are having difficulty following learners while for the material given by student teachers answers.

#### **4. Conclusion**

Based on research, all aspects listed in the student's questionnaire's response to the study during the covid 19 pandemic indicate that the pandemic has profoundly affected the process of physical education education at the 4 balen junior high, which before the student pandemic easily carried out a direct practice in the namum field as the pandemic occurred students should understand for themselves the physical education materials that were presented. As well as interviews with school directors and also some teachers pointed out results that the pandemic was affecting the learning that took place at the 4 muhammadiyah junior high school, some teachers also answered the most affected physical education learning that the pandemic had been.

#### **References**

- Amrynudin, A. D. K., & Katharina, R. (2020). Birokrasi Dan Kebijakan Percepatan Penanganan Covid-19. *Info Singkat*, 12(9), 25–30.
- Apriyanto, R., & Adi, S. (2021). Effectiveness of online learning and physical activities study in Physical education during Pandemic Covid 19. *Kinestetik: Jurnal Ilmiah Pendidikan Jasmani*, 5(1), 64–70.
- Dewi, W. A. F. (2020). Dampak Covid-19 terhadap implementasi pembelajaran daring di Sekolah Dasar. *Edukatif: Jurnal Ilmu Pendidikan*, 2(1), 55–61.
- Dwiyogo, W. D., & Cholifah, P. S. (2016). Continuing Professional Development (CPD) for Physical Education Teacher in Elementary School through Blended Learning. *International Conference on Education (ICE2) 2018: Education and Innovation in Science in the Digital Era*, 948–955.



*Rohmad Apriyanto, Ahmad Fahrudi, Laila Zanuba Arifia*

- Lee, A. (2020). Wuhan novel coronavirus (COVID-19): why global control is challenging? *Public Health, 179*, A1.
- Lynch, T. (2014). Australian curriculum reform II: Health and physical education. *European Physical Education Review, 20*(4), 508–524.
- Mansyur, A. R. (2020). Dampak covid-19 terhadap dinamika pembelajaran di indonesia. *Education and Learning Journal, 1*(2), 113–123.
- Mashud, M. (2017). Pendekatan Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di Era Abad 21. *Multilateral: Jurnal Pendidikan Jasmani Dan Olahraga, 14*(2).
- Pujilestari, Y. (2020). Dampak positif pembelajaran online dalam sistem pendidikan Indonesia pasca pandemi covid-19. *Adalah, 4*(1), 49–56.
- Rochman, B., Indahwati, N., & Priambodo, A. (2020). Identifikasi Keterlaksanaan Pembelajaran PJOK Tingkat SMP Di Masa Pandemi Covid 19 Se-Kabupaten Sidoarjo. *Jurnal Ilmiah Mandala Education, 6*(1).
- Suardi, M. (2018). *Belajar & pembelajaran*. Deepublish.
- Sumbodo, P. P. (2016). *Penerapan metode kooperatif tipe teams games tournament (tgt) untuk meningkatkan hasil belajar keterampilan bolavoli pada siswa kelas xi tsm smk murni 1 Surakarta tahun pelajaran 2015/2016*.



© 2022 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution ShareAlike (CC BY SA) license (<https://creativecommons.org/licenses/by-sa/4.0/>).