



Response: Physical Education Learning Assignment Amid the Covid-19 Pandemic

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ABSTRACT

The purpose of the study. The purpose of this study was to find out how deep the response of students to the assignment assigned by the health physical education teacher in determining the number of respondents when the teacher gave physical education assignments.

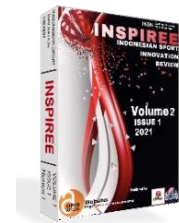
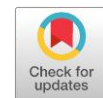
Materials and methods. This research was descriptive quantitative research. The research began by collecting assignments that have been given through online methods to students in the form of google form. The study population was 108 students of SMP IT Raudhatur Rahmah Pekanbaru, Riau. The sample in this study was all students of SMP IT Raudhatur Rahmah. The sampling technique applied was total sampling.

Results. The results obtained based on several assignments that have been given via google form in this study were as follows: For the subject of the passing and catching, dribbling, and shooting on basketball learning, the average scores were 54.25%, 46, 01%, and 42.02%, respectively. Teachers must be more active and creative in packaging the learning process so that it attracts students to take part in the Physical Education learning provided and considering that the response of students in learning physical education during the Covid-19 pandemic was low.

Conclusions. Online learning was very ineffective as a learning process as it was caused by many factors and can be proven by the low of student response in doing the task which has been given. a solution is needed so that the teaching and learning process can be carried out with an appropriate method so that students are not disadvantaged in the learning activities themselves, which not only receive the knowledge they need, but also includes learning related to the character and emotion that should be given by the teacher in the learning process.

Keywords: *Response; Learning; Physical Education; The Covid-19 Pandemic.*

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INTRODUCTION

The Covid-19 pandemic is the first and foremost health crisis in the world. There have been many casualties due to this pandemic. Many countries have decided to close schools in their countries which include elementary schools, high schools, and universities as a measure to prevent the spread of this virus (Martoredjo, 2020). Around the world, including Indonesia, this epidemic has caused many deaths and infected tens of thousands of people (Supriyadi & Dupri, 2020). More than 4.3 million confirmed

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Authors' Contribution: a-Study design; b-Data collection; c-Statistical analysis; d-Manuscript preparation; e-Funds collection.



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cases of contracting this virus and causing more than 290,000 deaths globally have disrupted learning activities, resulting in temporary school closures (Nicola et al., 2020).

The government reveals a statement that the teaching and learning process can be carried out remotely or studying at home where the process is carried out online, starting from the levels of early childhood, kindergarten, elementary, junior high, high school to university as an effort to prevent the transmission of this corona virus (Supriyadi & Dupri, 2020). Teachers are required to master the learning system with an online system which is then applied to students to support the learning process to keep it running smoothly. Thus, it can be said that the learning system has changed drastically, from face-to-face learning to online learning at home (Setiyawan et al., 2020).

Jayul dan Irwanto (2020) argue that teaching and learning activities amid the Covid-19 pandemic are recommended to use an online learning model. However, not all online learning methods can be used in the learning process, especially physical education learning because this subject is closely related to the psychomotor (motion) aspects which are practicum (Setiyawan et al., 2020). The problem faced by teachers and students in this subject is that teachers very often have difficulty in mastering the learning media used during online learning (Komarudin & Prabowo, 2020). On the other hand, it was found that the majority of students stated that online learning for physical education during this pandemic period was not yet fully effective (Nopiyanto et al., 2020).

Education that is increasingly developing in Indonesia makes teachers (teachers) to be really creative in developing teaching materials to create a good teaching and learning process and where students are also required to always be active in participating in learning (Maulana & Odang, 2019). Technology in education is a combination of humans, machines, ideas, procedures, and management. Technology in education that must be mastered by teachers, among others, must be systematic in designing, implementing, and evaluating the entire process of learning and learning in the form of specific learning objectives (Kennedy, 2006).



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Physical education, sports and health are subjects that are taught to students at each level. A distinctive feature of physical education subjects is education that involves the physical activities of students or practical movement activities that cannot be represented by other students (Setyo Utami, A. I., & Winarno, 2020). Explained that physical education is also education that involves physical activity to gain physical abilities and skills (Guijarro et al., 2019). Physical education is an inseparable part of human life where humans can learn more things related to affective, cognitive, and psychomotor as a provision for them to achieve life goals (Martini et al., 2018). Physical education is one of the lessons to increase students' interest in physical activities Physical education is the only subject in schools where students have the opportunity to learn motor skills and gain knowledge to participate in various physical activities (Tampubolon et al., 2022) , Meanwhile, the purpose of physical education learning at the primary and secondary education levels is to lay a strong character foundation through the value of internalization in physical education, building a strong personality foundation, peace-loving attitude, social attitudes and tolerance in the context of cultural, ethnic and diversity. religion, fostering critical thinking skills through physical education learning tasks, developing sportsmanship, honesty, discipline, responsibility, cooperation, self-confidence and democracy through physical activities (Dupri et al., 2020).

One of the duties of a teacher is to be ready to prepare everything that will be taught to students, consisting of preparing lesson plans, social environment, teacher attitudes and performance, all of which are complex things that need to be understood by an educator (Zembylas, M., & Papanastasiou, 2005). Teacher quality also plays an important role in supporting the teaching and learning process (Crawford et al., 2020). This current pandemic has an impact on all levels of society, including many people who complain about the disruption of the learning process and make the desired learning objectives difficult to be achieved. This leads to the remote assignments to provide learning material whose purpose is to hone students' abilities even though learning from home needs to be done. This requires teachers to be able to modify the learning process, especially in physical education learning which should be done in the



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field, but instead must be done online as a result of the Covid-19 pandemic (Rapanta et al., 2020).

The real physical education teacher's duties are also expressed (Widyasto, 2018) as follows: a) as a teacher b) as an educator. c) as a trainer/teacher, d) as a guide. Physical education learning that should be done face-to-face must be altered online so that the desired learning objectives can still be achieved even though it cannot be denied that these goals may not be fully met. Teaching a large number of students in a short period of time and conducting learning assessments are the main obstacles to effective assessment in physical education learning (Franklin & Smith, 2015).

Online learning and classes have become part of important education systems around the world. Online channels have made education comfortable and made easily accessible to one another as actors in the teaching and learning process (Deepika, 2020). Teachers must be guided by the curriculum that is adjusted in its implementation so that it is hoped that the next student can achieve competency standards in each subject and make the objectives of this learning can be achieved properly. In order to achieve this goal, teachers are required to be creative and innovative in learning activities, both in the use of media and in the learning strategy and approach itself (Amirudin, 2018). The big ball material that the teacher will teach you when starting the odd semester must be done online. This material is given in the form of google form as a medium for giving questions that are directly related to the big ball material at the junior high school level. One of the materials taught in big balls is passing under in a basketball game which is also taught at Raudhatur Rahmah IT Middle School Pekanbaru, Riau. The big ball material is taught in several meetings, all of which will be conducted by physical education teachers online.

(Crawford et al., 2020) said that the learning process must be able to respond well to assignments given by teachers, especially during the Covid-19 epidemic. Students are expected to be able to give a positive response to the efforts of teachers in giving assignments to them during the Covid-19 pandemic. Unfortunately, not a few students ignore the tasks given by teachers during the Covid-19 pandemic where they are more likely to spend their time playing during the pandemic because of the lack of



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supervision by parents while at home. Most students think that the assignment can be done later so that in the end many tasks pile up until the last minutes of the deadline set by the teacher to collect and it encourages them to rush for doing it (Herliandry et al., 2020).

This situation certainly has an impact on the quality of learning because students and teachers who previously interacted directly in the classroom, now have to interact in a limited virtual space. This requires teachers to be able to provide good teaching, create a conducive atmosphere for learning and creatively and innovatively use attractive learning media so that students can understand learning material and learning objectives can be achieved (Ardiyanto & Muharam, 2020). These constraints are the same as those experienced by researchers when they initially encountered problems at Raudhtaur Rahmah IT Middle School Pekanbaru, Riau in learning physical education and health sports, to be precise in the large ball material with a total number of students being 108 students. Dealing with the results of the observation of the problem, it was found a suitable method for this problem, namely by using the assignment learning method considering that in this assignment learning, students have the responsibility to complete the assignment given by the teacher. Therefore, the development of information and communication technology at this time has changed student learning behavior, through android that is owned makes students wider in obtaining knowledge information from various sources. So that the teacher is no longer the only source of knowledge for students (Siregar et al., 2022)

Another problem with this online learning system is that access to information is constrained by signals which causes slow internet signals to access information. Students sometimes miss some information related to online learning due to the unstable quality of the internet signal. As a result, they will be late in collecting an assignment given by the teacher. In addition, because they have to check the many assignments that have been given to students, it makes gadget storage space for teachers increasingly limited. The application of online learning also makes educators think again about the learning models and methods that will be used even though



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initially a teacher has prepared a learning model to be used, but then must change the learning model.

Referring to the description above, the focus of this study was to see how far students respond to the assignments that have been given by physical education teachers during the Covid-19 pandemic. The results obtained from this study will show the percentage of students who respond to assignments in the large ball material given by the teacher.

MATERIALS AND METHODS

The purpose of this study was to discover the number of respondents when the teacher administered the assignment of physical education to the students of SMP IT Raudhtaur Rahmah IT Pekanbaru. The method of research was done by collecting assignments that have been given through online methods to students in the form of google form. The assignment was given twice to find out the response of students at SMP IT Raudhtaur Rahmah in the physical and health education learning process. This research method was a descriptive study (Sukardi, 2003) explains that research with a descriptive approach is a study designed to gather information about current real situations (while in progress). The main purpose of using this method was to see how students' response to assignments assigned by physical and health education teachers.

The population in the study was all 108 students at SMP IT Raudhtaur Rahmah, where all of these students were sampled. The sampling technique used in this study was total sampling (Arikunto, 2006). Data analysis was performed using descriptive statistical methods. From this analysis, the researchers could then see the student's response to assignments in the physical education and sports learning process during the Covid-19 pandemic. The results of the student's responses to the assignment given by the teacher were then analyzed in percentage terms. Briefly, the analysis work steps are depicted in the chart of (Miles et al., 2009) as follows :



Figure 1. Research Flowchart

Mathematical Equations According to (Maksum, 2009) following is the formula calculates the percentage of respondents' answers through the frequency distribution and percentage as follows:

$$P = \frac{E}{N} \times 100 \%$$

RESULTS

The reference of this study is the level of respondents when the teacher gives assignments online to students of SMP IT Raudhtaur Rahmah Pekanbaru, Riau. The following is a description of the results of the research based on the research conducted. The first was class VIIA who got task in the form of passing material in basketball games. From a total of 13 students, only 4 people gave responses to this material with an achievement percentage of 30.76%, while the remaining 9 people got a percentage of 69.24% who overall did not respond. The second task was dribbling material in basketball games where 5 students gave a response to this material with an achievement percentage of 38.46% and the remaining 8 students or with a percentage of 61.54% did not respond. Furthermore, the third task was shooting material in a basketball game where only 6 students gave a response which was shown by the percentage of achievement of 46.15% while 53.84% did not respond.

In class VIIB, out of a total of 17 students, only 10 gave responses to passing material in basketball games with an achievement percentage of 58.82% while 7 students with a percentage of 41.18% did not respond. The second task was the dribbling material in the basketball game where only 11 students responded to this material with an achievement percentage of 64.70% and as many as 6 people with a percentage of 35.30% who did not respond. The last or the third task was shooting material in a basketball game where only 6 students responded with an achievement percentage of 35.29% while 64.70% did not respond.

In class VIIIA, the first assignment was about passing material in a basketball game with a total of 19 students. Of this number, only 9 students responded to this material with an achievement percentage of 47.36% and 10 students with a percentage of 52.64. % did not respond. The second task was the dribbling material in basketball games where only 1 student responded to this material with an achievement percentage of 5.26% and as many as 6 students with a percentage of 94.74% did not respond. Next was the third task which contained shooting material in a basketball game. Of the total 19 students, only 7 students were found to respond to the assignment given with a percentage of achievement of 36.82% while 63.15% did not respond.



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In class VIII B, the first assignment given by the teacher was passing material in basketball games. From a total of 20 students, only 12 students responded to this material with an achievement percentage of 60% and 8 students with a percentage of 40% did not respond. The second assignment was dribbling material in basketball games where only 11 of 20 students responded to this material with an achievement percentage of 55% and 9 students or 45% did not respond. The last one or the third task was shooting material in basketball games. From a total of 20 students, only 8 responded with a percentage of achievement of 40% while 60% did not respond.

In class IX A, the first assignment given was about passing material in basketball games. From a total of 21 students, only 13 students responded to this material with an achievement percentage of 61.90% and as many as 8 students or 38.10% did not respond. The second assignment was dribbling material in basketball games.

From a total of 21 students, only 15 of them responded to this material with an achievement percentage of 57.14% and as many as 6 students or 42.86% did not respond. The third task given was about shooting material in basketball games. From a total of 21 students, only 11 of them gave a response with an achievement percentage of 55% while 45% did not respond.

In IX B class, the first assignment was passing material in basketball games. In this class, only 12 of 18 students responded to this material with an achievement percentage of 66.66% and as many as 6 students or 33.34% did not respond. The second assignment was dribbling material in basketball games where only 10 students responded to this material with an achievement percentage of 55.55% and as many as 8 students or 44.45% did not respond. Next was the task discussed about shooting material in basketball games where only 7 students gave a response with an achievement percentage of 38.88% while 61.12% of them did not respond.

Table 1. Percentage data related to student responses in responding to basketball learning tasks

No	Class	Material					
		Passing and Catching		Dribble		Shooting	
		Total Respondents	Percentage	Total Respondents	Percentage	Total Respondents	Percentage
1	VII ^A	4	30,76%	5	38,46%	6	46,15%
2	VII ^B	10	58,82%	11	64,70%	6	35,29%
3	VIII ^A	9	47,36%	1	5,26%	7	36,82%
4	VIII ^B	12	60%	11	55%	8	40%
5	IX ^A	13	61,90%	15	57,14%	11	55%



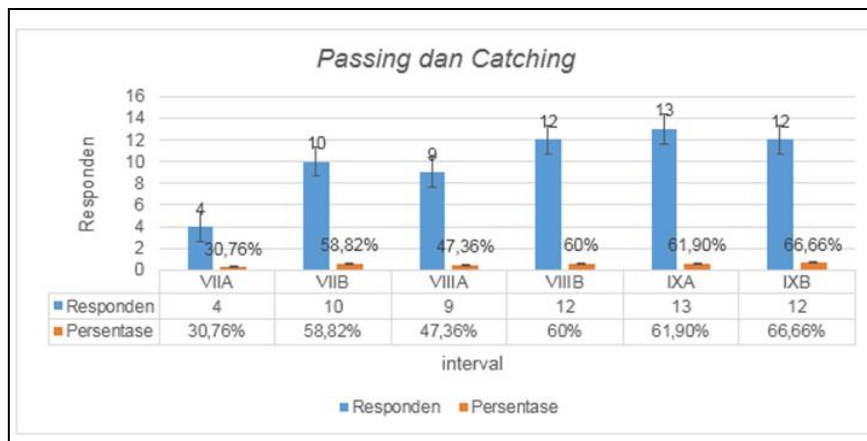
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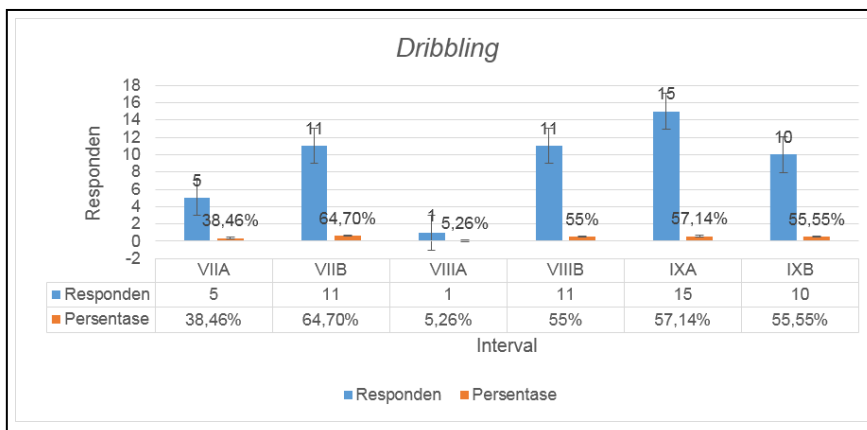
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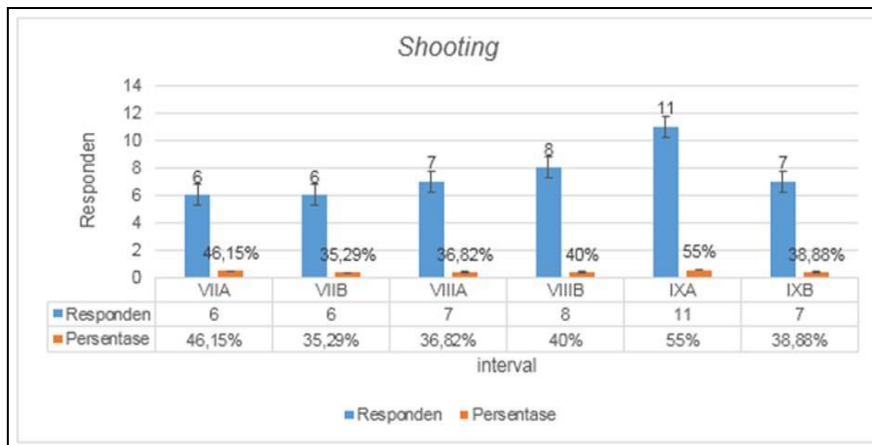
6	IX ^B	12	66,66%	10	55,55%	7	38,88%
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Graph 1. Percentage and First Task Respondents related to Passing and Catching Material



Graph 2. Percentage and Respondents of Second Task related to Dribble Material



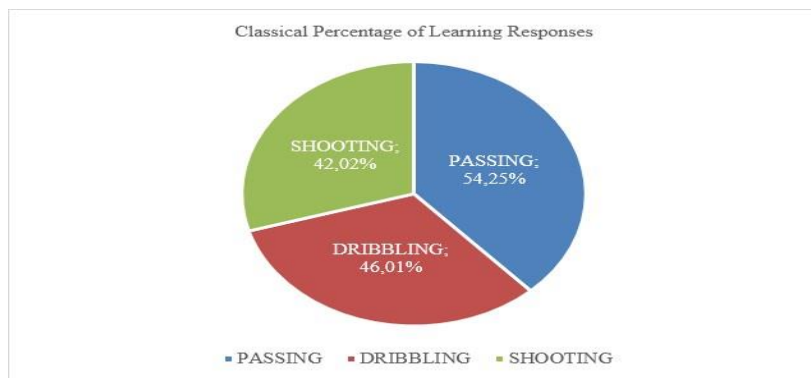
Graph 3. Percentage and Respondents of Third Task related to Shooting Material

After learning the first material (the passing), the second material (dribbling), and the third material (shooting material) in basketball games at SMP IT Raudhatur Rahmah IT during the Covid-19 pandemic, it was found that the results obtained were data with an average value of 54.25% for passing material in basketball games, and 46.01% for dribbling material in basketball games, and 42.02% for shooting material. The low response of students in Physical



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Education learning during the Covid-19 pandemic made teachers have to be active and creative in packaging the learning process in order to attract students to take part in the Physical Education learning provided.



Graph 4. Classical Percentage of Physical Education Learning Responses

DISCUSSION

Implementation of online learning at SMPT IT Raudhtaur Rahmah Pekanbaru Riau has started since the beginning of the odd semester until now. Online learning due to the Covid-19 pandemic forces teachers to innovate in its implementation includes the physical education subject which is usually and generally carried out in the field. Physical education and sports lessons have been carried out online since the Covid-19 pandemic hit Indonesia which requires students to do more assignments.

Online learning must be carried out during the Covid-19 pandemic as a form of anticipation to prevent an increasingly widespread outbreak (Dewi, 2020) explained that learning that is carried out online is also applied in junior high schools with the help of direct supervision by parents. Online learning is the use of internet networks in the learning process. Students have the flexibility to study time through this learning method where they can study anytime and anywhere. Students interact with teachers using several applications such as *zoom*, *skype*, and *WebEx* as a video conferencing platform that is supported by the use of other online learning applications such as the *edmodo application*, *schoolology*, *google classroom*, *google meet* (Famularsih, 2020). This learning is an educational innovation to answer challenges related to the availability of varied learning resources. The success of a model or learning media depends on the characteristics of the students (Kashdan & Yuen, 2007). Various efforts have been made by teachers of physical education, sports and health to teach these materials to



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students. Teachers continue to innovate in various ways so that the learning process of physical education in health sports can be meaningful for students (Siregar et al., 2022).

The characteristics of learning in each educational unit are closely related to the competency standards of graduates and content standards. Graduate competency standards provide a conceptual framework for the learning objectives that must be achieved. Meanwhile, content standards provide information about the conceptual framework of learning and learning activities derived from the level of competence and scope of material. Competency standards for graduates, learning objectives include the development of attitudes, knowledge and skills, all of which are elaborated for each educational unit. This target is better known as the learning process (Shafa, 2014).

Many things need to be considered in online learning. This takes into account that based on the results of the research that has been done, it was found that students who are less responsive to online learning so that their interest in learning automatically also decreases. Online learning is very ineffective in physical education learning, which is evidenced by the small number of respondents who respond when the teacher gives assignments (Liu, S., & Onwuegbuzie, 2014). Many factors that cause it to happen which are not discussed in this study.

Based on several assignments that have been given to students who are the sample of this study, it was found that many of them did not respond to the assignments that had been given. They tended to ignore assignments assigned by the teacher so that the teaching and learning process carried out online seemed less than optimal. In fact many students did not understand the assignments given by the teacher (Suartini, 2020) explains that there are many factors that might influence this. Some of them are the attitude of parents in supervising the child's learning process at home, the willingness of children to learn, inadequate infrastructure owned by parents, the responsibility of homeroom teachers in encouraging students to do the tasks that have been given by physical education and sports teachers and low students' motivation in the online learning process. Further research results explain (Rahmat & Iskandar, 2022) Based on the results of the study, internal and external factors often affect learning outcomes in Physical Education, Sports and Health. Likewise,



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the learning approach factors classified as sometimes affect the learning outcomes of Physical Education, Sports and Health.

Similar research was also carried out by (Arifin, 2020) who found that student responses to online learning were less pleasant due to limited quota, application errors and lack of guidance by teachers, unable to meet friends, not being able to discuss directly, having difficulty receiving material and the number of assignments given. Previous research conducted by Fitriyani, et al (2020) showed that the learning motivation of 6th semester students in the primary school teacher education study program at Kuningan University was very good. This is evidenced by the motivation percentage score of 80.27%. Her research is expected to be an evaluation for various parties in organizing online learning in tertiary institutions, especially those involving motivation. In addition, this research is also expected to be a study material for other researchers in analyzing and developing student learning motivation in online learning during emergencies in higher education.

There are so many obstacles that arise from online learning systems and it leads to the teachers think about ways to make online learning more effective and efficient. The government of course also plays a role so that the goal of the country which wants to educate the Indonesian nation through the world of education can also be fulfilled. The government basically has given full attention to the world of education in various ways so that the teaching and learning process during the pandemic does not experience significant obstacles. The role of parents maximally is very helpful in realizing the learning goals achieved, although it cannot be denied that the ability of parents cannot be equated with other actors who have a major role in the learning process. There are still many parents in Indonesia who complain about the Indonesia's economic development has sumpled so that it has a full impact on their relatively reduced income.

Thus, solutions and roles from all parties are needed to overcome the problems that arise as a result of the Covid 19 pandemic. The failure to achieve a learning process is not only seen from the competence, attention and motivation of the teacher, but the role of parents who must be more focused in supervising and guiding their children in



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the learning process that takes place at home is also very important. Everyone's hope for the local government to be responsible for meeting school needs, such as financing school needs to carry out learning during the Covid 19 pandemic so that it can run optimally.

CONCLUSION

The conclusions obtained based on the results of the research and the data obtained were as follows: "Online learning was very ineffective as a learning process at SMP IT Raudhatur Rahmah, Pekanbaru Riau as it was caused by many factors and can be proven by the low of student response in doing the task which has been given". Referring to the results of the research, a solution is needed so that the teaching and learning process can be carried out with an appropriate method so that students are not disadvantaged in the learning activities themselves, which not only receive the knowledge they need, but also includes learning related to the character and emotion that should be given by the teacher in the learning process. It is necessary to have a follow-up in this research in the form of development by other researchers. Suggestions that can be given to students from the research that has been carried out are that they should be even more active in responding to the assignments that have been administered by the teacher. The teaching and learning process will be carried out well if there is a good response from students and teachers, especially during the Covid-19 pandemic so that an effective teaching and learning process can be achieved.

CONFLICT OF INTEREST

There are several obstacles in this study, especially in online learning, students cannot practice the material being taught directly, then students are not enthusiastic in completing the tasks given by the teacher during online learning.

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APPENDIX

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