Implementation and indicator of limited face-to-face physical education in covid-19

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Abstract

Learning carried out through limited face-to-face learning during the Covid-19 pandemic has been determined according to government regulations to increase the effectiveness of student learning in physical education learning. The purpose of this study was to find out how the implementation of physical education learning during the Limited Face To Face Physical Education (PTMT) period in the Covid-19 pandemic. The method used in this research is descriptive quantitative. The instrument was used through a questionnaire distributed to the sample, namely physical education teachers at SMPN Metro Lampung, totalling 26. The sample selection of the research was purposive technique because the sample was selected from schools that had already implemented limited face to face in physical education learning. The validity of the instrument with a validity value of 0.693, then the reliability value in this study was 0.935. The study results revealed that if the teaching hours applied by limited face to face physical education have reduced teaching hours. Then for infrastructure, indicators and learning applications are included in the sufficient category, and the best learning model used in limited face to face is individual learning. The results are expected to become a reference for the application of limited face to face physical education so that the results obtained are maximal.

Keywords: limited face to face, physical education, covid-19

INTRODUCTION

The impact of this pandemic has resulted in new regulations in all sectors, including services, government, social and education which are carried out online or not face-to-face. (Rizki et al., 2021) explained that social restrictions and activities carried out online were the government's main choice to reduce the spread risk curve. This has had a significant impact on people's lives, health systems, economies, and governments worldwide. During the pandemic in Indonesia, there was a decrease in public participation outside the home. The pandemic (COVID-19) disrupts

the health system shuts down the economy, and many other sectors, especially education (Syofian & Gazali, 2021). (Victorian et al., 2021) Revealed that the education sector experienced changes in learning, the process of continuous change. Information technology and e-learning systems are applied for learning during the COVID-19 pandemic.

In the education sector, during the covid pandemic, which was carried out online or online, it turned out to have several problems when implemented. (Suwandayani et al., 2021) Said that online learning experienced several problems, including restrictions on interactions outside the classroom. Teachers experienced a decrease in exploring the learning process because it was not face-to-face. (Yuangga & Sunarsi, 2020) Explain that the problems that arise when implementing online learning are lack of discipline, enthusiasm and high learning motivation. He continued, it was revealed that online learning requires teachers to provide innovation in learning media so that maximum results are achieved. When implementing online learning at home, in fact, children prefer to play because at home, children feel it is not the time to study, even in a pandemic situation like this (Cahyati & Kusumah, 2020).

Based on the existing problems in the education sector regarding the ineffectiveness of online or online learning and after restrictions were placed on activities carried out online, in 2021 the Government issued a new regulation regarding the limited face-to-face implementation carried out in several government sectors including in Education sector, This adopts the application of carrying out activities through the new normal in every sector including education. (Adawiyah et al., 2021) Explain that the impact of the new normal in education is implementing something new regarding limited face-to-face visits at school. (Tanuwijaya & Tambunan, 2021) Says that face-to-face learning is carried out with strict procedures according to health protocol standards. Changes in the learning process from offline to online and now back offline certainly require adjustments. And it is something that needs to be prepared carefully considering the

learning process will affect the output or results of student learning outcomes.

Limited face-to-face meetings in education are one of the ways the government has implemented in breaking the chain of spreading the COVID-19 pandemic. Limited face-to-face learning regulates the number of students in each class to be less than the normal number. Arrangements are also made on student desks and chairs. The number of seats is reduced, and the protocol adjusts the distance. Learning carried out by PTMT in schools must also pay attention to several aspects to support learning success. (Simbolon et al., 2021) Revealed that in learning carried out by PTMT, attention must be paid to the use of media, infrastructure and learning models that are applied. (Masdafni, 2021) Reveals that it must be maximised in the application of limited face-to-face learning. He continued, he revealed that the existing media and infrastructure must support the success of learning. (Firdaus, 2020) said that with a mixed learning model or Blended Learning offering a variety of learning resources, an educator can develop learning materials and resources and collaborate between face-to-face learning by displaying material in videos, which can increase the competence of a more innovative educator and collaborative.

Based on the analysis disclosed above regarding the application of limited face to face in the field of education, in this article, the author will discuss the application of physical education learning during limited face to face during the Covid-19 pandemic. The discussion regarding the application of limited face to face physical education learning during the Covid-19 pandemic is still very limited, so it is very interesting to do research. The discussion in this study includes several indicators that exist in limited face-to-face learning, which is applied to learning physical health education in schools. The purpose of this study is to provide information about teaching hours, learning models, infrastructure and the application of limited face to face physical education learning during the Covid-19

pandemic so that the success of limited face to face physical education learning during the Covid-19 pandemic can be realized.

METHODS

The type of research used is observational research with a quantitative descriptive design. The method used is descriptive quantitative with an observation approach through questionnaires in collecting data. This research was carried out on October 20 – December 13, 2021, by distributing a questionnaire via google form to the research subject, namely teachers of PJOK SMP in Metro City Province Lampung. The sampling technique was purposive sampling, where the researchers took samples with certain considerations, namely teachers who took part in the MGMP activities of Metro City Junior High School Teachers is 26. The sampling technique was purposive sampling, and the candidate to sampling is a teacher who took part in MGMP activities of Metro City

Junior High school is 26 teachers. The type of research used is observational research with a quantitative descriptive design. This research was carried out on October 20 – December 13, 2021, by distributing a questionnaire via google form to the research subject, namely teachers of PJOK SMP in Metro City. The sampling technique was purposive sampling, where the researchers took samples with certain considerations, namely teachers who took part in the MGMP activities of Metro City Junior High School Teachers. Measurements were carried out using a Likert scale questionnaire with four category assessments strongly agree, agree, disagree, and strongly disagree to be more clearly presented in table 1.

Table 1. Likert scale

strongly agree	Agree	disagree	strongly disagree
4	3	2	1

The validity of the questionnaire uses the product's moment correlation formula with a validity value of 0.693, and all questionnaire items are declared valid. The reliability value in this study used the

Cronbach's alpha formula, and the results were 0.935, so the questionnaire was said to be reliable. In this study, five indicators will be measured by standard research instruments. Data analysis At the initial stage, a frequency analysis was carried out using SPSS version 20 to determine the length of teacher teaching hours during limited face to face and the learning model that was more often used in limited face to face learning, then carried out a statistical analysis of the survey to determine the situation in the field during limited face to face from the respondents' answers.

RESULTS

The results of this study will describe the teaching hours carried out at limited face to face which were carried out during the Covid-19 pandemic during physical education learning at SMPNs in Metro City, Lampung Province. Each discussion will reveal the results obtained based on the analysis conducted regarding teaching hours, learning models, limited face to face indicators, limited face to face facilities and infrastructure, limited face to face teaching strategies, and physical education limited face to face learning outcomes.

The existing research results will present data regarding indicators in the implementation of PTMT in physical education learning during the Covid-19 pandemic. The results of this study will describe the teaching hours carried out at PTMT, which were carried out during the Covid-19 pandemic during physical education learning at SMPN in Metro City, Lampung Province. Each discussion will reveal the results obtained based on the analysis conducted regarding teaching hours, learning models, PTMT indicators, PTMT facilities and infrastructure, and existing implementations when PTMT was applied.

a. Teaching hours

Based on the analysis results conducted regarding teaching hours carried out during PTMT, physical education learning, which was carried out during the Covid-19 pandemic, experienced a decrease or was not carried out as before the Covid-19 pandemic. To be able to make it easier

to read about teaching hours carried out in schools during PTMT, it can be seen in Table 2 below:

Table 2. Results of analysis of physical education teaching hours during PTMT

No.	Teaching Hours	Teaching Hours	Teaching Hours
1	6 – 10	3	11.6 %
2	11 – 15	5	19.2 %
3	16 – 20	2	7.7 %
4	21 – 25	11	42.3 %
5	26 – 30	5	19.2 %
	Total	**26**	**100%**

Based on the results seen in thickness one above, the frequency of teaching hours for 26 teachers when learning PTMT in one week. For 6-10 hours, there are three teachers with a percentage of 11.6%, then teaching hours for 11-15 hours there are five teachers with a percentage of 19.2%, then teaching hours of 16-20 hours there are two teachers by 7.7% while teaching hours of 21-25 hours there are 11 teachers with a percentage of 42.3%, and 26-30 hours there are five teachers at 19.2%. After the analysis results presented regarding teaching hours carried out during PTMT, the data will be presented regarding the learning model applied by the teacher during PTMT.

b. Learning model

The learning model was applied to PTMT in physical education learning during Covid-19. The learning model applied during PTMP during the Covid-19 pandemic has several learning models, which can be seen in Table 3 below:

Table 3. Learning model during PTMT physical education learning

	Frequency	Percent	Valid Percent	Cumulative Percent
Blanded Learning	13	50.0	50.0	50.0
Project Based Learning	7	26.9	26.9	76.9
Problem Based Learning	3	11.5	11.5	88.5
Individual Learning	3	11.5	11.5	100.0
Total	26	100.0	100.0	

Based on table 3 above, it is presented about the learning model applied by physical education teachers during PTMT during the Covid-19

pandemic, there are four learning models. The frequency of the learning model used by teachers during PTMT is the blended learning model with 13 teachers by 50%, then the project-based learning model with seven teachers at 26.9%, then the problem-based learning model with three teachers at 11.5%, and individual learning there are three teachers by 11.5%. Furthermore, the results will be presented regarding the indicators obtained regarding the application of PTMT, especially in physical education learning during the Covid-19 pandemic.

c. PTMT Indicators for Covid-19 Physical Education Learning

Based on the existing data analysis results, indicators or assessments will be presented in the use of facilities and infrastructure carried out during PTMT learning physical education during the Covid-19 pandemic. Infrastructure is one of the learning media that can support learning success. The indicator results obtained can be seen in Table 4 below:

Table 4. Indicators of PTMT infrastructure learning physical education during covid-19

No	Interval	Frequency	%	Chategory
1	22.35 > X	3	11.5	Very good
2	20.21 < X ≤ 22.35	5	19.3	Good
3	18.08 < X ≤ 20.21	15	57.7	Enough
4	15.95 < X ≤ 18.08	3	11.5	Not Enough
5	X ≤ 15.95	0	0	Very Less

Based on the presentation of the results of the analysis in table 4 above, in the implementation of learning during the pandemic in the PTMT infrastructure indicators in the very good category, there were six people with a percentage of 23.1%, in the good category, there were seven people at 26.9%, then in the moderate category there were ten people amounted to 38.5%, while in the less category there were three people with a percentage of 11.53%, and there was no very poor category. Furthermore, the results will be presented regarding the learning carried out by PTMT in physical education learning during the Covid-19 pandemic.

d. COVID-19 PTMT Infrastructure Indicators

Based on the existing data analysis results, indicators or assessments will be presented in the use of facilities and infrastructure carried out during PTMT learning physical education during the Covid-19 pandemic. Infrastructure is one of the learning media that can support learning success. The indicator results obtained can be seen in Table 5 below:

Table 5. Indicators of PTMT infrastructure learning physical education during covid-19

No	Interval	Frequency	%	Chategory
1	15.51 > X	6	23.1 %	Very good
2	13.88 < X ≤ 15.51	7	26.9 %	Good
3	12.26 < X ≤ 13.88	10	38.5 %	Enough
4	10.64 < X ≤ 12.26	3	11.5 %	Not enough
5	X ≤ 10.64	0	0 %	Very less

Based on the presentation of the results of the analysis in table 5 above, in the implementation of learning during the pandemic in the PTMT infrastructure indicators in the very good category, there were six people with a percentage of 23.1%, in the good category, there were seven people at 26.9%, then in the moderate category there were ten people amounted to 38.5%, while in the less category there were three people with a percentage of 11.53%, and there was no very poor category. Furthermore, the results will be presented regarding the learning carried out by PTMT in physical education learning during the Covid-19 pandemic.

e. PTMPT Physical Education Learning During the Covid-19 Pandemic

Based on the results of the analysis carried out regarding the implementation of PTMT Physical Education learning during the Covid-19 pandemic, it can be seen in table 6 below;

Table 6. Physical education learning during PTMT during the covid-19 pandemic

No	Interval	Frequency	%	Chategory
1	72.05 > X	2	7.69%	Very good
2	65.17 < X ≤ 72.05	7	26.9%	Good
3	58.28 < X ≤ 65.17	6	23.1%	Enough
4	51.40 < X ≤ 58.28	10	38.5%	Not enough
5	X ≤ 51.40	1	3.85%	Very less

Based on the results of the data analysis presented in table 6 above in the implementation of learning during the pandemic in PTMT learning during the pandemic in the very good category, there were two people with a percentage of 7.69%, in the good category, there were seven people at 26.9%, then in the moderate category there are six people by 23.1%, while in the poor category there are ten people with a percentage of 38.5%, and in the very poor category, there is one person with a percentage of 3.85%.

DISCUSSION

Based on the results of the analysis conducted in this study, it was revealed that teaching hours, learning models, indicators of facilities and infrastructure, indicators of learning categories and implementation of PTMT learning in physical education subjects at SMP Kota Metro Lampung were in the sufficient category. category then there are five learning models that are applied but the highest is the individual learning model. The discussion based on the literature review will be revealed through each indicator of the results that have been presented:

The study results revealed that teaching hours that occurred during PTMT were reduced or not as they were before the pandemic. Teaching hours have changed due to following the school's schedule to maximize physical education learning. The results of the study, when associated with existing literature studies, have similarities regarding PTMT learning in schools during the Covid-19 pandemic. (Fauzi et al., 2021) Explains that if the learning time is reduced, teachers can't fulfil the burden of teaching hours. Teaching hours are reduced. Each student does PTM for 6 to 9 hours with the entry system made alternately with a pause of a few

minutes so that there is no buildup between students who will go home and those who will enter the classroom.

(Saat et al., 2021) said that the teaching hours owned by teachers during PTMT underwent changes because they had to be in accordance with government regulations regarding PTMT, the learning system that applies at SDN Kepuhdoko teaching and learning activities are carried out face-to-face every day starting from 07.00 WIB to 09.30 WIB, which of course still follows the health protocol. Then PTMT is carried out with a maximum capacity of 50 percent of students, and the implementation of learning is only allowed 2-2.5 hours. Students and school residents must be in good health and prohibited from carrying out activities that can cause crowds such as canteens, sports and extracurricular activities, no meetings with parents of students at school (Masdafni 2021).

a. Learning Model

The learning model was applied when doing PTMT in physical education learning during Covid-19. The learning model was applied during PTMP during the Covid-19 pandemic. The results of the study, when associated with existing literature studies, have similarities regarding PTMT learning in schools during the Covid-19 pandemic. (Saputra 2022) Explains that learning through the PTMT method during a pandemic is able to provide more value than online learning so that student competencies can still be developed effectively and efficiently.

(Qowi, 2021) Explains that in the application of PTMT learning, it is important to maximise the learning model to maximise learning outcomes during the Covid-19 pandemic. He continued, it was revealed that a good learning model applied during PTMT is a learning process that fully involves students to formulate a concept themselves. The teacher's involvement is only a facilitator and moderator in the learning process. With the limited PTM option required by the government, schools must combine online and offline learning at the same time or better known as the hybrid learning method. To support the success of PTMT, the world of

education is required to create a variety of innovations and apply appropriate learning models in the learning process (Winiharti, 2021).

b. COVID-19 PTMT Infrastructure Indicators

Based on the study results, it was revealed that the facilities and infrastructure in physical education learning PTMT greatly determine the success of learning. Physical education facilities and infrastructure at SMPN Metro Lampung Province are good enough so that it has an impact on PTMT running smoothly. The results of the study, when associated with existing literature studies, have similarities regarding PTMT learning in schools during the Covid-19 pandemic. (Mujizatullah, 2021) that facilities and infrastructure are an important component in the implementation of education.

Facilities and infrastructure, teaching and learning processes, student activities, and, most importantly, primary school Ketapang during PTMT learning must be maximized to support learning success during the Covid-19 pandemic (Abwandi et al., 2022). (Nafrin & Hudaidah, 2021) also needs to monitor and evaluate facilities and infrastructure considering that limited face-to-face learning (PTM) requires the application of health protocols. So educational facilities and infrastructure in the classroom and outside the classroom must be able to be maximized in the learning that is carried out.

c. Implementation PTMPT Physical Education Learning During the Covid-19 Pandemic

Based on the study results, it was revealed that the implementation of physical education learning during PTMT in Junior high schools throughout the Metro City of Lampung Province was quite good and fulfilled the requirements given by the government. The results of the study have similarities with the existing literature review. (Manik, 2021) Explained that the preparations carried out at SMPN 2 Siberut Utara in face-to-face learning during the new normal (PTM) post-Covid-19 period were good with the implementation of health protocols set by the government both central and local governments. The success of a model

or learning media depends on the characteristics of the students. The advantages of using online learning are independent learning and high interactivity, increasing memory levels (Safitri, 2021).

(Ode et al., 2021) Revealed that if learning is carried out through a limited face-to-face meeting (PTMT) model, the teacher does not use an interactive learning model and does not involve innovative media learning media that supports the delivery of concrete information to students. This has an impact on student activities. And also the acquisition of students' mathematics learning outcomes who are in the sufficient category.

CONCLUSION

Based on the analysis results obtained, it can be concluded that the application of learning through the limited face-to-face meeting (PTMT) model during the COVID-19 pandemic during the pursuit of experiencing confinement from face-to-face before the Covid-19 pandemic. In the learning model that is applied, there are four learning models as a whole, of the four models, the individual learning model greatly influences the success of student learning during PTMT. The existing infrastructure is sufficient to support physical education learning carried out by PTMT. Then the PTMT learning carried out during the covid-19 pandemic based on the analysis results was in the sufficient category to be applied in physical education learning. The study results are expected to provide an overview of the application of PTMT during the Covid-19 pandemic so that an appropriate model can be provided in physical education learning so that even though learning is carried out through PTMT, it still has high success.

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