INTERNATIONAL SPORT EDELWEISS JOURNAL

ISSN: **3047-4434**
Journal Homepage: https://journal.neppublisher.com/
Volume: 01 Issue: 02, 2024, 1-10

.

Description Study of The Impact of Corporate Learning During The Covid-19 Pandemi and PTMT on Movement Behavior

Tasya Aulia Rahma[1]

[1]SDN Cikeas UDIK 03, Kabupaten Bogor Gunungputri, Dinas Pendidikan, West Java, Indonesia

Received : Juli 2024
Accepted : Agustus 2024
Published : September 2024
DOI : 10.69543/68rp3e11

ABSTRACT

Background: The implementation of physical education and sports learning in schools during the COVID-19 pandemic needs to develop student movement behavior.

Purpose: to find out how the impact of physical education learning during the pandemic and PTMT on students' motor behavior.

Methods: Adescriptive survey research with the distribution of movement behavior questionnaires related to knowledge, affective and skills skills has been distributed to 173 students in Bandung.

Results: The results of data analysis based on a positive and negative scale proportional analysis, it was found that there is a need for the promotion of physiological, psychological and motoric movement so that students make motion as a lifestyle, actively move, healthy and fit throughout life.

Conclusion: This research shows the need for physical education, sports and health lessons to be developed in the appreciation of movement for a better quality of life.

KEYWORD: Movement Behavior, Physiological Knowledge Ability, Psychological Affective Ability, and Motor Skill Ability.

CORRESPONDENCE

Author Name : Tasya Aulia Rahma
Affiliation : SDN Cikeas UDIK 03 Kabupaten Bogor
e-mail : tasyaauliarhm@gmail.com

To cite this article (APA Style):

Rahma, Tasya Aulia. (2024). Description Study of the Impact of Corporate Learning During the Covid-19 Pandemi And PTMT on Movement Behavior. *NEP Journal*. *02*(02), 1-10. https://doi.org/10.69543/cn30k555

INTRODUCTION

The Coronavirus Disease 2019 (COVID-19) pandemic, a disease caused by the Severe Acute Respiratory Syndrome Coronavirus-2 (SARS-CoV-2) virus, has remained a global health problem since it was declared a pandemic by the World Health Organization (WHO) on March 11, 2020(Organization 2020). In accordance with the circular letter of the Ministry of Education and Culture's(2020)No. 4 concerning the implementation of education policies

during the emergency period of the spread of COVID-19, it states that teaching and learning activities are carried out from home through online learning. Globally, the United Nations Educational, Scientific and Cultural OrganizationBull et al. (2020)) reported that on April 20, 2020, 191 countries had closed educational units, with 157,270,054 students affected. UNESCO also said that the Covid-19 pandemic affected 577,306,660 students from pre-primary to secondary education and 86,034,287 students from tertiary education worldwide(Pujiastuti 2020).

The WHO study recommends 150 minutes of moderate-intensity physical activity or 75 minutes of vigorous-intensity physical activity/week(Bull et al. 2020). According to WHO, in most countries around the world, between 60% and 85% of adults do not get enough physical activity to maintain their physical condition (Karim 2002). Sports are one way to do physical activity; sports in education are related to physical education learning in schools. The main goal of physical education in schools, stated by the Ministry of National Education, is to help students improve their motor skills; besides, they feel happy and want to participate in various activities.

Research conducted bySari & Sutapa (2020)presents general physical activity data during online learning, physical complaints, and psychological complaints experienced by students. A significant decrease in physical activity levels was also observed in 9 studies. Compared to pre-lockdown values, five studies showed a reduction in light/light physical activity between 32.5 and 365.5%, while seven studies revealed a reduction in high/vigorous physical activity between 2.9 and 52.8%. Levels of walking, moderate, vigorous, and total physical activity have decreased during the COVID-19 pandemic in college students in various countries(López-Valenciano et al. 2021).

Sedentary behavior is currently a global challenge. Human life cannot be separated from movement activities, both in the form of movement in cells and movement in daily activities. Movement is a human effort to fulfill his life needs with activities; human movement activities start from simple movements to complex movements(Sriwahyuniati 2017).Body movement is an instrument to achieve the goals of human activity, including movement in sports(Kiram 2019).

Movement activities are very much needed for students' movement behavior while doing learning activities at home. In addition, during the pandemic, it is also very necessary to maintain immunity and physical fitness, which can be obtained from moving or exercising to avoid disease. On the other hand, the government has provided a solution to current learning activities, namely with the policy of limited face-to-face learning (PTMT), where students can get direct learning from teachers at school, but in this case, SMAN 19 Bandung has not carried out PJOK practice activities at school. In the discussion above, the author tries to find out how the impact of PJOK learning during the pandemic and PTMT on students' movement behavior at SMAN 19 Bandung. The researcher intends to try to analyze, with a description of the condition of knowledge, the affective/attitude and psychomotor/skills of students in daily movement behavior activities.

Material & methods

This study uses a descriptive method with a survey design and a quantitative approach. According to Masyhuri(Masyhuri 2008)descriptive research is research that provides the most accurate description possible of an individual, condition, symptom, or certain group. While the quantitative approach is the approach used in research by measuring the indicators of research variables so that a picture is obtained between these variables. The purpose of the quantitative approach, according to Surakhmad (1998), is to measure the dimensions to be studied. This descriptive study intends to describe the components of motor behavior in the form of knowledge, attitudes, and behavior during the

pandemic at SMAN 19 Bandung. The intended descriptive is related to investigating students' knowledge, attitudes, and behavior regarding daily motor behavior activities during the COVID-19 pandemic.

The instrument used to assess movement behavior is an adaptation of a journal/article entitled "Stay Home Stay Safe: General Public Knowledge, Attitude, and Behavior Regarding Covid-19. During the Lockdown in Developing Countries" Knowledge, attitude, and behavior were evaluated using 49 items [knowledge (eighteen items), attitude (twenty items), and skills (six items)]. 18 items were adopted from Alhomoud(Alhomoud and Alhomoud 2017)modified to suit the general public(Olum et al. 2020), four items were added by the author to assess the general public's attitude towards online learning decisions set by the government. The average total score and mean score (mean score ± standard deviation) for knowledge, attitude, and behavior were compared based on respondent characteristics. The population of this study was all students of class XII of SMAN 19 Bandung, which is the goal of the PJOK learning curriculum in the 2013 curriculum, while classes X and XI use the driving curriculum, which has a different goal from the 2013 curriculum. The population of this study was 305, all students of class XII registered at SMAN 19 Bandung. The sample was taken using a simple random sampling technique. After being calculated using the Slovin calculation, the number of samples was 173 respondents. With this, 173 samples answered the questionnaire related to motor behavior, which has 3 components, namely: (1) Physiological Knowledge, (2) Psychological Affective, and (3) Motor Skills.

The population of this study was all students of class XII of SMAN 19 Bandung, which is the goal of the PJOK learning curriculum in the 2013 curriculum, while classes X and XI use a driving curriculum whose goals are different from the 2013 curriculum. The population of this study was 305, all students of class XII registered at SMAN 19 Bandung. The sample was taken using a simple random sampling technique. After being calculated using the Slovin calculation, the number of samples was 173 respondents. With this, 173 samples answered the questionnaire related to movement behavior, which had 3 components, namely: (1) Physiological Knowledge, (2) Psychological Affective, and (3) Motor Skills. The data collection technique using a questionnaire is a list of questions given by researchers to respondents with the aim of getting responses in accordance with the research of S. Arikunto(2010). The questionnaire created using a Google form and link was shared using a social media application, namely WhatsApp, to reach a large number of valid participants(Olum et al., 2020).

Result

A total of 18 questions were used to assess the physiological knowledge of 173 respondents related to motor behavior. Figure 4.3 shows the responses to the knowledge questions. Most respondents stated on the "Agree" scale (51%) that they knew the knowledge of motor behavior, respondents stated on the "Disagree" scale (47%) that they knew the knowledge of body movement behavior in everyday life, and stated on the "Never" scale that only 2% of the respondents knew the knowledge of body movement behavior in everyday life. In the knowledge section of the questionnaire, the average value was 2.5 out of a maximum of 3.

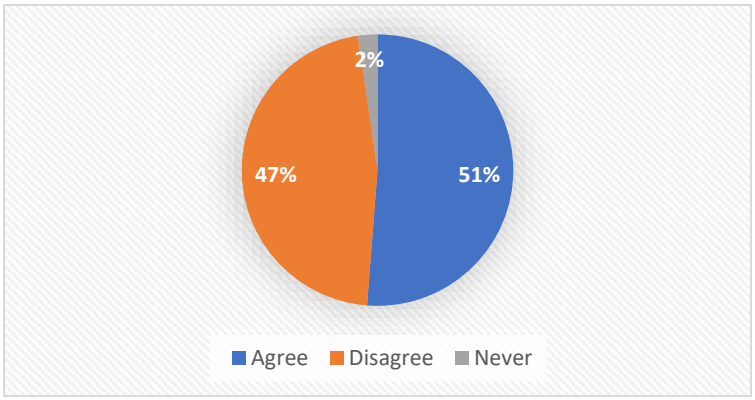

Figure 1. Percentage of Physiological Knowledge

From the overall data, it states that 98% know the physiological knowledge related to movement behavior, but 3% of 100% stated that they did not know the physiological knowledge related to movement behavior. This is in line with the statement "Disagree": 92% of 100% and 5% of 100% stated "Never." As it should be, PJOK learning in schools needs to be viewed positively, but there are a number of 1-21 people who perceive it negatively.

Psychological affective assessment of participants' feelings and attitudes towards movement behavior for daily life can be seen in Figure 2. A total of 20 questions were used to assess the psychological affect of 173 respondents related to movement behavior. In general, most participants answered the questions correctly. Most respondents answered on the "Agree" scale (48%) that they had an attitude related to psychological affective/attitude towards movement behavior; respondents tended to the "Disagree" scale (43%) that they had an attitude related to psychological affective/attitude towards movement behavior and tended to the "Never" scale only (10%) that they had an attitude related to psychological affective/attitude towards movement behavior. In the affective psychology questionnaire, the average score was 2.4 out of a maximum of 3.

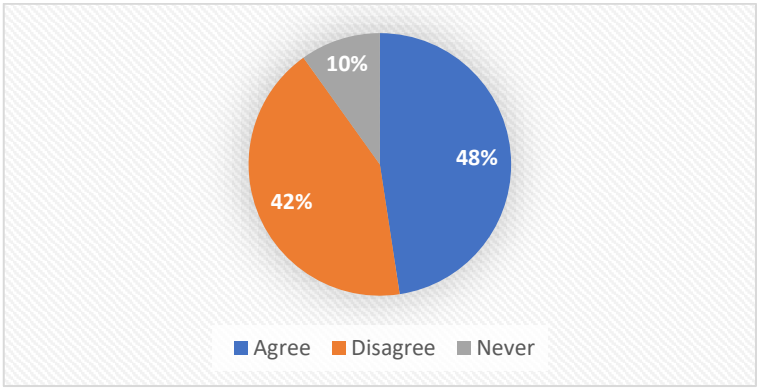

Figure 2. Psychological Affective Percentage

From the overall data, it states that 88% of affective behavior/psychological attitudes are related to movement behavior, but 15% of 100% stated that they did not know affective/psychological attitudes related to movement behavior; this is in line with the statement "Disagree," 72% of 100%, and 13% of 100% stated "Never." As it should be, PJOK learning in schools needs to be viewed positively, but there are a number of 1-93

people who perceive it negatively. Figure 3 shows the responses to motor questions regarding psychomotor behavior of movement. 11 questions were used to assess psychomotor/motor skills of participants related to motor behavior of movement. There are only 3 questions that are often done during the pandemic, namely, 129 (75.6%) and "NO" 44 (24.4%) for running skills, 107 (63.3%) and "NO" 62 (36.7%) for stair climbing skills, and 160 (92.8%) and "NO" 13 (7.2%) for walking skills, while 8 other skills are rarely done, such as:

(1) Badminton 80 (47.2%),
(2) Cycling 69 (38.3%) ,
(3) Swimming 57 (31.7%),
(4) Futsal 39 (21.7%),
(5) GYM 36 (20%).
(6) Football 35 (19.4%),
(7) Bowling 13 (7.2%) ,
(8) Golf 11 (6.1%),

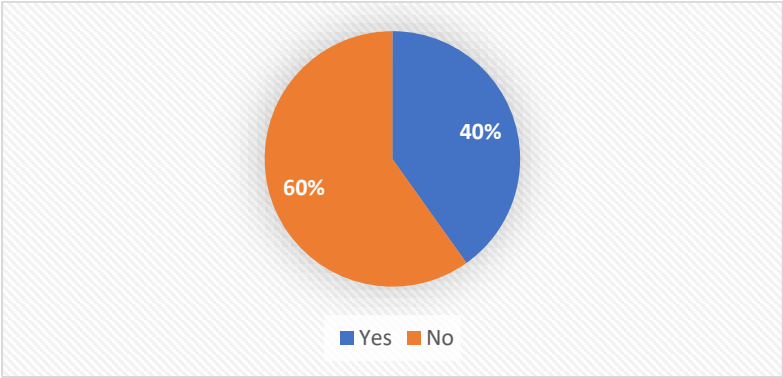

Figure 3. Percentage of Motor Skills

Based on the results, it can be seen that the impact of physical education learning during the COVID-19 pandemic and PTMT on motor behavior. Psychomotor/skills component: with the category "Running," respondents answered 129 out of 173; with the category "Going up and down stairs," respondents answered 107 out of 173; with the category "Walking," respondents answered 160 out of 173; with the category "Cycling," respondents answered 69 out of 173; with the category "Bowling," respondents answered 13 out of 173; with the category "Golf," respondents answered 11 out of 173; with the category "Swimming," respondents answered 57 out of 173; with the category "Football," respondents answered 35 out of 173; with the category "Futsal," respondents answered 39 out of 173; with the category "Badminton," respondents answered 85 out of 173; and with the category "GYM," respondents answered 36 out of 173. This PJOK learning really emphasizes one of them, psychomotor/motor skills, which is the goal of PJOK learning. However, with online learning, the interaction between students and students and students with teachers is limited and does not meet directly.

Dicussion

This discussion is based on the results of research conducted by the researcher. This discussion aims to determine the impact of physical education learning during the COVID-19 pandemic and PTMT on motor behavior by examining students of SMAN 19 Bandung Class 12. In addition, the researcher wants to prove it based on the formulation of the problem and theoretical studies in the previous chapter. Based on the results of the researcher's observations, the findings that the researcher obtained from the results of data management were "The Impact of Physical Education Learning during the COVID-19 Pandemic and PTMT

on Motor Behavior," which was carried out online by utilizing Zoom meetings, Google Classrooms, and e-learning SMAN 19 Bandung as student learning applications. Shows that from the aspect of our knowledge about motor behavior related to students' physiological knowledge, it still needs to be developed by viewing body movement (sports) as a positive view. With this, students must know how important knowledge is about the benefits of body movement (sports) for everyday life to meet the needs of movement or activities every day. Because movement is an instrument to achieve the goals of all human life activities, including movement in sports(Kiram 2019). With the current state of the learning process changing from offline to online, learning must be able to run according to the current conditions.

Movement behavior from a psychological affective perspective still needs further explanation where teachers are able to make students view body movement (sports) more positively. Physical education emphasizes not only the psychomotor and cognitive aspects but also emphasizes the affective and social aspects. In line with this statement, Depdiknas (2006)agrees that physical education is an integral part of the overall education system, which focuses on the development of physical fitness aspects, motor skills, critical thinking skills, emotional stability, social skills, reasoning, and moral actions through movement activities. The view of movement behavior related to students' psychomotor/motor skills still does it. Such as body movement activities (sports) with the highest category of the habit of "walking." In the psychomotor/skills component, movement ability and movement skills are the result of a learning process(Wijaya 2017). Learning is an effort to change students who have not been educated into educated students and students who do not yet have knowledge into students who have some knowledge. A person is said to have experienced a learning process if there is a change in him, from not knowing to knowing, from not understanding to understanding(Parwata 2021).

Based on the explanation above, the purpose of physical education, sports, and health is to develop special movement skills, maintain health and fitness, increase knowledge, and shape character(Permendikbud 2018). Physical education, sports, and health are an inseparable part of education in general, which affects the potential of students in terms of cognitive, affective, and psychomotor through physical activity. This finding is in line with the results of a study by Paterson et al. (2021)entitled "Exploring the impact of COVID-19 on the movement behaviors of children and youth: A scoping review of evidence after the first year," which concluded that the results consistently reported decreased physical activity time, increased screen time and total sedentary behavior, a shift to later bedtimes and wake-up times, and increased sleep duration. The reported impact on movement behavior was greater for adolescents than for children.

The findings of this study are in line with the results of the study by Mitra et al. (2020)) entitled "Healthy movement behaviors in children and youth during the COVID-19 pandemic: Exploring the role of the neighborhood environment." Regarding changes in healthy movement behavior in children and adolescents during the COVID-19 pandemic, most reported a decrease in outdoor activity, including less walking or cycling (53%), less outdoor physical activity and sports (64%), and less outdoor play (51%). In contrast, indoor play and screen time increased for most children and adolescents (53% and 79%, respectively). More adolescents than children experienced a decrease in physical activity. With the current state of the learning process from offline to online like this, learning must be able to run according to the current conditions with various problems such as unstable internet networks, limited quotas, piling up assignments, boredom, stress, drowsiness, and even complex problems. In the current pandemic conditions, educators, in this case teachers, are required to be able to innovate in changing face-to-face learning patterns into non-face-to-face learning patterns(Zhafira, Ertika, and Chairiyaton 2020).

Even though learning is online, students must still exercise their bodies to maintain their immunity and continue to learn, even though there are many obstacles for students to exercise with limited conditions. This is because the impact of physiological and psychological movements can be suspected of affecting the strength of the body's immunity. The author formulated the problem, namely, what is the impact of physical education learning during the pandemic and PTMT on motor behavior at SMAN 19 Bandung? By answering this problem formulation, it can be seen that the impact of physical education learning on motor behavior with 3 components of knowledge, affective, and psychomotor of students during the COVID-19 pandemic. The author realizes that there are potential weaknesses in the study, such as opposing the results of this study because the new study examines the impact of physical education learning during the pandemic and PTMT on motor behavior at SMAN 19 Bandung.

Conclusions

Based on the findings of the research results in the form of a questionnaire (survey), which was then analyzed by the author, it can be concluded from the findings and discussions carried out by the author, seen from all the data showing that the results of the knowledge component are that students do not fully understand movement behavior, then the affective/attitude component of students also does not feel and fully understand movement behavior, but in the psychomotor/skills component, students do movement. The author concludes the results of the study with the title "The Impact of PJOK Learning During the COVID-19 Pandemic and PTMT on Movement Behavior at SMAN 19 Bandung." With these results, it can be concluded that there are still students who are not or are not aware of the importance of doing body movements (sports) in meeting the needs of movement or activities in everyday life. With the pandemic situation, students are required to maintain their immunity so that it does not decrease.

References

Alhomoud, Faten, and Farah Alhomoud. 2017. "'Your Health Essential for Your Hajj': Muslim Pilgrims' Knowledge, Attitudes and Practices Regarding Middle East Respiratory Syndrome Coronavirus (MERS-CoV) during Hajj Season." *Journal of Infection and Chemotherapy* 23(5): 286–92. doi:10.1016/j.jiac.2017.01.006.

Arikunto, S. 2010. "Edisi Revisi: Manajeman Penelitian." *Jakarta: PT. Rineka Cipta*.

Bull, Fiona C., Salih S. Al-Ansari, Stuart Biddle, Katja Borodulin, Matthew P. Buman, Greet Cardon, Catherine Carty, et al. 2020. "World Health Organization 2020 Guidelines on Physical Activity and Sedentary Behaviour." *British Journal of Sports Medicine* 54(24): 1451–62. doi:10.1136/bjsports-2020-102955.

Depdiknas. 2006. "Peraturan Menteri Nomor 22." *Peraturan Menteri Nomor 22* 3(1): 1–35.

Karim, Faizati. 2002. "Panduan Kesehatan Olahraga."

KEBUDAYAAN, MENTERI PENDIDIKAN D A N, and REPUBLIK INDONESIA. 2020. "Surat Edaran Nomor 4 Tahun 2020 Tentang Pelaksanaan Kebijakan Pendidikan Dalam Masa Darurat Penyebaran Coronavirus Disease (COVID-19)."

Kiram, Phil H Yanuar. 2019. *Belajar Keterampilan Motorik*. Prenada Media.

López-Valenciano, Alejandro, David Suárez-Iglesias, Miguel A Sanchez-Lastra, and Carlos Ayán. 2021. "Impact of COVID-19 Pandemic on University Students' Physical Activity Levels: An Early Systematic Review." *Frontiers in psychology*: 3787.

Masyhuri, M Zainuddin. 2008. "Metodologi Penelitian Pendekatan Praktis Dan Aplikatif." *Bandung: PT. Refika Aditama*.

Mitra, Raktim, Sarah A. Moore, Meredith Gillespie, Guy Faulkner, Leigh M. Vanderloo, Tala Chulak-Bozzer, Ryan E. Rhodes, Mariana Brussoni, and Mark S. Tremblay. 2020.

"Healthy Movement Behaviours in Children and Youth during the COVID-19 Pandemic: Exploring the Role of the Neighbourhood Environment." *Health and Place* 65(June): 102418. doi:10.1016/j.healthplace.2020.102418.

Olum, Ronald, Gaudencia Chekwech, Godfrey Wekha, Dianah Rhoda Nassozi, and Felix Bongomin. 2020. "Coronavirus Disease-2019: Knowledge, Attitude, and Practices of Health Care Workers at Makerere University Teaching Hospitals, Uganda." *Frontiers in public health* 8: 181.

Organization, World Health. 2020. "Naming the Coronavirus Disease (COVID-19) and the Virus That Causes It." *Brazilian Journal of Implantology and Health Sciences* 2(3).

Parwata, I Made Yoga. 2021. "Pembelajaran Gerak Dalam Pendidikan Jasmani Dari Perspektif Merdeka Belajar." *Indonesian Journal of Educational Development* 2(2): 219–28. doi:10.5281/zenodo.5233331.

Paterson, Derek C., Katelynn Ramage, Sarah A. Moore, Negin Riazi, Mark S. Tremblay, and Guy Faulkner. 2021. "Exploring the Impact of COVID-19 on the Movement Behaviors of Children and Youth: A Scoping Review of Evidence after the First Year." *Journal of Sport and Health Science* 10(6): 675–89. doi:10.1016/j.jshs.2021.07.001.

Permendikbud. 2018. "Permendikbud RI Nomor 37 Tahun 2018 Tentang Perubahan Atas Peraturan Menteri Pendidikan Dan Kebudayaan Nomor 24 Tahun 2016 Tentang Kompetensi Inti Dan Kompetensi Dasar Pelajaran Pada Kurikulum 2013 Pada Pendidikan Dasar Dan Pendidikan Menengah." *JDIH Kemendikbud* 2025: 1–527.

Pujiastuti, Setyo. 2020. "Dampak Covid-19 Terhadap Pendidikan Anak." *diakses tanggal* 16.

Sari, Dyah Purnama, and Panggung Sutapa. 2020. "Efektivitas Pembelajaran Jarak Jauh Dengan Daring Selama Pandemi Covid-19 Mata Pelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (PJOK)." In *Seminar Nasional Olahraga*,.

Sriwahyuniati, Fajar. 2017. "Belajar Motorik." *Belajar Motorik (Pertama). UNY Pres*.

Surakhmad, Winarno. 1998. "Pengantar Penelitian Ilmiah Dasar: Metode Dan Teknik. 1998."

Wijaya, Andhega. 2017. "Analisis Gerak Keterampilan Servis Dalam Permainan Bulutangkis (Suatu Tinjauan Anatomi, Fisiologi, Dan Biomekanika)." *Indonesia Performance Journal* 1(2): 106–11.

Zhafira, Nabila Hilmy, Yenny Ertika, and Chairiyaton Chairiyaton. 2020. "Persepsi Mahasiswa Terhadap Perkuliahan Daring Sebagai Sarana Pembelajaran." *Jurnal Bisnis Dan Kajian Strategi Manajemen* 4(1).

Studi Deskripsi Dampak Pembelajaran PJOK Masa Pandemi *Covid-19* dan PTMT terhadap Perilaku Gerak

ABSTRAK

Latar belakang: Pelaksanaan pembelajaran pendidikan jasmani dan olahraga di sekolah pada masa pandemi COVID-19 perlu mengembangkan perilaku gerak siswa.

Tujuan: untuk mengetahui bagaimana dampak pembelajaran penjasorkes pada masa pandemi dan PTMT terhadap perilaku motorik siswa.

Metode: Penelitian survei deskriptif dengan penyebaran angket perilaku gerak terkait pengetahuan, afektif dan keterampilan telah disebarkan kepada 173 siswa di Bandung.

Hasil: Hasil analisis data berdasarkan analisis proporsional skala positif dan negatif, ditemukan bahwa perlu adanya peningkatan gerak fisiologis, psikologis dan motorik agar siswa menjadikan gerak sebagai gaya hidup, aktif bergerak, sehat dan bugar sepanjang hayat.

Kesimpulan: Penelitian ini menunjukkan perlunya pembelajaran penjasorkes, olahraga dan kesehatan dikembangkan dalam apresiasi gerak untuk kualitas hidup yang lebih baik.

KATA KUNCI: Perilaku Pergerakan, Kemampuan Pengetahuan Fisiologis, Kemampuan Afektif Psikologis, dan Kemampuan Keterampilan Motorik.

AUTHOR IDENTITY

Photo	Author Name	Affiliation
	Tasya Aulia Rahma, S.Pd	SD Negeri Cikeas Udik 03 Gunungputri, Kabupaten Bogor Research interests: Physical Education, Movement Behavior, Physiological Knowledge Ability, Psychological Affective Ability, and Motor Skill Ability.