Explanation of Teachers' Difficulties in Learning PJOK Via Online in the Era of the Covid-19 Pandemic

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ABSTRACT
The world of education is currently facing quite complex problems due to the spread of the corona virus or commonly known as Covid-19. Therefore, the government has issued various policies to prevent the spread of this disease, one of which is the policy issued by the Minister of Education and Culture Number 4 of 2020 which regulates the process of teaching and learning at home, namely online/distance learning. This study aims to describe teacher difficulties in learning PJOK via online in the era of the co-19 pandemic. The method used in this research is descriptive qualitative. Data collection techniques using interviews and documentation. The results of the study show that teachers experience difficulties in planning, implementing, and evaluating. The difficulties faced by teachers are: (1) Difficulties in choosing the type of assessment; (2) Difficulties in explaining material (3) Difficulties in evaluating students.

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INTRODUCTION

The world of education is currently facing quite complex problems due to the spread of the corona virus or commonly known as Covid-19. Therefore, the government has issued various policies to prevent the spread of this disease, one of which is the policy issued by the Minister of Education and Culture Number 4 of 2020 which regulates the process of teaching and learning at home, namely online/distance learning. Nakayama & Yamamoto (Sudarsono, 2021). At the tertiary level as well as several high schools that are used to implementing online learning, they do not face many obstacles in dealing with the Covid-19 pandemic, however, it is different from the elementary education level which is prohibited from bringing communication devices such as mobile phones to school (Sudarsono, 2021). The Covid-19 pandemic has raised concerns in the implementation of education in elementary schools. The world of education faces four obstacles, namely 1)

the teacher's ability to use the internet is limited; 2) Inadequate facilities and infrastructure; 3) Limited internet access; 4) Funds are not ready in an emergency (Aji, 2020: 397-398). Online learning during a pandemic aims to increase awareness of the spread of the corona virus (Nuryana, 2020).

Online learning at all levels of formal education is also one of the efforts made by the government in breaking the chain of the spread of Covid-19 (Ministry of Education and Culture of the Republic of Indonesia 2020). Judging from the subjects in elementary schools during the pandemic, it can be classified into 2 parts. The first part is more theory than practice, while the second part is more practical than theory. In the application of online learning, these two parts are very different. Sports Education is a discipline that is included in the second part, with practice dominating more in physical activity. Sports education in the 2013 curriculum at the basic education level is contained in the subject of Physical Education, Health and Sports. Therefore, the essence of physical education includes all elements of health, sports, fitness, physical movement skills, dance and recreation, as well as games. Qomarullah (in Herlina & Suherman, 2020:2). PJOK learning is basically learning that is synonymous with physical movement, learning is carried out in open spaces and closed spaces.

Sports education in its implementation uses the command method, with various assignments, and a little explanation, as well as demonstrations (Supriadi, 2018). With various limitations in operating the features found on the internet, physical education itself encounters various difficulties and obstacles during the Covid-19 pandemic, moreover, PJOK teachers will certainly experience some difficulties in conveying learning. Based on the initial observation that at SD Negeri Ploso Sub-District implementing PJOK learning during the pandemic online, in practice PJOK teachers experienced various difficulties that could hinder learning activities. The news found by researchers contained in the BDK Jakarta Ministry of Religion of the Republic of Indonesia on July 7 2020 written by (Saefuloh, 2021) that the fact is that not all students have learning media facilities such as laptops and cellphones, and are unable to access the internet because they do not have an internet quota , and there are still PJOK teachers who are lacking in utilizing electronic teaching media both in the form of software and hardware. Based on the results of initial observations made either directly with the teacher or through related news sources, in this observation there are three points which are the main focus on the difficulties experienced by PJOK teachers, namely; planning, implementing, and evaluating learning. This study aims to find out if there are obstacles experienced by teachers when carrying out online PJOK learning at SD Negeri Ploso District and it is hoped that the research can become information for teachers in carrying out PJOK learning online so that it is better.

MATERIALS AND METHODS

This study uses a qualitative method. This is because the research being carried out emphasizes the difficulties in implementing PJOK learning via online. This research took place in the Ploso sub-district, namely, Losari Public Elementary School, Rejoagung Public Elementary School, Responsibility Public Elementary School, and Bawangan Public

Elementary School. Data collection techniques used in research are interviews and documentation. The research subjects were 4 PJOK teachers from SD Negeri Ploso District. This study uses data analysis of the Flow model from Miles & Huberman.

RESULTS AND DISCUSSION

RESULT
Difficulty in planning

Learning planning is an important activity in a lesson. The teacher uses lesson planning as a guideline for carrying out a lesson so that it is in line with the learning objectives. This lesson planning usually begins with preparing learning tools, this is the initial stage carried out by the PJOK teacher in learning. Learning tools are prepared before learning activities take place to assist corner teachers in carrying out learning activities to be more effective and efficient. Activities like this are also often said to be an activity of making a learning implementation plan (RPP). In the RPP there are components that need to be prepared, but from one of these RPP components the PJOK teacher experiences difficulties, namely difficulty in determining the type of assessment. Following are the results of interviews with PJOK teachers regarding difficulties in determining the type of assessment.

Tabel 1. Determining the Type of Assessment

No	Identity	Statement
1	Teacher PJOK SDN Losari	In my opinion, choosing the type of assessment is the most difficult thing, especially the low class because in the assessment, there is an assessment of attitude, knowledge, and psychomotor. The most difficult part of the three aspects is assessing what the child's knowledge is like because sometimes children are assisted by their parents when studying at home
2	Teacher PJOK SDN Rejoagung	For me, the type of assessment is seen from the level of diligence & discipline in collecting assignments. For example, when I give the same material with different questions, sometimes the answers the children give are very different when they are done at home and at school. You can see the results obtained at home far away better than at school.
3	Teacher PJOK SDN Tanggungan	I made this type of assessment based on the teacher's book and then adjusted it to student abilities when learning online.
4	Teacher PJOK SDN Bawangan	For me, the type of assessment I make is simple, different from the type of assessment during normal learning before, because it adapts to students' learning abilities when online.

Difficulty in Implementation

Implementation of learning is an activity of applying learning plans that have been prepared. The implementation of the learning carried out must be in accordance with the plans that have been prepared beforehand in order to achieve the expected learning objectives. In the implementation of learning there were several activities carried out, but from one of the activities in the implementation of this learning the PJOK teacher experienced difficulties, namely difficulties in conveying material. The following are the results of interviews regarding the difficulties experienced by PJOK teachers when delivering material.

Table 2. Obstacles in Delivering Material

No	Identity	Statement
1	Teacher PJOK SDN Losari	In delivering this material, I use Google Meet for those who have cellphones, while those who don't have cellphones, I ask students to come to take them to school according to their schedule, for various obstacles, some are unable to attend online learning, students who are not healthy, then their parents are busy. so they can't accompany their children who are studying at home, sometimes the parents don't understand how to use a smartphone, and the average student at this school is from the middle class low economy
2	Teacher PJOK SDN Rejoagung	I convey material by sending material via respective WhatsApp groups. Usually the obstacles that arise are students not having internet quota, there are still many students who do not have mobile phones that can connect to the internet network, students do not understand how to use the WhatsApp application. sometimes students whose parents are busy working, so they have to wait for their parents to come home first so they can use their cellphones to take part in online learning activities. In my opinion, online learning is not effective, but we don't want it or not as a teacher must implement it.
3	Teacher PJOK SDN Tanggungan	In delivering the material, I photographed the material in the teacher's book, and made a video about the material being taught. When delivering material, the obstacles faced are the lack of student quotas, low-income students who do not have Android phones, sometimes the network is also an obstacle when delivering material, so that the material conveyed will be difficult for students to understand.
4	Teacher PJOK SDN Bawangan	When we face to face with many students they don't know or you could say our delivery of material doesn't reach the students, so sometimes students don't understand the material that we have explained at length through video calls via the zoom application. So in my opinion, actually online learning is not effective to apply, especially for PJOK learning, which is essentially a practice-based implementation.

Difficulty in Evaluation

The evaluation process is also very important because with evaluation the teacher can find out what is still not optimal in the implementation of his learning, both evaluating his students, and evaluating his own learning. But here PJOK teachers find it difficult when evaluating students. The following are the results of interviews regarding the difficulties experienced by PJOK teachers when evaluating students.

Table 3. Student Evaluation

No	Identity	Statement
1	Teacher PJOK SDN Losari	The obstacle I experienced was that it was difficult to know whether the results of the evaluation were really the work of the students or some were done by their parents or even the results were taken from the internet. As a teacher, I often advise parents not to help their children with questions. But here parents may help explain but not by helping answer. But sometimes the names of our parents as teachers never know whether their children are actually doing it themselves or their parents are doing it, so I look more at the results of the evaluations that I carry out when meeting face-to-face at student homes.
2	Teacher PJOK SDN Rejoagung	Our complaint as a teacher is that it is difficult to evaluate or determine which children are still lacking in mastering the material. Sometimes even though the child is all correct in working on a problem, it is not certain that the student is doing the task

		independently. As a teacher, I never know whether the students are doing it themselves or their parents are helping them, except for the practice part because students will make direct movements using videos so you can see whether they are being helped by their parents or practicing on their own.
3	Teacher PJOK SDN Tanggungan	My evaluation looks at the level of student diligence in collecting assignments and the level of student response activity when I deliver the material and here I use the Google form as an evaluation tool for having a cellphone while those who don't have a cellphone come to take questions at school on a scheduled basis. Meanwhile, I have difficulty in carrying out assessments of students because basically activities are not carried out face to face, we only communicate using social media. So it's a little difficult to see the results of student evaluations.
4	Teacher PJOK SDN Bawangan	For evaluation I give assignments, if something is missing, I tell them to repeat it or fix it again. The problem is that sometimes I see that the results of their assignments are very good when carried out online from home, but when direct evaluations are carried out during meetings at home, students don't understand or can't even answer questions.

DISCUSSION

Learning Planning

Learning planning is an important activity in a lesson. With this lesson plan it can make it easier for teachers to carry out learning because basically everything has been sorted in this lesson plan. Learning planning has parts that must be prepared. According to Permendikbud Number 65 of 2013 concerning Process Standards for Elementary and Secondary Education, including: preparing materials, media, methods, learning resources, tools, assessment instruments, types of assessment, scoring guidelines and LKPD. In line with the results of research conducted by Dolong (2016) planning in preparing learning programs must be in line with the concepts of education and teaching used in the applicable curriculum. It is important to determine which type to use from the start, and this activity is part of the lesson planning activity. By determining the type of assessment to be used, the teacher will know what will be assessed on his students. The teacher uses assessment to find out to what extent students are able to master what they have learned (Hajaroh & Adawiyah, 2018). There are many types of self-assessment, such as; performance, portfolio, products, and projects that can be tailored to what you want to assess. However, based on research that has been carried out. The results show that the teacher has difficulty choosing the type of assessment to use. This is due to online learning that has just been implemented by the government at the elementary school level. In addition, it is also because the teacher has not been able to choose which type of assessment is appropriate in assessing students' abilities objectively when students work on questions at home.

Implementation of Learning

The teacher as an executor means that the teacher must be able to create situations, guide, motivate, facilitate and direct learning activities according to plan, act as resource persons, wise leadership advisors in a democratic and humane sense that take place in the

learning process. In this case the teacher must be able to teach in accordance with the plans that have been prepared in order to achieve the learning objectives. Teachers must have several abilities, such as pedagogic abilities. This capability allows teachers to manage and organize learning. Organizing skills require the teacher to be able to sort the material being taught so that the relationship between one topic and another becomes clear. According to Mulyasa (Rigianti, 2020) the ability to manage material consists of 2 stages, namely choosing and compiling learning material. In face-to-face learning, teachers are used to managing learning. However, what becomes an obstacle when online learning takes place. The teacher must determine the lesson material correctly so that there are no differences in understanding between the teacher and students or student guardians while the material is being taught. Meanwhile, the teacher also needs to pay attention to the achievement of basic competencies that must be achieved by students in making learning materials online and the teacher also needs to arrange the material so that it is appropriate and in accordance with the time available. Facts on the ground show that teachers have difficulty monitoring assignments and delivering material. This is in accordance with research by Sadikin & Hamidah (2020) that online learning has its own challenges, where students and teachers are separated from each other when learning, so the teacher cannot supervise student activities during the learning process. According to the recognition of the four corner teachers, when delivering material, only a few students responded or were active in the learning process, even though the material provided by the teacher was new material that students needed to understand. In addition, there are still many students who don't have smartphones and internet quota which makes students unable to access material that is distributed online. This makes it difficult for teachers to reach students who cannot take classes online. Then, teachers also admit that online learning activities are not as effective as face-to-face activities in class. According to him, some material must be explained directly by the teacher, for example in order to help students understand the concept or material of big ball, the teacher and students do hands-on practice in which there are certain techniques in playing big ball. The only effort the teacher could make at that time was delivering material in the form of photos and videos to students.

Learning Evaluation

As an evaluator, the teacher must collect, analyze, interpret, and ultimately make judgments about the cleanliness of the learning process against established criteria, including in terms of process effectiveness and product qualifications. Not only students are assessed, but also whether the learning process that has been carried out is in accordance with a predetermined plan, so that teachers can continuously improve themselves. Evaluation or assessment is one of the important things and is an integral part of teaching activities. assessment is needed to obtain information about student achievement. Idrus (2019: 933) states in his research that assessment is an activity of collecting data and information about student learning abilities, to assess program progress (development of instructional systems) and identify educational goals and processes whether they are taking place as they should. Assessment also aims to

determine the level of student achievement in the learning process and assessment also helps detect students' lack of understanding of the material and facilitates ongoing processing. The application of online learning raises new problems in student assessment. According to the 2013 curriculum, assessment of learning activities consists of aspects of attitudes, knowledge and skills. According to Anderson (in Hamid, 2016: 38) learning assessment has three principles, namely meaning, transparency, and fairness. These three principles cannot be fulfilled fairly by the teacher. Especially the principle of justice. In a fair assessment system which means having equal opportunities, it does not mean that every student gets the same grades, but scores according to their learning abilities. Facts on the ground show that almost all students get the highest score when doing homework. This becomes a question for the teacher, whether students really do their own assignments without the help of adults when completing their assignments and vice versa. As a result, the teacher cannot evaluate the achievement of learning neutrally according to the abilities of the students themselves. Teachers are also difficult to assess when it comes to assessing attitudes. Often attitude assessment occurs naturally when students communicate, interact, and socialize with their friends. The presence of online learning makes students unable to socialize with other students or with teachers. This can hinder the teacher in conducting attitude assessments. In addition, the difficulty in online learning for teachers is when evaluating students. Teachers have difficulty evaluating students because learning is different from face-to-face learning. The learning process that has been carried out so far is more oriented towards homework and is done at home, this causes the teacher to not be able to see directly the development of the student learning process. The teacher gives assignments every day to students as a learning assessment process. Then the teacher checks the results of student work. This allows students to manipulate the assessment results achieved. Students can use the internet or ask their parents or siblings when working on questions and assignments. Therefore, the teacher cannot determine the actual results of student evaluations. This activity makes it difficult for teachers to determine which students should be given tutoring or enrichment..

CONCLUSION

Based on the results of the research and discussion that has been presented regarding teacher difficulties in online corner learning in the era of the Covid-19 pandemic, it can be concluded that teachers who have roles as planners, implementers, and assessors in PJOK learning experience difficulties when carrying out online learning that the government apply as a form of effort to prevent the spread of Covid-19, including difficulties in planning, implementing, and evaluating.

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