

Management physical education learning model in the era of the covid-19 pandemic: A literature review

Amrozi Khamidi^{1abcd}, Setiyo Hartoto^{2def}

¹ Education Management Study Program, Faculty of Education, Universitas Negeri Surabaya. Lidah Wetan Campus, Lakarsantri District, Surabaya City, East Java 60213, Indonesia

² Physical Education, Health, and Recreation Study Program, Faculty of Sports Science, Universitas Negeri Surabaya, Lidah Wetan Campus, Lakarsantri District, Surabaya City, East Java 60213, Indonesia

Authors contribution: a – Preparing concepts; b – Formulating methods; c – Conducting research; d – Processing results; e – Interpretation and conclusions; f - Editing the final version

Received: 16 April 2022; Revised: 22 April 2022; Accepted: 27 April 2022

Abstract

The Covid-19 pandemic brings very complex problems to implementing education and learning in schools. Physical education subjects are one of the many subjects that must make adjustments to the Covid-19 pandemic. Physical education materials need to be studied how learning can be done to carry out the learning process in accordance with government regulations. This research aims to provide information about the management of physical education learning in the era of the Covid-19 pandemic. This research uses literature review methods by using comprehensive strategies such as searching for articles in a database of research journals. The databases used are Pubmed/MEDLINE, Scopus, Web of Science, and Embase. The keywords used in the search are learning models in the era of the Covid-19 pandemic and physical education. A total of 20 articles in the last ten years on used as data and analyzed. Based on the results and discussion of the principles of the management of physical education and model physical education in the era of pandemic covid-19. This study is carried out in the future to understand the learning process that can be done during the Covid-19 pandemic, especially in physical education.

Keywords: managing learning, physical education, model, era of the Covid-19 pandemic.

INTRODUCTION

A similar case of unexplained pneumonia was reported in Wuhan, China, in December 2019. (Pascarella et al., 2020) The coronavirus, also known as COVID-19, was to blame for the incident (Corona Virus Disease-2019). The rapidity with which this virus spreads is one of its characteristics. COVID-19 has become a global pandemic, according to WHO data, with 4,534,0731 confirmed positive cases in 216 countries. The COVID-19 pandemic has had an impact on many facets of human life.

The Covid-19 pandemic period is a time when all circumstances are not as usual for all circles, including the world of education. (Wu et al., 2020) Covid-19 is a disease that attacks human patients with acute respiratory symptoms, such as fever, cough, and shortness of the respiratory tract. The disease is quickly transmitted to humans with droplets of saliva coming out of people who contract the disease. Therefore, all activities must be stopped and require people to use and get used to using masks, always wash their hands, and keep their distance. This results in learning not being done face-to-face but must be done from home. This is certainly not easy because it is not fully prepared. The problem in education is that there is not a uniform learning process, both the standard and the quality of the desired learning achievements.

The health catastrophe brought on by the COVID-19 epidemic has ushered in a new era of online learning. During the COVID-19 epidemic, online learning was practically everywhere (Pokhrel & Chhetri, 2021). Teachers and educators are expected to make an unprecedented big migration from traditional face-to-face education to online education or remote education as significant factors in teaching (Alqahtani & Rajkhan, 2020; Suryaman et al., 2020). Even if a pandemic strikes the country or the entire world, the learning process must continue. Education is a constant and never-ending process (never-ending process) targeted at realizing the future human figure and founded on the nation's cultural values to prevent being unable to develop durable qualities (Suryaman et al., 2020).

The learning process cannot be carried out as usual with the pandemic. Schools must be temporarily closed from teaching and learning activities so that many students and teachers are still confused about the pandemic conditions and situations. Teachers and learners, as well as among learners, can no longer interact directly in connection with the pandemic outbreak (Putri et al., 2020; Zhao et al., 2021). The school no longer serves as a place to interact with students because teaching and learning activities are carried out from home (Al-Kumaim et al., 2021; Hald & Coslugeanu, 2021). Schools can improve students' social skills and social

class awareness. The school is a medium of interaction between students and teachers to improve intelligence, skills, and compassion between them. But now, the activity called school stopped abruptly because of the disruption of Covid-19.

Disruption of the learning process due to the pandemic can lead to a decline in the quality of human resources in the future, both in cognitive, affective, and conative aspects (Christian et al., 2021; Limniou et al., 2021). For this reason, efforts are needed from various parties, especially the government, so that the learning process can run effectively even in the midst of the Covid-19 pandemic. The teaching and learning activities process must continue, and learners should not lose their right to learn. Schools as educational institutions must quickly respond to the phenomenon of the Covid-19 outbreak by always trying to make the learning process can be carried out effectively (Lubis & Dasopang, 2021).

The government, in this case the minister of education has established education policy in the midst of the pandemic by issuing circular Number 15 of 2020 concerning guidelines for the implementation of learning from home (BDR) in the emergency period of the spread of Corona Virus Disease (Covid 19). To fulfill the right of students to get educational services during the emergency spread of the corona virus (Christian et al., 2021). Then the implementation of education is carried out through distance learning programs (PJJ). Learning methods developed during the distance learning process can be done using online, offline, and combination learning methods (Almaiah et al., 2020).

Almost all subjects are run on the PJJ path. As a result, physical education learning, the majority of which is learning using physical activity, has obstacles. The nature of physical education learning is conditioned by physical movement, learning is carried out in open spaces or in the field. The method for sports education is a deductive method or command method, with a variety of assignments, demonstrations, and little explanation (Elumalai et al., 2019; Jana et al., 2021). With various limitations on internet access and operational capabilities on online

features, physical education encountered various obstacles during the COVID-19 pandemic. However, physical education can still run digitally even though the condition is now social distancing.

This research was motivated by students' anxiety who had many problems in the learning process during the Covid-19 pandemic. The power and all forms of learning problems that hit the world of Education during the Covid-19 pandemic need to be studied in order to find solutions so that the problems can be resolved immediately (Korkmaz & Toraman, 2020). In addition, it is necessary to determine the right learning model that can be used during the Covid-19 pandemic. Research (El Masri & Sabzalieva, 2020) stated that in physical education, it is necessary to think about the model and arrangement of the learning process in order to carry out the learning process of physical education materials. Given these things, this study tries to provide a solution from the results of literature studies that can be used as learning management in physical education materials applied to any schools or places of education.

Physical education is an education where students can be fit and healthy. Learners must reach a good or healthy level of birth and mind (Silva et al., 2019; Webster et al., 2021). Physical education can make basic education in the growth of the character of a generation. In (Corbin, 2021) The purpose of physical education learning is to lay and develop (1) the foundation of character through the internalization of values, (2) the foundation of personality (peace-loving, social, tolerance in the plurality of ethnic and religious cultures, (3) critical thinking, (4) sportsmanship, honesty, discipline, responsible, cooperative, confident, and democratic, (5) movement skills, techniques, strategies for various games and sports, gymnastics, rhythmic activities, aquatics, and out-of-class education, (6) self-management skills, maintenance of physical fitness and healthy lifestyle, (7) skills to maintain the safety of oneself and others, (8) the concept of physical activity to achieve health, fitness and healthy lifestyle, and (9) fill the recreative leisure time (Silva et al., 2019).

The Covid-19 pandemic that affects education must be immediately

followed up and find a way out of the problem. Learning must be provided to students with the right methods with techniques that have been adjusted so that students can obtain knowledge. So in need of some learning models that can be used as a form of the education process for students. Physical education as a science that does more practice than theory with this pandemic must be able to adjust. (Pokhrel & Chhetri, 2021) so that the methods that can make students can learn physical education in their school well. A solution needs to be found to overcome the problem of physical education learning during the COVID-19 pandemic. This problem will be explored through literature studies on the problem of physical education learning during the Covid-19 pandemic to provide an idea of how management and methods can be carried out in physical education learning either at the school or campus level in conducting learning.

METODE

Research methods for this research are literature reviews, literature reviews containing reviews, summaries, and author's thoughts on several library sources (articles, books, slides, information from the internet, etc.) (Snyder, 2019; Xiao & Watson, 2019). The literature review study aims to determine the management and models carried out applied in physical education learning. The analysis used in this literature review includes four steps that must be done sequentially to provide acceptable answers to research questions.

The steps in this literature review study include: 1) The stages of searching and gathering materials with the search keywords Management Physical Education Learning Model in the era of the Covid-19 Pandemic; 2) The reduction and coding stages, filtering and classifying materials according to the topic of discussion; 3) The analysis and synthesis stage, examines and explores detailed information about the material obtained; 4) The conclusion presentation stage is the final stage of the article review process and to state the novelty of the research. The researcher obtained sources of data in this study from various sources of scientific literature in the form of research articles that have been published in National and

International Journals. Data collection was performed online via Google Scholar, Springerlink, Researchgate, and Emerald. Then, they were selected by reading them one by one until we discovered 20 scientific articles used as samples in this literature review study. The criteria used in selecting articles in this literature review process were the preferred articles on topics about the Management Physical Education Learning Model in the era of the Covid-19 Pandemic. The article used as a source is an article published (2020-2022) during the Covid-19 pandemic era.

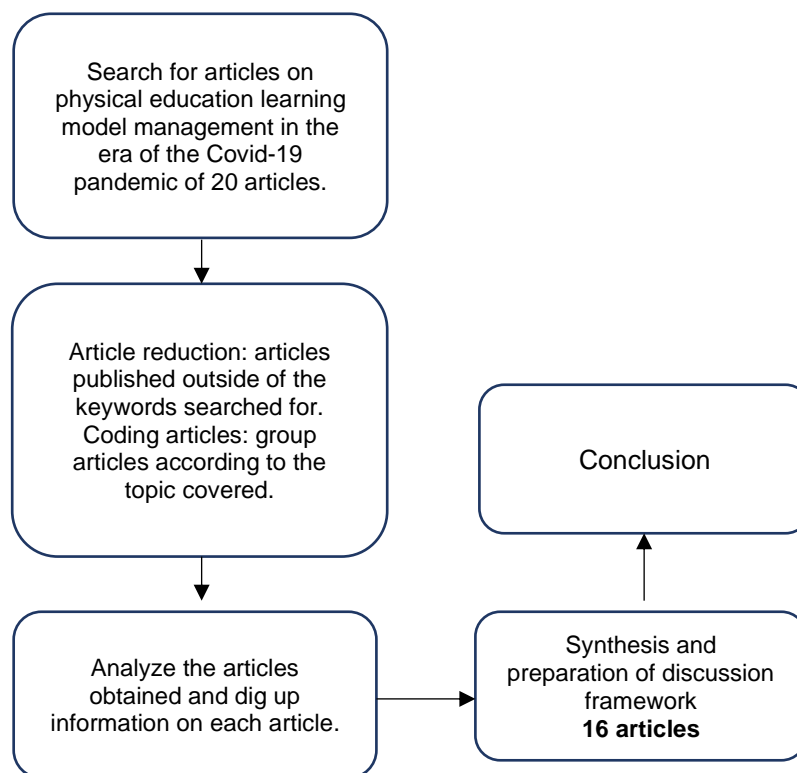


Figure 1. Article reviewed process

RESULTS

The review process to select articles according to the criteria resulted in several articles that referred to the main topic, namely the management of physical education learning models in the era of the Covid-19 pandemic. Below is a tabulation of data based on the results of data reductions that researchers have done.

Table 1. Review of Research Results with the theme of management of physical education learning models in the era of the Covid 19 pandemic

No	Title	Year of Publication	Source	Method	Findings
1	Physical education online learning during the covid-19 pandemic: effectiveness, motivation, and learning outcomes	2021	The international journal of social sciences world	Descriptive quantitative study using a likert scale	The results of this study showed that (1) physical education learning conducted online is considered quite effective in terms of knowledge, (2) student motivation during the online learning process during the covid-19 pandemic is quite good, (3) online learning results during the covid-19 pandemic. 19 is quite good with an average learning outcome in a score of 75-84.
2	Online learning model as an alternative to physical education learning activities in the midst of the covid-19 pandemic	2020	Jurnal pendidikan kesehatan rekreasi	This study uses descriptive methods.	This study presents an analysis Online learning models can be applied in physical education with the schoology portal method, and vlogs.
3	Use of learning media in sports and health physical education learning during the covid-19 pandemic	2021	Jurnal patriot	The method used in the study is the questionnaire survey method with instruments in the form of questionnaire res.	This study presents an analysis "it was found that the level of use of learning media in PJOK learning during the covid-19 pandemic at the state vocational high school in bekasi city was included in the category of "very low" as much as 3.70% (1. Teachers), "low" is as much as 33.33% (9 teachers), "enough" is as much as 25.93% (7 teachers), "high" is as much as 37.04% (10 teachers), and "very high" is 0.00% (0 teachers)."
4	Learning during the covid-19 pandemic: analysis of e-	2021	Journal sport area	The research method used is quantitative	The results of the study found that effective learning was seen from 83% of students getting course scores with an

	learning on sports education students			with descriptive statistical techniques.	average above 75 at the end of the 2019-2020 exam even semester, and it can be concluded that the effectiveness of e-learning in sports education is students in indonesia succeeded.
5	Effectiveness of physical education teachers in online learning	2021	Edu sportivo: indonesian journal of physical education	This research approach is descriptive of qualitative	The results of the study, in physical learning carried out using online methods using video conference such as zoom most effectively carry out online learning.
6	Physical education, sports and health learning during the covid 19 pandemic	2022	Jambura health and sport journal	This study uses qualitative descriptive methods with a survey approach derived from questionnaire questions.	PJOK (physical education, sports, and health) learning is still carried out in every state high school in kotamobagu using online methods (in the network), offline (offline) and limited face-to-face methods.
7	Analysis of physical education learning media during the covid-19 pandemic at bengkulu city state junior high school	2021	Sport gymnastics: jurnal ilmiah pendidikan jasmani	This research uses qualitative descriptive analysis techniques.	Based on the results of research and discussions obtained from 18 PJOK teachers and 18 students, it can be concluded that the analysis of the use of physical education learning media during the covid-19 pandemic at bengkulu city state junior high school with whatsapp media (95.15%) google classroom (86.40%) zoom (85.80%) telegram (79.20%) learning house (78.60%) our desk (78.60%) youtube (79.20%) teacher room (76.20%)
8	Distance learning	2021	Sportive: journal of	This type of research is	The results obtained by the strength obtained

	system of sports and health physical education teachers (PJOK) during the pandemic: advantages, constraints and solutions		physical education, sport and recreation	descriptive qualitative research.	are learning is still carried out anywhere and anytime, avoiding viruses, getting to know technology better, learning materials can be done. Accessed anywhere, and more gathered with family at home.
9	The effectiveness of online learning through undiksha elearning during the covid-19 pandemic	2021	Journal of education technology	This research is descriptive quantitative research with survey design.	The results of this study have implications for the sustainability of the use of e-learning as one of the learning platforms used by lecturers and students in learning.
10	The results of this study have implications for the sustainability of the use of e-learning as one of the learning platforms used by lecturers and students in learning.	2021	Cakrawala pendidikan	Quantitative approach was used in this study	The results show that distance learning is positively influenced by e-learning infrastructure and the cognitive competence of the students, the faculty, and administrative staff
11	Implications for european physical education teacher education during the covid-19 pandemic: a cross-institutional swot analysis	2020	European journal of teacher education	Each team completed a swot (strengths, weaknesses, opportunities and threats) examination through inductive crossanalysis, using a deductive structure, following the dimensions of: pete programme	The findings presented at a case level show how each pete programme is seeking to manage an important tension between the experiential nature of physical education (pe) as a subject, in light of the institutional and external a constraints towards online and blended approaches.

				; pete staff; pete students.	
12	The effectiveness learning of physical education on pandemic covid-19	2020	Universal journal of educational research	The method in this research is descriptive,	This means that physical education learning carried out online is still not optimal. Students and teachers must be able to better adapt to the implementation of the online physical education learning process
13	Analysis of online classes in physical education during the covid-19 pandemic	2020	Education science	This research uses qualitative descriptive analysis techniques.	(1) the learning interventions were not feasible for team projects. (2) in the implementation phase, most learners felt that errors persisted. (3) in the evaluation phase, educators reported unenthusiastic involvement of students and the learners were merely submitting assignments. (4) an appropriate level of the effectiveness through opc showed significantly different between educators and learners.
14	E-learning implementation in physical education department in higher education during covid-19 pandemic	2020	Information technology, education and society	This was qualitative research that aimed to investigate how well the implementation of pe department e-learning in private and public universities and the difference between	Based on the score, the pe department of the faculty of sports performs better e-learning than stkip pgri trenggalek, but both institutions have many aspects that must be leveled and improved so that learning remains meaningful and of high quality.

				the two of them	
15	Students' experiences in learning physical education in an online environment	2021	Edu sportivo: indonesian journal of physical education	Qualitative survey questioner	the study concluded that students had desirable and unwanted experiences in studying physical education online in the midst of the covid-19 pandemic. Supporting the implementation of flexible learning, online physical education is commendable because students find it easier to learn their lessons with video lectures, learning materials and other instructional strategies provided to them.
16	Sports and health physical education issues in online learning during the covid-19 pandemic in madrasah ibtidaiyah 5 north lampung	2021	Journal sportif: jurnal penelitian pembelajaran	This research uses qualitative methods.	He findings revealed physical education learning problems in PJOK online learning during the covid-19 pandemic: online learning problems in teachers, limited innovation in online learning, teacher control during PJOK online learning, task problems in students. While the problem in students found difficult to access in online learning, students' interest is lacking in online learning PJOK, limited devices in accessing online learning, facilities, and infrastructure that do not support PJOK.

DISCUSSION

In this discussion, researchers tried to provide an overview of the article's findings from the results obtained in accordance with the theme of research on the management of physical education learning methods in the era of the Covid-19 pandemic.

1. Physical education learning management during the covid 19

pandemic

Covid-19 has altered people's lifestyles worldwide; individuals are encouraged to maintain a safe distance and avoid travel as much as possible; these security precautions also apply to education. The state administration has advocated for online education and new learning resources via the internet system (Snyder, 2019; Sultan et al., 2021). It is inextricably linked to the experience and history of the Ebola virus outbreaks in various nations, most notably Africa. Additionally, Covid-19 is expected to reintroduce some of the same difficulties as prior viruses. This must be handled immediately in order to mitigate the impact of depression on students and even improve their motivation to learn. Do not allow the impact of Covid 19 to go unrecognized or to be dealt with slowly (Diciano et al., 2021; Putro et al., 2021).

The development of the coronavirus outbreak in Indonesia, forced the government to extend the teaching and learning period from home to an unspecified time. By no means taking a break from teaching and learning activities, all schools are required to use learning at home online and manually. Learning instructions from home issued by the central government, did not run smoothly (Hambali et al., 2020; Yu & Jee, 2021). Schools are required to still be able to provide minimum standard services to their stakeholders in the midst of Work From Home (WFH) and Large-Scale Social Restrictions (O'Brien et al., 2020). Online learning is one of the alternatives in overcoming these problems (Garad et al., 2021; Made Satyawan & Ketut Iwan Swadesi, 2021). Online learning is a solution to carry out learning even though educators and learners are in different locations. This can be a solution so that students can still follow the learning program given.

In an effort to prevent and protect teachers and students, some authorities set WFH policies for the time being (Santoso et al., 2021). In this case, educators and students must study online and run social distancing during the corona outbreak to break the virus network (Suryaningsih et al., 2021; Tumuloto, 2022). The learning process in

schools is the best public policy tool to improve knowledge and skills. In addition, many students consider that school is a very fun activity, they can interact with friends. Schools can improve students' social skills and social class awareness. The learning process as something experienced by students in the school itself is the best public policy tool to increase knowledge and skills (Tekakpinar & Tezer, 2020). The thing that then has also been embedded in most learners is that the school becomes a fun place as a playground, interacting and building relationships and social awareness. The school also became the center of interaction between teachers and students in improving knowledge, skills and planting their attitudes and character, so it was then that suddenly stopped when the school was suddenly closed (Gumantan et al., 2021; Nur Kholifah, 2020; Ridwan Ahmad Maftuhin & Danang Aji Setyawan, 2021).

School Education Management at the time of learning Physical education greatly adjusts learning during the Covid-19 pandemic. In addition to following instructions from the government related to learning in schools or universities, physical learning materials may need to be provided at this time. Physical education is actually a science of motion that can increase awareness about the importance of health and improve student fitness. Physical education teachers certainly do even harder ideas in providing learning to students.

2. The learning model used in physical education learning during the Covid 19 Pandemic

The learning process is an effort to make students learn, so that is a learning process (event of learning) that is an effort to change students' behavior (Cahyono et al., 2021). The learning process will occur because of the interaction between a teacher and his environment. Therefore, learning can happen anytime and anywhere (Gumantan et al., 2021; Made Satyawan & Ketut Iwan Swadesi, 2021) One of the signs that a person himself has undergone learning is a change in behavior in that person that may be caused by changes in the level of knowledge, skills, or attitudes. The learning process that is carried out formally in school,

none other than aiming to direct changes in the learner in a planned manner, both in cognitive, affective, and psychomotor aspects (Amran et al., 2021; Tumuloto, 2022).

Education has changed the learning system that has been running before Covid-19. The learning system running before is to do learning activities face to face between teachers and students staring at each other for real. While until now, the learning system has changed to interactive with the help of digital platforms that can connect with digital communication devices (Jayul & Irwanto, 2020; Made Satyawan & Ketut Iwan Swadesi, 2021). Technological developments that continue to accelerate along with the Covid-19 situation technologically literate make the drive or motivation to make school residents easier to access. In real-time, it can be connected anywhere and anytime. This can realize life education thanks to other supporting platforms and digital. Learning is easier and can be digitally literate and should be richer in information when compared to just face-to-face as before. But this is not so, teachers and students are amazed by the lack of learning readiness. This is evidenced by the many complaints from both teachers and students. Teachers should be more creative in this challenge, and students can be motivated to continue learning despite the current learning system (O'Brien et al., 2020). Almost all subjects are run on the PJJ path. One of them is in physical education, sports, and health. Physical education has a gap in the learning system that is currently running.

Physical education, whose learning system had to come face-to-face to undergo physical practice, is now digital. However, physical education can still run digitally even though the condition is now social distancing. The utilization and use of technology is actually not without problems, many are factors that inhibit the effectiveness of exploration carried out online. Among them are (1) low mastery of technology, (2) limited infrastructure, (3) internet network, and (4) costs (Santoso et al., 2021). While the positive impact of PJJ does exist, we must admit that through online training, students have the flexibility of study time and can

learn anytime and anywhere. Learners can interact with teachers using several applications such as google classroom, video conference (zoom or google meet), or WhatsApp group. With the use of Information and Communication Technology (ICT), learners can fully do PJJ by accessing and studying teaching materials, doing exercises (tasks), and discussing and sharing knowledge and experience with other learners.

Educators cannot apply indicators or competency achievement standards in online learning, just like in face-to-face learning. Educators cannot demand the achievement of all competencies, especially on skill competencies that require supervision when learners learn basic movements, because educators must ensure learners develop basic skills according to the abilities and levels of each learner. This pandemic forced the development of online education, which may be an alternative to learning in the future when countries, governments, and populations are better prepared.

Online learning allows learners to become more motivated and more involved in the exploratory process, thereby increasing the commitment and perseverance of learners (Amran et al., 2021; Yu & Jee, 2021). The impact of the application of information and communication technology on learning gives rise to learning patterns centered on learners (learners/student-centered learning), namely initiative and enthusiasm in learning dominated by learners themselves. Knowledge is not only sourced from teachers but centered on learners as learning actors (knowledge-centered), including the evaluation system centered on self-evaluation, namely, learners can evaluate their learning outcomes. In addition, teachers can also use the google form application for assessment. After students understand the material taught, they can be given a self-practice task at home with parental supervision and examples of skill movements that teachers in the form of videos have packaged through features such as using Youtube or Whatsapp.

Distance learning used in physical education learning in the era of the Covid-19 pandemic allows students to access learning through their

respective locations. Distance learning by using applications on gadgets owned by students can be utilized in physical education learning. Physical education teachers must be well at creating learning content and choosing the application model used so that students can access the material properly. Although there is a lot of power in accessing physical education materials through distance learning using gadget applications used by students, models like this (remote work) must be done to stop the Covid-19 virus.

3. Problems faced by students in physical education learning during the Covid 19 pandemic.

Home learning practices that restrict physical interaction result in a lack of social interaction, resulting in improper verbal communication and verbal no (Diciano et al., 2021; Tekakpinar & Tezer, 2020). There are barriers to online learning that can make it less successful. However, online education must be implemented throughout this pandemic. The failure of online education is evident in a few institutions and throughout numerous regions of Indonesia. The critical aspects of the online learning process must be continually improved. The most critical factor is a solid internet network, followed by a capable device or computer, effective and efficient online socialization, and a limited grasp of technology by teachers, who are typically senior teachers who have not fully learned and used technology.

The application of online or distance learning is not easy to implement. The lack of support from electronic devices and internet networks owned by each student makes online learning less optimal. Teachers also find it difficult to provide digital learning media that can be used to support the implementation of physical education learning. Some of the obstacles that occur in this field have the potential to hinder physical education learning. Even in some conditions, teachers are forced to eliminate physical education learning because of these factors. This will certainly have the potential to cause physical fitness

and the opportunity for students to do physical activities is reduced (Hossain et al., 2020; Ihm et al., 2021). So it will have an impact on other physical education learning goals such as skills, knowledge, and behavior (Almonacid-Fierro et al., 2021).

The most popular online learning approach is when as many as 100% of teachers use WAQ in application Whatsup facilities. Teachers build WhatsApp groups (WAg) for all students to participate in. Tasks are distributed using WhatsApp. Even if pupils do not comprehend, the teacher will supplement by providing videos or conducting a WhatsApp Video Call with them. Collecting assignments via WhatsApp messaging makes it easy for students. Assignments can also be sent via WhatsApp, with pupils photographing and sending the task to the teacher (Jumareng et al., 2021; Yu-Fong Chang et al., 2021). Many teachers' tutorial videos are also shared using WhatsApp. The learner then downloads the material and receives instruction from the teacher.

Obstacles in the implementation of online learning in physical education when giving motion tasks to students are less than optimal, because there are no sports facilities and infrastructure at home that can be used to practice in accordance with the material learned, it is necessary to use learning media that is easily obtained at home (Tahira Asgher & Anum Hanif, 2021; Vilchez et al., 2021). The next obstacle in the distance learning process is that supervision in learning is not optimal because sometimes learners do not pay attention to the material and teacher cannot control all student activities. In addition, the last obstacle is that the eyes get tired quickly because they often do synchronous this is due to radiation from the rays of computer devices and mobile devices.

The Covid-19 pandemic in the Education sector is currently following all kinds of existing problems that should all sectors also be more understanding of and strive for some of these shortcomings to be resolved immediately so that the knowledge provided to learning by teachers can be done. This problem must be found a way out

immediately so that the pandemic does not hinder student learning.

CONCLUSION

The management of learning models carried out during the Covid-19 pandemic was carried out to organize the educational process in the best physical education group. Physical learning during the Covid-19 pandemic must be based on regulations applied by the government to schools as education organizers. The model used in physical education is an online learning and face-to-face learning, with the provisions agreed upon and according to government regulations. In the implementation of learning to students, having many obstacles with the implementation of limited online and face-to-face method learning, this problem must be addressed well with adjustments to create effective learning during the Covid 19 pandemic.

REFERENCES

- Al-Kumaim, N. H., Alhazmi, A. K., Mohammed, F., Gazem, N. A., Shabbir, M. S., & Fazea, Y. (2021). Exploring the impact of the covid-19 pandemic on university students' learning life: An integrated conceptual motivational model for sustainable and healthy online learning. *Sustainability (Switzerland)*, 13(5). <https://doi.org/10.3390/su13052546>
- Almaiah, M. A., Al-Khasawneh, A., & Althunibat, A. (2020). Exploring the critical challenges and factors influencing the E-learning system usage during COVID-19 pandemic. *Education and Information Technologies*, 25(6). <https://doi.org/10.1007/s10639-020-10219-y>
- Almonacid-Fierro, A., De Carvalho, R. S., Castillo-Retamal, F., & Fierro, M. A. (2021). The practicum in times of Covid-19: Knowledge developed by future physical education teachers in virtual modality. *International Journal of Learning, Teaching and Educational Research*, 20(3). <https://doi.org/10.26803/ijlter.20.3.5>
- Alqahtani, A. Y., & Rajkhan, A. A. (2020). E-learning critical success factors during the covid-19 pandemic: A comprehensive analysis of e-learning managerial perspectives. *Education Sciences*, 10(9). <https://doi.org/10.3390/educsci10090216>
- Amran, Suherman, W. S., & Asmudin. (2021). Physical Education Online Learning During the Covid-19 Pandemic: Effectiveness , Motivation , and Learning Outcomes. *The International Journal of Social Sciences World*, 3(1).
- Cahyono, T. T., Resita, C., & Hidayat, A. S. (2021). Penggunaan Media Pembelajaran dalam Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan di Masa Pandemi Covid-19. *Jurnal Patriot*, 3(3).

<https://doi.org/10.24036/patriot.v3i3.806>

- Christian, D. D., McCarty, D. L., & Brown, C. L. (2021). Experiential Education during the COVID-19 Pandemic: A Reflective Process. *Journal of Constructivist Psychology*, 34(3). <https://doi.org/10.1080/10720537.2020.1813666>
- Corbin, C. B. (2021). Conceptual physical education: A course for the future. In *Journal of Sport and Health Science* (Vol. 10, Issue 3). <https://doi.org/10.1016/j.jshs.2020.10.004>
- Diciano, J., Mateo, W., Junior, R. J., Verzosa, J. I., & Tindowen, D. J. (2021). Students' experiences in learning physical education in an online environment. *Edu Sportivo: Indonesian Journal of Physical Education*, 2(3), 140. [https://doi.org/10.25299/es:ijope.2021.vol2\(3\).7792](https://doi.org/10.25299/es:ijope.2021.vol2(3).7792)
- El Masri, A., & Sabzalieva, E. (2020). Dealing with disruption, rethinking recovery: Policy responses to the COVID-19 pandemic in higher education. *Policy Design and Practice*, 3(3). <https://doi.org/10.1080/25741292.2020.1813359>
- Elumalai, K. V., Sankar, J. P., Kalaichelvi, R., John, J. A., Menon, N., Alqahtani, M. S. M., & Abumelha, M. A. (2019). Factors Affecting The Quality Of E-Learning During The Covid-19 Pandemic From The Perspective Of Higher Education Students. *Journal of Information Technology Education: Research*, 19. <https://doi.org/10.28945/4628>
- Garad, A., Al-Ansi, A. M., & Qamari, I. N. (2021). The role of e-learning infrastructure and cognitive competence in distance learning effectiveness during the covid-19 pandemic. *Cakrawala Pendidikan*, 40(1), 81–91. <https://doi.org/10.21831/cp.v40i1.33474>
- Gumantan, A., Nugroho, R. A., & Yuliandra, R. (2021). Learning During the Covid-19 Pandemic: Analysis of E-Learning on Sports Education Students. *Journal Sport Area*, 6(1). [https://doi.org/10.25299/sportarea.2021.vol6\(1\).5397](https://doi.org/10.25299/sportarea.2021.vol6(1).5397)
- Hald, K. S., & Coslugeanu, P. (2021). The preliminary supply chain lessons of the COVID-19 disruption—What is the role of digital technologies? *Operations Management Research*. <https://doi.org/10.1007/s12063-021-00207-x>
- Hambali, S., Akbaruddin, A., Bustomi, D., Rifai, A., Iskandar, T., Ridlo, A. F., Meirizal, Y., Rusmana, R., & Tyas, R. A. (2020). The Effectiveness Learning of Physical Education on Pandemic COVID-19. *Universal Journal of Educational Research*, 8(12B), 8428–8432. <https://doi.org/10.13189/ujer.2020.082649>
- Hossain, M. M., Tasnim, S., Sultana, A., Faizah, F., Mazumder, H., Zou, L., McKyer, E. L. J., Ahmed, H. U., & Ma, P. (2020). Epidemiology of mental health problems in COVID-19: A review. In *F1000Research* (Vol. 9). <https://doi.org/10.12688/f1000research.24457.1>
- Ihm, L., Zhang, H., van Vijfeijken, A., & Waugh, M. G. (2021). Impacts of the

- Covid-19 pandemic on the health of university students. *International Journal of Health Planning and Management*, 36(3). <https://doi.org/10.1002/hpm.3145>
- Jana, P., Nurchasanah, & Adna, S. F. (2021). E-learning during pandemic covid-19 era drill versus conventional models. *International Journal of Engineering Pedagogy*, 11(3). <https://doi.org/10.3991/IJEP.V11I3.16505>
- Jayul, A., & Irwanto, E. (2020). Model Pembelajaran Daring Sebagai Alternatif Proses Kegiatan Belajar Pendidikan Jasmani di Tengah Pandemi Covid-19. *Jurnal Pendidikan Kesehatan Rekreasi*, 6(2).
- Jumareng, H., Setiawan, E., Patah, I. A., Aryani, M., Asmuddin, & Gani, R. A. (2021). Online learning and platforms favored in physical education class during COVID-19 era: Exploring student' perceptions. *International Journal of Human Movement and Sports Sciences*, 9(1). <https://doi.org/10.13189/saj.2021.090102>
- Korkmaz, G., & Toraman, Ç. (2020). Are We Ready for the Post-COVID-19 Educational Practice? An Investigation into What Educators Think as to Online Learning. *International Journal of Technology in Education and Science*, 4(4), 293–309. <https://doi.org/10.46328/ijtes.v4i4.110>
- Limniou, M., Varga-Atkins, T., Hands, C., & Elshamaa, M. (2021). Learning, student digital capabilities and academic performance over the COVID-19 pandemic. *Education Sciences*, 11(7). <https://doi.org/10.3390/educsci11070361>
- Lubis, A. H., & Dasopang, M. D. (2021). Online learning during the covid-19 pandemic: How is it implemented in elementary schools? *Premiere Educandum: Jurnal Pendidikan Dasar Dan Pembelajaran*, 11(1). <https://doi.org/10.25273/pe.v11i1.8618>
- Made Satyawan, I., & Ketut Iwan Swadesi, I. (2021). The Effectiveness of Online Learning Through Undiksha E-Learning During the Covid-19 Pandemic. *Journal of Education Technology*, 5(2), 191–199. <https://ejournal.undiksha.ac.id/index.php/JET>
- Nur Kholifah, P. S. R. R. M. N. S. S. (2020). The Effectiveness of Using Blended Learning Models Against Vocational Education Student Learning Motivation. *International Journal of Advanced Trends in Computer Science and Engineering*, 9(5). <https://doi.org/10.30534/ijtcse/2020/151952020>
- O'Brien, W., Adamakis, M., O'Brien, N., Onofre, M., Martins, J., Dania, A., Makopoulou, K., Herold, F., Ng, K., & Costa, J. (2020). Implications for European Physical Education Teacher Education during the COVID-19 pandemic: a cross-institutional SWOT analysis. *European Journal of Teacher Education*, 43(4), 503–522. <https://doi.org/10.1080/02619768.2020.1823963>
- Pascarella, G., Strumia, A., Piliego, C., Bruno, F., Del Buono, R., Costa, F., Scarlata, S., & Agrò, F. E. (2020). COVID-19 diagnosis and

- management: a comprehensive review. In *Journal of Internal Medicine* (Vol. 288, Issue 2). <https://doi.org/10.1111/joim.13091>
- Pokhrel, S., & Chhetri, R. (2021). A Literature Review on Impact of COVID-19 Pandemic on Teaching and Learning. *Higher Education for the Future*, 8(1), 133–141. <https://doi.org/10.1177/2347631120983481>
- Putri, R. S., Purwanto, A., Pramono, R., Asbari, M., Wijayanti, L. M., & Hyun, C. C. (2020). Impact of the COVID-19 pandemic on online home learning: An explorative study of primary schools in Indonesia. *International Journal of Advanced Science and Technology*, 29(5).
- Putro, B. N., Pratama, H. G., Prasetyo, W., & Doewes, R. I. (2021). E-Learning Implementation in Physical Education Department in Higher Education During COVID-19 Pandemic. *Information Technology, Education and Society*, 17(2). <https://doi.org/10.7459/ites/17.2.05>
- Ridwan Ahmad Maftuhin, P. K. P., & Danang Aji Setyawan. (2021). Efektifitas guru pendidikan jasmani dalam pembelajaran daring The effectiveness of physical education teachers in online learning. *Edu Sportivo*, 1(1).
- Santoso, N., Dwi cahyo, A., & Wiyanto, A. (2021). Sports and health physical education issues in online learning during the covid-19 pandemic in madrasah ibtidaiyah 5 north Lampung. *Jurnal SPORTIF : Jurnal Penelitian Pembelajaran*, 7(3), 494–507. https://doi.org/10.29407/js_unpgri.v7i3.16314
- Silva, R. C. A., e Silva, V. L. de F. F., & Silva, A. P. (2019). Distance learning for teaching in physical education. In *Motriz. Revista de Educacao Fisica* (Vol. 25, Issue 1). <https://doi.org/10.1590/s1980-6574201900010002>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sultan, A., Susandi, B., Wahyudhi, E., Ismail, M., Iskandar, H., & Author, C. (2021). *SPORTIVE: Journal of Physical Education, Sport and Recreation* (Issue 2).
- Suryaman, M., Cahyono, Y., Muliansyah, D., Bustani, O., Suryani, P., Fahlevi, M., Pramono, R., Purwanto, A., Purba, J. T., Munthe, A. P., Juliana, & Harimurti, S. M. (2020). COVID-19 pandemic and home online learning system: Does it affect the quality of pharmacy school learning? *Systematic Reviews in Pharmacy*, 11(8). <https://doi.org/10.31838/srp.2020.8.74>
- Suryaningsih, S., Pujianto, D., Sutisyana, A., & Raibowo, S. (2021). Analisis Media Pembelajaran Pendidikan Jasmani Pada Masa Pandemi Covid-19 Di SMP Negeri Kota Bengkulu Analysis of Physical Education Learning Media During the Covid-19 Pandemic at Bengkulu City Junior High School. *Sport Gymnastics: Jurnal Ilmiah Pendidikan Jasman*, 2(2), 210–218. <https://doi.org/10.33369/gymnastics>

- Tahira Asgher, & Anum Hanif. (2021). Exploring the Impact of Online Teaching Method on Higher Education during COVID-19 Pandemic: Students' and Teachers' Perspective. *Research Journal of Social Sciences and Economics Review (RJSSER)*, 2(1). [https://doi.org/10.36902/rjsser-vol2-iss1-2021\(120-134\)](https://doi.org/10.36902/rjsser-vol2-iss1-2021(120-134))
- Tekakpinar, E., & Tezer, M. (2020). Effectiveness of a school-based outdoor education curriculum and online learning environment among prospective teachers. *Sustainability (Switzerland)*, 12(1). <https://doi.org/10.3390/su12010207>
- Tumaloto, E. H. (2022). Pendidikan jasmani, olahraga dan pembelajaran kesehatan selama pandemi covid 19. *Jambura Health and Sport Journal*, 4(2), 60–68.
- Vilchez, J. A., Kruse, J., Puffer, M., & Dudovitz, R. N. (2021). Teachers and School Health Leaders' Perspectives on Distance Learning Physical Education During the COVID-19 Pandemic. *Journal of School Health*, 91(7). <https://doi.org/10.1111/josh.13030>
- Webster, C. A., D'Agostino, E., Urtel, M., McMullen, J., Culp, B., Egan Loiacono, C. A., & Killian, C. (2021). Physical education in the COVID era: Considerations for online program delivery using the comprehensive school physical activity program framework. *Journal of Teaching in Physical Education*, 40(2). <https://doi.org/10.1123/JTPE.2020-0182>
- Wu, Y. C., Chen, C. S., & Chan, Y. J. (2020). The outbreak of COVID-19: An overview. In *Journal of the Chinese Medical Association* (Vol. 83, Issue 3). <https://doi.org/10.1097/JCMA.0000000000000270>
- Xiao, Y., & Watson, M. (2019). Guidance on Conducting a Systematic Literature Review. In *Journal of Planning Education and Research* (Vol. 39, Issue 1). <https://doi.org/10.1177/0739456X17723971>
- Yu-Fong Chang, J., Wang, L. H., Lin, T. C., Cheng, F. C., & Chiang, C. P. (2021). Comparison of learning effectiveness between physical classroom and online learning for dental education during the COVID-19 pandemic. *Journal of Dental Sciences*, 16(4). <https://doi.org/10.1016/j.jds.2021.07.016>
- Yu, J., & Jee, Y. (2021). Analysis of online classes in physical education during the covid-19 pandemic. *Education Sciences*, 11(1), 1–14. <https://doi.org/10.3390/EDUCSCI11010003>
- Zhao, H., Xiong, J., Zhang, Z., & Qi, C. (2021). Growth Mindset and College Students' Learning Engagement During the COVID-19 Pandemic: A Serial Mediation Model. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.621094>