Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

Efektivitas metode pembelajaran daring terhadap hasil belajar kognitif materi bolavoli

The effectiveness of online learning methods on the cognitive learning outcomes of volleyball material

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Received: 12 November 2021; Accepted 28 February 2022; Published 22 March 2022

OPEN ACCESS

ABSTRAK

Materi pembelajaran bolavoli mengalami transisi dari pembelajaran tatap muka ke pembelajaran online. Tujuan penelitian ini adalah untuk mengetahui bagaimana pelaksanaan pembelajaran online materi bolavoli di MAN 1 Tegal dan untuk mengetahui seberapa besar efektifitas pembelajaran online terhadap hasil belajar kognitif. Jenis data yang digunakan adalah penelitian metode campuran. Sampel yang digunakan adalah siswa kelas X di MAN 1 Tegal. Pada tahap kuantitatif pengumpulan data menggunakan dokumentasi rekap, analisis data menggunakan nilai mean. Pada tahap kualitatif pengumpulan data menggunakan wawancara, analisis data menggunakan reduksi data. Rekapitulasi aspek kognitif materi bolavoli diperoleh hasil 100% dari seluruh responden passing materi bolavoli dengan nilai rata-rata 73,31. Kesimpulan dari penelitian ini adalah pelaksanaan pembelajaran online bolavoli kelas X di MAN menggunakan kurikulum darurat 13, terdapat banyak kendala yang menghambat pembelajaran online, rekap skor kognitif hasil 100% dari seluruh responden lulus materi bolavoli dengan nilai rata-rata 73,31. Berdasarkan hasil penelitian ini, dapat dilihat segala kekurangan dalam proses pembelajaran selama pandemi COVID-19 dan diharapkan dapat diperbaiki, sehingga bisa ditemukan media pembelajaran yang cocok digunakan pada pembelajaran pendidikan jasmani.

Kata Kunci: Pembelajaran online; hasil belajar kognitif; bolavoli; covid-19

ABSTRACT

Volleyball learning materials are transitioning from face-to-face learning to online learning. The purpose of this study was to find out how the implementation of online learning of volleyball material at MAN 1 Tegal and to find out how much effectiveness online learning had on cognitive learning outcomes. The type of data used is mixed methods research. The sample used is class X students at MAN 1 Tegal. At the quantitative stage of data collection using recap documentation, data analysis using the mean value. At the qualitative stage of data collection using interviews, data analysis using data reduction. Recapitulation of cognitive aspects of volleyball material obtained results of 100% of all respondents passing volleyball material with an average value of 73.31. The conclusion of this study is that the implementation of online learning for class X volleyball in MAN uses the emergency curriculum 13, there are many obstacles that hinder online learning, recap of the cognitive scores of 100% of all respondents passing the volleyball material with an average value of 73.31. Based on the results of this study, it can be seen that all deficiencies in the learning process during the COVID-19 pandemic are expected to be corrected, so that learning media can be found that are suitable for use in physical education learning.

Keywords: Online learning; cognitive learning outcomes; volleyball; covid-19

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8089

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How to Cite: Khaqim, E. A., & Wahyudi, A. (2022). Efektivitas metode pembelajaran daring terhadap hasil belajar kognitif materi bolavoli. *Edu Sportivo: Indonesian Journal of Physical Education, 3*(1), 1-10. https://doi.org/10.25299/es:ijope.2022.vol3(1).8089

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

PENDAHULUAN

Pada masa pandemi Covid-19, pembelajaran mengalami transisi dari pembelajaran tatap muka menjadi pembelajaran online, yang biasanya dilakukan secara tatap muka dan melibatkan aktivitas fisik mengalami perubahan dalam pelaksanaannya (Kartika et al., 2020; Ntelok et al., 2021; Zheng et al., 2021). Pembelajaran online bukan pertama kali diterapkan di Indonesia, pembelajaran ini dikembangkan sejak tahun 2012 (Pratama & Mulyati, 2020; Supriyandi & Dupri, 2020). Pembelajaran tersebut bertujuan untuk pemerataan akses dalam pembelajaran dan untuk memudahkan pembelajaran meskipun dilakukan tidak tatap muka (Setiyawan et al., 2020; Simamora, 2020).

Dalam masa pandemi covid-19 peran semua guru dalam pembelajaran sangat dibutuhkan oleh setiap siswanya (Lukitowati & Triansyah, 2021). Sehingga guru harus mempunyai kretifiatas, inovasi, dan motivasi dalam melakukan pembelajaran daring di tengah masa pamdemik covid-19. Namun, tidak semua guru mampu melakukan pembelajaran daring khususnya guru generasi 80-an, karena alasan kurang meleknya dengan teknologi komputer dan internet (Nopiyanto, Suryatama & Ibrahim, 2011).

Madrasah Aliyah Negeri 1 Tegal merupakan salah satu sekolah yang banyak mengalami kendala dalam melaksanakan pembelajaran online, seperti kompetensi guru yang kurang memadai dari segi teknologi, fasilitas siswa di rumah yang tidak lengkap, dan RPP yang harus diubah agar tujuan pembelajaran dan pembelajaran dapat tercapai. Pembelajaran online menuntut setiap guru untuk memodifikasi RPP agar tetap dapat diterima oleh siswa (Hudah et al., 2020). Namun, pada pembelajaran pendidikan jasmani, masalah ini semakin berat, karena pembelajaran pendidikan jasmani banyak mengajarkan praktek gerak olahraga (Duciano et al., 2021). Pembelajaran pendidikan jasmani didominasi oleh aktivitas fisik (Renshaw et al., 2010), dan tentunya memiliki tantangan dan hambatan dalam pencapaian kompetensi dasar (Rustiadi, 2018). Hal ini dibuktikan dari hasil penelitian pada pembelajaran pendidikan jasmani yang kurang efektif diberikan selama masa pandemi Covid-19 (Anggara, 2021; Hudah et al., 2020; Muhyi et al., 2021).

Pendidikan jasmani bertujuan untuk meningkatkan kebugaran jasmani, mengembangkan keterampilan dan memelihara pola hidup sehat yang dilakukan melalui aktivitas jasmani (Lucero, 2021). Dalam pendidikan formal, sekolah memiliki muatan yang digolongkan menjadi dua kategori, klasifikasi pertama adalah muatan yang mengutamakan kegiatan proses pembelajaran melalui teori dan hanya sedikit praktik, klasifikasi kedua adalah muatan yang mengutamakan kegiatan proses pembelajaran melalui praktik dan hanya sedikit teori (Nopiyanto & Raibowo, 2020).

Hasil belajar adalah perilaku yang diperoleh siswa setelah mengalami kegiatan belajar (Ismail, 2019). Perolehan aspek-aspek perubahan perilaku ini tergantung pada apa yang dipelajari siswa. Jika siswa mempelajari pengetahuan tentang konsep, maka perubahan perilaku yang diperoleh berupa penguasaan konsep. Hasil belajar kognitif adalah kemampuan siswa untuk mempelajari suatu konsep di sekolah dan dinyatakan dalam skor melalui hasil tes. Pada masa pandemi, pembelajaran dilakukan secara online, pembelajaran lebih ditekankan pada aspek kognitif, siswa ditekankan dalam memahami materi dan dikurangi aktivitas fisik (Abdullah et al., 2021). Sesuai himbauan pemerintah untuk tetap di rumah dan terbatas dalam aktivitas pergerakan dan juga berkerumun untuk mengurangi penyebaran covid-19 sehingga sangat sulit jika pembelajaran dan penilaian melibatkan aktivitas fisik secara langsung (Burhaein et al., 2021). Kegiatan aktivitas fisik hanya dapat dilakukan di tempat terdekat atau di dalam rumah melalui virtual dan hanya sebatas nilai-nilai penunjang.

Penelitian yang mengkaji pembelajaran pendidikan jasmani di masa pandemi Covid-19 sudah banyak dilakukan. Seperti mengevaluasi tingkat pembelajaran pendidikan jasmani (Anggara, 2021), melihat pengalaman siswa dalam mempelajari pendidikan jasmani di lingkungan online (Duciano et al., 2021), melihat hambatan guru pendidikan jasmani pada guru generasi 80 (Vinet & Zhedanov, 2011), melihat respons mahasiswa terhadap pembelajaran daring (Muhyi et al., 2021), melihat motivasi siswa pada pembelajaran e-learning (Rifaldi & Gazali, 2020), melihat efektifitas guru pendidikan jasmani dalam pembelajaran daring (Maftuhin et al., 2021). Namun, menurut hemat kami hanya ada satu penelitian yang baru membahas pembelajaran daring ini dari aspek kognitif pada pembelajaran pendidikan jasmani (Puspitasari et al., 2021), dan yang membedakan dengan penelitian ini yaitu menggunakan metode campuran, selanjutnya pengumpulan data dilakukan dengan merekap nilai dan mencari nilai rata-rata kemudian dilakukan wawancara dengan guru dan siswa untuk mendeskripsikan proses pembelajaran.

Penelitian ini pentingnya dilakukan untuk menganalisis efektivitas pembelajaran online khususnya di MAN 1 Tegal, menganalisis kekurangan dalam proses pembelajaran, menganalisis metode dan cara penyampaian pembelajaran oleh guru pendidikan jasmani, sehingga kekurangan dalam pembelajaran dapat diperbaiki sehingga proses pembelajaran bisa lebih baik lagi. Tujuan dari penelitian ini adalah untuk mengetahui bagaimana pelaksanaan pembelajaran online materi bolavoli di MAN 1 Tegal dan untuk mengetahui seberapa efektif pembelajaran daring terhadap hasil belajar pengetahuan siswa kelas X di MAN 1 Tegal.

METODE

Jenis data yang digunakan adalah pendekatan penelitian yang digunakan dalam penelitian ini adalah penelitian metode campuran, desain penelitian dalam penelitian ini menggunakan desain explanatory. Pada tahap kuantitatif pengumpulan data menggunakan dokumentasi rekap nilai pada 9 kelas yang berjumlah 271 siswa, analisis data menggunakan nilai mean. Pada tahap kualitatif pengumpulan data menggunakan wawancara dengan 1 guru pendidikan jasmani dan 5 siswa, analisis data data: (1) reduksi data; (2) mean (nilai mean); (3) tampilan data (data display); (4) penarikan kesimpulan.

HASIL DAN PEMBAHASAN

Proses Pembelajaran Daring

Sistem pembelajaran daring (dalam jaringan) adalah sistem pembelajaran tanpa tatap muka langsung antara guru dan siswa yang dilakukan dengan memanfaatkan jaringan internet. Pembelajaran daring merupakan proses belajar mengajar yang pelaksanaannya memerlukan jaringan internet dan tidak memerlukan kehadiran untuk mengintegrasikan tatap muka (Isman & Hanafi, 2016). pembelajaran online bertujuan untuk memberikan layanan pembelajaran yang berkualitas dan menjangkau khalayak yang lebih luas dan merata (Sofyana & Rozaq, 2019).

1. Pembelajaran Daring

Bagaimana guru mengajarkan bahan ajar, dengan menggunakan model dan metode yang tepat dan kreatif dapat membuat proses pembelajaran menjadi lebih efektif.

2. Kurikulum Selama Pembelajaran Online

Pelaksanaan pembelajaran online di MAN 1 Tegal menggunakan kurikulum K13 darurat, guru memiliki kewenangan untuk melaksanakan pembelajaran online sesuai dengan keadaan dan kondisi anak.

3. Proses Pembelajaran Online

Proses pembelajaran online di MAN 1 Tegal dilakukan mulai dari absensi WAG dan pemberian tugas melalui aplikasi Google Classroom, proses pembelajaran online tidak menggunakan aplikasi tatap muka, karena jika menggunakan aplikasi Google Meet atau Zoom banyak siswa terkendala kuota dan sinyal, 4/5 siswa menyatakan pembelajaran lancar namun banyak kendala dan kesulitan dalam pembelajaran materi bolavoli online dan 1/5 siswa menyatakan pembelajaran lancar tanpa kendala karena memiliki fasilitas yang memadai, 5 /5 siswa menyatakan bahwa pembelajaran tidak interaktif, hanya diberikan tugas untuk mencari materi sendiri.

4. Model Pembelajaran yang Digunakan

Pelaksanaan pembelajaran di MAN 1 Tegal tidak menggunakan model pembelajaran, hanya menggunakan metode penugasan, karena sulit dan banyak kendala bila menggunakan model pembelajaran seperti inkuiri pembelajaran berbasis masalah atau sejenisnya. Siswa menyatakan tidak ada model pembelajaran, karena pembelajaran dilakukan tidak menggunakan aplikasi tatap muka yang interaktif, hanya tugas siswa untuk mencari materi sendiri.

5. Metode Pembelajaran yang Digunakan

Metode pembelajaran yang digunakan di MAN 1 Tegal untuk materi bolavoli menggunakan tugas melalui WAG, Quiziz, Google Classroom.

6. Penyampaian Guru

Menurut guru pendidikan jasmani cara penyampaian materi hanya dapat dilakukan melalui pemberian tugas, siswa diberikan tugas untuk mencari materi sendiri atau guru memberikan link video pembelajaran, 3/5 siswa menyatakan penyampaian materi cukup dapat dipahami, tetapi tergantung pemahaman siswa terhadap materi dan 2/5 siswa menyatakan belum cukup, karena guru kurang siap dalam menyampaikan materi.

7. Tantangan Belajar Online

Tantangan dalam pembelajaran online adalah guru harus mampu menggunakan dan memanfaatkan media teknologi (Moleong, 2016). Selama ini mereka hanya menggunakan Google Classroom, Quiziz, WAG, harus bisa mengatur waktu untuk menetapkan tujuan pembelajaran dan memilih materi yang sesuai dengan kondisi pandemi dan kemampuan siswa, harus bisa memotivasi siswa untuk semangat belajar sekalipun meskipun harus online dan keterbatasan fasilitas siswa.

8. Mengatasi Masalah Ketidakaktifan Siswa

Cara mengatasi siswa yang tidak aktif, guru pendidikan jasmani menghubungi siswa yang tidak aktif tersebut. Jika siswa tidak aktif mengumpulkan tugas, guru menghubungi siswa yang tidak aktif untuk dimintai tugas yang terlambat.

9. Kelebihan dan Kekurangan Pembelajaran Online

Kelebihan pembelajaran online: Pembelajaran dapat dilakukan dimana saja, waktu fleksibel, guru dapat mengeksplor kemampuannya sendiri dalam menggunakan media, lebih nyaman karena semua tugas kita bergantung pada internet, memudahkan kita untuk berkomunikasi tanpa bertatap muka, lebih banyak waktu untuk belajar. Kekurangan pembelajaran online: Tidak semua anak aktif mengumpulkan tugas, kendala sinyal dan kuota, Kurang mudah dipahami, Tidak dapat berinteraksi lebih dekat dengan guru. Banyak materi yang harus kita pahami secara otodidak, kurangnya motivasi untuk belajar (Yuangga & Sunarsi, 2020).

Pembelajaran Menggunakan Teknologi

Bagaimana memanfaatkan teknologi sebagai alat bantu belajar, misalnya internet yang merupakan sumber belajar dan sarana belajar bagi siswa, teknologi internet sangat cepat dan mendukung pembelajaran (Setyosari, 2017).

1. Media Aplikasi Pembelajaran yang Digunakan

Aplikasi media pembelajaran materi bolavoli yang digunakan di MAN 1 Tegal yaitu WAG, Quiziz, Google Classroom, Educandy, 3/5 siswa menyatakan media pembelajaran yang digunakan belum optimal untuk mengajar.

Tabel 1. Rekap Nilai Materi Bolavoli Aspek Kognitif

No	Kelas	Jumlah Siswa 271	Kriteria Belajar Minimal	Nilai Tertinggi	Nilai Terendah	Nilai Rata-Rata
1	X IPA 4	33	70	80	70	74,54
2	X IPA 5	34	70	79	70	73,08
3	X IPA 6	34	70	70	70	72,88
4	X IPA 7	27	70	81	71	76,74
5	X IPS 3	31	70	78	70	72,12
6	X IPS 4	31	70	78	70	72,25
7	X IPS 5	25	70	76	70	72,08
8	X IPS 6	22	70	77	70	73
9	X AGAMA 2	34	70	79	70	73,14
	Nilai Rata-Rata					**73,31**

Pelaksanaan pembelajaran online materi bolavoli guru berpedoman pada kurikulum darurat (Fadhilah et al., 2021). Kurikulum darurat telah secara dramatis mengurangi Kompetensi Dasar (KD) untuk setiap mata pelajaran dan memberikan lebih banyak wewenang kepada guru sehingga guru dapat menyesuaikan pembelajaran dengan keadaan. Pelaksanaan pembelajaran materi bolavoli online hanya dilaksanakan di 9 kelas, hanya satu guru pendidikan jasmani yang melaksanakan pembelajaran materi bolavoli online. banyak kendala yang menghambat proses pembelajaran, kendala tersebut seperti tidak semua anak aktif mengumpulkan tugas, kendala sinyal dan kuota, fasilitas yang kurang memadai, materi yang tidak mudah dipahami, tidak dapat berinteraksi lebih dekat dengan guru dan kurangnya motivasi belajar (Anjelin & Purnomo, 2021). Proses pembelajaran dilakukan dengan menggunakan aplikasi yang tidak interaktif dan tidak bertatap muka secara tatap muka seperti kelas, Quiziz, WAG, Educandy dan Power Point. Proses pembelajaran online di MAN 1 Tegal dilakukan mulai dari absensi WAG dan tugas di Google Classroom.

Metode pembelajaran yang digunakan pada materi bolavoli MAN 1 Tegal menggunakan tugas melalui WAG, Quiziz, Google Classroom. Model pembelajaran yang

juga dilakukan dengan pemberian tugas, karena sulit dan banyak kendala saat menggunakan model pembelajaran seperti *problem based learning*, *inquiry* atau sejenisnya yang biasa digunakan pada saat pembelajaran tatap muka, siswa juga menegaskan tidak adanya model pembelajaran karena pembelajaran yang dilakukan tidak menggunakan aplikasi tatap muka yang interaktif, hanya tugas siswa untuk mencari sendiri materinya (Yuangga & Sunarsi, 2020).

Menurut guru pendidikan jasmani cara penyampaian materi hanya dapat dilakukan melalui pemberian tugas, siswa diberikan tugas untuk mencari sendiri materi tersebut atau guru memberikan link video pembelajaran. Tantangan dalam pembelajaran online adalah guru harus mampu menggunakan dan memanfaatkan media teknologi. Selama ini mereka hanya menggunakan ruang kelas, Quiziz, WAG, harus bisa mengatur waktu untuk menetapkan tujuan pembelajaran dan memilih materi yang sesuai dengan kondisi pandemi dan kemampuan anak, harus bisa memotivasi anak untuk tetap belajar walaupun mereka harus online dan keterbatasan fasilitas anak (Nuriansyah, 2020). Cara mengatasi siswa yang tidak aktif, guru pendidikan jasmani menghubungi anak yang tidak aktif, jika anak tidak aktif mengumpulkan tugas, guru menghubungi anak yang tidak aktif untuk dimintai tugas yang terlambat. Kelebihan pembelajaran online: Pembelajaran dapat dilakukan dimana saja, waktu fleksibel, guru dapat menggali kemampuannya sendiri dalam menggunakan media. Kekurangan pembelajaran online: Tidak semua anak aktif mengumpulkan tugas, kendala sinyal dan kuota.

Kelebihan pembelajaran online, 1) pembelajaran dapat dilakukan dimana saja, 2) waktu fleksibel, 3) guru dapat menggali kemampuannya sendiri dalam menggunakan media, 4) lebih nyaman karena semua tugas kita bergantung pada internet, 5) lebih mudah bagi kita untuk berkomunikasi tanpa bertemu langsung, 6) memiliki lebih banyak waktu untuk belajar. Kekurangan pembelajaran online: 1) tidak semua anak aktif mengumpulkan tugas, 2) kendala sinyal dan kuota, 3) kurang mudah dipahami, 4) tidak dapat berinteraksi lebih dekat dengan guru, 5) materi yang kita miliki banyak untuk memahami diri sendiri dan kurangnya motivasi belajar (Wardani et al., 2018).

Efektivitas pembelajaran merupakan ukuran keberhasilan suatu proses interaksi antara siswa dan antara siswa dengan guru dalam situasi pendidikan untuk mencapai tujuan pembelajaran (Rohmawati, 2015). Efektivitas pembelajaran merupakan salah satu standar mutu pendidikan dan sering diukur dengan pencapaian tujuan (Basar, 2021). Hasil belajar kognitif adalah kemampuan siswa untuk mempelajari suatu konsep di sekolah dan dinyatakan dalam skor melalui hasil tes (Novita & Andriani, 2019). Pencapaian tujuan pembelajaran yang dimaksud adalah siswa dapat mencapai nilai KKM. Proses pembelajaran online yang telah dilakukan dengan cara penyampaian, metode penyampaian materi, dan rangkaian tes penilaian kognitif di MAN 1 Tegal, diperoleh hasil 100% dari seluruh responden lulus materi bolavoli. Hasil rekapitulasi skor aspek kognitif kelas IX MAN 1 Tegal menunjukkan bahwa 100% dari seluruh responden lulus materi bolavoli dengan skor rata-rata 73,31, skor tertinggi 81 dan skor terendah 70. Semua siswa yang dapat mencapai nilai tersebut kriteria minimal pembelajaran menunjukkan bahwa pencapaian hasil belajar kognitif sesuai dengan yang diharapkan, walaupun banyak kendala yang dialami selama pembelajaran online, efektivitas pembelajaran online dapat dilihat dari nilai rata-rata materi bolavoli yaitu 73,31%.

KESIMPULAN

Dalam pelaksanaan pembelajaran online materi bolavoli guru berbasis kurikulum darurat 13, kurikulum darurat telah mengurangi Kompetensi Dasar (KD) untuk setiap mata pelajaran dan telah memberikan kewenangan lebih kepada guru agar guru dapat

menyesuaikan pembelajaran dengan keadaan. Pelaksanaan materi pembelajaran bolavoli online hanya dilaksanakan di 9 kelas, hanya satu guru pendidikan jasmani yang melaksanakan materi pembelajaran bolavoli online. Banyak kendala yang menghambat proses pembelajaran, kendala tersebut berasal dari faktor siswa, guru dan keadaan.

Proses pembelajaran dilakukan dengan menggunakan aplikasi yang tidak interaktif dan tidak tatap muka seperti kelas, kuis, WAG, Educandy dan power point. Pada penilaian kognitif, 100% seluruh responden lulus materi bolavoli dengan skor rata-rata 73,31, skor tertinggi 81 dan skor terendah 70. Keefektifan pembelajaran online dapat dilihat dari nilai rata-rata materi bolavoli, yaitu 73,31. Berdasarkan hasil penelitian ini, dapat dilihat segala kekurangan dalam proses pembelajaran selama pandemi covid-19 dan diharapkan dapat diperbaiki, sehingga bisa dimukan media pembelajaran yang cocok digunakan pada pembelajaran pendidikan jasmani.

Keterbatasan penelitian ini adalah kurangnya responden siswa dan analisis data kualitatif perlu ditingkatkan. Saran bagi pihak sekolah, semua responden mencapai nilai KKM bukan berarti tidak ada kendala dalam proses pembelajaran, dalam proses pembelajaran online sebaiknya guru meningkatkan kreativitas, atau mencari referensi pembelajaran online yang menyenangkan dan lebih efektif agar siswa tidak bosan dalam melaksanakan pembelajaran, guru memanfaatkan teknologi atau mengoptimalkannya dengan sebaik-baiknya. Saran bagi peneliti selanjutnya, mengingat penelitian ini masih jauh dari sempurna, diharapkan ada penelitian dengan tema seperti ini yang akan dikaji lebih dalam oleh peneliti selanjutnya.

UCAPAN TERIMAKASIH

Peneliti mengucapkan terimakasih kepada siswa MAN 1 Tegal yang telah bersedia membantu sampai penelitian ini selesai dilaksanakan.

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Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

Barriers to learning and performing in physical education in modular remote learning and coping strategies perceived by the students

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Received: 31 December 2021; Accepted 23 February 2022; Published 22 March 2022

OPEN ACCESS

ABSTRACT

Every child deserves access to quality education amidst the COVID 19 pandemic. Students face the test of answering modules much more than doing the performances in the physical education classes. One of the challenges they faced was performing different performance tasks and being able to meet the objectives as well as the learning competencies. This study aimed to determine the barriers in learning performances and students' coping strategies in physical education in modular distance learning which was accompanied by a quantitative approach using a descriptive – survey method of research. The study was conducted in one of the secondary public schools composed of 201 selected junior high school students. Based on the result of the study, the findings were as follows: majority of the of the respondents were female, grade 9 students and 15 years of age. The barriers exprienced by the students were overthinking about their grades, minimal engagement in performance tasks due to lack of equipments and learning materials, discomfort in doing the task because of distraction at home and unstable internet connection which means it is important to assess and evaluate the learning materials provided in the module to provide accessibility to students capabilities and available materials at home. With regards to students' coping strategies, it emphasize in developing skills and abilities even in the confinement of home because learning must continue and students have the grit to do their tasks in their modules which indicates the student's opportunities and resiliency was very important factors for the students' learning and doing performances. To satisfy the students' needs, school leaders must incorporate real methods into their teaching and address their diversity, as well as provide a variety of instructions and learning resources, lesson exemplars, and assistance for the students. To stimulate creativity and assure excellence in educational offerings, colleagues should be given technical assistance and coaching. Professional development should be prioritized during the pandemic to improve intrinsic competencies to plan, manage, and internalize more effective service delivery.

Keywords: Modular distance learning; barriers; coping strategies

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8559

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How to Cite: Culajara, C. J. (2022). Barriers to learning and performing in physical education in modular remote learning and coping strategies perceived by the students. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 11-24. https://doi.org/10.25299/es:ijope.2022.vol3(1).8559

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

INTRODUCTION

As stipulated by Castroverde and Acala (2021), education plays an important role in shaping the lives of students. In the process, teachers are one of the essential instruments in delivering quality learning (Apriani et al., 2020). Due to the emergence of COVID-19 in the Philippines, a lot of changes happened in the educational landscape. One of these is the mode of instruction that was implemented by the Department of Education and the current COVID-19 crisis has obliged most education systems to adopt alternatives to face-to-face teaching and learning. The COVID 19 virus has a wide range of effects on people's lives across the world, including disrupting routine school activities (Setiyawan et al., 2020). Teachers can discover a way to make learning easier for students and remain unwavering in their commitment to each student's development (Supriyadi & Dupri,

2020). The COVID 19 virus has a significant impact on many parts of humanity's lives around the world, including disrupting routine educational activities (Papaph, 2020). Without risking anyone's health or safety, the education sector's goal is to maintain the ideals of excellence, integrity, and service to its pupils by providing a high-quality, free, and accessible education (Healy et al., 2020; Indriani & Ashfaq, 2021). This study was done to shed light on the barriers faced by students in answering the module and remaining to perform the performances required in achieving and maintaining the needed competencies in a student. This study will use to shed lights on students' journey in the different barriers and how they cope up with those challenges in learning and doing performances in physical education.

Anything that inhibits students from fully participating in their learning is referred to as a learning barrier (Hyndman, 2017). At a time when students are learning on their own skills and abilities, they have their own way of coping with each activity in learning and doing performances especially since no teacher can be seen demonstrating actions or movements. The effects of the COVID-19 epidemic have wreaked havoc on many sectors of society, including education (Brien et al., 2020). As we approach the post-COVID-19 era's new normal, there is a need to rethink education in light of new opportunities and challenges (Cahapay, 2020). This study will be a voice on innovation for more attainable competencies and designed activities for modular learning and will further value physical activities participation. The findings could be utilized as a springboard for future modifications in physical education programs as well as suggestions for implementing modular distant learning programs in a modular format. The challenges in physical education student learning could be used as a springboard to develop, manage, and implement programs that will result in high-quality instruction and results (O'Connor & Penney, 2021). Because the K-12 curriculum aspires to generate 21st-century capable learners, it emphasizes a variety of performance-based activities that allow students to communicate their ideas and perspectives, as well as collaborate with others to complete a task (Liu et al., 2017).

The most popular distant learning technique among parents with children enrolled in this academic year in the Philippines has emerged as studying through printed and digital modules. This also considers learners in remote locations who do not have access to the internet for online learning. Furthermore, Ancheta et al. (2020) asserts as the country continues to confront different issues brought about by the coronavirus disease 2019 (COVID-19) pandemic, the Department of Education (DepEd) is addressing the challenges in the basiceducation for the school year 2020-2021 through its Basic Education Learning Continuity Plan(BE-LCP) under DepEd Order No. 012, s. 2020. So, in the aftermath of COVID-19, the BE-LCP attempts to guarantee the health, safety, and well-being of students, instructors, and other staff members, while also figuring out how to keep education going. In particular, the BE-LCP has been designed with a legal framework responsive to the new normal in education, keeping in mindthe constitutional mandate to always uphold the right of all citizens to quality education (Miguel & Pascual, 2021). In line with this, the learning delivery modalities that schools can adopt may be one or a combination of the following, depending on the local health conditions, the availability of resources, and the context of the learners in the school or locality: (1) face-to-face, (2) distance learning, (3) blended learning and (4) homeschooling. In application, however, the BE-LCP is confronted with different challenges (Ann & Pimentel-Tibon, 2020).

Learning takes place between the teacher and students as the teaching and learning process depends on the teacher and student interaction that should have a maximum level of participation for the development and deep understanding in modular learning

(Araújo et al., 2021). The modular learning modality is now employed by all public schools in the Philippines to consider learners in rural locations where the internet is unreachable for online learning. Modular learning is a type of remote learning that employs Self-Learning Modules (SLM) and is extremely handy for most Filipino students (Anzaldo, 2021; Castroverde & Acala, 2021). It was also the majority of parents/guardians' preferred learning system for their children. The SLM is based on the Department of Education's most essential learning competencies (MELCS) (Guiamalon, 2021). The use of modular education is increasingly prevalent when compared to traditional teaching methods, this modular approach allows pupils to learn at their own pace (Anzaldo, 2021; Castroverde & Acala, 2021). They learn at their own pace and it is a technique for unfettered self-learning in which immediate reinforcement, which added to the practice activity, which engages the students and piques their interest (Ambayon, 2020). Furthermore, strategic planning and execution necessitate this kind of modality in learning. Learning the modular approach is an initiative of every teacher to be innovative, make connections and elevate their collaborations (Castro & Zermeño, 2020). This is their opportunity to further enrich and value their professional development. Students face the test of answering modules much more than doing the performances in the PE class (Hinojo-Lucena et al., 2018). One of the challenges they face is performing different performance tasks. However, teachers in public schools had trouble connecting to the internet. Some parents are unable to attendschool to obtain the module. Due to a lack of financial resources, some students and parents are unresponsive, and learners struggle to keep up with the pace (Abante et al., 2020). As a result of modular education, there is a significant gap in student learning, not every pupil has an electronic device.

In the quest of a high-quality education for all pupils, the safety of teachers and students will not be sacrificed. With the school's learning continuity plan, no learner is denied the necessary resources, abilities, attitudes, and information that is critical for their long-term survival in the global market future, the study's chosen participants have been addressed in providing quality education in the new normal with vigor. No one's health or safety will be harmed or put in jeopardy because of its learning continuity plan. Students' participation isn't enough, instructors must work hard to boost student engagement, keep their attention, collect feedback, and evaluate them in a variety of ways (Dhawan, 2020). This will result in a powerful and efficient system in stimulating learning environment and EdTech will never be able to completely replace a teacher, but it can help and improve instruction. Physical education is a K-12 academic subject that includes standards-based curricula and instruction for developing physical activity, fitness, and motor skills knowledge and habits. It has always been vital, but now it's even more important to provide quality for students so that both instructors and students can survive the epidemic and into the new normal in a healthy, intellectual, and emotional way.

Now, the physical education department is trying to find new ways to help students find a way to keep their lives in check. Using technology and initiative projects, they have been able to stay up with the regular physical education schedule by providing concepts, routines, activities, games, and exercises to each student's home for them to complete. Everyone's ability to adapt was tested as the country moved to a new normal (Bozkurt & Sharma, 2020). The school must first and foremost be ready and for the classroom's method of instruction second, the teachers' technological experience and skills. It is necessary to ensure the development and use of instructional content. Finally, students' readiness for the new normal must be taken into consideration and it should be highlighted (Reyes & Caballes, 2022). Learner-centered constructivism is being utilized

in the new educational norms, and students are being given more autonomy and responsibility for their learning by allowing them to create goals, manage their own learning, and monitor their own progress (Chen & Wu, 2012).

In modular distance learning, students can employ self-learning modules (SLMs) in print or digital format/electronic copy, whichever is appropriate in the context of the learner, as well as other learning resources such as learner's materials, textbooks,activity sheets, study guides, and other study materials. Learners use a computer, tablet PC, or smartphone to access electronic copies of learning materials (Llego, 2020). Education in the new normal will not merely be about operating in a safe environment for students' health, nor will it be entirely based on online modalities (Bozkurt & Sharma, 2020). It should not compromise quality while continuing to provide equal opportunity to all, particularly marginalized and disadvantaged groups. It is not a one-size-fits-all solution, but one that is tailored to each learning community's specific needs (Navarosa & Fernando, 2020).

Thus, learning affects the learning performance specifically in physical education as an old trite, "less talk but more on demonstration" that develops the psychomotor competence of the students. Today, one method to succeed is to use affiliated technology and student-centered learning materials (Czajka & McConnell, 2019). This phrase emphasizes that providing various learning modes is a way to reach every student and encourage them to continue their pursuit of high-qualityeducation (Mishra et al., 2020). This new normal is not something you'll be able to ignore and won't be able tojust change the channel or close out the tab to get away from it. It sounds trite but let this time-honored cliché say, a sound mind can only dwell in a sound body. Physical education will forever be part of the school curricula since it helps in the development ofthe physical, emotional, social, and morals of every child in school (Opstoel et al., 2020). In times of pandemic,it develops and strengthens skills necessary to a successful life. Learning and doing performances even in the confinement of home is a challenging task for the students and teachers as change is inevitable and education must not stop, and it teaches individuals to be more active and develop themselves holistically through performance tasks.

As reiterated by Dargo and Dimas (2021) to fill in the gaps, it is suggested that modules be simplified and complemented with video lectures and audio recordings, that online mediations be conducted, that neighborhood training be provided, and that house visits be conducted. The learners or students are identified by their various learning styles, cognitive demands, personality traits, and other characteristics of individual passions. The learning process is influenced by learning theories such as behaviorists, cognitivists, and constructivists which relates to a student's interaction with his or her surroundings (Khan, 2016).

Tria (2020) stated that there will be modifications to the grading system, the assessment,and evaluation of student performance will also be a part of the process. Every administratorfaces a challenge. Furthermore, laboratory activities in the sciences, as well as other topics that demand performance, such as physical education, culture, and the arts would be restricted to the use of paper and pencil tests. As an old cliché says, less talk but more on demonstration, students will learn more if the curriculum and teachers will stimulate progressand experiences to the teaching-learning process in the school. Many activities and performing arts activities in the K to 12 curricula in physical education such as music, dance, and theater that helps in the development of the students' totality but while we were in the transition of modular distance learning, by becoming self-sufficient, you can build self- regulation skills and learners can have a positive and academic mindset as a result in the direction of a new mode of learning.

However, Septian and Sukarmin (2021) assert that perspectives of teachers and students regarding learning approaches during the Covid 19 epidemic era must be researched in the challenge of perceptions because each person's perceptions can be different. As a result, each person's opinion of schooling differs (Cakrawati, 2020). In the Kto 12 curricula, students are given the chance to learn in the ways that work for them by providing different teaching strategies and approaches that develop the autonomy of an individual and increase learning opportunities. Dance, music, arts, and sports were the lessons in MAPEH that need proper training to be able to meet the performance and content standards in the K to 12 curricula. Students should be allowed to improve their abilities, character, social skills, critical thinking, and talents by allowing them to learn on their own and actively participate in various performance tasks to achieve the stated aim and skills may be taught and learned by putting in a lot of practice time. One of the challenges of each student is to do the physical activity required in a task that is the focus of the Physical Education class, to motivate each student to participate in the exercise. As the bulk of students today are in poor physical condition, distance learning prompted the creation of new methodological approaches to student physical training, with a strong emphasis on self-control skills under the supervision of a teacher.

As Simamora (2020) reiterates that providing students with learning options isn't enough, they also need accessibility and adaptability. This is generally equally crucial for all types of learning approaches to assist in the development of autonomous learning abilitiesand learning preparedness. If used correctly, technology can assist students in achieving academic success while also preparing them for future learning in different modes and approaches. As a result, teachers must remember to explain to students the benefits of working and learning in the new normal setting. Students are not just learning certain lessons, but they are also learning about the world around them and the values in this pandemic era (Anzaldo, 2021). They are taught how to even if they are at home, they must manage their time.

Additionally, the study synthesized the barriers and coping strategies in learning performances to come up with recommendations and conclusions. The new norm of education is more on learning on a self-paced method, in connection with the shifting use of technology in the modern world and the field of blended learning, it is an extension that each child has his or her abilities and intelligence, and it assesses constructivist and self-innovators. Study aimed to determine the barriers in learning and doing performances and students' coping strategies in physical education in modular distance learning which was accompanied by a quantitative approach using a descriptive – survey method of research.

METHOD

Research Design

The researcher used the descriptive survey method of research where the basic instrument was a set of questionnaires and answered by the selected junior high school students in secondary public school. The researcher used stratified sampling to find the population and a purposive sampling selection of the school was used to know the respondents of the study. The data gathering procedure included online research, survey, and document analysis. The study focused on the barriers in learning performances and students' coping strategies in physical education in the new normal of education. The researcher felt that the descriptive method is appropriate in ascertaining the condition that prevails in the said study. To administer the questionnaire, written approval was submitted to the School Head for approval in the distribution of the questionnaire seeking

their full cooperation and honest perception about the study undertaken. Upon approval, the survey questionnaire via google form was sent in the respective group chats (GC's) of the class.

Sampling and Participants

The choice of locale was a personal choice of the researcher to become the voice in upgrading and improving the learning amidst pandemic in the new setup of education. To get the number of respondents, multi-stage sampling was implemented. A purposive-stratified random sampling was used as the basis for the number of student respondents in the school. After the data gathering, the data were tallied, interpreted through appropriate statistical tools, and presented in tables for analysis to come up with conclusions and recommendations.

Research Instrument

The researcher developed a self-made questionnaire that will serve as the instrument in gathering data. The questionnaire was administered through google form to find and analyze the barriers in learning performance and students' coping strategies in physical education in modular distance learning.

Statistical Techniques

The researcher considered several steps to accomplish the present study. To get the data from the respondents through the questionnaire as an instrument, the questionnaire was designed by the researcher. In so doing two stages will be implemented: (1) administer the questionnaire and (2) analyze and gather the data needed in the study. To describe the responses of the respondents regarding their barriers encountered, artistic inclinations and coping strategies, frequency count and percentage, and weighted mean were applied. The verbal interpretation of the Likert Scale in Part II and III of the questionnaires used the following interpretation:

Range	Verbal Interpretation
4.21 – 5.00	Strongly Agree
3.41 – 4.20	Agree
2.610 –3.40	Neutral
1.81 – 2.60	Disagree
1.00 – 1.80	Strongly Disagree

The analysis was conducted after administering the survey answered by the junior high school students. The researcher used the statistical measure in summarizing, presenting, analyzing, and interpreting the data gather.

RESULTS AND DISCUSSION

PROBLEM 1: What is the demographic profile of the respondents in terms of (a) age, (b)grade level and (c) gender?

This part tackles the findings of the study based on the problems presented in the purpose of the research.

PART I. Socio-demographic Characteristics of the Respondents

Table 1. Socio-demographic Characteristics of the Respondents in Terms of Age, Gender and Grade Level

Profile of the Respondents	Frequency	Percentage
Age		
12	16	8%
13	35	18%
14	47	23%
15	62	31%
16	27	13%
17	5	3 %
18	4	2%
19	2	1%
Grade Level		
Grade 7	54	27%
Grade 8	16	8%
Grade 9	92	46%
Grade 10	39	19%
Gender		
Male	70	35%
Female	131	65%

The data reveals that most of the respondents belong to the age group of 14-15 with 54%. It has also shown that many of the respondents are from grade 9 level with 92 students (46%) while grade 7 got 54 students (27%), grade 10 with 39 students (19%), and grade 8 with 16 students (8%). The data revealed that more than half of the respondents were female with 131 (65%) who while the remaining 70 students (35%) were male. It seems that women are more likely to participate than men in survey response studies. In general, most of the respondents were female, grade 9 students, and 15 years of age.

PART II. Barriers encountered by the students in learning performances in physical education in the new normal

PROBLEM 2: What are the barriers in learning performances in physical education that encountered by the respondents?

Table 2. Barriers encountered by the student in learning performance in Physical Education

Statements	WM	Verbal Interpretation
1. I feel distracted when someone makes noise in my practice.	3.97	Agree
2. I feel discomfort in doing task at home because my family is watching.	3.26	Slightly Agree
3. I experienced difficulty in learning dance through watching video.	3.06	Slightly Agree
4. I do not have spacious room to perform the task.	2.95	Slightly Agree
5. I cannot perform because I cannot follow the instructions in the module.	3.1	Slightly Agree
6. I experienced difficulty in accessing the given link to be watched because of unstable internet connection.	3.49	Agree
7. I tend to overthink about my grades.	4.08	Agree

Statements	WM	Verbal Interpretation
8. I find it difficult to perform musical presentation because I do not have gadgets / musical equipment.	3.59	Agree
9. I have a hard time practicing song through listening in recorded audios or watching videos.	3.32	Slightly Agree
10. I am easily distracted with the noises from my environment.	3.87	Agree
11. I am not able to develop my musical ability because there is no immediate feedback.	3.43	Agree
12. I had trouble in understanding musical notes and musical elements.	3.66	Agree
13. I have difficulty in listening the right melody of the musical selection.	3.09	Slightly Agree
14. I am not able to answer the activities completely because I have to prioritize our household chores.	3.14	Slightly Agree
15. I had difficulty in learning music through the links because of unstable internet connection.	3.55	Agree
16. I normally find it difficult to keep myself motivated to study at home	3.43	Agree
17. I do not have sport equipment needed in doing the learning task.	3.83	Agree
18. I cannot execute the basic skills because of the learning environment (surroundings, highways, stores).	3.14	Slightly Agree
19. I have difficulty in recognizing the problems and act on it when I'm under excessive tension and stress in doing the learning performance in sports.	3.69	Agree
20. I am not capable to perform skills and knowledge in sports because no one who is teaching me at home.	3.22	Slightly Agree

As gleaned in Table 2 respondents tend to overthink their grades with 4.08%, Low grades appear to incentivize students to improve their subsequent course performance, and grades are usually seen as an outcome of the educational process (Gray & Bunte, 2021). Similarly, Winkler (2021) stated that academic achievement has too often been a metric by which students define their self-worth where students tend to become grade conscious in everything they do because when they put extra effort into each performance task, they know the result they will get is also good. However, learners complete their modules solely for the sake of formality and just to conform with the criteria and some wereunderestimating the importance of modules (Anzaldo, 2021).

Furthermore, students feel distracted when someone makes noise in the practice with 3.96% since some of the performance tasks were submitted online, students tend to become out of focus when someone caught their attention in doing the task. As Hollandsworth and Trujillo-Jenks (2020), reiterates that learning performance is a learning and evaluation system that let students demonstrate their knowledge and skills in a learning environment that incorporates their higher-order thinking skills while also linking them to real-world scenarios. Similarly, students are often distracted at home, especially if they have access to electronic devices. Students spend more time watching television or playing video games or internet games in which parents believe they are

conducting research. However, they view this time as a breakfrom school, thus they want to sleep and get up whenever they want. In that instance, learners' work would be rushed because they will be spending more time playing than learning (Dargo & Dimas, 2021).

However, students who do not have sports equipment needed in doing the learning task gained 3.83%. Doing the task with insufficient materials resulted in incomplete the task and can result in not experiencing the learning since the indicated activity and objective cannot be attained by the students while learning at home. As reiterates in Shelley (2020) physical education teachers recognize the needof designing activities that are both relevant and entertaining to encourage pupils to embrace an active lifestyle. Teachers, on the other hand, had to adapt and implement creative optionsfor students while teaching remotely. Some teachers have created workouts that can be done safely indoors with everyday items. Some school districts-initiated school-to-home equipment projects, delivering age-appropriate equipment packages to each pupil and recommending PE program activists. Others have broadcast synchronous fitness courses from their homes, urging students to participate.

Part III. Coping strategies of students in learning performances

PROBLEM 3: What are the coping strategies of the students in learning performances?

Table 3. Coping strategies used by the students in learning performances in Physical Education

Statements	WM	Verbal Interpretation
1. Give emphasis on developing skills and abilities even in the confinement of home because learning must continue.	4.47	Strongly Agree
2. Give a greater emphasis on learning and the significance of prioritizing the assignment.	4.42	Strongly Agree
3. Devote more time to reading and watching videos relating to the lesson in the module.	4.35	Strongly Agree
4. Make learning enjoyable to explore and engage more.	4.28	Strongly Agree
5. Devote sufficient time to responding to the self-learning activities.	4.4	Strongly Agree
6. In answering the module, I will prioritize the learning goal over trivial and other duties.	4.32	Strongly Agree
7. Have continual contact with the teacher regarding questions and explanations.	4.24	Strongly Agree
8. Have a self-monitoring of the written and performance tasks.	4.33	Strongly Agree

As gleaned in Table 3, students coping strategies were evident. As Freire et al. (2020), stated that there has been a rising interest in determining how individuals might mix various coping techniques and the adaptive repercussions that this flexibility involves. Based on the results, one thing to easily cope in learning performances in modular distance learning, students give emphasis on developing skills and abilities even in the confinement of home because learning must continue with weighed mean of 4.47% which gave them leeway to liberate themselves to learn amidst pandemics. Furthermore, Anzaldo (2021) explained that even in this type of environment, there are more learners than they are in an academic setting where they are learning at home with their parents andtheir parents' supervision and guidance in their SLM or their self-study modules. These students are open-minded and adaptable to changes in their lives and environment.

Furthermore, give a greater emphasis on learning and the significance of prioritizing the assignment gained with 4.42%. Emphasizing and prioritizing the assignment can result in the ability to control and regulate your behaviors, feelings, and ideas. Being able to manage yourself can help you achieve more success in your goal-setting activities. These abilities allow you greater influence over your learning outcomes, which could lead to more exciting opportunities in the future.

Finally, devote sufficient time to responding to the self-learning activities got with 4.40%. Razali et al. (2018) reiterates that time management is crucial, and it can have a significant impact on an individual's overall performance and achievements. Nowadays, students frequently complain that they do not have enough time to accomplish all the choresthat have been allocated to them. At the end of the road, students should widen their perspective in attaining the objectives and being always resilient. Because there were the ones who can help the teachers in reaching the addressed goals and adjusting to the new normal of education.

PROBLEM 4: Is there a significant difference between the barriers and coping strategies in learning performances?

Table 4. Significant Difference Between Barriers and Coping Strategies in Learning Performance

Variables	Computed F-value	Critical F-value	Decision	Impression at 0.05 Level of Significance
Barriers and Coping Strategies	-128.05	±1.96	Reject H_o	Significant

The data shows that the computed F-value -128.05 exceeded the critical F-value -1.96. The result indicated to reject the null hypothesis. It only means there is a significant difference in the barriers and coping strategies among the respondents, which implies that the coping strategies are likely to affect the barriers in learning performance in physical education in modular distance learning.

CONCLUSION

Based on the result of the study, the following conclusion are drawn: Majority of the of the respondents were female, grade 9 students and 15 years of age. The barriers exprienced by the students were overthinking about their grades, minimal engagement in performance tasks due to lack of equipments and learning materials, discomfort in doing the task because of distraction at home and unstable internet connection which means it is important to assess and evaluate the learning materials provided in the module to provide accessibility to students capabilities and available materials at home. With regards to students' coping strategies, it emphasize in developing skills and abilities even in the confinement of home because learning must continue and students have the grit to do their tasks in their modules which indicates the student's opportunities and resiliency was very important factors for the students' learning and doing performances.

The following recommendations are based on the study's results and conclusions; (1) To meet the needs of students, school leaders must include real-world approaches into their teaching and address their diversity, as well as give a variety of instructions and learning resources in the modular distance learning. The teaching and learning process promotes the totality of the pupils in many ways through student-centered instruction and the application of innovation and by engaging their intelligence in a variety of

important learning activities, (2) School leaders must act by increasing and harmonizing the activities and focusing on students' strengths and weaknesses will appropriately define and interpret the various disciplines and weaknesses. This will pave the way for thinking about and accepting changes, making incremental changes, and employing a growth mindset and meeting influential people, and getting inspired, (3) Teachers must use to incorporate real tactics into teaching and address students' diversity to meet their requirements, as well as offer a variety of instructions and learning resources, and interventions for the students, (4) Technical help and coaching should also provide to colleagues to encourage creativity and ensure excellence in educational offerings. During the pandemic, professional development should also prioritize to increase inherent capabilities to plan, manage, and internalize more effective service delivery, (5) Teachers must implicitly encourage themselves to choose tactics that are not only student-centered but also effective in times of pandemics. However, this creates areas for students and teachers to explore and requires a lot of practice for them to succeed because learning is a complex activity that cannot be hastened to become specialists in a specific field and to improve the ability to employ methods in the development of critical and creative thinking and abilities of the students, (6) More research on students' engagement in learning and doing tasks might be conducted by physical education teachers.

ACKNOWLEDGEMENTS

The author would like to thank the participants of the study and for giving time to attain the objectives of the study. Also, to the teachers who have been instruments in making this study a way and a key in providing an effective and efficient instruction in physical education service for the students.

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Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

The hidden curriculum in a Filipino pre-service physical educators' virtual ecology

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Received: 25 January 2022; Accepted 02 March 2022; Published 24 March 2022

OPEN ACCESS

ABSTRACT

The study was geared toward determining the factors embedded in "hidden curricula" in an online learning environment of a physical education teacher education program. This qualitative-descriptive study considered a complete enumeration of the Bachelor of Physical Education students from a state university in Pampanga, Philippines who voluntarily participated in this qualitative investigation (n= 135) by responding to structured and open-ended questions. Aided by Thematic Analysis, findings revealed six emerging themes that described the embedded hidden curricula in the online learning environment, namely: contributory factors in an online learning experience (OLEx); educational opportunities in the new normal learning set-up; unfavorable factors in using online learning environment; and proposed inputs in enhancing the teaching-learning process in an OLEx. The implications derived as an outgrowth of the identified positive and negative factors as expressed by the participants provided a conceptual understanding of the contemporary picture of the hidden curricula and how it would define the future of an effective online learning experience.

Keywords: Hidden curriculum; pre-service; physical educators'; physical education; virtual ecology

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8851

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How to Cite: Ortega, H. C. A., Castro, R. D., Tolentino, J. C. G., Pusung, D. S. S., & Abad, R. D. (2022). The hidden curriculum in a Filipino pre-service physical educators' virtual ecology. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 25-40. https://doi.org/10.25299/es:ijope.2022.vol3(1).8851

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

INTRODUCTION

The outbreak of the Coronavirus Disease 2019 (COVID-19) has triggered a major global crisis. As a result of the defacement of this crisis, billions of students worldwide have been affected (De Giusti, 2020). To avoid academic stagnation and the loss of educational opportunities, educational governing bodies are collaborating to ensure that every learner receives a high-quality education (Rotas & Cahapay, 2020). Flexible learning, in which students have the freedom to learn when and how they want, is one of the most widely used learning approaches today. The World Wide Web has made information access and educational content distribution available to a large portion of the world's population, assisting in the transition of distance education to the digital era. As a result of the advancement of technologies and the changing times and needs of the students, distance education has continued to evolve (Sangra et al., 2012). Additionally, in terms of integrating technologies into the teaching and learning process, the concept of education as a lifelong process poses a significant challenge for educational institutions. Thus, this

current crisis has provided an opportunity for educators to collaborate in order to create shared learning opportunities that will benefit everyone; thus, the terrifying COVID-19 pandemic has paved the way for rich teachable moments, educational opportunities, and the concept of "hidden curriculum."

Global Perspectives about Hidden Curriculum

According to Mahood (2011), hidden curriculum is the process of socialization, knowledge, and skill transmission which consists of implicit messaging practices contributory to the multidimensional aspect of the learning environment that can be formal, informal, or hidden. Subsequently, Bray et al. (2018) unfold the context of HC as it encompasses supplementary tutoring that is parallel to regular schooling that is commonly referred to as “shadow education” due to its content which reflects the changes in the curriculum in the mainstream and the shadow changes in schools. Although HC is not explicitly mentioned in the approved curriculum, it is essential as any other type of curriculum because of the well-established concept that encompasses learning contexts, student and teacher actions, and other subjects influencing learning.

Hidden Curriculum in Different Contexts

With the various and complex definitions of HC, different disciplines also have different approaches in describing it. As stated by Gaufberg et al. (2010), from a medical school education in a certain American college association, HC is defined in definitional elements of four concepts. First, “medicine as culture”, where students recognized clinical medicine as a culture with distinct subcultures. Second, “haphazard interactions”, in which unplanned and lack of direction in random events take place in the medical industry like fortunate and unfortunate accidents. Third, “role modeling”, where students recognize different role models, favorable or unfavorable in their learning. Lastly, “medicine as ideal versus medicine as reality” is when students notice a misalignment between what they have learned in the curriculum and what they have experienced in actual clinical training. Using these four concepts, it improves the quality of the students' medical training experience and has all been identified as discrete elements of HC. Following the study of Villanueva et al. (2018) that was published in the American Society for Engineering Education, the identification of HC is central and can be tied up to an individual's emotions, self-efficacy, and self-advocacy. It is believed that when individuals experience scenarios, via vignettes, that center around the HC in engineering, they can identify HC through a frame of reference that can enable them to respond and react to witness scenarios. In line with education, HC is one of the concepts that will never vanish. Hence, several studies have been conducted in such exploration. According to Çubukçu (2012), within the concept of activities supporting the HC, this type of curriculum affects the character education of the student in decision making. Meanwhile, in the study of Peng (2015) and Høgdal et al. (2021), HC has a negative impact on language classrooms, potentially lowering students' perceptions of the value and importance of good management. Through the contexts and conditions of implementing a program, the intended curriculum interacts with the HC which allows students to internalize certain modes of behavior, perspectives, and attitudes in the development of their character for schooling progress (Gunio, 2021).

Hidden Curriculum in Higher Education (HE)

The hidden curriculum has mostly been used in basic education studies but is less applied in higher education since HC may focus more on the norms, values, and moral

components (Orón & Blasco, 2018). However, despite the shift from a teacher-centered to a learner-centered approach, HC still merits attention in higher education institutions (HEIs). These two approaches share important features in which students, not just teachers, are the target of change, and the all-important interpersonal relationship between teacher and students was sidelined. Students at the university are expected to use their principles in conjunction with their learning experiences to grow and develop competencies that will serve them well in social life and adult work, with greater emphasis on the principle of learning. If the faculty at the university continuously refuse to regard their work as a personal issue inseparably attached to their lives, HC will remain an issue in higher education (Orón & Blasco, 2018). In the study of Winter and Cotton (2012), they discovered that HC influences students' long-term sustainability which may improve their participation in existing activities or practices in class. Students were found to have varying levels of sustainability on campus, with some being less aware of social and economic sustainability, while others are being critical of their friends and university community's limited actions and students feeling disempowered from decision-making. Furthermore, the study discovered a variety of HC in higher education which features context-awareness capturing the university as a learning institution in a larger context, understanding the role as a member of the community inside the institution, and understanding the possibilities for action within the same ambit.

Hidden Curriculum in Physical Education (PE)

Although Physical Education (PE) promotes individuals' holistic development in terms of physical, mental, social, emotional, and spiritual aspects through properly chosen physical activities, HC remains invisible, unnoticed, and latent as it may seem as non-contributory to student learning. Despite the busy and active topics, lessons, and discussions, many latent barriers and motives affect learners in a PE class. One of these is gender stereotyping. This contestation is still present even in tertiary education, that masculine and feminine discourses, gender habits along gender segregation are still prominent in the landscape of PE (Preece & Bullingham, 2020). Munk and Agergaard, (2018) discovered that peer groups negotiate students' intentional silences and non-participation in PE discussions, which can also be linked in the HC. Further, a small number of these less socially respected PE non-participants were unaware of their status as non-participants or did not recognize it.

Although several studies have been conducted relative to the hidden curriculum in multiple settings and context, it is found through a thorough literature search in this study that the exploration of the hidden curriculum from an Asian perspective, particularly in the Philippines, and in the higher education context were necessary. Further, as the Philippines remains intact with the implementation of online learning modality, huge distinctions between the findings of studies pertaining to the hidden curriculum in a traditional in-person schooling, and online learning modality relevant to the time of pandemic were discovered. This study highlighted that the hidden curriculum in a physical education teacher education program in a virtual ecology which is defined as the hidden social concepts, values, barriers, or motives that could both prevent, and help the teachers and students to have an effective instructional delivery, different to the found related studies in different context which revealed that hidden curriculum can be defined through students' attitudes, behaviors, and social relations.

With the current set-up of continuous learning, it is important to emphasize the study's exploratory nature in the virtual ecology which examines hidden social concepts, values, barriers, or motives that are present in the instructional delivery via online classes. This

study determined emerging aspects of HC that are circling a physical education teacher education program. Although HC is not an overt curriculum, acknowledging its presence and prevalence in an online setting will be beneficial to teachers and students in planning, implementing, and evaluating the entire curriculum toward a quality teaching and learning experience.

The study was geared toward determining the factors composing the "hidden curricula" embedded in an online learning environment of a physical education teacher education program in a comprehensive state university in Pampanga, Philippines. Specifically, the study sought to answer the following questions:

1. What are the positive factors that were identified by the participants to be contributory to their online learning experience (OLEx)?
2. What are the negative factors that influence their ability to actively participate in an online learning environment?
3. What inputs were provided by the participants to enhance the teaching-learning processes in an OLEx?

METHOD

This study utilized qualitative descriptive research to provide an in-depth interpretation and understanding of individuals or groups' perceptions, experiences, and opinions with regards to the context of "hidden curriculum" that will pave the way in accomplishing the initial goal of the study. Using a complete enumeration, census among 3rd year Bachelor of Physical Education students from a comprehensive state university in the province of Pampanga, 135 participated with the common characteristic of prior knowledge about the concept of the hidden curriculum.

An open-ended questionnaire was utilized as a mode of data collection with 5 aspects of inquiry. The instrument was subjected to content validation by five experts which resulted in 1.00 which indicates a high extent to validity according to Lynn's (1986) criteria to Content Item Validity Index. The questionnaire was administered through a learning management system that revolves around the positive and negative factors of "hidden curriculum. Pilot testing was initiated prior to the actual administration of the questionnaire to verify the grammar and appropriateness of the terms used in the set questions. After the verification of the questions, a consent form informing them of the know-about of the study was given to the Dean of the College of Education and to the participants.

In the analysis of the data, the strategy of Braun and Clarke's Thematic Analysis (2012) was utilized to provide insightful and thorough findings which led to the emergence of six major themes. The 2020 version of MAXQDA was used in coding segments and generating themes from the transcripts in order to further examine the codes and to formulate relevant subthemes and major themes targeting the objectives of the study. Further, Lincoln and Guba's (1986) establishment of trustworthiness which consists of four aspects namely credibility, dependability, confirmability, and transferability, was used in evaluating qualitative content analysis as this has the goal of proving that the findings are worth paying attention to. Additionally, the gathered data from the participants vested several ethical standards throughout the process.

RESULTS AND DISCUSSION

Positive Factors that are Contributory to the Online Learning Experience

Theme 1. Contributory Factors in the Online Learning Experience (OLEx)

The hidden curriculum (HC) may be characterized by positive factors that contribute to students' overall learning and satisfaction. Motivation toward students' learning and the educational opportunities in the new normal learning set-up emerged as the contributory factors in the OLEx which helped students cope in the new learning modality.

Subtheme 1.1. Motivation Toward Students' Learning

This subtheme emerged as an outgrowth of the HC to students' learning in the OLEx which considers the reality that motivation from within and support from the family and peers play a pivotal role in the teaching-learning process as recounted by the participants. It was discovered that self-motivation, family support, and positive peer influence are contributory factors that empower students to their overall learning and push them to keep going in developing their skills despite the struggling challenges. This notion was supported by Hartnett (2016) who claimed that motivation as a key factor to one's development helps learners in the development and achievement of online learning.

a) Self-Motivation

It was identified that intrinsic motivation has empowered the participants and given them the internal drive to strengthen their ability in achieving, producing, and developing their holistic skills. The participants acknowledge the presence of self-motivation as a critical factor that constantly pushes them to strive harder toward their overall learning. Gustiani (2020) supported the idea that intrinsic motivation plays a critical role in students' overall learning and satisfaction.

> "*My life, goals or dreams are the most beneficial factors for me. possible that I wouldn't have what I have today if I didn't have goals. One of my motivations to keep going is to plan and achieve my goals step by steps [sic]*" (P34)

b) Family Support

In the new normal education, support from the family is critical for student development and behavior improvement. Students' academic achievement highly depends on the involvement of the family, considering the physical absence of the teachers and the time students spend learning at home, more specifically in virtual environments. Family support has emerged to be the students' powerful weapon in this trying time as it assists them in their academic success and later results in the improvement of their academic performance. Due to the encouragement and motivation given by their families, the participants became more focused and motivated to work harder on their studies. This shows that students who are receiving more interest and help from their family members are more likely to be involved inside the virtual classroom. Lawrence and Fakuade (2021) supported the idea that parental involvement, supervision, and motivation improve students' learning in a flexible modality and demonstrated significant contributions to the success of the learners in a virtual learning environment.

"*The positive things that have helped me to make my learning in class in this Flexible Learning Modality enjoyable are the support from my family especially my parents, the enjoyment caused by my friends and classmates*" (P68)

c) Positive Peer Influence

Peer interaction, as recounted by the participants, provides valuable help that they can get through in the new way of learning. The participants disclosed the notion that positive peer influence profoundly impacts their lives, as a learner in a virtual world. Likewise, the presence of their classmates, through the aid of applications plays a vital role in their learning as they become the constant reminder that allows them to become aware and updated about the past lessons and even the next ones. As evidently supported by Yemen-Karpuzcu et al. (2017) and Aghaee and Keller (2016), peer interaction is an important component necessary for online learning. Moreover, according to Yemen-Karpuzcu et al. (2017) student interaction is essential for learning because it allows students to formulate new ideas, demonstrate their comprehension, and reflect on their thoughts. Peer interaction also encourages students to construct genuine ideas which eventually improves their performance (Aghaee & Keller, 2016).

"*There are many tasks to accomplish, and my friends are one of the things that motivate us to keep going and cheer us up when we are feeling down*" (P34)

Theme 2. Educational Opportunities in the New Normal Learning Set-up

Learning nowadays is more than just putting students at the center of education. It is about giving each student the opportunity for success. This theme emerged as a factor that positively influences students' learning experiences in the online learning modality. The findings of this study revealed that the influence of the new normal learning set-up in the digitalized revolution provides several educational opportunities to students, both curricular and extracurricular activities in the exploration of their physical ability, personality, and learning processes. The enrichment of virtual learning competencies and skills, socialization in virtual learning environments, and the conducive virtual learning environment emanated as efficacious factors in the teaching-learning process as recounted by the participants.

Subtheme 2.1. Enrichment of Virtual Learning Competencies and Skills

This subtheme surfaced as a contributory factor of HC in the new mode of learning which enables students to explore and improve their skills as 21st-century learners. The sudden changes in teachers' teaching responsibility, strategy, skills, and competency helped the learners to be more successful with the online classroom learning environment. It was revealed that pedagogical strategies in formal online learning and multimedia skills emerged as contributing factors that increased the engagement and involvement of the students in the educational process.

a) Pedagogical Strategies in Formal Online Learning

Effective online instruction requires learning experiences that are appropriately designed and facilitated by knowledgeable educators. Because students have a variety of learning styles or a mix of styles, online educators should create activities that incorporate multiple modes of learning. Concerning this study, after several examinations of the data, the teacher's pedagogical strategies adapted to the new learning environment revealed as a positive factor that helped the students to adapt to

the remotely undertaken teaching. Bao (2020) supported this scheme, stating that teachers' pedagogical strategies, such as activities that are appropriately relevant to the subject matter, helped students to be more focused in class. In addition, the style, techniques, and strategies of teaching by engaging students toward learning have been effective as they improved students' learning skills in virtual classes and contributed to their overall learning.

> "*I'm also in favor of very interactive discussion and the various strategies of the teachers in delivering their lessons, for example, the use of (name of the teacher) various platforms or applications for his lessons or motivations*" (P73)

b) Multimedia Skills

The findings revealed that in the new learning environment, gadgets became the pathway in carrying out the sources of information. The acquisition of sustainable educational skills has become an important training outcome in the new normal education. One of these is the quality to acquire by using and gaining expertise in performing physical or digital tasks, called multimedia skills. The multimedia platform can stimulate the learning interests of students, offer possibilities for self-serving learning and provide support and feedback (Wang, 2009). The participants of this study revealed that the appearance of technology in learning enhances their skills specifically in this learning modality where technology is needed such as having a complete understanding of applications and appropriate use of designs in slide presentations including texts, colors, images, and even videos.

> "*I become more aware of the technology that will help me as a future teacher how to edit and make various school works through word and pdf*" (P8)

Subtheme 2.2. Socialization in Virtual Learning Environments

Students in a virtual school are no different from traditional school students when it comes to socialization, the central element which influences learning. Students can still interact with their instructors and even their classmates in virtual classrooms, which is critical to their success and likewise serves as a cornerstone to students' effective online learning in developing a community of inquiry. Socialization in the virtual learning environment was identified as a positive factor by the participants in an online learning modality because it allows them to stay informed about what is going on, both inside and outside the virtual classroom and draws an outline that highlights harmonious social relationships through information transmission toward academic success. This idea was supported by Yemen-Karpuzcu et al. (2017) and Aghaee and Keller (2016), that interaction between peers is critical to students' online learning. According to Yemen-Karpuzcu et al. (2017), the interaction between and among students is an important requirement for learning because it allows them to formulate new ideas, discover understanding about various concepts, and reflect on their thoughts together. The parallel interaction also encourages students to develop ideas that are capable of being implemented in the real world (Aghaee & Keller, 2016).

> "*I think one of the positive hidden curriculum [sic] that I have in this flexible learning is the easiest communication with your friends like meeting them in google meet and even having a group chat.*" (P22)

Subtheme 2.3. Conducive Virtual Learning Environment

The provision of a conducive learning environment during virtual classes, like having a personal space while studying and the absence of external noises helped the participants to focus on their studies with the improvement of attention and reduction of stress and anxiety. It was further justified that the presence of having a good learning environment is one of the most important factors in their learning process as it helps improve their concentration as well as their mental ability to focus. According to Hviid et al. (2020), who backed up the consensus, a good learning environment, such as a good level of lighting in the house combined with proper ventilation, aid in improving students' academic performance.

> "*In the flexible learning modality, the lesson can be revisited if I am unable to attend the class through the recordings of the discussion, that is why I don't have to worry about the lesson. Also, if I didn't understand what had been discussed, I could ask my classmates to help me understand the lesson*" (P13)

Negative Factors Emerging in an Online Learning Environment

Theme 3. Unfavorable Factors in an Online Learning Environment

The drastic shift of learning discloses several effects which adversely impact the acquisition of skills and knowledge of the students. The technicality of the overall use of technology has emerged as unfavorable for students in online learning. These consequences, which include student-related factors, teacher-related factors, environment-related factors, and technology-related factors, revealed the most significant issue that participants face in this uncertain time. For them, technology is not always efficient, that it is more difficult for them to grasp concepts being taught, and that online learning leads to social isolation.

Subtheme 3.1. Student-Related Factors

These factors refer to the things and circumstances that are contributory or can be retrieved from a student's life. Student-related factors include managing school and life responsibilities, socio-economic hindrances, insufficiency of devices used in online learning, parental expectations, and health-related issues that emerged as factors affecting their learning processes.

a) Managing School and Life Responsibilities

These refer to duties, jobs, and responsibilities of a student as a child, a community servant, and a sibling such as part-time jobs, household chores, or being a servant of the church in their community. These entities were discovered to be roadblocks to students learning in an online learning environment, as their study time was spread out to accommodate their other out-of-school obligations. Some students also stated that they are doing part-time jobs just to provide something on their table, while others responded that they are babysitting while studying, simultaneously. Ainscough et al. (2018) supported the idea that non-academic duties such as lack of time, work commitments, social commitments, and unspecified commitments, as well as academic commitments such as content complexity and lecture time, are viewed as barriers to undergraduate students' learning.

> *"…because you're at home, being asked to do household chores is inevitable and you cannot do anything about it but to obey."* (P9)

b) Insufficiency of Devices Used in Online Learning

This finding refers to the capacity of students to possess gadgets and devices needed in the online learning modality. Insufficiency of devices used in online learning is also considered as a factor that negatively affects students in the online learning environment. In a virtual class, one of the requirements to survive is to have gadgets equipped with advanced specifications and a stable internet connection which are necessary for synchronous classes. Being incapable of possessing these resources is a major problem for students in online learning. This notion was supported by the study of Noor et al. (2020) who stated that the major problems that students face in online learning are unfavorable study environments, unequal access to gadgets, insufficient online study material, no access, or slow internet speed, and load shedding.

> *"Technological challenges, so, similar to how my Wi-Fi connection is unstable, my devices appear to be in need of a rest and need to be replaced. My smartphone, which is the only device I use to enter class, occasionally collapsed, resulting in my screen being [sic] black and unable to see anything; additionally, when my phone is overheated, it will force close apps, preventing me from using them until it cools down and the worst of all, sometimes my phone will simply reboot by itself, leaving me stunned."* (P24)

c) Parental Expectations

These refer to the parents' choice of words, expectations of their children that result in parental pressure. Parental expectations are always considered unfavorable factors, especially during the online learning modality. This study discovered that their parents' high expectations and standards become a burden for them to learn. According to Eriksen (2021), the parents' explicit demands and parental pressures negatively affect students' health, thereby affecting their class achievement.

> *"Parental pressure, I can't tell my father about the pressure I'm feeling because he's sick, and I don't want to waste his sacrifices just to send me to school. However, it adds to the stress and pressure I'm feeling as a result of the things I'm dealing with or thinking about."* (P24)

d) Health-Related Issues

These are the physical and psychological discomfort and illnesses brought by the new mode of learning which include eye strain, back pain, emotional stress, and pressure. These health-related issues greatly affect students' learning in an online learning environment. In the study of Barrot et al. (2021), as a result of the influence of the virus and the sudden shift of the education system, students' mental health together with their online learning experiences were affected.

> *"Since I'm always in front of my laptop sometimes I eat late, so my health is affected, and I always have a headache so sometimes my brain cannot absorb a lot of information. I can easily get a headache when the discussion is so long, so I can't understand the whole discussion."* (P70)

Subtheme 3.2. Teacher-Related Factor

Failed instruction is a result of poor delivery and mastery of the lesson, and it is a negative factor affecting students' academic engagement during online learning.

Teachers' irrelevant citing of stories and examples is viewed as futile according to the participants and just only adds a burden to their overall learning because for them, it only consumes time and mobile data. This notion was supported by Kromka et al. (2020) that students find the instructor's narratives to be relevant when it is discussed concerning students' current difficulties. However, many students find the narrative irrelevant if the instructors engaged their personal stories because these may not contribute much to the course content.

> *"Maybe, we were given an activity that we had no idea, or we hadn't experienced it and also didn't fit in with the subject being taught, because it's easier for students to understand if they've already experienced it."* (P115)

Subtheme 3.3. Environment-Related Factor

This subtheme refers to circumstances that distract both asynchronous and synchronous classes that include noisy neighbors, household noises, animal sounds, noise from vehicles, and other environmental noises. Further, power interruptions and bad weather that affect internet signals resulting in learning disruptions are unfavorable factors affecting students' learning in the online learning mode. According to Mina et al. (2020), one of the cited problems that students encounter in online learning is the stress that is caused by the noise produced by the environment.

> *"The unintentional/intentional noise, So, when I'm attending my class via Google Meet, there are some unintentional noises coming in, such as the sound of the chicken, the sound of the catfighting, and occasionally a vendor selling food or something, our neighbor doing some welding work, hammering metals, and so on."* (P24)

Subtheme 3.4. Technology-Related Factors

This subtheme refers to the things and circumstances that have something to do with the technology that students encounter in the online learning environment. These hindrances include poor internet connection, device malfunction, and social media distractions. Hence, these are also the prime hindrances that the students of a certain university in Bangladesh are facing (Dontre, 2021), more specifically in terms of the financial crisis to access high-cost internet, and gadgets or devices. Additionally, the students' use of smartphones and social media stimulates detrimental effects to student learning during online classes.

a) Internet Connectivity

Poor and unstable internet connection is a common problem for students in online learning. It is their main source of information to acquire essential skills and knowledge during these difficult times. Many students are enduring limited data connection just to keep up with synchronous classes, and as for those with an unlimited internet connection, sudden power outage and sudden loss of the signal of their internet service providers are their main problems. This finding is not surprising anymore. It was found out in the study of Mina et al. (2020) that the major concerns of the undergraduate students taking up online classes include poor and weak internet connection together with sudden loss and error of connections.

> *"…for me, this is the biggest problem we face that is really caused sometimes even when focused on learning. Sometimes, your teacher thinks that when they call you to speak*

and do not respond, they think you are not listening or what, but the truth is you are really trying to find a better place to find a signal and study properly." (P8)

b) Multimedia Distractions

This refers to the distractions brought by social media platforms. Students are tempted not to listen or focus during synchronous classes and they would prefer to browse their social media sites instead. Since students are not obliged to open their cameras because of the limited internet connection, they have the full freedom to do anything behind the screen, and sometimes, they tend to chit-chat and gossip with their friends and cheat during the assessments. Distraction to social media, according to Shetty et al. (2022), is one of the academic challenges that students face in online learning.

"I am distracted in social media once I saw a post that caught my attention, I am distracted [sic] the whole session. I am listening but my attention is on social media." (P110)

Generated Inputs to Improve the Teaching-Learning Processes in an Online Learning Experience

Theme 4. Proposed Inputs in Enhancing Teaching-Learning Process in an OLEx

Teaching and learning processes may vary due to different strategies of teachers and the coping strategies of students, especially in this time of the pandemic. Proposing different factors from different struggles and experiences of the students will help the institution to address this kind of recommendation that has been part of the HC to enhance the teaching and learning processes in an online learning modality. Recommendations for the program, students, institutions, and teachers are stated, viz:

Subtheme 4.1. Empowering Students Related to Academic and Extracurricular Activities

This subtheme is a participant-provided recommendation for the program that will enhance and empower students in extracurricular activities such as inter-sectional competitions and webinars that prioritize students' mental health with utmost recognition of the HC. According to Makarova and Reva (2017), extracurricular activities are excellent tools to motivate language learners which positively contribute to learners in building confidence. In addition, according to Garrecht et al. (2018), aside from regular compulsory school hours, extracurricular activities help students to develop their decision-making and become a valuable element to their school lives.

"Maybe teachers will give BPE students enough time to comply with the requirements and just continue co-curricular activities to boost the confidence of BPE students..." (P8)

Subtheme 4.2. Organization of Synchronous and Asynchronous Sessions

This subtheme emerged as a recommendation for teachers to organize the scheduling of synchronous and asynchronous classes and consider students who lack resources and increase the number of asynchronous classes. Synchronous e-learning is a type of learning that has the potential to assist e-learners to form learning communities. Because they can ask and answer questions in real-time, learners and teachers perceive synchronous e-learning as more social and less frustrating. Asynchronous e-learning, on the other hand, allows learners and teachers to maintain work relationships even when

they are not online at the same time and is often facilitated by media such as email and discussion boards. Students respond positively to synchronous learning because it is engaging; however, increasing live interactions may cause scheduling issues, reduced convenience, flexibility, and effectiveness.

> *"I think there are also limited things the program may do but it will really help the student, the first one is the due date of activities should be reasonable and last one is that the asynchronous meeting should be followed."* (P25)

Subtheme 4.3. Constant Monitoring on the Needs of the Students

Motivation is difficult to instill in the lives of many people, particularly students on this platform. It was discovered in this study that one of the problems that students face today is the lack of learning monitoring. In the analysis of data, the participants suggested that teachers should regularly check their conditions and the current levels of their performance in this new set-up to provide appropriate assessments toward learning. The participant investigated how the lack of teacher monitoring affected their virtual learning and stated that if the teacher monitors their status, they will later understand the appropriate assessment and approach they will take. Continuous monitoring of students' needs for continuous improvement will eventually allow the institution to adjust primarily based on students' changing needs in enhancing their learning experiences.

> *"The program can administer sessions through webinars or activities in a classroom to check on students as well as teachers and address the emerging conditions that might affect the teaching and learning process. Also, simply asking questions can address the hidden curriculum, and if there are cases that need to resolve, making resolutions and problem-solving shall be taught to the students."* (P50)

CONCLUSION

The concept of the so-called "hidden curriculum" revealed that there has been an enormous outgrowth of both positive and negative elements that this new online learning platform brought to the students. The presence of intrinsic and extrinsic motivation was revealed as a key factor in continuous students' learning improvement in acquiring educational opportunities in the new normal learning set-up. On the contrary, the presence of environmental distractions disrupted the continuity of the teacher's teaching and the learner's learning processes, thereby affecting the steadfast acquisition of knowledge, skills, and values. This abrupt change from the students themselves, teachers, and the technology has impacted flexibility in the Bachelor of Physical Education degree program because of the new learning environment.

As hidden curriculum can be characterized by negative factors, its impact on the students' ability, personality, and functional health remains latent. By investigating the negative factors and their impacts to reveal the hidden curriculum, this study established the realization that the asthenic student-teacher relationship, and jeopardized functional health, are detrimental to students' significant learning experiences in a virtual ecology. Moreover, to create a meaningful and effective education amid the online learning modality, the students believe that stakeholders must contribute their share together to disburdening the detrimental impact of the HC on students. Practices that are beneficial for the students' acquisition of skills and knowledge must be placed at a premium. Moreover, since the HC positively affects the students as well, it is advisable to

acknowledge the positive elements of the HC to establish sustainable quality education in a virtual ecology.

These findings, however, cannot be applied to all university students. First, as the study's scope is within a certain university in Pampanga, Philippines, a similar study should be carried out with students from other colleges to discover if there are any similarities in the factors that influences students' physical ability, personality, and learning processes in the online learning environment. Second, due to the results being derived from the third year BPEd students, any finding of the study cannot be transferred to other year levels. Therefore, it is recommended for future studies to consider the other year level's perspective as it would also be interesting to explore whether the HC varies in the lenses of different year levels or programs. Lastly, since the results were derived from a single open-ended questionnaire and were administered through online context only, future researchers are recommended to utilize multiple instruments other than open-ended questions to gather wider perspectives in the so-called Hidden Curriculum.

Based on the results, motivation is a huge contributory factor toward effective learning in an online learning environment. Therefore, it is recommended that students should seek motivating factors to stay focused as they face a wide range of issues in all aspects of their lives. Since it was also proven that the acquisition of ethical and positive values helps students to gain a meaningful learning environment amid the online learning modality, it is important as well for the students to practice digital etiquette as the internet is their primary tool in online learning. Following the needs of the learners who were greatly affected by technical and technology-related issues like poor internet connectivity, malfunctioning of devices, and power outages, it is recommended for teachers to record every session and upload it through their learning management system. Internal monitoring by the college administrators is encouraged by regulating the number of activities or workloads given to the students. The requirements may be established based on the needs, priorities, safety, and benefit of the students. Also, the provision and sustainability of virtual co- and extra-curricular activities are encouraged as these promote students' sense of commitment, creativity, and rapport.

ACKNOWLEDGEMENTS

The success of this study was made possible because of the unwavering support and guidance provided by the following individuals, viz: Dr. Jumel C. Miller, Dr. Riza B. Lintag, Mr. Rolan Randolf I. Garcia, and Dr. Rommel C. Rivera. The authors are also grateful to the Don Honorio Ventura State University for the support extended that led to the completion of this paper.

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Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

Private tertiary students' unspoken thoughts in learning physical education amidst COVID-19 pandemic: Implications for intervention

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Received: 25 December 2021; Accepted 11 March 2022; Published 05 April 2022

ABSTRACT

COVID-19 Pandemic has impacted Higher Education worldwide, resulting in school closures to enforce social distancing protocols. Educational Institutions face profound changes in planning, implementing, and assessing their system, particularly in the Philippines. There is meager research on how COVID-19 influenced the educational system in the academic profession. As a result, this study utilized a Qualitative Phenomenology Research Design to explore further the information concerning private tertiary students' experiences learning physical education in the context of the COVID-19 Pandemic. Specifically, this study investigated the Private Tertiary Students' lived experiences, coping mechanisms, and generated sensible suggestions to better implement the Tertiary Physical Education amidst the COVID-19 crisis. Using purposive sampling technique, 35 participants from private tertiary schools in the Cotabato Province in the Philippines took part in this qualitative research. Using open-ended questions as main instrument for the interviews, the necessary data were gathered and analyzed using the framework developed by Miles and Huberman - data reduction; data display; and conclusion drawing and verification. The findings of this study conclude that the lived experiences of private tertiary students were influenced by resource availability, support, and management, teaching and learning strategy, and student-teacher engagement. Improvements to facilities and equipment must be another focus of the school to increase students' learning experiences and boost their interest in physical education, which is essential for obtaining the desired performance rate and level of physical competence in the curriculum. Thus, this study implies that teachers should work conducive to professional growth and must interact with the learners and utilize adequate and efficient teaching strategies for the online learning of physical education. The findings were then used to develop conclusions and recommendations that can be used to improve and design interventions in online learning of physical education in the Philippine Private Tertiary schools.

Keywords: Private tertiary students experiences; phenomenology; online learning; students challenges

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8444

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How to Cite: Camariñas, R. P., & Tagare, R. L. (2022). Private tertiary students' unspoken thoughts in learning physical education amidst COVID-19 pandemic: Implications for intervention. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 41-55. https://doi.org/10.25299/es:ijope.2022.vol3(1).8444

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

INTRODUCTION

Due to the threat caused by the COVID-19 Crisis, Philippine Government temporarily closed schools from March 11 to 14, 2020, until multiple similar suspensions of classes were announced in other regions of the country. However, as the number of reported cases grows, it is evident that schools will have to reopen later. In addition, President Duterte stated that schools would not reopen until vaccination is available in the Philippines; however, it was clarified that the President was just referring to the suspension of face-to-face classes. According to the statement, the idea was to include distant learning modes that would allow students to continue their education from the comfort of their own homes. Findings indicated that by mid-April 2021, 96 percent of

learners worldwide, or 1.58 billion learners, were impacted by the Pandemic in over 200 nations (Mseleku, 2020). On the contrary, approximately 28 million Filipino students from all levels of education remained at home and followed the Philippine government's quarantine measures (Rapanta, 2020).

In the face of the COVID-19 Pandemic, HEIs (Higher Educational Institutions) across the country initiated proactive actions to ensure that education continues in response to the needs of the learners, particularly the 3.5 million tertiary-level students enrolled in approximately 2,400 Higher Education Institutions (Meng, Hua, & Bian, 2020). Various learning modes were implemented to enable and provide learning activities to students. For example, consider the operation of online classes or learning, which can be carried out in various ways, such as simultaneous real-time lectures and time-based outcomes evaluation, or asynchronous delayed-time activities, such as pre-recorded video lectures and time (Carter, 2016), independent assessment (Mseleku, 2020). In actuality, the need for transforming current face-to-face classrooms into online classes is not a fad in many educational institutions (Chiasson, 2015).

The COVID-19 Pandemic has influenced higher education throughout the world, resulting in thousands of school closures in a short amount of time to impose social distancing norms. Colleges and Universities worldwide have shifted to full distance learning making all lecture and Laboratory activities virtual. The inadequateness of resources have led to the reduction of learning (Bao, 2020). Educational institutions, notably in the Philippines, are undergoing significant transformation in planning, executing, and reviewing their systems (Toquero, 2020). There have already been a few studies done on COVID-19 from various medical sectors as well as other medical-related domains (Abdulamir, & Hafidh, 2020; Gondauri, Mikautadze, & Batiashvili, 2020; Meng, Hzua, & Bian, 2020). However, very meager research is done concerning the educational field on how COVID-19 or SARS impacted the educational system (Bao, 2020; Guo, Cao, Hong, Tan, Chen, Jin, & Yan, 2020; Sintema, 2020).

Thus, no existing study in the Cotabato province in the Philippines that examined the lived experiences of private tertiary students in learning physical education amidst the COVID-19 Pandemic, based on local literature, both print and online making this pioneering research that can be used as baseline for further research in the future. There is a need to conduct this research to investigate the lived experiences of Private Tertiary Physical Education students so that learning institutions can address existing issues and prevent further problems to their students. The purpose of this study was to narrate the lived experiences of private tertiary students learning physical education during the COVID-19 Pandemic as a foundation for designing appropriate interventions for any concerns identified throughout the study. This was made feasible by interacting with students at private tertiary institutions to collect their sentiments and concerns, especially concerning their experiences learning physical education during the COVID-19 Pandemic. Specifically, it answered the following research questions:

1. What were the lived experiences of private tertiary students in learning physical education amidst the COVID-19 Pandemic?
2. What were the coping mechanisms of the students to enhance their experience in learning physical education amidst the COVID-19 Pandemic?
3. What were the students' feasible suggestions to enhance their experience in physical education?

This study was also significant for the participants because it allowed them to express themselves and share their worries and learning experiences. These findings will help improve physical education instruction and learning in the new normal

education. This research also benefited private tertiary institutions by identifying flaws in their schools and developing remedies.

Finally, this study will act as a reference and resource for future scholars. This study will help them better understand how learning and teaching Physical Education can help create change. The researchers relate the actual experiences of private tertiary students studying physical education during the COVID-19 Pandemic. This will inspire other educational scholars to establish and introduce study on how the Pandemic affected global educational systems.

METHODS

Research Design and Procedures

The phenomenology research design was used in this study. The phenomenological analysis is a qualitative research approach that describes and explains the participants' lived experiences in each study context (Smith, Jarman, & Osborn, 1999). Furthermore, understanding people's perceptions and perspectives in a given problem or circumstance is part of this approach. This study examined the lived experiences of private tertiary students studying Physical Education during the COVID-19 Pandemic.

In conducting this research, the researchers ensured first an approval letter asking permission from different research environments to conduct this study. After the request was granted and potential participants had been identified, the researchers ensured to give an informed consent contract to the research participants. A Series of interviews were scheduled at the time and place convenient to them.

Gathering the data precisely, the researchers underwent an in-depth interview (IDI) utilizing the guide questions given to the participants as the primary tool in collecting the data. All discussions were audio-recorded and translated verbatim. Validation and triangulation were done to eliminate confusing terms and clarify different responses from the research Participants.

Research Participants and Materials

The primary participants for this research were fifty tertiary students from the selected private tertiary schools in Kidapawan City, Philippines. Students coming from Notre Dame of Kidapawan City (NDKC), Central Mindanao College (CMC) and Colegio de Kidapawan (CDK) served as the primary sources of data. This research qualified them to be the participants simply because they have lived experiences in learning Physical Education amidst the COVID-19 Pandemic. Research participants were purposively chosen in this study. Purposive sampling is a non-probability sampling, and most researchers use it as it is an outstanding tool for research in phenomenology (Creswell, 2002).

Data Analysis and Interpretation

This study utilized the framework developed by Miles and Huberman (1994) to analyze and interpret the qualitative data - data reduction, data display, and conclusion drawing and verification. The method of coding and reducing the codes and converting the derived data into figures, tables, or discussions was known as data reduction. Data reduction gathered the required information by categorizing the participants' replies and extracting the essential and relevant information. The resulting data is next transformed into figures, tables, or discussions. Thematic analysis was a method of data sorting, and it was used to categorize qualitative data.

On the other hand, data display was the presentation of organized data. This step facilitated the flow of information to the point where conclusions were drawn. After the replies to the questions had been analyzed, a conclusion drawing and verification were done to describe the primary inputs found in the study. Verification strengthened the conclusion by reexamining the data as many times as necessary until the desired confirmation level was achieved.

RESULTS AND DISCUSSION

The virtual interviews revealed the participants' experiences, viewpoints, and insights, which are presented in this chapter. It is separated into three parts: the first provides qualitative data from the participants, the second contains data analysis processes and steps in categorizing the themes. The third section focuses on the interviewees' responses to the questions under each research question.

Table 1. Themes and Core Ideas of Lived Experiences of Private Tertiary Students in Learning Physical Education Amidst COVID-19 Pandemic

Major Themes	Frequency of the Responses	Core Ideas
Students obtained increased knowledge and an understanding of the critical role of physical education in times of Pandemic.	General	Through the students online learning experiences, they have gained further knowledge about Physical Education
	Variant	Students saw the importance of Physical Education during this time of Pandemic
Students have challenges with online learning since it relies on technology as a medium to deliver instruction.	General	Due to the poor/loss of internet connection, students faced difficulties in making and submitting their activities on time
	Typical	Students find it challenging to connect with their instructors because of the poor/loss of the internet connection
	Variant	Students are absent or attend the class discussions late because of the level of their signal
Students often have difficulty approaching inconsiderate and unresponsive teachers.	General	Instructors are not approachable
	Typical	They don't give any consideration to their student's valid reasons
	General	Most of the time, they don't entertain or give response to the queries of the students
Students struggle to absorb their lessons well due to their teachers' shallow discussions.	General	Students can't understand the lesson well because of the unclear explanations and misleading instructions given by the instructors and learning materials
	General	Students always have queries about the instructions given to them

Major Themes	Frequency of the Responses	Core Ideas
Lack of students' commitment to their academic responsibilities	General	Students relies on their classmates displaying the act of being irresponsible
	General	Students are not participative in their group activities
	General	Students faced difficulties because of their differences with their classmates in terms of time, setting, ideas, and interest.

Legend:
General – response mentioned by 50% or more of the participants
Typical – response mentioned by at least 25% but less than 50%
Variant – response mentioned by less than 25% of the participants

Theme 1: Students Obtained Increased Knowledge and an understanding of the Critical Role of Physical Education in Times of Pandemic.

The first central theme focuses on students' favorable experiences while taking physical education classes online. Due to the Pandemic, the educational system mandated distance learning to ensure that students' learning progressed despite the adjustments. Online teaching is becoming a more popular educational resource, even in the case of physical education (PE) (Killian, 2019), where several studies have indicated benefits for students in terms of motivation, achievement involvement, or its extracurricular aspect (Alsauidi, 2015; Carter, 2016; Ponce, 2018). Online learning in physical education met the curriculum's objectives, and it notably aided students in gaining lessons and additional knowledge necessary in this pandemic.

Physical education instructors understand the importance of creating relevant and engaging activities to encourage students to live an active lifestyle. Although the coronavirus pandemic has disrupted traditional physical education, teachers have encouraged students to remain active, mainly because students are more passive when learning online. Teachers prepare and deliver classes from home, with all the practical and technical aspects (Yates et al., 2020). Includes aspects of online teaching's technical and administrative elements using platforms and tools and organizing workflows. It also includes the pedagogical foundations and principles of knowledge needed to create and facilitate meaningful online learning experiences.

Additionally, through the activities and lessons taught and learned in online learning, students honed their understanding and gained further knowledge and ideas in physical education. In making the most of the opportunities afforded by online learning environments, instructional design and organization play an essential role (Anderson, 2004). The testimonies of the participants supported up the claims:

> *"...she shows us how living healthy can be enjoyed amidst of this pandemic, so she teaches us on how to be healthy, during the times that she gives us activities like we do exercise, she gives activities on how to be physically fit especially during this pandemic, and helps us to lessen stress."* (2-P5)

> *"...during the times that my instructor teaches me, I see how important Physical Education is to me, and that's positive. Through tasks, activities, and discussions, I learned a lot, and I see the importance of physical education."* (3-P10)

Theme 2: Students have Challenged with Online Learning Since it relies on Technology as Medium to Deliver Instruction

This theme exposes students' difficulties with online learning because it relies on technology. "Teaching using technology is not a one-size-fits-all strategy," This means incorporating technology into teaching methods and creating learning experiences adds to the list of issues to consider. The ability to provide immediate feedback via the online environment increases the potential for evaluation to be delivered and submitted in this manner (Anderson, 2004). Assessment concerns such as technical issues, complexity, activity sequencing, and learning a new medium have been recognized as barriers to integrating communication systems and assessment in the learning environment.

Despite students' recognition of the benefits of using technology to help their learning, a problem develops because of the software's technological limitations, notably in terms of functionality. This can sometimes be a source of frustration for students and facilitators/staff, as seen by student feedback and experience from multiple online classes over several years. E-learning relies on the internet and computers, which students may or may not have access to, and disruptions or other system errors may occur throughout courses. Students' capacity to organize how they study and how much time they spend learning can often lead to a loss of motivation, a lack of physical interaction, and the presence of peers (Coman, 2020). Their responses admit that it's a challenge for them to attain the learning outcomes because of their difficulties due to poor internet connection.

> *"…The main challenge is the internet connection because I need to finish and pass even though I only have a poor internet connection."* (2-P2)

> *"…The most challenging part for me is downloading the learning materials every time sir posts it because in my place the internet connection is inferior."* (3-P10)

Some students were frustrated by the challenges caused by a poor/lost internet connection, and they had difficulty creating and submitting their tasks on time. Students also stated that poor/lost internet connections make it difficult to communicate with their instructors. Because of their signal quality, students are missing or arrive late for class discussions. On the other hand, students also stated that they faced challenges with accessibility, connectivity, a lack of appropriate devices, and social issues reflected by a lack of communication and contact with teachers and peers listed as the key challenges they faced.

> *"…The negative experience is the signal, the lost or low of internet connection and if we ask questions about the activities, they can't respond because of the internet connection."* (2-P5)

> *"…The loss of their internet connection and an interruption during discussion and the class hours will be wasted."* (2- P6)

Theme 3: Students often have Difficulty Approaching Inconsiderate and Unresponsive Teachers.

This theme is about students' difficulties connecting with and communicating with their professors, and their shared experiences revealed that instructors are not approachable. When asked what kind of interaction they wanted with instructors, the

students replied that teachers should be present and active regularly.

It's critical to respond to inquiries quickly since students will begin sending questions via Private Messenger messaging if you don't. Obstacles in students' learning processes include low motivation, delayed feedback, or assistance because teachers are not always available when students require assistance during learning. Nonetheless, these challenges can be addressed with the aid of teachers who should tailor their teaching tactics to the needs of their students. To do so, experience and understanding of teaching in an online context are required. Teachers do not ask for their attention or interact with them much, and changing the way teachers connect and communicate with students is another problem (Gillett-Swan, 2017). The students' need for controlled and "efficient" instruction and constructive learning benefits from exchanging ideas and at least some degree of interactive flexibility from their instructors, but instructors are not approachable.

> *"... It seems like they don't want to be disturbed and during the times that someone asks them, they answer it in a resentful manner."* (2-P4)

> *"...the instructor doesn't have patience during the times that he asked questions, he doesn't give us time to think and answer his question, and he gets angry, wherein fact not everyone has a good internet connection."* (3-P10)

Theme 4: Students Struggle to absorb their Lessons Well as a result of their Teachers' Shallow Discussions

The inconsistency of the instructors' areas of competency and their teaching responsibilities are highlighted in this topic. Students cannot comprehend the lesson due to ambiguous explanations and false information in the teachers' instructions and the learning materials. Students believe teachers should know how to adapt their lectures to the online environment, rather than simply transferring information that was previously taught traditionally, and that they should provide an adequate number of projects and assignments in their study of students' experiences during online courses.

Instructors must be systematic and structured in their online content development and provide clear and defined deadlines, participation, and course expectations for students to achieve course objectives and outcomes. Responding to students and offering as much clarity and transparency about course requirements and success criteria are tremendously beneficial to all parties involved. Effective delivery of instruction is an essential part of teaching practice (Sowell, 2017). Students faced challenges as they experienced difficulties understanding the lesson well because of the unclear explanations and misleading instructions given by the instructors and learning materials that always ended them having queries about the instructions given to them.

> *"...terms used by the instructor is confusing as well as their opinions are different."* (2- P6)

> *"...there are instructions that I misunderstood or unclear, and an example of this are those activities posted in the Google classrooms, the reason why we do wrong outputs."* (3- P9)

Theme 5: Lack of Students' Commitment to their Academic Responsibilities

This theme emphasized students' lack of dedication to their academic responsibilities since they rely on their classmates, they are irresponsible and do not participate in group activities, especially in collaborative learning assignments when individuals may be barely navigating the system on their own, let alone needing to manage the complicated surroundings of group interaction and social negotiation.

While group work is an essential part of education because it helps students acquire various interpersonal and transferrable skills, students find it challenging to regulate teamwork and impact the team's outcomes when other team members have opposing viewpoints. The active participation of many students in these courses, who participate individually based on their own goals, prior knowledge, and skills, is a critical determinant in success (Tagare & Villaluz, 2021).

Students expressed dissatisfaction with the difficulty in agreeing on schedules. Their shared experiences revealed that students rely on peers who engage in risky behavior.

> *"…Some are just relying on, and they don't share and give their ideas and thoughts in the group activities."* (2-P2)

> *"…They're not cooperating because they are doing some personal work, they have work, and we have different available time, and we are not the same that's why it's hard to collaborate and cooperate."* (2-P5*)*

Table 2. Themes and Core Ideas of Students Coping Mechanism to Enhance their Experience in Learning Physical Education Amidst COVID-19 Pandemic

Major Themes	Frequency of the Response	Core Ideas
Students allot sufficient time for self-learning to review their lessons	General	Students have made adjustments to make the learning process becomes effective for them
	General	Students have developed strategies in coping up lessons
	General	Students managed their time and organized their work
Consistent collaboration with their classmates to reinforce their understanding	General	Students patiently understands their classmate's situation
	General	Students Allocates time to reach out to their classmates

Legend:
General – response mentioned by 50% or more of the participants
Typical – response mentioned by at least 25% but less than 50%
Variant – response mentioned by less than 25% of the participants

Theme 1: Students Allot Sufficient Time for Self-Learning to Review their Lessons

This theme unravels one of the students' mechanisms in managing and enhancing their learning experience in physical education during the new normal mode of learning and has revealed online learning has added a new dimension to self-learning. Independent or self-directed learning is a process in which individuals take the initiative, with or without the support of others," defines independent or self-directed learning (Knowles, 2002). They describe their academic needs, set learning goals, locate learning materials, choose, and implement learning tactics, and assess learning

outcomes. Self-directed learners are students in charge of and self-regulate their learning.

While in class, students managed their time, an asset for a learner since it necessitates changes in curricular and methodological concerns and affects students' ability and motivation to pick and complete a program of study. It's a challenge to make teaching and learning more efficient using the clock: it necessitates improved instructional tactics, technologies, and time management (Serdyukov, 2012). Time is an absolute aspect that impacts a learning experience. Time allocation is one of the most effective operational decisions since it is the most controlled. The flexibility of online learning, which is one of the most advantageous features of this format appealing primarily to adult learners, affects education.

Students have made modifications, organized their work, and handled their responsibilities, demonstrating enhanced flexibility during the learning process to the learning process to make it more successful for them and allot sufficient time during their learning process. Students shared their devised techniques for dealing with difficult lessons.

> *"…Allocate time for the topic and do time management. Do the work that must be done so that activities will not pile up."* (2-P3)

> *"…Time management, do self-study/learning to understand the lesson well and invent daily planner and manage the time."* (2-P5)

Theme 2: Consistent collaboration with their classmates to reinforce their understanding

This theme shows the students who work together with their classmates to further their comprehension of the situation, interaction among students (the need to establish the learning community). In an online discussion, student interactions appear to be very important. One of the cornerstones for the growth of online learning communities as establishing a social presence or perceived contact with others.

An essential component of an engaging virtual learning dynamic is collaborating with students in conversations and fostering peer-to-peer collaboration. The peer-to-peer interactive design encourages collaboration and fosters a feeling of connection. A collaborative e-learning course with student interactive interaction enables reflective peer conversations (Goodwin, 2017). One of the most influential characteristics of online courses appears to be student interaction through course discussions (Swan, 2000).

Students shared how they managed their connection with their classmates, especially during group activities. They stated that they patiently understood their classmate's situation and allocated time to reach out to their classmates.

> *"…Connect to the group and* generate *ideas in deciding what answer to choose, especially in group activities."* (2-P3)

> *"…Make time to talk to them and participate in group meetings so that we can get to know them or socialize and to know what to do in the activities."* (3-P7)

Table 3. The Themes and Core Ideas of the Students Feasible Suggestion to Enhance their Learning Experience in Physical Education

Major Themes	Frequency of the Responses	Core Ideas
Teachers must improve their online teaching strategies to assist students in comprehending lessons virtually	General	Teachers should utilize effective teaching strategies to make their students attentive and active in the class
	Typical	Teachers should patiently understand the students and be approachable
	General	Teachers should deliver expertise in teaching Physical Education during online learning
Students and Teachers must devote sufficient time and patience to the learning process and communicate well	General	Instructors and students should allocate enough time during the teaching and learning process
	General	Instructors and students should patiently understand each other
Invest in upgrading equipment to boost students' interests in physical education	Variant	School should provide equipment for the performance of the students
	Variant	Teachers should have enough background and knowledge in Physical Education
	Variant	The school should examine the background and capabilities of the teacher before hiring it as a Physical Educator
	General	They should provide supplementary materials for learning

Legend:
General – response mentioned by 50% or more of the participants
Typical – response mentioned by at least 25% but less than 50%
Variant – response mentioned by less than 25% of the participants

Theme 1: Teachers must improve their Online Teaching Strategies to Assist Students in Comprehending Lessons Virtually.

This theme emphasizes the importance of improving the online teaching strategies to assist students in comprehending their lessons virtually. The range of synchronous and asynchronous modes of communication used in the online learning environment presents additional opportunities for interaction and participation for externally enrolled students, particularly concerning group work activities. This is in the ways that students interact with one another, interact with the teaching staff, and interact with the content/subject matter through multiple formats.

Using various learning strategies to provide a comprehensive foundation for different learning styles can benefit. Although an online course is often asynchronous, it may include synchronous real-time interfaces such as set deadlines for assignments and interaction, online quizzes/examinations, and specific content for weekly discussion. Blending tactics to vary the flexibility of online educational activities can help to improve learning results and experiences. Students have access to increasingly flexible delivery formats, which provide different courses and opportunities for those seeking further education.

Students shared their suggestions for the teachers to utilize effective teaching strategies to make students attentive and active in the class. They added that teachers should patiently understand their situation and be approachable. The instructor should deliver expertise in teaching physical education during online learning.

> *"…instructors should deliver their topics well during their schedule, make sure that the students have understood the topics before proceeding to the next one."* (2-P3)

> *"…The instructors should make a strategy or method to teach the students in a lively way so that students will not feel sleepy during class, and it's helpful to the students. Do brainstorming so that they will be participative and active students."* (2- P6)

Theme 2: Students and Teachers Must Devote Sufficient Time and Patience to the Learning Process and Communicate Well with One Another

During the teaching and learning process, instructors and students should set aside enough time and carefully listen to each other. Teachers must be present and responsive to students' needs to improve their engagement and participation in the educational process (which is lower in the online environment). Teachers should come up with solutions when students have technical challenges accessing the information offered during classes; if solutions cannot be found, the least teachers can do is understand and not punish students for such situations.

Students need to obtain teacher feedback, but it is also essential for the online instructor to understand what hinders and enhances the learning process to continue developing the teaching-learning relationship. Allowing students to express their opinions can provide valuable insight into how one educates and develops professionally. The fundamental core of teaching is having an active presence, assisting students through the learning process, and improving their grasp of the topic while promoting a sense of proactive and student-centered learning. They need organization, structure, well-defined boundaries, and transparent criteria to succeed in an online course. Participant's response implies and suggested that both instructors and students allocate enough time during the teaching and learning process and should patiently understand each other to establish smooth and interactive online interaction.

> *"…They also need to listen and feel the students, if they find something difficult for them to understand."* (3-P10)

Theme 3: Invest in Upgrading Equipment to Boost Students' Interests in Physical Education

To improve the integration of e-learning, more faculty and equipment development is essential. Students must be aware of the time commitment and familiar with technology, but teachers must also be trained in the acceptable pedagogical strategies for an online course. The ultimate goal is to create an e-learning course that does not overwhelm students but instead allows them to absorb the essence of the content and internalize it to apply it to practice later. To attain this goal, it is critical to design and implement a learning process that promotes and promotes good experiences for both students and educators (Carter, 2016).

Before hiring a Physical Educator, the school should check the teacher's background and ability and supply equipment for the students' performances. The essence of a profession is advanced training, and hence the way to best professionalize teaching is to

upgrade teachers' knowledge and skills through enhanced training and professional development. Teachers should have sufficient experience and expertise in physical education, given the importance of credentials to professions. Not surprisingly, upgrading the licensing requirements for teachers has been an essential issue in school reform and provides additional learning tools. Due to the apparent importance of expertise to professions, specialization is one of the most crucial characteristics of professionals—they are not generalists, amateurs, or dilettantes but experts in a specific body of knowledge and skill.

This idea of mastering complicated skills and information at the professional level is a continuous process, and professionals must constantly update their skills as the body of technology, talent. Knowledge evolves essential in online learning, as participants response these claims are supported by the students' suggestions during the online experience in physical education.

> *"…my suggestion to the school is they should give attention to the subject and make programs about this subject so that everyone will see its importance and they will enjoy this subject especially in this time of pandemic that we need it."* (Second Year-P4)

> *"…the school may provide gadgets and a free strong internet connection to the students. They may also provide equipment that the students can borrow during performance tasks or videos because there are students who can't even provide or afford other sports equipment that is needed in the activities."* (Third Year-P7)

CONCLUSIONS

The findings of this study conclude that the lived experiences of the Private Tertiary Students were influenced by the resource availability, support and management, teaching and learning strategy, and student-teacher engagement. Those were obtained for students when they worked in an online learning environment.

Thus, this study implies that teachers should work conducive to professional growth. They must interact with the learners and utilize adequate and efficient teaching strategies for the online learning of physical education. Improvements to facilities and equipment must be another focus of the school to increase students' learning experiences and to boost their interest in physical education, which is essential for obtaining the desired performance rate and level of physical competence as implemented in the curriculum.

This study concludes that students have difficulty adjusting to the new normal education system of the COVID-19 Pandemic. Students were frustrated by the challenges caused by poor/lost internet connection, and they had difficulty creating and submitting their tasks on time. Students also stated that poor/lost internet connections make it difficult to communicate with their instructors. Technological barriers reduce the efficiency of their learning experiences, as the strength of the internet connection varies according to the students' geographical location. Additionally, the instructors being inconsiderate and unresponsive affects the students' physical competence growth, participation, and motivation in their learning process, and these were challenges for them to overcome.

Additionally, conflicts arose due to students' varied abilities and personal differences and were viewed as another challenge for them in this online learning in pedagogical content understanding. This study concludes that the method employed by teachers to

facilitate students' learning progress can influence the students' interests and abilities in attaining the learning outcomes of the program.

Finally, this study concludes that private tertiary students encounter significant challenges in physical education online learning. This is partly due to lack and unclear information and instructors unable to respond immediately to the students to provide further clarifications and information curriculum. As a result of these flaws, these students have difficulty learning progress. Hence, based on the findings and conclusions of this research, the following are hereby recommended: (1) Teachers should think of more efficient online teaching strategies to boost students' learning and should be approachable and considerate, knowing that students also face the challenge of online learning, (2) Lessons must be elaborated well so as not to compromise learning and students must be responsible for their academic requirements, too, (3) Students must allocate extra personal time to review their lessons and constant collaboration with their peer-recommended to reinforce understanding, (4) Students and teachers must devote sufficient time and patience to the learning process and schools must invest in upgrading facilities and equipment to boost Students' Interests in physical education.

ACKNOWLEDGEMENTS

The researchers would like to thank all individuals who have contributed to the success of this Study. To the Examining Panel, Prof. Marichu Calixtro for the substantial information and constructive criticisms that she had provided for the betterment of this study. To the. University of Southern Mindanao and various research environment for supporting the researchers and providing necessary favors throughout the study. To the research participants, for their time allotted to participate in the data gathering and validation. Above all, to Almighty God for the strength, guidance, and protection.

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Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

Penelitian kelompok: Model permainan sebagai alternatif untuk pemanasan siswa

Group research: Game model as an alternative to warm up students

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Received: 06 February 2022; Accepted 07 March 2022; Published 06 April 2022

OPEN ACCESS

ABSTRAK

Penelitian ini dilatarbelakangi pada pemanasan yang dilakukan untuk olahraga ataupun pendidikan jasmani selalu dilakukan dengan lari mengelilingi lapangan. Inti dari pemanasan berupaya untuk menyiapkan secara fisiologi dan psikologi agar siap menjalani aktivitas yang lebih tinggi. Penelitian ini memberikan sumbangan nyata dalam pengembangan aktivitas pemanasan yang lebih banyak sebelumnya dilakukan dengan hanya lari keliling lapangan. Tujuan penelitian ini untuk menghasilkan beberapa model permainan yang dapat dipergunakan sebagai alternatif untuk pemanasan. Desain penelitian menggunakan penelitian pengembangan dengan urutan, penggalian masalah, penyusunan desain, uji coba ke ahli, uji coba ke mahasiswa untuk, uji coba skala kecil, uji coba skala besar. Penyusunan desain dikonsultasikan ke dosen dan guru pendidikan jasmani, uji coba ke mahasiswa dilakukan terhadap mahasiswa pendidikan kepelatihan olahraga, uji coba skala kecil dilakukan ke mahasiswa kepelatihan olahraga, uji coba skala besar ke siswa SD dan SMP. Dikembangkan lima jenis pemanasan, dan capaian hasil pemanasan diukur dengan denyut nadi. Data dianalisis dengan statistic deskriptif. Hasil penelitian, lima disain permainan yang disusun (1,2,3,4 dan 5), hasil uji coba skala kecil menyatakan denyut nadi telah masuk pada denyut nadi latihan. Uji coba pada siswa rerata seluruh permainan telah mencapai denyut nadi latihan. Disimpulkan bahwa kelima permainan ini berdasarkan serangkaian uji coba dinyatakan layak dan dapat dipergunakan untuk aktivitas pemanasan.

Kata Kunci: Pemanasan; permainan; olahraga; pendidikan jasmani; denyut nadi

ABSTRACT

The background of this research is that the warm-up for sports or physical education is always done by running around the field. The essence of warming up attempts to prepare physiologically and psychologically to be ready for higher activities. This research has made a real contribution to the development of warm-up activities, which were previously carried out by simply running around the field. The purpose of this research is to produce several game models that can be used as an alternative for warming up. The research design uses development research in sequence, problem exploration, design preparation, expert trials, student trials, small-scale trials, large-scale trials. The design was consulted with physical education lecturers and teachers, student trials were conducted on sports coaching education students, small-scale trials were conducted on sports coaching students, large-scale trials were conducted on elementary and junior high school students. Five types of heating were developed, and the achievement of the heating results was measured by pulse. Data were analyzed by descriptive statistics. The results of the study, five game designs were arranged (1,2,3,4 and 5), the results of small-scale trials stated that the pulse had entered the exercise pulse. Tests on students mean that all games have reached the pulse of practice. It was concluded that these five games based on a series of trials were declared feasible and could be used for warm-up activities.

Keywords: Warm-Up; game; sport; physical education; pulse

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8914

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How to Cite: Samodra, Y. T. J., Gustian, U., Astiati., Supianto., Susanto, I. A., Riduansyah., & Suhendra, A. F. (2022). Penelitian kelompok: Model permainan sebagai alternatif untuk pemanasan siswa. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 56-64. https://doi.org/10.25299/es:ijope.2022.vol3(1).8914

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

PENDAHULUAN

Pemanasan bisasanya dilakukan antara 10-20 menit dengan berjalan atau jogging competition (Chatel & Williams, 2021). Pemanasan berupa aktivitas lari, penguatan, pliometerik, keseimbangan dan kelincahan ternyata efektif untuk meningkat kinerja atlet (Chatel & Williams, 2021). Aktivitas pemanasan ini merupakan aktivitas yang dapat menentukan keberhasilan dan keamanan dalam melakukan aktivitas olahraga berlangsung dengan optimal (Duffield & Lovell, 2019).

Bukan saja untuk menaikkan suhu tubuh, tetapi pemanasan juga memiliki tujuan untuk menyiapkan sisi psikologi agar siap untuk menaikkan kewaspadaan dan kesigapan dalam bergerak. Jika pemanasan ini tidak dilakukan dengan benar maka akan memiliki sedikit resiko yang menanti, sehingga pemanasan memiliki fungsi sebagai persiapan untuk latihan dan bertanding, pencegahan cidera, upaya peningkatan kinerja dalam olahraga (Cone, 2007).

Berdasarkan kajian penelitian yang terdahulu menyatakan bahwa, pemanasan yang tidak cukup merupakan salah satu penyebab terjadinya cidera (Supriyono, 2017). Berdasarkan survey yang dilakukan ternyata pemanasan menjadi salah satu penyebab terjadinya cidera 16,3% (Gozali & Kartiko, 2019). Bukti penelitian lain menyatakan bahwa atlet Taekwondo Malaysia yang mengalami cidera pada umumnya adalah atlet yang belum professional. Sehinga pelatihan disarankan untuk lebih memberikan tekanan pada pemanasan dan *stretching* sebelum melakukan latihan inti dan setelah latihan inti (Jabbar et al., 2021). Bukti-bukti penelitian ini cukup untuk meyakinkan bahwa pemanasan memiliki peranan yang penting dalam melakukan aktivitas olahraga. Dengan pemanasan yang benar minimal sudah melakukan pencegahan agar tidak terjadi cidera. Lebih lanjut, orang yang aktif melakukan olahraga, melakukan pemanasan sebelum memulai olahraga sudah menjadi sebuah kebiasaan (Beaven et al., 2018).

Pada umumnya setiap individu bahkan perkumpulan olahraga memiliki pemanasan yang khusus dan selalu diulang dan dilakukan. Aktivitas pemanasan yang dilakukan umumnya dengan *jogging* (Susanto & Samodra, 2021). Hal ini dicurigai dapat menimbulkan kebosanan. Ternyata beberapa peneliti telah mengusahakan agar pemanasan dapat meningkatkan motivasi dan kegembiran (Lukman, 2016; Showab & Djawa, 2019; Yukaisep & Muchlis, 2020) sehingga tidak membosankan. Telah dilakukan upaya pengembangan pemanasan yang dinamis sebagai media pembelajaran dalam pendidikan jasmani (Yusuf et al., 2020). Pemanasan dengan menerapkan permainan dengan bola kecil ternyata dapat meningkatkan minat siswa untuk mengikuti pembelajaran penjas (Gustiawati, 2017; Kurnia & Septiana, 2020). Pemanasan dengan permainan ternyata efektif untuk dipergunakan (Yusuf & Hartati, 2014). Lebih lanjut hal yang sama menyatakan bahwa dengan pemberian permainan untuk pemanasan, hal ini terbukti memberikan dampak yang berbeda jika dibandingkan dengan kolompok yang tidak diberikan permainan (Lusianti, 2015). Namun, sepengetahuan peneliti belum ada yang melakukan penelitian kelompok dengan menggabungkan beberapa riset tentang model permainan untuk pemanasan siswa di sekolah, sehingga hal ini menjadi salah satu celah yang dapat dikembangkan sekaligus menjadi alasan mengapa pentingnya studi ini dilakukan.

Penelitian ini menghadirkan kreativitas baru dalam pengembangan pemanasan, dilakukan peubahan peraturan dari permainan awal, sehingga menjadi lebih mudah dan lebih menyenangkan. Setiap permainan dibagi menjadi tiga level yang berbeda yang menunjukan tingkat kesulitan serta intensitas. Setidaknya terdapat tiga paket aktivitas dengan level dan intensitas yang berbeda. Harapannya pemberian pemanasan permainan tentu saja memberikan stimulis yang positif terhadap siswa kaitan dengan

keikutsertaan dalam pembelajaran pendidikan jasmani.

Kajian-kajian ini memberikan isyarat bahwa pemanasan perlu dilakukan dengan baik dan diusahakan menyenangkan. Maka para peneliti melakukan pengembangan untuk kesenangan dalam bergerak dengan bermain. Namun masih diperlukan lebih banyak lagi variasi-variasi pemanasan dalam bentuk permainan agar dapat dipergunakan secara efektif. Langkah untuk hal ini maka dilakukan penelitian bersama yang dilakukan agar mendapatkan kuantitas yang lebih banyak dan juga secara ilmiah berkualitas. Tujuan penelitian ini untuk menghasilkan beberapa model permainan yang dapat dipergunakan sebagai alternatif untuk pemanasan siswa di sekolah.

METODE

Penelitian ini merupakan penelitian pengembangan dengan menggunakan langkah penelitian mengadopsi dari (Sugiyono, 2013). Secara operasional pelaksanaan penelitian dimulai dengan penggalian masalah, penyusunan desain, uji coba ke ahli, uji coba ke mahasiswa untuk, uji coba skala kecil, uji coba skala besar. Dipergunakan *judge* yaitu dosen dan guru sekolah dasar dan sekolah menengah pertama. Pemanasan yang disusun diperuntukkan untuk siswa SD dan SMP.

Penggaliaan masalah dilaksanakan dengan pengkajian penelitian relevan yang telah dilakukan. Penyusunan desain permainan dengan 7 orang peneliti (2 dosen dan 5 mahasiswa) menyusun 5 permainan dengan variasi–variasinya dengan diskusi perancangan modifikasi permainan. Rancangan permainan kepada beberapa dosen dan guru agar menilai kelayakan untuk persiapan uji coba skala kecil. Ujicoba skala kecil ditujukan untuk menilai ketatalaksanaan, kemudahan pelaksanaan serta mengukur pengaruhnya terhadap peningkatan denyut nadi. Kegiatan uji coba skala kecil ini dilakukan terhadap mahasiswa pendidikan kepelatihan olahraga (6-10 Mahasiswa) setiap game. Tahap berikutnya dilakukan uji coba terhadap sasaran sesuai dengan sasaran tujuan pengembangan penamanasan.

Tolok ukur keberhasilan dari permainan ditunjukkan dengan tercapainya denyut nadi latihan denyut nadi latihan berdasarkan Pertiwi dan Murbawani (2012) dalam tabel 1. Orang coba skala kecil dan besar dilakukan pengetesan denyut nadi sebelum dan sesaat setelah permainan selesai dilaksanakan. Pengukuran denyut nadi dilakukan dengan menghitung 10 detik kemudian dikalikan 6. Hasil denyut nadi kemudian dikonsultasikan dengan tabel kriteria nadi latihan dengan rumus 220-umur. Berdasarkan ini maka jika nadi latihan berada pada intensitas 60-75% maka dapat dinyatakan bahwa permainan yang disusun dapat dipergunakan untuk aktivitas pemanasan. Analisis data dilakukan dengan analisis deskriptif sederhana dan penyajian dan dalam bentuk grafik.

Tabel 1. Tabel Denyut Nadi Maksimal

No	Umur	Range Denyut Nadi		
		100%	75%	60%
1	8 Tahun	212	159	127.2
2	9 Tahun	211	158.25	126.6
3	10 Tahun	210	157.5	126
4	11 Tahun	209	156.75	125.4
5	12 Tahun	208	156	124.8
6	13 Tahun	207	155.25	124.2
7	14 Tahun	206	154.5	123.6
8	15 Tahun	205	153.75	123
9	19 Tahun	201	150	120
10	20 Tahun	200	150	120

No	Umur	Range Denyut Nadi		
		100%	75%	60%
11	21 Tahun	199	149	119
12	22 Tahun	198	148	118

(Pertiwi & Murbawani, 2012)

HASIL DAN PEMBAHASAN

Dalam penelitian ini dilaksanakan dari bulan Juli 2020 sampai April 2021. Adapun permainan yang dihasilkan adalah sebagai berikut:

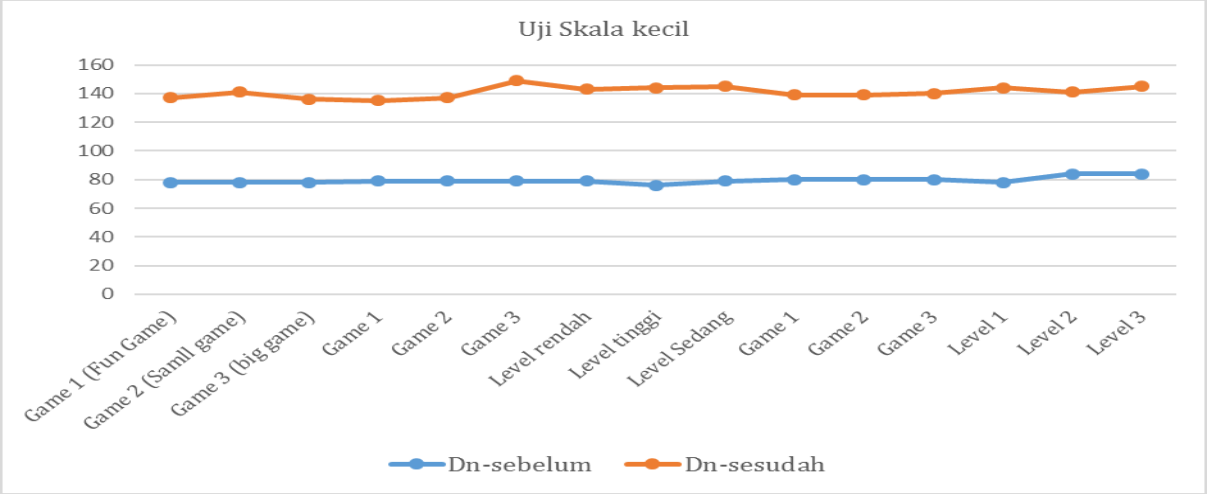
Tabel 2. Hasil Penelitian Pengembangan Game

No	Nama Permainan	Keterangan	Tempat Uji Coba
1	Stage Game https://youtu.be/vMGQj3igCLo	• Level I Fun Game • Level II Small Game • Level III Big Game	SMPN 30 Kubu (31 siswa)
2	Berbasis Permainan https://youtu.be/elpe6dmWsEU	• Level 1 (mudah) • Level 2 (sedang) • Level 3 (sulit)	Sekolah Dasar Negeri 02 Teluk Batang (30 Siswa)
3	Game untuk siswa sekolah dasar kelas atas https://youtu.be/elpe6dmWsEU	• Permainan bola kolong • Permainan susun kata • Permainan pindah botol	SD N 02 Teluk Batang, Kab Kayong Utara (31 Siswa)
4	Permainan tradisional https://youtu.be/HH4QLeGT8xM	• Permainan Tupai dengan Pohon • Permainan Bintang Beralih • Permainan Tangkap Jadi	SMP Negeri 03 Kubu Kab. Kuburaya. (31 siswa)
5	SOS https://youtu.be/5LJEpnFlhEY	• Level 1 • Level 2 • Level 3	SMP N 1 Selakau Timur (40 Siswa)

Permainan-permainan tersebut telah diuji dan data hasil uji skala kecil setiap permainan disajikan dalam tabel 4 berikut:

Tabel 3. Hasil Uji Skala Kecil Coba Denyut Nadi Sebelum dan Setelah Melakukan Game dengan Orang Coba Mahasiswa

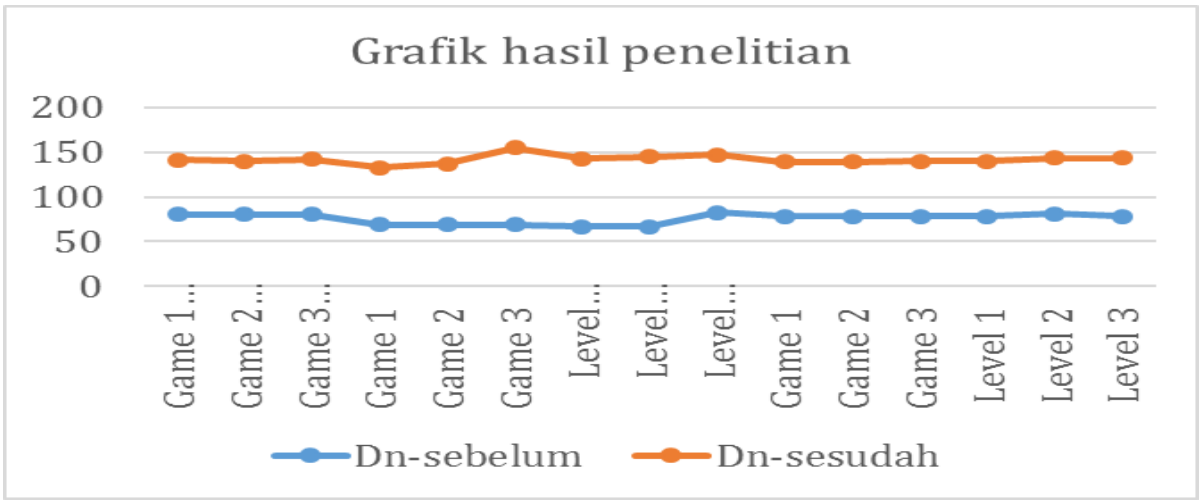
Nama Game	Sampel Mahasiswa	Dn-Sebelum	Dn-Sesudah
Stage Game	Game 1 (Fun Game)	78,7	137,9
	Game 2 (Small game)	78,7	141,9
	Game 3 (big game)	78,7	136,5
Berbasis Permainan	Game 1	79,90	135,40
	Game 2	79,90	137,50
	Game 3	79,900	149,800
Lari Berangkai	Level rendah	79.8	143.96
	Level tinggi	76.2	144.53
	Level Sedang	79.9	145.8
Pemanasan Berbasis Permainan Tradisional	Game 1	80,677	139,580
	Game 2	80	139,612
	Game 3	80	140,677
SOS	Level 1	78	144
	Level 2	84	141
	Level 3	84	145



Gambar 1. Grafik Denyut Nadi Uji Coba Pemanasan

Tabel 4. Hasil Rerata Denyut Nadi dengan Sampel Sasaran

Nama Game	Level	Dn sebelum	Dn sesudah
Stage Game	Game 1 (Fun Game)	80.67	141.8
	Game 2 (Small game)	80.67	140.4025
	Game 3 (big game)	80.67	142.306
Berbasis Permainan	Game 1	69	133
	Game 2	69	137
	Game 3	69	155
Lari Berangkai	Level rendah	66.77	142.97
	Level tinggi	66.77	145.06
	Level Sedang	82.4516	147.45
Pemanasan berbasis permainan Tradisional	Game 1	78	139
	Game 2	78	139
	Game 3	78	140
SOS	Level 1	78	140
	Level 2	81	144
	Level 3	78	144



Gambar 2. Grafik Uji Skala Besar ke Sasaran

Dari hasil data tabel 2, 3, dan 4 di atas serta grafik 1 dan 2, menunjukkan hasil penelitian dan berdasarkan area denyut nadi latihan berdasarkan umur (Tabel 1) baik untuk mahasiswa dan siswa, seluruhnya masuk dalam denyut nadi latihan. Pada uji coba

skala kecil yang dilakukan terhadap mahasiswa dengan batas terendah denyut nadi 60%-75% antara 118-150 per menit, diperoleh hasil uji coba 136-149. Denyut nadi latihan untuk usia 8-15 tahun batas terendah denyut nadi 60%-75% adalah antara 123-159 per menit. Hasil penelitian menunjukan untuk siswa sekolah dasar sampai sekolah menengah pertama berkisar antara 133-145.

Hasil penelitian yang dilakukan secara berkelompok ini, dengan sampel yang berbeda sebagai tujuan peruntukan, memberikan bukti secara statistik bahwa pemanasan ini dapat dipergunakan. Sementara ini hasil penelitian lain menyatakan berbagai kondisi kaitannya dengan pemanasan, pemanasan yang dilakukan secara rutin sebagai kebiasaan terhadap atlet bola basket sekolah menengah atas menunjukkan bahwa, pemanasan setidaknya dilakukan sampai 45 menit dengan berbagai jenis aktivitas, dengan dipandu oleh asisten pelatih yang terdiri dari akvitas kecil, game kecil. Kegiatan ini dilakukan sebagai upaya agar terhindar dari cidera (Munoz-Plaza et al., 2021). Bahkan untuk tuna netra pemanasan dapat dilakukan dengan berbasis gerak dan lagu (Kusworo & Winarni, 2017). Pemanasan dengan permainan bola kecil ternyata dapat meningkatkan motiviasi siswa sekolah dasar untuk mengkuti pembelejaran pendidikan jasmani (Gustiawati, 2017).

Dalam pembelajaran gerak kata dalam karate agar menjadi lebih mudah didesain dengan senam (Wijaya et al., 2020). Pengembangan ini merupakan tindakan kreatif yang akan memberikan efek positif dalam pembelajaran. Pemenangan dengan game ternyata dapat dipergunakan untuk pembelajaran dengan data peningkatan denyut nadi di nadi latihan yaitu 60%-75% dengan sampel siswa SMP (Suhendra et al., 2021). Hasil penelitian dari hasil review ini memberikan pengetahun bahwa telah dilakukan upaya positif agar pemanasan ini dilakukan dengan baik, catatan berikutnya adalah denyut nadi menjadi tolok ukur dalam capaian pemanasan.

Modifikasi yang dilakukan terhadap permainan tradisional juga dapat dipergunakan untuk pemanasan, dan terbukti dapat meningkatkan kelenturan siswa (Rusdi, 2018). Olahraga tradisional berupa permainan dapat disisipkan dan dilaksanakan dalam penamasan sebelum masuk dalam materi inti (Permana et al., 2018). Penelitian ini memberikan dukungan untuk lebih kreatif dalam pemanasan dan memberikan alternatif aktivitas bermain agar nuansa senang dapat berlanjut sampai pada inti pembelajaran.

Kelima hasil penelitian ini merupakan pemanasan yang dilakukan secara aktif. Sebuah penelitian membandingkan antara pemanasan aktif, pasif serta gabungan antara kedua terhadap kinerja atlet, hasil menyarankan penamasan lebih baik dilakukan kombinasi diantara ketiganya (McGawley et al., 2021). Pemanasan dengan ditambah vibrasi pada otot ternyata memberikan manfaat yang lebih baik sebagai persiapan untuk melakukan gerak yang eksplosif menendang dalam beladiri taekwondo (Chen et al., 2021). Meskipun dengan cara ini juga tidak memberikan dampak yang positif terhadap kelenturan.

Persiapan sebelum melakukan *sprint* dilakukan penelitian dengan membagi dalam 2 kelompok, kelompok pertama diberikan penasan berupa *static stretching* dan kelompok kedua *submaximal running*, ternyata hasilnya lebih bagus yang melakukan pemanasan *submaximal running* (Solon & Neto, 2021). Pesan dari hasil penelitian ini adalah, bahwa pemanasan sebaiknya dilakukan dengan aktivitas yang aktif dan dinamis. Aktivitas pasif juga merupakan hal yang penting, tetapi pemanasan dinamis lebih baik dalam menyiapkan tubuh untuk bekerja dengan intensitas yang tinggi.

Berdasarkan pada pembahasan dan review penelitian yang dilakukan hasil penelitian ini setidaknya memilki peran mewarnai dan dapat dijadikan alternatif

pemanasan yang dilakukan secara aktif. Dengan pembagian setiap permainan menjadi tiga level yang menunjukkan level intensitas dari ringan sampai berat pada level intensitas pemanasan. Serangkaian pemanasan ini baik dijadikan rujukan untuk kepentingan pendidikan jasmani.

KESIMPULAN

Berdasarkan penelitian bersama yang dilakukan akhirnya didapatkan 5 permainan yang dikembangakan, yaitu: *stage game*, permainan berbasis permainan, permainan berbasis permainan tradisional, permainan lari berangkai, dan permainan SOS. Setiap permainan memiliki masing-masing tiga level. Hasil uji coba lapangan baik yang dilakukan terhadap mahasiswa ataupun siswa membuktikan bahwa permainan ini dapat mencapai denyut nadi latihan. Sehingga permainan ini layak dipergunakan untuk melakukan pemanasan khususnya untuk tujuan pendidikan jasmani.

Keterbatasan dalam penelitian ini salah satunya sampel yang masih kecil sehingga bukti kestabilan yang terjadi masih dapat diperdebatkan. Tidak dilakukan pengukuran terhadap suhu ketika telah mencapai denyut nadi latihan, hal ini merupakan salah satu cara untuk mengecek proses pemanasan dilakukan selain dari denyut nadi.

Akhirnya berdasarkan bukti hasil penelitian, merekomendasikan untuk penelitian lebih lanjut, perlu dilakukan pengembangan permainan yang dikenal oleh siswa bersumber dari penggalian budaya daerah. Perlu penelitian lebih beragam agar memberikan pilihan bagi pelaku olahraga untuk memilih kegiatan pemanasan yang menyenangkan. Dipertimbangkan lebih spesifik pemanasan yang sesuai dengan kecabangan olahraga dan gerak yang dominan akan dilakukan.

UCAPAN TERIMAKASIH

Penulis mengucapkan terimakasih atas kerjasamanya dalam penyelesaian penelitian ini. Terutama kepada Kepala Sekolah dan siswa SMPN 30 Kubu, Sekolah Dasar Negeri 02 Teluk Batang, SD N 02 Teluk Batang, Kabupaten Kayong Utara, Kelas IX B SMP N 1 Selakau Timur 40 orang, SMP Negeri 03 Kubu Kabupaten Kuburaya.

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Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

K to 12 transition in action: Threading the opportunities and challenges on the implementation of senior high school sports track in Southern Philippines

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Received: 27 December 2021; Accepted 11 March 2022; Published 15 April 2022

OPEN ACCESS

ABSTRACT

This study aimed to determine the opportunities and challenges in the implementation of the Senior High School Sports Track program during the transition years of the Philippine K to 12. To accomplish the study's objectives, a Qualitative – Phenomenology Research Design was employed to draw more explicit portraits of the different opportunities and challenges confronting the selected Senior High School Teachers in the Province of Cotabato, Philippines. A series of interviews were used as the primary strategy for obtaining the necessary data. Validation and triangulation of the findings indicated six (6) key themes expressed by research participants. These include the following: Encourage other schools to offer a sports track program; develop and enhance teacher development programs and initiatives; establish admission and retention policy for senior high school sports track students; recommend curriculum mapping to align competencies with learners; hire more skilled teachers; allocate funding for facility improvements and equipment purchase. The data were then used to develop practical recommendations for improving the Philippines' Senior High Sports Track Program.

Keywords: K-12; curriculum; challenges; opportunities

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8467

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How to Cite: Poblador, S. A., & Tagare, R. L. (2022). K to 12 transition in action: Threading the opportunities and challenges on the implementation of senior high school sports track in Southern Philippines. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 65-76. https://doi.org/10.25299/es:ijope.2022.vol3(1).8467

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

INTRODUCTION

The Philippine education system has undergone multiple enhancements overtimes. Recently, the K-12 curriculum was implemented to extend the basic education by two years to improve Filipino graduates' global competence and career readiness (Gonzales, 2019). With this significant education reform, teachers encountered obstacles, including creating a comprehensive learning experience in the classroom context (Gonzales, 2019).

While teaching is viewed as a rewarding career that has a huge impact on the lives and futures of students, fulfilling this job requires patience, dedication, and passion (Meador, 2019). In several regions of the world, the senior high school curriculum is offered to prepare students for career or university life (Jenkinson & Benson, 2010). The sports track is one of four strands included in the K-12 basic education program in the Philippines. It provides students with knowledge, principles, and strategies related to physical education and recreation by introducing them to various concepts such as social,

psychological, and cognitive growth in sports leadership management (Nucum, 2018).

There are numerous advantages to the program as mentioned above. Apart from physical fitness, students are prepared to succeed in any sports-related job path they choose by teaching them fundamental principles and techniques that they can apply as players, coaches, officials, and teachers (Nucum, 2018). However, throughout the five-year since the new curriculum was implemented, various concerns surrounding the program have been noted, including facility inadequacies, limited student enrollment, and a shortage of teaching personnel competent to teach in the Senior High School Sports Track Program (Uy & Martinez, 2019).

Selecting appropriate teachers to teach in Philippine Senior High School Sports Track is critical for delivering a high-quality program. Not only do physical education instructors educate, but they also organize classes and facilities, manage groups of students, collaborate with other teachers and school administrators, and represent their schools in inter-school contests (Sum & Shi, 2016). Teachers must possess a broader knowledge base and a more sophisticated command of complicated abilities. Teachers must be subject specialists (Daum & Buschner, 2017). However, physical education teachers have been under growing strain, putting them at danger of burnout due to the nature of physical education, which includes social isolation, role conflict, a lack of prestige, and limited opportunities for self-development (Richard & Templon, 2012; Thorburn, 2011).

Although several research studies on the lives and careers of physical education teachers have been undertaken in other countries, such studies are necessary for the Philippine context (Tagare & Villaluz, 2021). Indeed, people involved in teaching sports track would benefit from an in-depth examination of their careers and lives. From that vantage point, there are still instructors from various schools whose emotions have not been heard. Therefore the researchers conducted this study to determine how to close the gap. Thus, this research acted as a pioneering study to examine the opportunities and challenges in senior high school sports track to establish a foundation for developing intervention plans for identified concerns.

This phenomenological study aimed to elicit and analyze physical education teachers' opportunities and challenges in teaching sports track in senior high school. Through this study, the research participants expressed themselves and aired crucial points about their experiences in teaching the program. The information they provided is considered to develop a working environment that encourages further improvement in their teaching performance, which is vital in creating a conducive learning experience. Further, school administrators were able to identify the issues surrounding the institutional implementation of the sports track of program and provide potential solutions that they can use to enhance it. Furthermore, the in-depth exploration of the teachers' opportunities and challenges made them understand and comprehend how these shortcomings affect the quality of the education, the teachers and the learners, and the reputation of the institution itself.

METHOD

Design and Procedures

A qualitative – phenomenology design was utilized to meet the study's purpose. Phenomenology draws the essence of a phenomenon from the personal experience of an individual. Because it views the human experience as an authentic way of world interpretation, it is interested in describing and evaluating participants' basic facts and perceptions about their involvement in a given scenario or occurrence. The Participants'

perspective becomes a credible source of knowledge for it aspires to comprehend their worldview.

The researchers secured permission letters from multiple study locations and signed informed consent agreements from research participants. Following that, interviews were scheduled at their convenience. The researchers were inspired by Virgilio Enriquez's novel *"Makapilipinong Pananaliksik"* (indigenous Filipino method in research). The non-aggressive Filipino technique known as "pakikipagkwentuhan" inspired this style (casual conversation). For analysis and interpretation, all interviews are audiotaped and verbatim transcribed. Finally, qualitative research using phenomenology aims to capture individuals' social realities in their natural surroundings. This objective is attained using in-depth interviews and focused group discussions, in which data is acquired and evaluated in terms of latent meanings.

Participants and Materials

The primary participants in this study were physical education teachers who taught in Senior High School Sports Track at selected schools in Southern Philippines, particularly in the Cotabato Province. The experiences of these teachers have offered the vital information that this study attempted to obtain through interview guide questions. As a result, this inquiry makes use of purposive sampling. According to (Creswell, 2002), this sampling approach assists the researcher in collecting data by finding suitable participants who can contribute to a complete understanding of the study and its central point.

Analysis and Interpretation

Three processes were taken to examine the transcribed information: data reduction, data display, and conclusion formulation and verification. Data reduction collects the desired information by filtering participants' responses and extracting the essential and relevant concepts. The obtained data are then transformed into figures, tables, or discussions. Thematic analysis is a technique for categorizing data and is used to code qualitative data. On the other side, data display refers to how organized data is presented. This step facilitates the flow of information from which the conclusion will be made. Finally, conclusions were drawn and verified. The conclusion illustration detailed the primary inputs found in the study following their evaluation of their responses to the questions. On the other hand, verification bolstered the conclusion by reexamining the facts as many times as necessary until the desired confirmation is obtained.

The Piantanida and Garman (2009) experiential-theoretic transition model was used to assure rigor and artistry in this qualitative investigation. The retelling of the participants' actual experiences was conducted at the outset of the interpretation. Following a thorough discussion of the participants' experiences, iterative interpretations were provided based on their comments. Finally, theories and research were applied to bolster the data's interpretation. Personal bias was avoided to maintain the participants' actual opinions and feelings.

RESULTS AND DISCUSSION

This chapter presents the participants' experiences, perspectives, and ideas as elicited during in-depth interviews and focus group discussions.

Table 1. Opportunities and Challenges in the implementation of Sports Track

Major Themes	Frequency of Responses		Core Ideas
Encourage other schools to Offer Sports Track Program	General	-	More school would offer sports track in Senior High School
Development and Enhancement Programs and Initiatives for Teachers	General	-	Schools should send their teachers or conduct school-based training.
	General	-	Teachers need additional enrichment activities that will help them to improve themselves, especially in delivering their subjects.
Admission and Retention Policy for Senior High School Sports Track Students	General	-	Students should undergo a thorough screening process to qualify and retain to the program.
	General	-	There should be a series of qualifying examinations.
	General	-	The school should establish guidelines for those interested students to take sports track.
	General	-	There should be a test for students, such as basic understanding of sports, dance, and other necessary skills for this track.
	General	-	The screening process should be rigorous, followed by concentration.
Curriculum Mapping is Suggested to match the competencies to the learners	Variant	-	Curriculum revision.
	General	-	The sports track program requires curriculum revision.
	Variant	-	The range of activity applications should be varied to reinforce learning.
	Typical	-	The Department of Education should prioritize the most critical learning competencies.
	Typical	-	Simply concentrate on what we have and what we are capable of.
	Variant	-	Objectives should be more attainable.
Hire More Skilled Teachers	General	-	Teachers must be capable of teaching these skills efficiently to the students.
	General	-	Teachers must place high regard on teaching physical education.
Allocate Funding for the Improvement of Facilities and Purchase of Equipment	General	-	The school should provide facilities and equipment to support the students' performance.
	Variant	-	Source out for more funding agencies.
	General	-	Enhance educational facilities.
Amplify Institutional Support and External Collaboration	Variant	-	There should be a leader who laces high regard to sports—someone who genuinely enjoys sports, not simply a passing interest.
	Variant	-	Establish external links to provide teachers and students with more opportunities.
	Variant	-	Create external connections to magnify the partnership's impact on student skill development.

Legend:

General – response mentioned by 50% or more of the participants
Typical – response mentioned by at least 25% but less than 50%
Variant – response mentioned by less than 25% of the participants

Theme 1: Encourage other schools to Offer Sports Track Program

The K-12 curriculum is designed to prepare the students for their tertiary education and their future career. Sports track, one of the four strands, equips the learners with sports-related knowledge and trains them to become efficient players, coaches, and instructors (Alcantara, 2019). Though participants perceive their specialization as rare and in-demand, they acknowledged the scarcity of its availability. Educational institutions prefer to offer tracks where the student demand is high (Uy & Martinez, 2019). This condition left the Sports Track in the shadows of the mainstream ones. Thus, teacher #1 suggested having more schools include it as one of the options of the upcoming Senior High School students so that the population of physical education teachers will increase as it is crucial in the maintenance of the curriculum:

> *"...schools should encourage other institutions to offer sports track, as our program is unique and in high demand. This will increase the number of physical education teachers, which is necessary to implement the new curriculum." (T1)*

Theme 2: Development and Enhancement Programs and Initiatives for Teachers

Teachers are the primary facilitator of learning in the classroom. Their competence should not just revolve around the proficiency of the subject but also in their efficiency to deliver the information to the students to ensure progress in their performance. However, out-of-field teaching inevitably compromised the quality of physical education. Participants suffered from insufficient information resources to impart to the students and inadequate skills to implement the lessons during application. The responses of teacher #3 and teacher #9 confirmed this:

> *"Without consulting us, the Department of Education provided us with the curriculum. They should have consulted the subjects and gathered ideas and sources for those courses. Teachers should be provided with opportunities for personal and professional development. We should be trained on how to deliver the subjects on this track efficiently..." (T3)*

> *"I believe that even if we give our all, we will fail since we are not inclined toward sports." (T9)*

The research participants anonymously agreed to participate in seminars and training to improve their teaching performance. This course of action will narrow the limitation of their pedagogical content knowledge and broaden the scope of their comprehension of the subject, allowing them to develop more effective instructional activities for the students (Majagaonkar & Vaishali, 2020). Moreover, teachers are one of the critical factors of the implementation of physical education; hence, improving their performance will entail a better learning experience for the students (Mohamed et al., 2019).

> *"... If possible, there should be seminars for the physical education teachers so that they can teach well the courses." (T2)*

> *"I highly suggest having seminars or workshops for the instructors, and if possible, there is also participation from the students. The subjects in Senior High School are hard, especially about psychosocial aspects." (T3)*

"Teachers will undergo more training and seminars to ponder the knowledge and skills on particular subjects. The success of any educational system relies on the competence of each teacher." (T14)

Theme 3: Admission and Retention Policy for SHS Sports Track Students

Unprepared graduates are produced when they are admitted to a curriculum that provides incongruent substance to their developmental needs. Aside from the lack of facilities and teacher shortage, career mismatch among students is one prevalent issue that threatens an institution's efficiency. This problem occurs when there is a failure to regulate the qualifications of accepted students.

Criteria examination predicts student quality. The selection process ensures that the learners' attributes and academic performance are appropriate to the track where they applied. Although it is not significant to academic achievement, it is a factor that contributes to the prediction of student retention (Agboola et al., 2014), which is vital in the goal of educational institutions to increase graduation rates (Cook & Rushton, 2009). Hence, research participants suggested implementing an admission and retention policy for SHS sports track students to ensure their compatibility in this specialization.

… A set of qualifying exams should be administered to see if the applicant is compatible with the program and capable of excelling in the various facets of physical education." (T3)

"Perhaps what I can advise in providing to sports track is that there should be a standard for what we should take up on sports track and not only for the sake of having no choice." (T4)

"… a comprehensive screening should take place. Occasionally, we are not depriving them of their educational privileges when they enroll. Still, there is a significant difference between pupils interested in sports and those who are not. Thus, there should be a rigorous selection process for the suitable students." (T13)

Moreover, teacher #4 explained the practicability of this suggestion. When students already have a background in their chosen field of expertise, the learning experience will be more convenient for them as they only have to further develop their current performance with the guidance of the teachers:

"There should be a test for students, such as basic understanding of sports, dance, and other necessary skills for this track so that the teachers are left with nothing but follow-ups on students' skill development." (T14)

Theme 4: Curriculum Mapping is Suggested to Match the Competencies of Learners

The curriculum guides the teachers in fulfilling the goal of physical education to holistically develop the students by providing the lessons, the activities, and the implementation method. However, in circumstances where educators assess their idealistic standard to be beyond the students' reach, teachers innovate the framework to make it suitable in the classroom setting while still adhering to its current version (Gonzales et al., 2018; Tagare, 2019). Education should be rationalized to be beneficial to the students as they integrate and contribute to society to achieve meaningful goals and objectives (Rivera, 2018). In line with this, Teacher #3 suggested revising the curriculum

because of its broad scope and inaccessibility.

> *"The curriculum should be revised because it is difficult to comprehend. Additionally, I am teaching physical education to the point where I have already memorized it. I am no longer reliant on the curriculum guide. When it comes to sports track, I feel as though I'm returning to the learning outcomes, which is why it's challenging. While this is admirable, the guide should be appropriately organized, and the references should provide advice on how to locate them. (T3)*

Moreover, participants also recommended redesigning the curriculum according to the current situation and making it realistic to apply the lessons as effective as possible despite the hindrances that teachers and students encounter in a limited learning environment.

> *"...the curriculum needs to be improved. It should be adaptable to the schools to be properly used." (T6)*

> *"As I previously stated, the most critical thing that the authorities or persons in the DepEd should do is to prioritize the most essential competencies of learning, particularly at this time of the pandemic, when we are confined to modular learning. We cannot do face-to-face courses, and it is pretty challenging to teach physical activities, particularly track and field, in a module. Because athletics track is kinesthetic, we must engage ourselves, and it is challenging for teachers to accomplish those goals in modular instruction. (T7)*

> *"...they should analyze the curriculum, which must be attainable. They should eliminate courses that do not apply to all institutions that offer sports track." (T11)*

Theme 5: Hire More Skilled Teachers

Graduates who specialized in Physical Education and Sports-related courses could provide a better learning experience than the out-of-field teachers who were only trained to teach the subject. Teachers who teach and coach at the same time tend to confuse their responsibilities and struggle from role conflict (Saffici, 2015), thus having in-depth knowledge and a decent length of experience is an advantage because their awareness of their high proficiency reflects the learning community, creating a motivating environment for the students (Rutkowska & Zalech, 2015). Teacher #5 saw the potential growth of students in apprenticeship and believed that highly skilled teachers should be hired to guide them as they explore the lessons in physical education and sports.

> *"...to improve instruction on the sports track, we need to hire more qualified teachers who are passionate about the subject and have a background in Physical Education and Sports..." (T13)*

> *"There is no doubt that schools should place importance on employing qualified instructors to teach the sports track curriculum. While other teachers may be capable of teaching the subjects, we cannot dispute that the correct teaches can teach them efficiently..." (T7)*

Theme 6: Allocate Funding for the Improvement of Facilities and Purchase of Equipment

Facilities and equipment directly influence the academic performance of students. Technology motivates the students to participate more as they assist them in executing physical activities and provides them with additional information that is not taught in class as they are utilized (Gallagher, 2020). Moreover, their presence in the educational institution is an indicator of quality physical education because of its direct implication to the high academic performance of the students (Alsuiadi, 2015). The participants stressed the necessity of providing facilities and equipment as the inadequacy of these features compromised the student performance despite their ability to show their potential.

> *"...the school should prioritize facilities and equipment to increase the students' success in sports." (T6)*

> *"... I would suggest for the prioritization of equipment and facilities that would enable students to practice more, rather than relying just on theory." (T8)*

> *"... the school should prioritize equipment and facilities; regardless of what the sports track offers, there must be adequate facilities. Because it is pointless to offer sports if the facilities are unavailable." (T13)*

> *"We need to purchase equipment to ensure they receive proper training as sports track students. We should promote sports because we are skilled in them but lack the necessary equipment to excel in competitions." (T15)*

Moreover, another issue here is affordability. The respondents acknowledge the scarcity of financial resources; nonetheless, teacher #14 stressed the importance of fund allocation to ensure that the students' needs are met.

> *"We should gather more funds to be able to buy the needs of the students, especially in playing. Because sports track should have the equipment, there should be materials that can be used, so for instance, if we talk about basketball, it should be played in actual. There should be equipment and materials." (T14)*

> *"We need to raise additional funding to meet the students' basic needs, particularly in sports. Because a sports track should contain equipment and materials, for example, if we're talking about basketball, it should be played in real life. Indeed, there should be apparatus and materials." (T14)*

Theme 7: Amplify Institutional Support and External Collaboration

Institutional support is crucial to the performance of the students and the teachers because it is capable of physically manipulating the learning environment and framing the quality of the learning experience with its provision of resources (Ponce, 2018). Participants recommended the amplification of institutional support to make the learning environment conducive and engaging. Competitive advantages are achieved when the institution fulfills the students' satisfaction by meeting their demands like sufficient facilities and equipment and strengthening students' social integration by reaching out to other institutions and establishing a connection (Kakada et al., 2019).

"In terms of school and students' improvement, I believe that working with other schools and agencies to necessary equipment and facilities is an excellent step toward overcoming the scarcity that we currently face." (T12)

The results adhered to self-efficacy theory, constructivism, and theory of scaffolding. Teachers perform better when there is adequate support from the institution and society. The decision of the administration to assign them to the sports track program where they can utilize their skills and further cultivate their prior knowledge that they will impart to the students strengthened their sense of self-efficacy, allowing them to focus on developing teaching strategies that will ensure the students' learning progress.

On the contrary, teachers who were victims of out-of-field teaching barely thrived as they perceived their working environment as stressful. In addition to that, this study also acknowledged the importance of implementing an admission and retention policy in the sports track program. Results show that teachers struggle to employ a teaching strategy that will absorb information in their students' minds because of their lack of credibility to perform well in their chosen track. Therefore, administrators should avoid having cases of mismatch and ensure that the enrollees are compatible with the program where they were admitted.

Moreover, the institutional support expressed through the provision of facilities and equipment determined the experience quality of the teachers. As shown in the results, its absence negatively affects their performance rate. Nevertheless, collaborative learning between the teachers and the learners proved the principle of constructivism as both parties displayed improvements in their performance. Their prior educational background allowed them to reciprocate ideas and learn from each other, creating a motivating atmosphere that advocates active learning and healthy social integration.

The appropriateness of the curriculum to the learners' competence proved the point of the theory of scaffolding. Results showed that setting an unreachable standard and bombarding the students with requirements hampers their developmental growth and internalization of the physical education values. Teachers face the challenge of accommodating the students' needs and adhering to the set instructional framework. However, their improvisation is beneficial in creating a conducive learning environment for them.

CONCLUSIONS

This study concludes that teachers should work in an environment that fosters professional growth in the presence of competitive learners who engage in an interactive learning process with them and that provides adequate institutional support in the form of training and workshops. Additionally, physical education teachers should be competent enough to deliver a high-quality education that satisfies the sports track program's goal of training and holistically developing learners to become exemplary athletes, coaches, and instructors of physical education soon.

Further, this study concludes that educational institutions should offer sports track as an option for Senior High School students to grow the population of physical education teachers who are credible enough to teach the program's specialized and applied subjects. This would also eliminate the possibility of employment mismatch within the school, which has been shown to impair students' performance. Furthermore, this study concludes that improving facilities and equipment will improve students' learning experiences, which is critical for obtaining the desired performance rate and degree of physical competence throughout curriculum implementation. This finding's repeated

focus demonstrates the essential nature of such a trait in educational institutions.

Moreover, misalignment of students' interests and unrealistic competencies in the Senior High School sports track program is viewed as a danger to the physical education teachers' pedagogical content understanding. This study concludes that regardless of the method used by teachers to facilitate students' learning progress, if their interests and abilities are not aligned with the program or if they are unable to perform to the standard of the provided curriculum, no learning environment will be conducive enough for them to acquire the competencies necessary to become fully prepared. If this occurs, the institution's retention rate and, eventually, the graduation rate will suffer.

Finally, this study concludes that implementing an admission and retention policy will increase the educational institution's graduation rate because it aims to screen students applying to the program and accept only those who are qualified and capable of meeting the competencies outlined in the sports track curriculum. This discovery resolved the issue of the student-teacher ratio, which is critical to the success of knowledge distribution. The following recommendations are made in light of the study's results and conclusions: (1) Invest in the retooling and upgrading of teachers' skills, specifically through specialized training that enables them to become more effective educators, whether in a traditional classroom setting or a digitalized learning environment. (2) retention policy should be implemented to create a concentrated population of kinesthetically intelligent students who only require further development of their foundational skills and knowledge to maximize teachers' pedagogical content knowledge and ensure that students achieve their desired performance rate. (3) Revisit the Department of Education's curriculum for the SHS athletics track to perform curriculum mapping, particularly on competencies. This is to ensure that the curriculum is compatible with students' needs, interests, and degree of readiness and to facilitate the development of a student-centered learning process in which teachers may nurture academic progress in their students' performance. (4) School officials should select highly qualified physical education teachers who can act as mentors to their students. They are more efficient in the hands-on teaching-learning process due to their broad knowledge and in-depth expertise in physical education capabilities. This is preferable to requiring teachers to engage in out-of-field instruction. (5) Schools should prioritize funding for facilities and equipment to ensure an adequate budget for developing and improving the sports track program, which would motivate teachers and students to perform better. (6) Institutional support and external collaboration should be enhanced to expand students' opportunities by providing alternative facilities and equipment offered by partner educational institutions and strengthening their social integration through participation in practices and competitions with other schools' sports track students.

ACKNOWLEDGEMENTS

The researchers would like to thank all individuals who have contributed to the success of this Study. To the Examining Panel, Dr. Moreno B. Java, Jr., and Prof. Vinus P. Java for the substantial information and constructive criticisms that they have provided for the betterment of this study. To the research participants, for their time allotted to participate in the data gathering and validation. Above all, to Almighty God for the strength, guidance, and protection.

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Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

Pengembangan permainan *woodball*: Model alternatif pembelajaran pendidikan jasmani pada permainan bola kecil

Woodball game development: An alternative model of physical education learning in small ball games

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Received: 27 January 2022; Accepted 06 April 2022; Published 28 April 2022

OPEN ACCESS

ABSTRAK

Permainan woodball belum diajarkan pada materi bola kecil di sekolah. Tujuan penelitian ini adalah untuk menghasilkan bentuk model permainan woodball sebagai alternatif pembelajaran pendidikan jasmani di SMP Negeri 2 Kendal. Dalam penelitian ini mengacu pada model pengembangan dari Borg & Gall. Teknik pengumpulan data yang digunakan dalam penelitian yaitu observasi, kuesioner dan dokumentasi. Subjek dalam penelitian ini yaitu siswa kelas XI A dan XI B. Teknik analisis data dengan metode deskriptif kuantitatif berbentuk persentase sedangkan data yang berupa saran dan alasan memilih jawaban dianalisis menggunakan teknik analisis kualitatif. Skor hasil penilaian dari para ahli dan siswa selanjutnya akan dikategorikan dengan rumus persentase. Hasil uji coba lapangan skala kecil didapat hasil kuesioner rata-rata persentase pilihan jawaban yang sesuai 78,3% (baik). Sedangkan untuk uji coba lapangan skala besar didapat hasil evaluasi ahli yaitu, ahli pendidikan jasmani 85% (baik), ahli pembelajaran woodball 85% (baik). Dari uji coba lapangan skala besar didapat kuesioner siswa rata-rata persentase pilihan jawaban yang sesuai 84,5%, dan telah memenuhi kriteria baik. Maka, produk pengembangan permainan bola kecil *woodball* sudah dapat digunakan bagi siswa. Berdasarkan data hasil penelitian tersebut, model permainan bola kecil woodball layak digunakan dan dapat dijadikan sebagai referensi alternatif materi permainan bola kecil.

Kata Kunci: Model permainan; bola kecil; woodball; pendidikan jasmani

ABSTRACT

Woodball games have not been taught in small ball material in schools. The purpose of this study was to produce a woodball game model as an alternative to physical education learning at SMP Negeri 2 Kendal. This research refers to the development model of Borg & Gall. Data collection techniques used in the study were observation, questionnaires and documentation. The subjects in this study were students of class XI A and XI B. The data analysis technique was quantitative descriptive method in the form of percentages, while the data in the form of suggestions and reasons for choosing answers were analyzed using qualitative analysis techniques. Scores of assessment results from experts and students will then be categorized by the percentage formula. The results of the small-scale field trial obtained that the average percentage of the appropriate answer choices was 78.3% (good). Meanwhile, for large-scale field trials, expert evaluation results were obtained, namely, 85% (good) physical education experts, 85% (good) woodball learning experts. From the large-scale field trial, it was found that the average percentage of the correct answer choices was 84.5%, and it met the criteria for good. So, the product of developing a small wooden ball game can already be used for students. Based on the research data, the woodball small ball game model is feasible to use and can be used as an alternative reference for small ball game material.

Keywords: Game model; small ball; woodball; physical education

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8861

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How to Cite: Susanto, D. A., Herlambang, T., & Kresnapati, P. (2022). Pengembangan permainan woodball: Model alternatif pembelajaran pendidikan jasmani pada permainan bola kecil. *Edu Sportivo: Indonesian Journal of Physical Education, 3*(1), 77-84. https://doi.org/10.25299/es:ijope.2022.vol3(1).8861

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

PENDAHULUAN

Pendidikan Jasmani disajikan sebagai bagian dari kegiatan kurikuler, yang diperlukan sebagai media (wahana) bagi proses pendidikan yang mengembangkan tiga domain yaitu domain kognitif (penalaran, pengetahuan, keilmuan, dan keluasan wawasan), domain afektif (sikap baik sikap rohaniah, sikap sosial), domain psikomotor (pola perilaku sehari-hari, fisik) (Giriwijoyo & Sidik, 2009). Pendidikan jasmani seyogyanya dimaknai sebagai bentuk pendidikan melalui aktivitas jasmani dalam arti menyeluruh, yaitu memanusiakan manusia secara utuh (Noprian et al., 2020). Pendidikan jasmani dan olahraga memiliki dua keuntungan utama yaitu keuntungan fisik dan edukasi (Widiyatmoko & Hudah, 2017).

Olahraga *woodball* merupakan keterampilan tertutup (*close skill*) dikarenakan target pada olahraga *woodball* ini seperti *golf* yang lingkungannya dapat diprediksi dan mempunyai target yang tetap atau diam (Kriswantoro & Luthfi, 2016). *Woodball* adalah olahraga permainan luar ruangan yang dimainkan secara perorangan atau tim dengan cara memukul bola secara berangsur-angsur sampai meneroboskan bola ke gawang yang ada di setiap *fairway* (lintasan) dengan jumlah pukulan sedikit mungkin (Dewi & Sukadiyanto, 2015). Memukul bola merupakan suatu usaha untuk memindahkan bola dari suatu tempat ke tempat lain dengan menggunakan *mallet* atau bagian kepala *mallet* (Putri, 2018). Beberapa teknik dasar yang digunakan dalam bermain *woodball* adalah gating dan pukulan jarak jauh (Irawan et al., 2021).

Cabang olahraga *woodball* merupakan olahraga yang berpotensi dikembangkan di Indonesia, karena cukup murah dan terjangkau oleh semua kalangan serta relatif mudah dalam memainkannya (Widiyatmoko et al., 2018). Namun, olahraga ini belum ditekuni oleh seluruh masyarakat, hanya kalangan tertentu yang mengetahui olahraga *woodball*. Bahkan di dalam pembelajaran pendidikan jasmani di sekolah olahraga ini belum diberikan kepada siswa. Dengan alasan olahraga *woodball* belum tercantum di dalam kurikulum. Namun, untuk meningkatkan pengetahuan dan keterampilan siswa untuk meningkatkan gerak siswa dalam pendidikan jasmani, olahraga *woodball* ini bisa dijadikan sebagai referensi dalam pembelajaran pendidikan jasmani.

Pembelajaran adalah proses penyampaian pesan atau informasi melalui suatu media yang terjadi antara pendidik dengan peserta didik di dalam kelas (Nicolaou et al., 2019). Dalam kegiatan tersebut, pesan yang disampaikan berupa isi bahan ajar atau materi yang telah ditetapkan berdasarkan kurikulum sebagai pedoman mengajar seorang pendidik (Putra et al., 2021). Siswa SMP Negeri 2 Kendal mengalami kendala atau kesulitan dalam pembelajaran pendidikan jasmani. Permasalahan yang ada diharapkan dapat terpecahkan dengan adanya suatu bentuk permainan yang dirancang dan didesain dengan memperhatikan taraf pertumbuhan dan perkembangan peserta didik. Permainan ini dapat dari berbagai jenis, misalnya, kooperatif, kompetitif, teritorial, dimodifikasi, dan lain-lain (Astiati et al., 2021; Rahmadani et al., 2021), yang tujuannya adalah untuk bekerja pada satu atau beberapa bagian tertentu dari olahraga melalui aturan, untuk lebih dekat dengan pembelajaran olahraga yang lengkap (Barba-Martín et al., 2020). Adapun pengembangan yang akan dilakukan yaitu mengembangkan "permainan *woodball*" dalam pembelajaran bola kecil.

Penelitian yang pengembangan permainan sudah banyak dilakukan, dan dibahas dalam literature review (Barba-Martín et al., 2020), seperti pengembangan permainan BAVOS (Sudarmono et al., 2013), pengembangan permainan Pecah Piring Sintren (Kamaludin et al., 2020), pengembangan permainan sepatu batok (Aguss & Fahrizqi, 2020), pengembangan permainan gobak sodor (Lubaba & Rohita, 2014). Namun, menurut sepengetahuan peneliti belum ada yang membahas tentang pengembangan

permainan *woodball.* Diharapkan dengan dikembangkan permainan *woodball* ini, dapat menjadi salah satu sarana yang dapat dimanfaatkan untuk mengembangkan pertumbuhan fisik dan perkembangan mental peserta didik seutuhnya dan terwujud pembelajaran yang bermakna. Artinya, peserta didik mampu membangun fisik dan mentalnya dengan belajar sambil bermain karena dengan permainan akan terbangun suasana yang lepas, bebas, menyenangkan dan atraktif serta memberi makna dalam belajar peserta didik. Tujuan penelitian ini adalah: (1) Menghasilkan permainan *woodball* sebagai pembelajaran bola kecil, (2) Mengetahui peningkatan antusias siswa dalam pembelajaran pendidikan jasmani dalam materi bola kecil dengan alternatif permainan *woodball*.

METODE

Penelitian ini merupakan penelitian dan pengembangan atau Research and Development. Penelitian dan pengembangan adalah penelitian yang menghasilkan produk (Sugiyono, 2018). Desain atau rancangan penelitian adalah rencana, kerangka, dan strategi penyelidikan yang disusun sedemikian rupa sehingga menjadi acuan peneliti dalam melaksanakan kerja penelitian untuk memperoleh jawaban terhadap pertanyaan-pertanyaan penelitiannya. Teknik pengumpulan data yang digunakan dalam penelitian yaitu observasi, kuesioner dan dokumentasi. Waktu penelitian dimulai dari tanggal 15 November 2020 sampai 22 November 2020. Tempat penelitian dilaksanakan di SMP Negeri 2 Kendal yang beralamat di Jl. Raya Soekarno-Hatta No. 187, Patukangan, Kecamatan Kendal, Kabupaten Kendal. Dimana terdapat obyek dan subyek yang akan diteliti dalam penelitian. Subjek dalam penelitian ini yaitu siswa kelas XI A dan XI B. Teknik analisis data dengan metode deskriptif kuantitatif berbentuk persentase sedangkan data yang berupa saran dan alasan memilih jawaban dianalisis menggunakan teknik analisis kualitatif. Skor hasil penilaian dari para ahli dan siswa selanjutnya akan dikategorikan dengan rumus persentase.

HASIL DAN PEMBAHASAN

Tabel 1. Rekapitulasi Hasil Uji Internal 1 dan 2 Evaluasi Ahli

No	Internal 1		
	Alternatif Jawaban	Ahli Pendidikan Jasmani	Ahli Olahraga Woodball
1	Kurang Baik	-	-
2	Cukup Baik	4	4
3	Baik	2	2
4	Sangat Baik	4	4
No	**Internal 2**		
	Alternatif Jawaban	**Ahli Pendidikan Jasmani**	**Ahli Olahraga Woodball**
1	Kurang Baik	-	-
2	Cukup Baik	2	-
3	Baik	4	6
4	Sangat Baik	4	4

Tabel 2. Lembar Kuesioner Skala Kecil

No	Pertanyaan	Jawaban Ya / Tidak	Persentase %
1	Siswa mengetahui tentang cabang olahraga *woodball*	Ya	73,3%
2	Guru menjelaskan perkembangan olahraga *woodball* di Indonesia	Ya	80%
3	Siswa mengetahui perkembangan cabang olahraga *woodball* di Indonesia	Ya	73,3%
4	Siswa mengetahui macam-macam peralatan *woodball.*	Ya	80%
5	Guru menjelaskan ukuran alat *woodball.*	Ya	80%
6	Siswa memahami aturan-aturan permainan *woodball* yang telah disederhanakan.	Ya	73,3%
7	Siswa mengetahui gambaran cara bermain *woodball* setelah di sampaikan oleh guru.	Ya	80%
8	Siswa mampu memahami materi yang disampaikan oleh guru tentang *woodball.*	Ya	80%
9	Siswa dipersilahkan memegang, dan mencoba alat *woodball* yang sudah dikembangkan.	Ya	80%
10	Siswa dapat memegang mallet atau stik dengan baik dan benar	Ya	80%
11	Siswa bertanya seputar perkembangan olahraga *woodball* di Kota Kendal.	Ya	80%
12	Siswa berantusias untuk memainkan Olahraga *woodball*.	Ya	86,7
13	Guru memperlihatkan gambar tentang *Woodball*, siswa mampu menjelaskan kesalahan-kesalahan yang sering dilakukan atlet.	Ya	80%
14	Apakah permainan *woodball* ini sulit untuk dimainkan.	Tidak	80%
15	Setelah anda mengetahui tentang permainan *woodball* apakah anda tertarik mendalaminya .	Ya	80%
16	Siswa ketika proses pembelajaran berlangsung mampu memahami, mencermati dan mempraktikan.	Ya	80%
17	Guru mampu mendorong terciptanya suasana yang menyenangkan saat pembelajaran.	Ya	80%
18	Guru mampu menciptakan suasana pembelajaran yang kondusif menarik minat siswa.	Yaa	73,3%
19	Sekolah mengadakan sarana dan prasarana *woodball* untuk alternatif permainan bola kecil pendidikan jasmaniorkes.	Ya	73,3%
20	Sarana prasarana yang dimiliki sekolah terawat.	Ya	73,3%
Rata – Rata Keseluruhan		**78,3%**	

Tabel 3. Lembar Kuesioner Skala Besar

No	Pertanyaan	Jawaban Ya / Tidak	Persentase %
1	Siswa mengetahui tentang cabang olahraga *woodball.*	Ya	76,6%
2	Guru menjelaskan perkembangan olahraga *woodball* di Indonesia.	Ya	76,6%
3	Siswa mengetahui perkembangan cabang olahraga *woodball* di Indonesia.	Ya	80%
4	Siswa mengetahui macam-macam peralatan *Woodball.*	Ya	90%
5	Guru menjelaskan ukuran alat *woodball.*	Ya	83,3%
6	Siswa memahami aturan-aturan permainan *Woodball* yang telah disederhanakan.	Ya	83,3%
7	Siswa mengetahui gambaran cara bermain *woodball* setelah di sampaikan oleh guru.	Ya	86,6%
8	Siswa mampu memahami materi yang disampaikan oleh guru tentang *woodball.*	Ya	86,6%
9	Siswa dipersilahkan memegang, dan mencoba alat *woodball* yang sudah dikembangkan.	Ya	83,3%
10	Siswa dapat memegang mallet atau stik dengan baik dan benar	Ya	86,6%
11	Siswa bertanya seputar perkembangan olahraga *woodball* di Kota Kendal.	Ya	86,6%

No	Pertanyaan	Jawaban Ya / Tidak	Persentase %
12	Siswa berantusias untuk memainkan olahraga *woodball*.	Ya	86,6%
13	Guru memperlihatkan gambar tentang *woodball*, siswa mampu menjelaskan kesalahan-kesalahan yang sering dilakukan atlet.	Ya	86,6%
14	Apakah permainan *woodball* ini sulit untuk dimainkan.	Tidak	83,3%
15	Setelah Anda mengetahui tentang permainan *woodball* apakah Anda tertarik mendalaminya.	Ya	90%
16	Siswa ketika proses pembelajaran berlangsung mampu memahami, mencermati dan mempraktekkan.	Ya	86,6%
17	Guru mampu mendorong terciptanya suasana yang menyenangkan saat pembelajaran.	Ya	80%
18	Guru mampu menciptakan suasana pembelajaran yang kondusif menarik minat siswa.	Ya	86,6%
19	Sekolah mengadakan sarana dan prasarana *woodball* untuk alternatif permainan bola kecil.	Ya	83,3%
20	Sarana prasarana yang dimiliki sekolah terawat.	Ya	86,6%
	Rata – Rata Keseluruhan		**84,5%**

Berdasarkan tabel rekapitulasi di atas ahli pendidikan jasmani pada uji coba skala kecil memiliki skor jumlah 30 dengan prosentase rata-rata 75% dengan kriteria baik, ahli *woodball* pada uji coba skala kecil memiliki skor 32 dengan prosentase rata-rata 80% dengan kriteria baik. Sedangkan ahli pendidikan jasmani pada uji coba skala besar mengalami peningkatan skor dengan jumlah 32 dengan prosentase rata-rata 80% dengan kriteria baik, ahli *woodball* juga mengalami peningkatan skor dengan jumlah 34 dengan prosentase rata-rata 85% dengan kriteria baik.

Produk pengembangan permainan bola kecil *woodball* sudah dapat digunakan bagi siswa. Hal ini berdasarkan hasil analisis data uji coba skala kecil didapat rata-rata persentase jawaban yang sesuai 78,3%. Berdasarkan kriteria yang telah ditentukan maka pengembangan permainan bola kecil *woodball* ini telah memenuhi kriteria baik. Dengan perhitungan pertanyaan. Produk model pembelajaran permainan *woodball* sebagai pembelajaran bola kecil sudah dapat digunakan bagi siswa. Hal ini berdasarkan analisis data uji coba lapangan skala besar didapat rata-rata persentase pilihan jawaban yang sesuai 84,5%. Berdasarkan kriteria yang telah ditentukan maka permainan *woodball* ini telah memenuhi kriteria baik dan produk pengembangan permainan bola kecil *woodball* dapat digunakan bagi siswa.

Penelitian ini bertujuan untuk model mendorong perkembangan fisik, kognitif, psikomotor dan afektif dan bagi siswa agar lebih partisipatif dan antusias dalam proses pembelajaran alternatif keterampilan materi bola kecil olahraga *woodball* dan menciptakan suasana pembelajaran yang menyenangkan. Hasil yang diperoleh dari penelitian ini menunjukkan bahwa model permainan *woodball* dapat digunakan sebagai alternatif referensi materi pembelajaran bola kecil pada jenjang siswa SMP dengan partisipasi dan antusias dalam proses pembelajaran. Hal ini sangat berpengaruh positif guna meningkatkan kualitas pembelajaran di sekolah SMP Negeri 2 Kendal secara menyeluruh khususnya siswa kelas IX.

Permainan memberikan banyak manfaat dan sangat berdampak positif khususnya bagi anak-anak. Seperti yang dijelaskan oleh beberapa peneliti sebelumnya, yaitu dapat meningkatkan kecerdasan emosi anak (Lubis & Khadijah, 2018), meningkatkan kinestetic intelegency (Rahayu & Firmansyah, 2019), meningkatkan pengembangan fisik motorik (Ardiyanto & Sukoco, 2014; Hasanah, 2016; Wasa & Kuswoyo, 2021), meningkatkan kecerdasan kinestetik (Efriyanti & Sumaryanti, 2016; Laely & Yudi,

2015), meningkatkan hasil pembelajaran siswa (Aguss & Fahrizqi, 2020; Batubara, 2020; Sudarmono et al., 2013). Berdasarkan hasil tersebut, maka perlu diperkenalkan kepada anak-anak berbagai bentuk permainan yang sesuai dengan usia dan pengalamannya.

KESIMPULAN

Berdasarkan hasil penelitian yang telah dilakukan pada siswa kelas IX SMP Negeri 2 Kendal, maka dapat disimpulkan: (1) Produk pengembangan model permainan bola kecil *woodball* sudah dapat digunakan bagi siswa, (2) Terdapat peningkatan antusias siswa SMP dalam pembelajaran pendidikan jasmani dalam materi bola kecil dengan alternatif permainan *woodball*. Berdasarkan data hasil penelitian tersebut, model permainan bola kecil *woodball* dapat layak digunakan dan dijadikan sebagai referensi alternatif materi permainan bola kecil. Diharapkan Guru pendidikan jasmani di SMP Negeri 2 Kendal untuk menggunakan produk model permainan woodball ini dalam pembelajaran pendidikan jasmani.

Penelitian ini hanya melibatkan satu sekolah yaitu SMP Negeri 2 Kendal dan jumlah sampel masih sedikit. Diharapkan bagi peneliti lain ke depannya untuk bisa melanjutkan penelitian ini menggunakan sampel yang lebih besar, melibatkan subjek coba lebih besar dan cakupan tempat uji coba yang lebih luas, dan tidak hanya ditujukan pada siswa SMP. Model-model permainan olahraga lain juga disarankan untuk dikembangkan dalam pendidikan jasmani ini.

UCAPAN TERIMAKASIH

Peneliti mengucapkan terimakasih kepada dosen pembimbing yang telah membimbing sehingga penelitian dan artikel jurnal bisa diselesaikan dengan baik. Peneliti juga mengucapkan terimakasih kepada siswa SMP Negeri 2 Kendal yang telah bersedia membantu sampai penelitian ini selesai dilaksanakan.

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Edu Sportivo
Indonesian Journal of Physical Education
e-ISSN 2745-942X
Journal Homepage: https://journal.uir.ac.id/index.php/SPORTIVO

Knowledge and readiness of filipino physical educators in addressing injuries in physical education settings

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Received: 30 January 2022; Accepted 23 March 2022; Published 28 April 2022

OPEN ACCESS

ABSTRACT

In school, there are a lot of lesson, skills and experiences that may took place. It is inevitable to encounter unexpected certainties during class hours, especially during Physical Education classes. There are a lot of unexpected certainties like injuries that may took place, the latter may deprove the students in attaining the knowledge and skills they may acquired during their physical education classes. Moreover, it is the teacher's primary role to keep the students safe from any harm. Thus, this study aimed to assess the knowledge and readiness of Filipino Physical Educators in addressing injuries in Physical Education settings. This mixed-method sequential explanatory research considered twenty (20) physical educators of a state-funded higher education institution were selected for the quantitative phase. Four (4) of them were selected in the qualitative phase via extreme case sampling that measured their demographic profile, knowledge, readiness, and experiences in first aid management. Using the Pearson r test manifests a negative relationship between the variables of this study and the demographic profile of the respondents/participants. As per the results of the quantitative phase and the findings of the qualitataive phase this study delineates that the Physical Educators do have a sufficient level of knowledge and readiness in terms of addressing and responding to unexpected certainties that may took place on their respective physical education classes. Furthermore, it is recommended that Physical Educators must consider a variety of strategies to improve their knowledge and readiness in dealing with injuries. With this, further knowledge and information should be obtained to strengthen and enhance the knowledge and readiness they initially have.

Keywords: Demographic profile; experiences; first aid; injury prevention; physical education

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https://doi.org/10.25299/es:ijope.2022.vol3(1).8883

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How to Cite: Marcaida, J. L. M., Gile, W. G. C., Tolentino, J. C. G., Carlos, M. C. O., Flores, J. D., & Cortez, G. A. D. (2022). Knowledge and readiness of filipino physical educators in addressing injuries in physical education settings. *Edu Sportivo: Indonesian Journal of Physical Education*, *3*(1), 85-99. https://doi.org/10.25299/es:ijope.2022.vol3(1).8883

Authors' Contribution: a – Study Design; b – Data Collection; c – Statistical Analysis; d – Manuscript Preparation; e – Funds Collection

INTRODUCTION

Schools are indeed places to learn. A lot of lessons and experiences could take place in schools. It is also a place where children develop their social skills through a broad series of activities. This includes plays, games, and other physical activities (Sniras et al., 2020). On the other hand, schools are also places where a child or a student may get injured (Starc & Strel, 2012). Constant sports and other activities could lead to unintended injuries; they could be mild to severe. According to Orton et al. (2016) at school, every fifth child experiences an injury. One of the key reasons is that students spend a significant amount of time at school, making it critical to build and maintain a safe and healthy learning environment. More time in school is more likely to get unintended injuries. On the other hand, institutions need to ensure the safety of the students by creating policies

and preventive measures that could help lessen the percentage of injuries in schools, specifically in doing Physical Education. In support of that, Starc and Strel (2012), mentioned that the school environment is one of the places where students have a significant likelihood of injuries.

As per doing those activities, unintended injuries may interfere in achieving a particular health goal. As Vercruysse et al. (2016), mentioned, physical education teachers, play an important role because they can assess students' athletic readiness, select appropriate exercises, and inventory, and assess possible injuries. Considering, Barnes et al. (2019) stated that physical education teachers have a significant impact on a student's ability to be healthy and active. For this reason, physical education specialists need to provide qualitative services, in terms of developing and expanding their knowledge and readiness which would be substabtial in reducing the likelihood of having an injury on their respective classes it is also an avenue to ensure the safety and effectiveness of the policies they provide to the students.

Injuries are defined in the broader scope of perspective. According to Taylor et al. (2010), injuries are viewed as an "accident" or random event and have resulted in the 7 historical neglect of this area of public health. On the other hand, Norton and Kobusingye (2013) claimed that injuries are often referred to as unwanted certainties by which they could affect an individual's health. Injuries can also impact the pedagogical practices of physical education teachers. Injuries can prevent physical education teachers from demonstrating techniques and skills, which will considerably reduce a teacher's effectiveness in the case of a chronic injury (Kovač, 2013).

The results of the study of Nelson et al. (2009) concluded that there were approximately 12 036 instances of injuries reported in physical education class. For this reason, understanding the nature of injuries, whether it is sports-related injuries, may help in the application of programs and policies addressing injury prevention. Meanwhile, Goossens et al. (2014) concluded that the preponderance of the injuries (74.3%) occurred at the lower limbs, 21.1 percent of all injuries occurred in the upper limbs, 4.6 percent were found in the trunk, neck, and head. The most common injuries were to the lower extremities, legs (22.9%), knees (22.9%), and ankles (22.9%) (both 15.6 percent). Based on the aforementioned statistics above its shows the overwhelmingly increase in terms of injury in physical education settings that's why the knowledge and readiness of the teacher specifically physical education teachers is important in order to address this suprisingly negative impact casued by injuries. Thus, this study aimed to assess the knowledge and readiness of Filipino Physical Educators in addressing injuries in Physical Education settings.

METHOD

A mixed-method research design was used in this study to facilitate an in-depth analysis of the knowledge and readiness of P.E teachers. Furtherly, this research employed a sequential explanatory mixed-method design. Mixed method research is the approach that involves "collecting, analyzing and interpreting" both qualitative and quantitative data in a single study (Leech & Onwuegbuzie, 2008). Sequential explanatory is the collection of data in two consecutive phases. Quantitative data are gathered first followed by qualitative data to relate and justify the outcomes of the first phase, which is the quantitative.

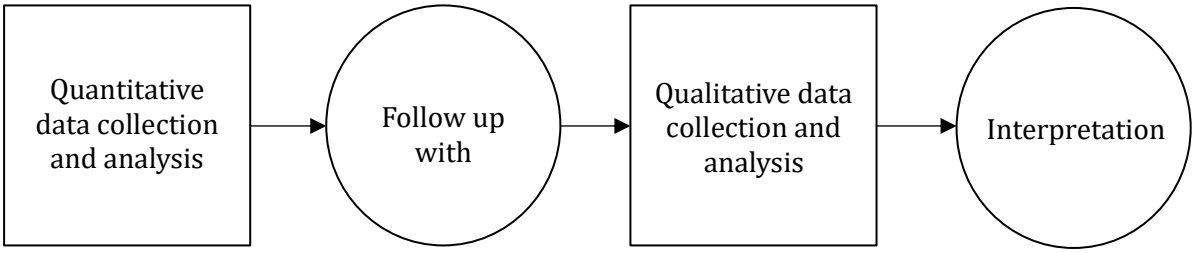

Figure 1. The Sequential Explanatory Mixed Method Model (Creswell and Plano Clark, 2007)

Accordingly, this study used two sets of assessments and questionnaires using a Mixed Method Research Design. In the quantitative phase, the researchers organized and examined the data gathered from the respondents' scores from the assessment. Moreover, the Pearson r correlation coefficient was utilized to measure the statistical relation between the variables. Besides, Descriptive-Correlational statistics, which includes mean and standard deviation are used in this study. Meanwhile, in the qualitative phase of the study, the researchers used the thematic analysis method (Braun & Clarke 2006). Correspondingly, on the mixed method phase of the study, the researchers will do an overall interpretation and analysis of data to interpret and summarize the data from both the quantitative and qualitative phases of the study.

RESULTS AND DISCUSSION

Results of the Quantitative Phase

Demographic Profile of the Respondents

Sex

As per the results, male respondents obtain a high frequency of 12 (60%). Alternatively, the frequency for female respondents' range is 8 (40%).

Theoretical Knowledge in First Aid

In terms of Theoretical Knowledge in First Aid, it is shown in Table 1 that the frequency distribution and percentage of the respondents are statistically described as 20 (100%).

Years of Teaching

The results show that among the respondents with at least 1 to 5 years of teaching has a 10 (45%) frequency. In contrast, respondents with 6 to 10 years of teaching garnered a 6 (27%) frequency. On the contrary, the respondents who have 11 to 15 years of teaching got a 1 (5%) frequency. Same as through with 16 to 20 years of teaching acquired a frequency of 1 (5%). However, respondents who have 21-25 years of teaching obtained a 2 (9%) frequency.

Experience in Administering First Aid

The first group got the highest frequency and percentage ranges from 18 (90%). In contrast, the lowest frequency and percentage assort from 2 (10%).

Table 1. Frequency Distribution and Percentage of the Respondents Table

Demographic Profile		Frequency	%
Sex	Male	12	60.0
	Female	8	40.0
Years of Teaching	1 to 5	7	32
	6 to 10	6	27
	11 to 15	1	5
	16 to 20	1	5
	21 to 25	2	9
Experiences in administering first aid	Yes	18	90.0
	No	2	10.0
Theoretical Knowledge in First Aid	Yes	20	100

Knowledge

Physical Educators' knowledge was assessed using the First Aid Assessment (FAS), which consists of a 30-item assessment.

Summary of the results in the First Aid Assessment (FAA)

The summarization of the findings of the items in the assessment is presented in Table 2.

Table 2. Summary of the First Aid Assessment (FAA)

Item	Correct response	%	Incorrect response	%
1	15	75	5	25
2	20	100	0	0
3	5	25	15	75
4	14	70	6	30
5	18	90	2	10
6	16	80	4	20
7	20	100	0	0
8	12	60	8	40
9	9	45	11	55
10	7	35	13	65
11	6	30	14	70
12	14	70	6	30
13	10	50	10	50
14	16	80	4	20
15	2	10	18	90
16	2	10	18	90
17	20	100	0	0
18	17	85	3	15
19	4	20	16	80
20	19	95	1	5
21	19	95	1	5
22	9	45	11	55
23	5	25	15	75
24	7	35	13	65
25	5	25	15	75
26	4	20	16	80
27	15	75	5	25
28	11	55	9	45
29	17	85	3	15
30	13	65	7	35

Readiness

Physical Educators readiness was assessed along with four (4) subscales: Ability of physical education teachers to avoid students' injuries; Ability of physical education teachers to work with students; Theoretical knowledge of physical education teachers about injury prevention; Skills of physical education teachers in the field of injury prevention.

The Ability of Physical Education Teachers to Avoid Students' Injuries

As shown in Table 3, most of the respondents "Agreed" with most items under the subscale with a weighted mean of 2.74 and standard deviation of 0.94. Considering Joseph et al. (2015) teachers must understand and believe that they can provide appropriate first aid and perform the appropriate intervention to save the lives of their learners.

The Ability of Physical Education Teachers to Work With Students

Table 3 delineated the mean and standard deviation of the items under the subscale, ability of physical education teachers to avoid students' injuries. This subscale has a weighted mean of 3.91 and a standard deviation of 0.33; most respondents "Strongly agreed" on the said subscale. On the other hand, Ünlü and Filiz (2019) stated that in terms of physical education workability is critical for physical educators because they are the one who advocates physical activity and the safety of the learners.

Theoretical Knowledge of Physical Education Teachers About Injury Prevention

As displayed in Table 3, respondents "strongly agreed" with most of the items on the subscale "Theoretical knowledge of physical education teachers about injury prevention" with a weighted mean of 3.67 and a standard deviation of 0.59. Accordingly, Taylor et al. (2010) stated that first-aid knowledge could distinguish between a short or permanent injury, a quick recovery, or a long-term disability when used correctly. Based on the results, the respondents have a good and comprehensive theoretical knowledge.

Skills of Physical Education Teachers in The Field of Injury Prevention

Table 3 exhibited the weighted mean and standard deviation of the subscale "Skills of physical education teachers in the field of injury prevention", having a weighted mean of 3.35 and standard deviation of 0.57, which means that the respondents "Agreed" with all the items listed on the said subscale. Meanwhile, Pellegrino et al. (2017) stated that teachers' behaviors encompass established knowledge, skill, and life-saving procedures, and they play a critical role in the educational system. Table 3 delineates the mean and the standard deviation of the following subscales; Ability of physical education teachers to avoid students' injuries; Ability of physical education teachers to work with students; Theoretical knowledge of physical education teachers about injury prevention; Skills of physical education teachers in the field of injury prevention.wherein the grand weighted mean of those subscales ranges from 3.41 and has a standard deviation of 0.60 which depicts that the physical educators do have a sufficient level of readiness as assessed.

Table 3. Mean and the Standard Deviation

Benchmark Statements for Readiness	Mean	Sd	Verbal Interpretation
Ability of physical education teachers to avoid student's injuries			
1. Students often suffer complicated injuries during my physical education class.	2.45	0.94	Disagree
2. Students often suffer dislocations during my physical education lessons.	2.35	0.98	Disagree
3. Students often suffer bone fractures during my physical education lessons.	2.40	0.97	Disagree
4. Students often suffer contusions during my physical education lessons.	2.10	0.97	Disagree
5. Students often suffer injuries during my physical education lessons.	2.30	0.99	Disagree
6. Students often suffer tendon and muscle strains during my physical education lessons.	2.40	0.81	Disagree
Weighted Mean	2.74	0.94	Agree
Ability of physical education teachers to work with students			
1. I perform/demonstrate the main warming-up exercises together with the student.	3.95	0.22	Strongly Agree
2. I constantly accentuate why it is important to perform a warming-up exercise.	3.90	0.31	Strongly Agree
3. I speak with students about the most frequent sport injuries	3.80	0.47	Strongly Agree
4. I answer willingly to all the students' questions that are related to injury prevention.	3.95	0.36	Strongly Agree
5. I always make sure a student performs a certain exercise/act correctly.	3.95	0.30	Strongly Agree
Weighted Mean	3.90	0.33	Strongly Agree
Theoretical knowledge of physical education teachers about injury prevention			
1. I still need to train on sports injury prevention	3.65	0.59	Strongly Agree
2. I often give examples because it is important to perform an exercise for	3.70	0.59	Strongly Agree
3. During the studies, I obtained knowledge and skills about injuries and their avoidance	3.70	0.59	Strongly Agree
4. If I held classes, the likelihood of injuries during physical education lessons would be lower.	3.60	0.59	Strongly Agree
Weighted Mean	3.67	0.59	Strongly Agree
Skills of physical education teachers in the field of injury prevention			
1. I think students' injuries during physical education lessons are affected by poor material-technical facilities of the school	2.85	0.67	Agree
2. When I started working at school as a physical education teacher, I took additional interests in the ways of physical education injury prevention	3.85	0.47	Strongly Agree
3. When I started working at school, I thought I should get more knowledge about physical education injuries and their prevention.	3.85	0.40	Strongly Agree
4. I think students' injuries during physical education lessons are affected by the irrational organization.	2.85	0.73	Agree
Weighted Mean	3.35	0.57	Agree
Grand Weighted Mean	3.41	0.60	Strongly Agree

Relationship between Knowledge, Readiness, Injuries and Demographic Profile of the Respondents

Relationship between Demographic Profile and Knowledge

Pearson r test is utilized to assess the relationship of knowledge and the demographic profile of the respondents. The results show a significant negative relationship between the demographic profile of the Physical Educators and their knowledge with regards to injury prevention (r = -.152, p = .522). Pandey et al. (2017) reported that there is no significant relationship in first-aid knowledge among teachers based on their demographic profile. In support of that, Hosapatana et al. (2020) delineated that knowledge in first aid is not statistically associated with their demographic profile. Meanwhile, based on the statistical analysis of the results, it indicates that the demographic profile of the Physical Educators shows no significant relationship with their knowledge in addressing injuries.

Table 4. Test of Correlation between the Demographic Profile of the Respondents and Knowledge in Addressing Injuries in P.E Setting

Knowledge				
Variable	*r value*	*p value*	Degree of Relationship	Level of Significance
Sex	-0.14	0.954	Negative negligible relationship	not significant
Years of Teaching	0.343	0.139	positive weak relationship	not significant
Experiences in Administering First Aid	-0.006	0.981	negative negligible relationship	not significant

Findings of the Qualitative Phase

Theme 1. Relevance of Physical Educators' Knowledge and Readiness on the Occurrence of an Injury

This theme conveys the participants' precautionary measures and procedures to mitigate the occurrence of an injury.

Subtheme 1.1. Provide Awareness on the Precautionary Measures

This subtheme indicates the different precautionary measures and procedures and their role in lessening uncertain certainties like an injury that could take part in the Physical Education classes. Considering, Porsanger (2021), precautionary measures are critical for providing learners with safe learning settings and educational opportunities. Inclusion of awareness towards injury prevention can generate new knowledge.

Remind the Students to Wear Appropriate Clothing for Physical Education Classes

This category emphasizes the importance of wearing an appropriate Physical Education uniform. In addition, a suitable uniform while doing physical activity signifies one of the precautionary measures to take in every physical education class. Norrish et al. (2012) looked into the effect of clothing, particularly school uniforms, on children's physical activity and intensity. This was supported by the statement mentioned below.

> *"The precautionary measures that I commonly do is always to remind my students to wear their proper uniforms especially wear comfortable uniforms or the uniform intended for P.E. As much as possible I encourage them to wear jogging pants, even though I don't force them but as much as possible I encourage them to wear as well. Then to wear the proper type of shoes depending on our activity if it is an active*

activity, running type of activity I always encourage them to wear rubber shoes specifically running shoes". (P.1)

Advise the Students to do Stretching Exercises

This category under precautionary measures was strengthened and proven by the participant's responses. Thacker et al. (2004), proves that stretching before engaging in the athletic activity is standard procedure at all levels of competition, whether competitive or leisure. Furthermore, the literature as mentioned earlier was sustained by the statements mentioned below.

"If the activities were rigid (inaudible) activities I advised my students to do warm-up because it is important to mitigate and lessen the chance of having an accident". (P.1)

"First always conduct warm-ups, even though it is discussion, or just introduce theories, or you just introduce new lessons, we must always perform warm-up. Warm Up starting from the head and below, just a simple warm-up will do great things. It is one of the first things we must do to avoid accidents". (P.3)

Subtheme 1.2. Administer Clear and Direct Instructions

This subtheme displays the significant role clear and direct instructions play in the teaching-learning processes. As Roksa et al. (2016) claimed, clear instruction reflects students' impressions of the extent to which the instructor organizes and presents the content clearly and cohesively and the extent to which the instructor provides explanations and structures assignments in a way that helps students learn. Similarly, Meanwhile, Xu et al. (2015) evaluated the impact of clear and structured instruction on student outcomes. The participants' responses braced the mentioned statements above.

"I ask them to bring their water and be properly hydrated throughout the class" (P.1)

"No matter what activity we do, before I start, I always remind my students the Do's and Don'ts, the things they need to do and thing they shouldn't do". (P.2)

"I always instruct students in Physical Education classes what to do and what to avoid" (P.4)

Theme 2. Influences of the Participants' Demographic Profile on their Knowledge and Readiness on the Occurrence of an Injury

This theme displays the influences of the participants' demographic profile regarding their knowledge and readiness in addressing the occurrence of uncertain certainties like an injury.

Subtheme 2.1. Gender as a Determinant

Subtheme 1.1 exhibits how does the gender of the participant influences their knowledge and readiness in addressing an injury. Callahan et al. (2000) mentioned that when addressing unexpected certainties like injuries, gender is not required to be able to treat that person with injuries. The following statements supported those claims.

"Gender doesn't have an effect or it doesn't affect you as a first aider or as a teacher in applying first aid. So, it is regardless of whether you are male or female". (P.1)

"There is nothing to talk whether you are female or male to give first aid. Regardless of the sex". (P.2)

"Let me reiterrate, it is regardless with the sex. Whether you are female, male, gay, lesbian or any gender. Everyone is capable of giving first aid, the important thing is that you should have the knowledge. You know what you do, you know that you do the right thing, you are confident and you know that you will not contribute to the pain perceived by the injured person". (P.2)

"For me [gender] is not a factor as long as you are a concern and you are serious about what you do. You have a good intention; I think there is no problem with that". (P.4)

Subtheme 2.2. Length of Service as a Determinant

Subtheme 1.2 deliberates how the length of service is a determinant in the occurrence and how it influences the addressing of an injury. According to Todd (2020), experts are commonly defined as professionals who possess a high degree of specialized knowledge, dependent on extensive years of clinical experience and study. Although the study results indicate that increased length of experience does not necessarily always lead to higher levels of expertise, experience is recognized as necessary for the development of skills of every individual. Stated below is the justification provided by the participants.

"So, years of teaching does not influence, it is on the knowledge, on how you give, address or manage first aid on the injured persons". (P.2)

Subtheme 2.3. Theoretical Knowledge as a Determinant

This subtheme discusses the role of theoretical knowledge as a determinant in addressing the occurrence of an injury. As per Kalaf and Mbch (2013), they mentioned that having theoretical knowledge in first aid can be essential in providing emergency care in the event of an accident, perhaps saving lives and minimizing injuries. Listed below are the participant's responses regarding the determinant.

"Yes, of course [theoretical knowledge] is important because as first aiders as teachers we as well we have a lot of roles to fulfill inside the classroom. We will become mentors we will become trainers and, we will become first aiders, nurses, and doctors in the classroom". (P.1)

"Having theoretical knowledge in addressing injury has a perk because we will not do if we don't know the basics and what are the causes of that injury". (P.3)

Relevance of a Learned Theory in Addressing the Occurrence of Injuries

This category revealed that learned theory should be relevant and significant towards the addressing of injuries. The statements below strengthen the claims of the literature.

"...it is very important for you to know [theoretical knowledge] and also how you're going to apply it in the real scenario" (P.1)

"It is important that you know what you do. How do you know if you did the right thing if you don't read, if you don't study it? So, it is crucial to learn [theories] and you shouldn't stop on what you know". (P.2)

"Having theoretical knowledge is a great key in dealing with injuries, but it shouldn't be theoretical knowledge only but you need to apply it in the real-life scenario". (P.3)

Subtheme 3.4 First Aid Experiences as a Determinant

Subtheme 1.4 unveils the role of experiences in terms of first aid as a determinant in the addressing of injuries in Physical Education settings. As support, Kumar et al. (2013) discovered that teachers with more than ten years of experience had much greater first-aid knowledge. Participants' statements will justify the cited claims above.

"Experiences are important, how can you apply if you don't experience, how can you apply what have you learned from the trainings, class if you don't apply it". (P.2)

"As I've said a while back experience is your great best teacher is the greatest teacher of all, yes if you do have the experience, you will know, the theoretical knowledge, and understanding about those certain injuries". (P.3)

Theme 4. Projected Efficiency and Sufficiency of Participants' Knowledge and Readiness on the Occurrence of an Injury

Displayed on this *theme* are the sufficiency and adequacy knowledge and readiness on the occurrence of an injury possessed by the Physical Educators'.

Subtheme 4.1. Participants/ Teachers Have Adequate Training on First Aid

Participants of this study claim that their knowledge and readiness on the occurrence of an injury is sufficient to mitigate its chances to occur in their specific PE classes. Schools and instructors play a vital role in promoting health and preventing diseases and accidents among children and adolescents (Oliveira et al. 2015). Moreover, the provided literature is supported with the statements of the participants:

"I'm very confident because I know, most especially with my training in first aid as well. I know I'm confident enough that I did it properly." (P.1)

I'm confident with what I did and I did the right thing", "And another, because I am trained in giving first aid that's why I'm confident that I know what I'm doing because it was already taught to me." (P.2)

"Yes, like what I've said, you really need to attend trainings in order for you to be confident, in order for you to be sure on what to do and in order for you to address the proper care to the injured, or to any scenarios that could include first aid." (P.3)

"If I will put it into a scale from 1 to 10, it would be 7. Because even though I don't have the training, I'm constantly reading in the updated techniques and updated way to address the injuries." (P.4)

Subtheme 4.2. Participants/Teachers are Prepared and Ready to Face Actual Scenarios

Participants claim that they are prepared and ready to face actual scenarios, most especially in their respective PE classes, as it is their responsibility to do in the first place. The study of Gharsan and Alarfaj (2019) shows that even though only a few participants

had previously received first-aid training, more than half of them had delivered first-aid in real-life scenarios. Moreover, the provided literature is supported with the statements of the participants below.

"There is this saying that it is always about the preparation, so I guess I'm capable enough in addressing such a scenario because that is already part of my training. That is already part of being not only a physical educator but also part of the trainers in the university, Operational and Safety Office okay and Reduction Management Office ng DHVSU. That is why I am very confident by the time that scenario may happen, I can do it properly." (P.1)

"How ready am I? So, I'm always ready, always on guard because it was taught to us that in every situation, in every circumstance, you have to make sure you are ready." (P.2)

Overall Interpretation of Data

This *phase* will be the overall interpretation of all the data coming from the results of the quantitative procedure and findings of the qualitative phase of the study. In other words, there will be a mixing of the results from both phases. The first focus of this study is the demographic profile of the Physical Educators in a state-funded higher education institution. In this study, Physical Educators are predominantly male with a high frequency of 12 (60%) compared to females whose frequency range 8 (40%). However, participants' responses regarding this are mostly saying that sex or any gender preferences do have nothing to do with injury prevention management and responding and that it is more on the preparedness and confidence of the one who is administering first aid.

In Table 1, it is shown that all the respondents have theoretical knowledge of first aid. Findings have shown that the participants have theoretical knowledge after attending training in first aid management and will continue to get broader as they keep experiencing administering first aid to injured victims. Meanwhile, physical educators with one to five years of teaching experience obtained the highest frequency and percentage, while those whose teaching span is 11 to 15years and 16 to 21 years obtained the lowest. However, participants responded that years of teaching do not influence the ability of the first aider to respond. It is more on the knowledge on how to address and perform first aid.

Out of the 20 respondents, 18 (90%) have already experienced administering first aid, while the remaining 2 (10%) have none. Table 1 shows that most of the respondents of this study have experience in administering first aid.

Correspondingly, the results in the Pearson r test show a significant negative relationship between the demographic profile of the Physical Educators and their knowledge about injury prevention. This finding only indicates that the demogrphic profile of Physical Educators are not associated with what they know and respond in unexpected certainties in their respective PE classes.

CONCLUSION

Following the results and findings of the study, the researchers were able to convey the following conclusions: (1) Subsequently, in the summarization of the results of the First Aid Assessment (FAA), the physical educators-respondents garnered a score ranging from 15-23 out of 30 which means that the respondents do have good theoretical

knowledge in first aid as evaluated. Additionally, the percentage of the items with correct responses varies from 55-100%. Contrastingly, the percentage of items that yielded incorrect responses range from 10-45%. (2) Substantially, physical educators 'strongly agreed' with most of the statements under readiness. Indeed, most of them 'disagreed' with all the items under the subscale "ability of physical education teachers to avoid students' injuries". Conversely, most of the respondents 'strongly agreed' with all the items under the subscale "ability of physical education teachers to work with students". Remarkably, most of the physical educators 'strongly agreed' with all the items under the subscale "theoretical knowledge of physical educators about injury prevention". Furthermore, most of the respondents 'agreed' with most of the items under the subscale "skills of physical education teachers in the field of injury prevention". (3) As per the data of the study, it reveals that there is no significant relationship between knowledge and demographic profile of the respondents with a scale of ($r = -.152$, $p = .522$). (4) The demographic of the respondents/participants somehow doesn't influence the knowledge and readiness of the Physical Educators' in addressing injuries. (5) The data from the Quantitative phase supported and justified the themes formed in the Qualitative phase of the study.

In consideration of the results, findings, and conclusion, the following recommendations are suggested: (1) Since this study was demarcated only to the Physical Educators as respondents, it may be recommended that other teachers from other departments and colleges be considered as injuries may manifest in any circumstance at any time and at any cost. (2) It may be recommended the mandatory attending of training and seminars which could expand further the knowledge and readiness of the Physical Educators in terms of addressing the occurrence of an injury. Besides, it should be always updated. (3) Aside from sex, years of teaching, theoretical knowledge in first aid, and experiences in administering first aid, future research should include and consider other demographic profiles to assess the knowledge and readiness in terms of addressing an injury. (4) Aside from the relationship of knowledge and the demographic profile of the respondents, it will be recommended to explore by future researches the relationship of other variables.

ACKNOWLEDGEMENTS

This study would not have been possible without the guidance and support of those who, in one way or another, contributed to its completion. Thus, the researchers would like to express their utmost gratitude to the following: To the Great Almighty God, the author of knowledge and wisdom, for His boundless love and guidance he has provided them; To the Dean of the College of Education, Riza B. Lintag EdD; the Chairperson of the BPEd program, Jumel C. Miller PhD.; To the panel members, for their substantial recommendations from which the researchers have learned a lot; To the expert validators who shared their expertise in validating, rearranging, and anchoring their instruments in the Philippine setting; Shere Ann M. Pasoquin, RPm, Ms. Elisa O. Babao, Mr. Jojo D. Mercado, RN, FO3 Ian Kenneth S. Figueroa, and Ms. Janice O. Decorion; To their research adviser, Mary Chantelle O. Carlos, MAEd, and their research instructor, Julius Ceazar G. Tolentino, MPES, MSHMS, for their endless support and understanding spirit throughout their journey in crafting this study; and To their families, friends, and significant others who supported them morally, financially, and emotionally.

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