

## **CHAOS IN LEARNING OF PHYSICAL EDUCATION DURING THE COVID-19 PANDEMIC STUDY: EDUCATION, ECONOMICS AND PSYCHOLOGY**

**Indah Wahyu Meysari<sup>1</sup>, Heny Setyawati<sup>2</sup>, Donny Wira Yudha Kusuma<sup>3</sup>**  
Universitas Negeri Semarang<sup>1,2,3</sup>  
[indahwms186@gmail.com](mailto:indahwms186@gmail.com)<sup>1</sup>, [henysetyawati@mail.unnes.ac.id](mailto:henysetyawati@mail.unnes.ac.id)<sup>2</sup>,  
[donnywirayudhakusuma@mail.unnes.ac.id](mailto:donnywirayudhakusuma@mail.unnes.ac.id)<sup>3</sup>

### **Abstract**

*The background of the problem as a result of the Covid-19 pandemic has an impact on learning in schools which are not only in the field of education but also economic and psychological problems. The main thing that physical education teachers do in order to be able to do online learning is to always maintain physical and mental health and School Operational Assistance (BOS) funds are expected to be an effective and efficient solution in realizing online learning activities. This study used a qualitative approach with a phenomenological design. The population in this study were 48 teachers of physical education and 10 school treasurers. This study used purposive sampling research with a total of 44 samples teachers of physical education and 10 school treasurers located in Mranggen District with elementary school, junior high school, and senior high school education level. The result of this study in elementary school learning was not effective while in junior and senior high school were quite effective. Psychologically experienced by teachers of physical education, even though there was a sense of worry, it could still be handled properly so that there were no excessive symptoms in the body. Then the School Operational Assistance funds were allocated according to local conditions and situations.*

**Keywords:** Education; Economy; and Psychological

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Correspondence Author: Indah Wahyu Meysari, Universitas Negeri Semarang, Indonesia. E-Mail: [indahwms186@gmail.com](mailto:indahwms186@gmail.com)

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## **INTRODUCTION**

Since December 2019 the public has been worried about the spread of pneumonia caused by a virus that cannot be explained with certainty in Wuhan City, Hubei Province, China. (Lee 2020) (Meng, Hua, and Bian 2020). This virus was transmitted between humans with an incubation period that lasts from day 1 to day 14 and the symptoms that can be felt around day 3 to day 7. Transmission

of this virus can be through infected people when talking, sneezing, coughing, and touching (Zhu et al. 2020) (Liu et al. 2020) (Sajed and Amgain 2020).

The case was caused by the corona virus or known as covid-19 (Corona Virus Desese-2019) with the original name in the form of Severe Acute Respiratory Syndrome Corona Virus 2 (SARSCOV-2) which occurred due to a virus in 2019 (Ministry of Health 2020), a new disease that has been identified in humans resulting from transmission caused by animals (zoonosis) (Princess 2020). Since January 30, 2020 WHO has declared that covid-19 is a public health emergency of international concern and has been declared a pandemic (Dong et al. 2020) (Purwoko, Sartinah 2021).

As a result of the virus spreading very rapidly, it directly affects the changes and policies implemented by the government in Indonesia with the aim of being able to break the chain of transmission (Deliviana et al. nd). Various policies carried out by the government in this country and appropriate steps by means of total lockdown, large-scale social restrictions, new normal, to public activity restriction but still social distancing and physical distancing are the main things that must be done then followed by washing hands properly and wearing a mask (Gugus Tugas COVID-19 2020). By implementing policies from the government so that Indonesia is stronger and ready to respond to this case. Indonesia is currently no longer under a total lockdown, but there is leeway in accordance with government policies but must still comply with health protocols (Kemenkes 2020).

Problems resulting from the policies ordered by the Indonesian government regarding social distancing and physical distancing reaped many pros and cons. The phenomenon of government policy by keeping a distance or better known as the slogan "keep your distance" caused a very clear impact and the main impact that was felt the most was from an educational, economic and psychological point of view. With the implementation of "keep your distance" so that all activities and work were carried out. Starting from the point of view of



education in Indonesia, this was the main thing to worry about because of the limited learning system that took place and not all teachers and students could follow and understand the learning system for various reasons. Not only from the education's point of view, but also from the economy's point of view about the School Operational Assistance (BOS) that was expected to support the sustainability during learning activities.

## METHOD

This study uses a qualitative approach with a phenomenological design. The population in this study were 48 teachers of physical education and 10 school treasurers and using purposive sampling research with a total of 44 samples of teachers of physical education and 10 school treasurers located in Mranggen District with elementary school, junior high school and senior high school education levels. Then, the data collection techniques used was natural setting or known as natural conditions because researchers will examine the phenomena that occur in the field using primary data sources and data collection techniques using unstructured observation, unstructured interviews and documentation (Nugrahani 2014).

### Data Validity Technique

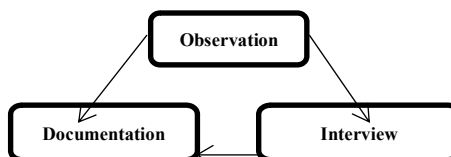


Figure 1. Data Triangulation

The triangulation technique in this study used qualitative analysis software in the form of Atlas.ti which can help researchers organize, code and analyze data so that the research they do can be more structured and more efficient. This software can read various kinds of large and complex data such as video data,

audio data, image data, and written data (books, journals, articles, survey data and interview transcripts).

## RESULT AND DISCUSSION

Schools that are strategically located were all running well and in accordance with the rules applied by the government. Some sport and health physical education teachers under the age of 30 were active in using google classroom in conducting learning and the WhatsApp groups only as a place to explain if there are students who did not understand the material that has been submitted, then for the collection of assignments can be sent via WhatsApp or collect directly to school according to a predetermined schedule. But on the contrary, during online learning, the teachers over the age of 40 only used the WhatsApp group and youtube as a learning media so that they only send the video link where the students had to watch and they gave them the assignments according to the material given that day.

The reason for the teachers who did not use other applications besides whatsapp was because of the lack of knowledge related to technology. Even though since the covid-19 pandemic lasted for more or less 2 years, there have been many webinars and workshops that have been conducted by people who are experts in their fields with the aim of educating everyone about using and utilizing technology properly and correctly. Webinars and workshops can be attended virtually so that the people who want to participate do not need to bother leaving the house but can take part directly at home and only have internet in the form of internet quota and wifi network. That way, there were several webinars and workshops that were held voluntarily to share their knowledge for free so that ordinary people who have never known about the science related to technology can follow and understand. So that they can follow and support activities while at home during the covid-19.

As a result of these various perceptions, teachers of physical education become worried if the students they teach online will not be able to get the

material they should. Because at that time, everyone didn't know when the covid-19 pandemic would end, so teachers who had carried out their obligations could only do their best in educating their students online (Christiana and Nurcahyo 2019) (Fitri 2021). Not a few teachers who only have youtube and then send links about learning materials to students so that students can immediately listen and understand related to the video from youtube. But there are some teachers of physical education who make their own teaching materials by recording and modeling their own movements. All efforts were made so that learning continues as it should even though it only relies on limited abilities and teaching aids. Understanding the situation with the hope that learning can be conveyed well, but in reality the implementation of online learning is still not effective (Nuriansyah 2020) (Merdekawati 2021) (Indriani 2021) (Anggara 2021).

The anxiety experienced is not only limited to that, but there are some materials that are used for assignments while at home, but parents and siblings do it. So that the assignments given are in the form of written material, which is not the student in question. But for assignments with practical material, students do it directly because they have to make a video and then it is directly collected online via whatsapp.

Although the teachers of physical education felt worried during distance learning, none of them experienced any bodily symptoms such as dizziness, nausea and fever. Because during the covid-19 pandemic, all physical education and health teachers were diligent in maintaining a better lifestyle and were able to handle it well too.

**Table 1.** Impact Experienced by Elementary School Teachers Physical Education in Mranggen. District

NO	Impact Happening	
	ONLINE LEARNING	TEACHER AND STUDENT INTERACTION
1	Students become more lazy	Reduced student discipline
2	Lack of movement at home	New students don't know the teacher
3	Parents doing homework	Changes in student character due to PJJ
4	Ignoring PE lessons	Still getting carried away online

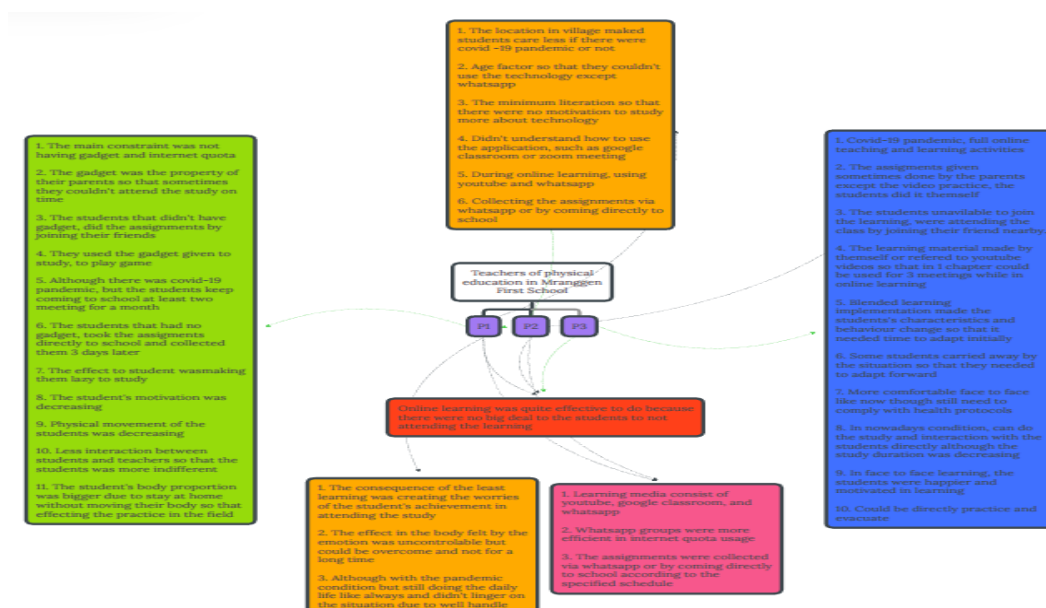


**Figure 2.** Results Chart of the Ineffectiveness of Online Learning at Elementary Schools of Physical education in Mranggen District

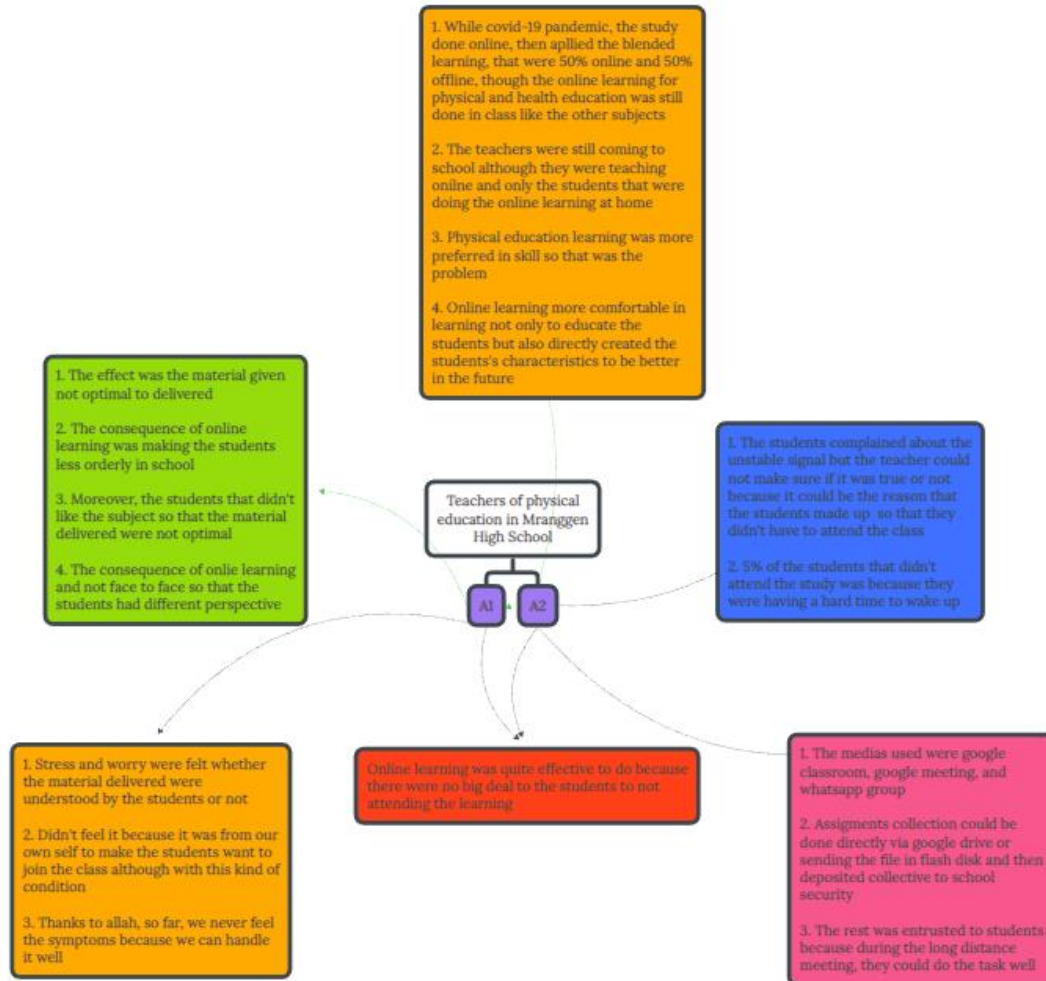


During online learning, sports and health physical education teachers at the junior high and high school levels create their own teaching materials. Teaching materials are made in the form of power points or recording learning videos according to the material to be taught on that day through google classroom (Hasanah and Wijayanto 2021). But sometimes using youtube as additional teaching material so that students can learn the material from various media that are already available. And usually for learning materials to be delivered, physical education and health teachers have appealed to students via whatsapp groups to prepare teaching aids for practice the next day when online learning begins.

All efforts were made so that learning continues as it should even though it only relies on limited abilities and teaching aids. Understanding the situation with the hope that learning can be conveyed well and what is expected to be achieved in accordance with existing expectations so that online learning is quite effective as long as it is carried out (Rahman, Prasetyo, and Mashuri 2021) (Alabba, Julianti, and Nugroho 2021) (Hasanah, Adi, and Suwiwa 2021).



**Figure 3.** Outcome Chart of the Ineffectiveness of Online Learning in the First School of Physical education in Mranggen District



**Figure 4.** Outcome Chart of the Ineffectiveness of Online Learning at High School Physical education in Mranggen District

The allocation of BOS funds during the covid-19 pandemic until the new normal applies, which is used according to the budget set by the local education unit. This is useful so that the achievement of face-to-face learning can be carried out as soon as possible so that what is expected by teachers to teach offline can be realized properly.

During the covid-19 pandemic, new normal until community activities restrictions enforcement, makes all activities carried out by the school online due to limited activities to maintaining a distance, which is the school's goal to reduce



or even not spend funds for purchasing stationery (Work Stationery) during the pandemic.

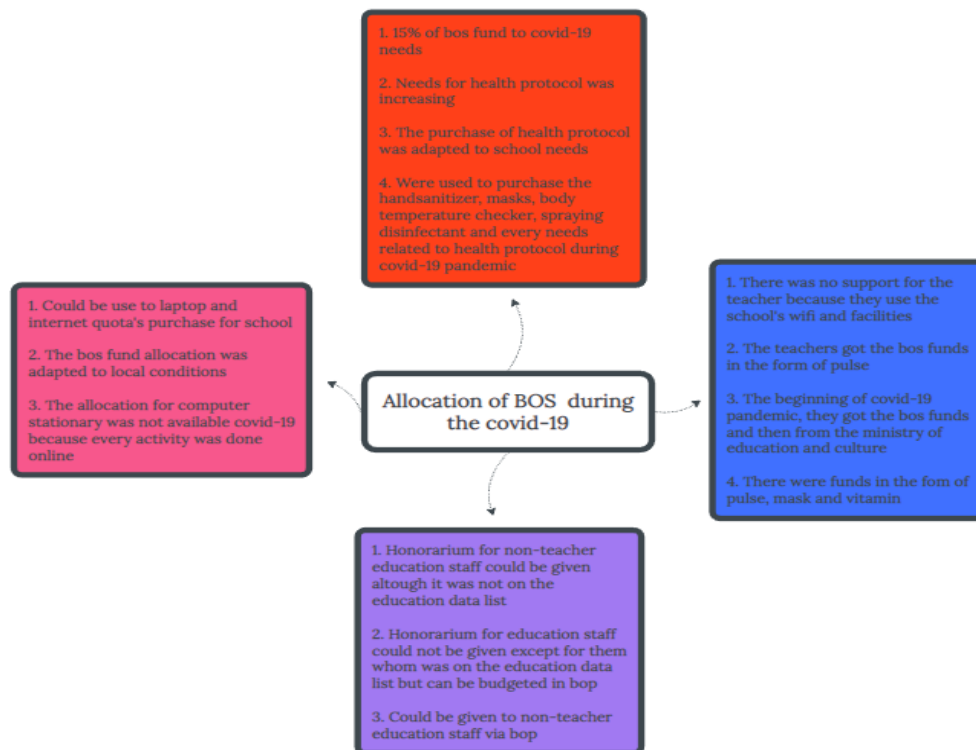
Initially, teachers at schools received assistance from BOS in the form of funds to purchase internet quotas. But this did not last long because the Education and culture office directly provided assistance in the form of an internet quota for one month. Furthermore, after the enactment of the new normal, schools have a new policy again where schools are still conducting online learning but only students are at home and all teachers continue to go to school and then teach online directly at school using facilities in the form of laptops or computers in the lab and wifi.

Then the expenditure of BOS funds during the covid-19 pandemic was widely used to purchase equipment needed for health. Less and more budget related to BOS funds while buying medical equipment, was 7% to 15% according to the needs needed by the school. Because the proportion of each school was very different from one another so that the school directly handled all the needs related to the purchase of medical devices.

Purchased medical equipment in the form of masks, hand sanitizers, disinfectants and disinfectant spray equipment, soap and sinks in every school corridor, digital thermometers, vitamin C for teachers. There was also the purchase of gloves but only a few schools implement it.

During the covid-19 pandemic there was a new policy, namely honorariums for non-teacher education staff can be given at the elementary and junior high school levels, but for the senior high school level there was no budget to provide honoraria to non-teacher education staff, but can be given using BOP (Education Operational Costs) funds and not from BOS. So it can still be given honorarium to non-teacher education staff in accordance with the policies issued by the school. Furthermore, honorary education staff or honorary K2 can be given directly by the school with a record that they must be registered at the Dapodik

and receive other assistance in the form of regional honoraria from the government directly (boss nd) (Noor and Monita 2021).



**Figure 5.** Allocation of BOS to Elementary Schools, Junior High Schools and Senior High Schools Physical Education Sports and Health in Mranggen District

## CONCLUSION

- 1) The main problems experienced by sports and health physical education teachers in elementary schools were that students do not have facilities during learning, internet quotas were running out or the price was expensive, internet networks were unstable, making the students concerned unable to attend lessons and collected school assignments in a timely manner.
- 2) At the junior high and senior high school levels, there were no significant problems because everything could be handled and had a good solution.
- 3) The general impact felt by sports and health physical education teachers was that students became more lazy and their physical condition began to decline as a result of online learning which lasted for approximately 2 years.

- 4) The teachers of physical education felt quite worried because they had less time to study and were unable to meet face to face.
- 5) Physical education and health teachers, especially those in Mranggen District, did not experience symptoms such as dizziness, nausea and even fever. That's why the teacher can handle it well so that the body is still strong and healthy until now and can also avoid the covid-19 virus.
- 6) Elementary school level education units determined that online learning did not have good effectiveness because of the many obstacles and problems that exist. This was different from the junior high and senior high school level education units which stated that online learning was quite effective because every obstacle and problem presented by students can be given a solution so that it did not hinder online learning.
- 7) During the covid-19 pandemic, the BOS budget increased to 7% till 15%, which was adjusted to the local education unit to purchase medical equipment. Then teachers could also receive assistance in the form of pulses and this policy returned to the education unit that already had an agreement from the beginning regarding the allocation of these funds. then there were schools that apply permanent teachers to schools and teach from schools so that these teachers had received facilities in the form of wifi from the school. So that there was no additional credit or other assistance from BOS or from schools.

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