



## Implementation of Face-to-Face Learning (PTM) Limited to Physical Education Subjects During the Covid-19 Pandemic at Mts Manbaul Hikmah Pesantren Gedongan Cirebon

Muhammad Zakaria<sup>1\*</sup>, Endang Sri Budi Herawati<sup>2</sup>, Dewi Wahyuni<sup>3</sup>

<sup>1,2,3</sup>Universitas Nahdlatul Ulama Cirebon, Indonesia

\*Corresponding Author: Muhammad Zakaria, e-mail: [zakaria@gmail.com](mailto:zakaria@gmail.com)

Received: 01 Juli 2023, Approved: 01 August 2023, Published: 30 September 2023

### Abstract

**Study purpose.** This study aims to describe the implementation of Limited PTM in PJOK subjects at MTs Manbaul Hikmah Pesantren Gedongan Cirebon, focusing on the implementation of learning, methods, media used, student participation, and obstacles faced by teachers and students during the PTM process.

**Materials and methods.** The research uses a qualitative descriptive method with data collection techniques through structured interviews, direct observation, and collection of supporting documents. The research participants consisted of six informants, namely the Head of the Madrasah, the Deputy Head of the Madrasah for Curriculum, the PJOK Teacher, and three students. Data analysis is carried out thematically through the stages of transcription, coding, categorization, thematization, and triangulation of data sources to ensure the validity of the results.

**Results.** The results of the study showed that the implementation of Limited PTM in PJOK subjects went quite well despite facing limited learning time. Teachers use assignment and discovery learning methods with the main media in the form of package books and worksheets, as well as assignments to make videos of simple sports practices. Student participation in learning activities is relatively high, although there are obstacles in terms of limited time, learning facilities, and increased workload during Limited PTM.

**Conclusion.** Overall, the implementation of PJOK learning during the Limited PTM period can be categorized as effective with adaptive adjustments to pandemic policies and situations, and still be able to achieve basic learning goals through a simple but functional approach.

**Keywords:** Physical Education, Limited PTM, Learning, COVID-19 Pandemic, Students

---

DOI: <https://doi.org/10.52188/ijpess.v3i2.1790>

©2023 Authors by Universitas Nahdlatul Ulama Cirebon



OPEN ACCESS

### Introduction

Education has a very important role in advancing a nation. Education is expected to educate the younger generation who are able to develop their potential, as well as have a critical

and dynamic mindset, are responsible, have noble character, have faith and are devoted to God Almighty. Education must also be able to produce human resources who have competencies, namely attitudes, knowledge and skills. Education is a reorganization of experience in increasing the ability to lead education in the future. According to Law No. 20 of 2003 concerning the National Education System Chapter I Article 1 (paragraph 1), education is basically a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble morals, and skills needed by themselves, society, nation, and state. Physical education is an integral part of national education which aims to develop students' abilities through physical activities (Utama Bandi, 2011). So that physical education must be taught to every student at all levels of education. Physical education planning is carried out carefully to meet the development, growth, and behavioral needs of each child. So physical education is not only aimed at developing psychomotor skills, but also developing students' cognitive and affective abilities.

According to Suherman, et al. (2018: 37) physical education is a learning process through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, emotional intelligence and sportsmanship. Physical education is defined as education and through movement and must be carried out in the right way so that it has meaning for students. Physical education is a learning program that pays proportionate and adequate attention to the domains of learning, namely psychomotor, cognitive, and affective. The world is currently rife with a coronavirus outbreak that can cause a disease called COVID-19. COVID-19 that occurred in various countries, including Indonesia, had an impact on various fields, including education. Currently, the world of education is facing quite complex problems. The virus attack has an impact on the implementation of learning at all levels of education. On March 24, 2020, the Minister of Education and Culture of the Republic of Indonesia issued Circular Letter Number 4 of 2020 concerning the implementation of education policies during the emergency period of the spread of COVID-19. The learning process is carried out at home through online/distance learning which aims to break the chain of COVID-19 spread. Online learning is the use of the internet network in the learning process. Online learning allows students to have the flexibility of learning time, can learn anytime and anywhere. Students can interact with teachers using several applications such as classrooms, video convergence, phone or live chat, zoom or through whatsapp groups.

However, as time goes by and intensive handling, both from the government and medical personnel, the spread of this virus has decreased in percentage. This caused the government to issue a decision regarding the easing of learning rules in schools, where previously all schools were required to conduct distance learning. In this case, the government issued a new policy in the form of a Joint Decree (SKB) of 4 Ministers for the implementation of learning during the COVID-19 pandemic, which contains "For schools whose educators and education staff have received complete COVID-19 vaccination, then the central government, local governments, regional offices of the Ministry of Religion of the provincial Ministry of Religion, offices of the Ministry of Religion of districts/cities in accordance with their authority require schools, starting from the level of early childhood education (PAUD), primary education, secondary education, and higher education in their areas to provide services: (a) limited face-to-face learning while still implementing health protocols; and (b) distance learning. This decision was designed because it was feared that prolonged Distance Learning (PJJ) would have a bad impact on students, including; dropping out of school, declining learning outcomes, and children's psychological and mental health. Based on pre-research observations by researchers at MTs Manbaul Hikmah Gedongan Cirebon, information was obtained from teachers. Learning at the research site is being carried out by PTMT. Ptmt itself

at the research site is divided into 2 waves, namely at 07.00-09.40 WIB and at 10.00-12.40 WIB. This results in limited material delivery by teachers.

Through a variety of physical activities, it is planned in an integrated manner, and aims to cultivate a person's natural, neuromuscular, perceptual, knowledge, and emotional skills. (Rusli Lutan 2000: 15) stated that children can be given direction through physical activities with the aim of developing behavior in terms of physical, intellectual, emotional, social values, and morals. To achieve his desired goals, this student is influenced by factors within himself or outside of the student. However, there are still many factors that can hinder the occurrence of sports extracurricular activities, namely the weather factor. In Cirebon City, almost every junior high school has extracurricular activities in the field of sports. Extracurricular is a means to learn and improve skills more deeply for students. Zikrie Fadhilah ( 2021 : 3 ). Schools and teachers can provide guidance to students in choosing extracurriculars according to their abilities and interests. However, in the next development, futsal extracurriculars are also in demand by male and female students. In futsal extracurricular activities, usually coaches or sports teachers want each student or participant to strive to improve their achievements. The school provides support in the process of implementing futsal extracurricular activities by providing facilities that have been provided for the extracurricular activities. The supervisor who also concurrently serves as a Futsal Extracurricular coach at SMPN 18 Cirebon City plays a very important role in guiding, educating, training and encouraging students to always work hard in training and match tests. ( Zikrie Fadhilah 2021 : 3 ).

There are some students who are still lazy to exercise because of a lack of knowledge about how much benefit it is when exercising. Because there are many assumptions that say futsal is a hard game and many physical clashes between players. In addition, it can be seen that in its implementation, students who have entered the extracurricular and have participated in the local club in Cirebon, in this case, athletes with students who have just started and have recently participated in extracurricular activities are very different, both in terms of their motivation and enthusiasm to continue practicing and their attitude and seriousness in practicing as well as their knowledge of the basic techniques that are different both in theory and practice in the field at the time of the exercise. This is a concern for researchers to find out their motivations. Based on the above problems, it is important to find out the motivation of students in participating in Futsal Extracurricular activities at SMPN 18 Cirebon City. So that the author in this article is the title of his research, namely: "student motivation in participating in Futsal Extracurricular activities at SMPN 18 Cirebon City".

## Materials and Methods

### *Study participants.*

Participants were selected purposively based on their roles and ability to provide relevant information about the implementation of Limited PTM in PJOK. Inclusion criteria: (1) PJOK teachers who actively teach during Limited PTM, (2) madrasah heads or representatives who know the policy for implementing PTM, and (3) students who participate in Limited PTM directly.

In this study, the interviewed informants were:

1 Head of Madrasah

1 Deputy Head of Madrasah for Curriculum

1 PJOK Teacher

3 (three) students who participated in PJOK learning during Limited PTM

Total informants = 6 people. In addition, the researcher utilizes school documents (schedules, attendance lists) that include all students of related classes as a secondary data source for triangulation.

**Study organization.**

This research is a qualitative descriptive research with data collection techniques using interview techniques with research subjects (informants), data collection in the form of supporting documents, and the results of researcher observations. The implementation of data collection was carried out during December 2021 while still complying with health protocols. The interview process for informants is carried out in the school environment. The stages in the data collection process in this study are as follows:

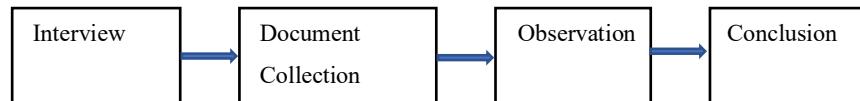


Figure 1. Stages of Data Collection, (Researcher Source)

Regarding the problem in this study, namely wanting to find out the implementation of limited face-to-face learning (Limited PTM) of PJOK subjects during the covid 19 pandemic, the researcher only focused on the indicators of learning success adapted from Hakim and Susanto (2021), which can be seen below

**Table 1.** Indicators of learning success

Yes	Indicator
1	Implementation of learning
2	Methods used
3	Media used
4	Student participation
5	Obstacles faced

To dig up information from informants, referring to the stages of data collection, the researcher uses interview techniques, document collection and the results of the researcher's observations. The interview conducted by the researcher is a structured interview, namely the researcher has prepared 5 questions that will be asked to the informant and the informant answers according to what they have experienced and felt so that it reflects the actual situation. The questions that the researchers compiled were as follows:

**Table 2.** Structured Interview Questions

Yes	Question
1	Will PJOK lessons still be carried out during limited face-to-face learning (PTM Limited)?
2	During PJOK lessons in Limited PTM, what is the learning method?
3	What are the learning media for PJOK when PTM is Limited?
4	Is it during PTM Limited that students follow PJOK lessons from start to finish?
5	What obstacles are felt when PTM is limited?

**Statistical analysis.**

Because the research design is qualitative, the main analysis uses a qualitative approach (content/thematic analysis) accompanied by simple descriptive processing for observation data and documents. The analysis steps are carried out as follows:

#### Transcription and deep reading

All interview results are transcribed verbatim. The researcher performed repeated readings to understand the overall data.

#### Codification and categorization

The transcript is broken down into units of meaning, then coded (open coding). The codes were grouped into categories that corresponded to the indicators of adapted learning success (learning implementation, methods, media, student participation, constraints).

#### Thematization

From the categories, themes were formed that described the implementation pattern of Limited PTM. Informant quotes are chosen to reinforce each theme (evidence-based quotes).

#### Data triangulation

The interview findings were compared with the results of observations and documents (schedules, attendance lists, photos) to improve the validity of the findings. Discrepancies or inconsistencies are analyzed and reported.

#### Simple quantitative descriptive analysis (for observation/document data)

For observation/checklist sheets (e.g. implementation tables per activity: implemented/not implemented) and attendance lists, the researcher conducted a simple frequency and percentage calculation to present a complementary quantitative picture. The calculation method:

Frequency: the number of times an activity/indicator is executed.

Percentage = (Number of implementations / Number of observation opportunities) × 100%.

Execution percentage =  $(n_{\text{terlaksana}} \div n_{\text{total\_pertemuan}}) \times 100\%$

The results of these calculations are presented in a simple table (e.g. "Preliminary implementation: 90% of the 10 meetings were implemented") to support the qualitative narrative.

#### Reporting systematics

The results of the analysis are presented in the form of thematic narratives supported by informant citations, observation results tables, and document summaries. Conclusions are drawn based on convergent evidence from all three data sources.

## Results

The results of this study are the presentation of the answers from the informant regarding the questions that the researcher asks to answer the research problem. As previously described, the data collection technique uses structured interviews, and the informant has no limitations in answering. The informants in this study were the Head of the Madrasah, the Deputy Head of the Madrasah Curriculum section, PJOK teachers and 3 students. The results of interviews with informants in order can be seen below.

a. Head of Madrasa

The head of the madrasah explained that:

Learning activities during Limited PTM continue to take place, because it is a direct instruction from the President and the Minister of Education. The rules imposed in this school refer to the instructions of the Cirebon Regency Education Office, namely that students learn as usual at school, but the learning time for each subject is reduced. PJOK subjects which were previously 2 hours of lessons, which were 80 minutes, in this Limited PTM became 40 minutes. Of course, it is not easy for PJOK teachers to be able to deliver teaching materials, but I believe that every teacher will definitely optimize the available time.

b. Deputy Head of Madrasah Curriculum

The Deputy Head who then became the informant explained that:

During the pandemic, the school quickly responded to this. We always strive so that students can get learning even if it is through the Limited PTM mechanism. We also emphasize to every teacher to be professional by utilizing existing media and as much as possible to motivate children to continue learning at home independently and follow learning carefully.

c. PJOK Teacher

The PJOK teacher explained as follows:

Actually, PJOK is a learning material that must be carried out with practice, the present is indeed more practice, while during this Limited PTM PJOK learning is still carried out, even students seem very enthusiastic to take part in learning. Hopefully I can give the best for them.

a) Student 1

Student 1 responded as follows:

During Limited PTM, learning is still possible. So we were given assignments to do LKS, questions in the package book, and sometimes also make assignments in the form of videos. At first, it was fun, but after a while, it got boring.

b) Student 2

Student 2 responded as follows:

The KBM process continues even though PTM is limited. I feel that studying with Limited PTM is harder than regular learning.

c) Student 3

Student 3 responded as follows:

Learning during Limited PTM is actually more difficult, I think it's just regular learning but the tasks are more and more tired. The time is faster, so the teacher explained as if he was in a hurry.

### Learning Methods

a. Head of Madrasah

The Head of the Madrasah gave the following answer:

Every meeting I always emphasize that every teacher gives the best for the students. I realize that there are many limitations that every teacher has as a human being, but I emphasize that our kindness will be rewarded later by Allah swt. So I fully believe in the Deputy Head of the Curriculum Section and all teachers that we are able to carry out Limited PTM optimally, by utilizing all existing facilities.

b. Deputy Head of Madrasah Curriculum

The Deputy Head of the Madrasah Curriculum explained as follows:

During the limited face-to-face learning process (Limited PTM), I emphasized to all teachers to optimize the facilities in the school. For the learning method, we have agreed that during Limited PTM, the methods used are the assignment and *discovery learning method*. If for example, teachers have innovations for teaching methods during Limited PTM, I don't have a problem, in fact, it is good and can be used as an example for other teachers.

c. PJOK Teacher

The PJOK teacher explained as follows:

First, the implementation of Limited PTM, I was confused about how to deliver learning materials, while PJOK is synonymous with practical lessons outside the classroom. After I participated in the PJOK MGMP, it was finally agreed that PJOK was carried out by applying the practical task method of making simple sports videos such as warm-

up videos with a duration of 5 minutes, push up videos of 12 repetitions, and tasks of doing LKS and package books.

d. Student 1

Student 1 explained as follows

I feel that almost every teacher who teaches during Limited PTM is the same way, the teacher is absent and then after the absence tells us to do assignments in the LKS or package book, sometimes they are told to make a video of doing practice at home recorded using *a mobile phone* according to the material delivered by the teacher.

e. Student 2

Student 2 explained as follows

In my opinion, PJOK teachers always fill out LKS, package books, and make practice videos and then collect them according to the predetermined time. Anyway, I feel that Limited PTM is heavier.

f. Student 3

Student 3 explained as follows

In my opinion, the way PJOK teachers teach during Limited PTM is the same as other teachers. Summarize material, fill out package books and worksheets as well as tasks to make sports practice videos.

### **Learning Media during PTM LIMITED**

a. Head of Madrasah

The Head of the Madrasah explained as follows

For learning media during this Limited PTM, we agreed to use those in the school, such as package books, LKS books and others. This will make the learning process easier, because the children all already have their own handles.

b. Deputy Head of Madrasah Curriculum

The Deputy Head of the Madrasah for Curriculum explained that

The results of the meeting of the head of the madrasah with the teachers were agreed that limited face-to-face learning would be carried out without burdening students, especially the learning media. So it was agreed that the most important learning media are package books and LKS books.

c. Student 1

Student 1 explained that

During PTM Limited, I only learned through package books and LKS. But once at that time, he was told to make a video of push up and sit up practice and then sent it through *a mobile phone*.

d. Student 2

Student 2 explained as follows

As far as I know, during Limited PTM, the learning process only fills out package books and LKS books. I've done a lot of video games but only once.

e. Student 3

Student 3 explained as follows

During Limited PTM, the learning process is only short, most of the tasks are summarizing, filling out package books and LKS.

### **Student Attendance during PTM LIMITED**

a. Head of Madrasah

The Head of the Madrasah explained as follows

During Limited PTM we always conduct weekly evaluations on the Friday after Friday, and reports from teachers regarding student attendance during Limited PTM are very good, students attend as usual and I think few are absent. Maybe because the learning time is short.

b. Deputy Head of Madrasah Curriculum

The Deputy Head of the Madrasah Curriculum explained as follows

When referring to the results of the weekly evaluation, the results are very good, and I have also conducted an inspection of the teacher who is teaching. I saw students attending the Limited PTM, but there were also teachers who reported that there were always students who were late to attend the LIMITED PTM. In my opinion, the point is attendance, so even if it is late, the student still has the desire to attend, so it doesn't matter.

c. PJOK Teacher

PJOK teachers explained as follows

If there is a problem of student attendance during Limited PTM, I think it is quite good, if the problem is that they are late, or there are students who for example have permission to participate in Limited PTM, I think it is reasonable.

d. Student 1

Student 1 explained as follows

During Limited PTM, I felt that I was always present, but I was also late. If I don't attend, I don't think I ever will.

e. Student 2

Student 2 explained as follows

I always attend Limited PTM, because I want to get grades. I think my friends are always present too.

f. Student 3

Student 3 explained as follows

I was always present like the others, I was also absent once but my parents told the homeroom teacher first.

### **Constraints during Limited PTM**

a. Head of madrasah

The Head of the Madrasah explained as follows

First, the Limited PTM process the teachers felt awkward and clumsy, but eventually got used to it. Obstacles that often occur are problems with delivering material and assignments that do not feel like they exceed the time, so that teachers of other subjects wait outside. This is just a lack of coordination, the rest is quite good.

b. Deputy Head of Madrasah Curriculum

The Deputy Head of the Madrasah Curriculum explained as follows

What the Head of the Madrasah said was true, because usually the teaching hours are 2 hours of lessons, which is approximately 1 hour and 30 minutes, now it has been cut to only 40 minutes. It is natural for teachers to feel inadequate, but this can be overcome, all the keys are in good coordination between fellow teachers. Hopefully the learning process can return to normal.

c. Student 1

Student 1 explained as follows

For me, there are no obstacles, regular learning with Limited PTM is the same. Everyone also has tasks to do, it's just that when I have limited PTM I have more time to help my parents sell at home

d. Student 2

Student 2 answered as follows

The obstacle I face is that I don't have LKS books, LKS books have to be bought if the package books are only borrowed from the library. So usually when I come home from school, I like to write first, then I do it at home. The answer is sometimes in the package book, sometimes it is not. If there is none, I usually like to ask friends.

e. Student 3

Student 3 explained as follows

The obstacle I feel is that the time to do tasks is more, in the past before Limited PTM, not every meeting had an assignment. Now that the time of PTM is limited, every meeting has a task and it covers almost all subjects.

## Discussion

Based on the results of interviews with informants, the researcher then analyzed in depth, the results of the analysis were matched with the results of the documents that the researcher collected as supporting secondary data. The following is a discussion of the results of the interview based on the indicators of learning success supported by data in the form of documents that have been obtained by the researcher.

1. Process

The implementation of learning has the goal of achieving learning objectives so that it ends in learning success. The teaching and learning process should refer to the curriculum and syllabus, so that later it can be used as a reference in making lesson plans (learning implementation plans). In this study, the lesson plan used in detail can be seen in the appendix, while the results of the researcher's observations during the PTM process can be seen in table 4.3 on the next page.

**Table 3.** Implementation of the PTM Process as a Result of Researchers' Observations

1st meeting

Bullet Repellent Material

Yes	Activities	Implementation	
		Done	Not Implemented
1	Introduction		
	a. Pray	√	
	b. Attendance	√	
	c. Explain learning objectives		√
	d. Apersepsi		√
2	Core		
	a. Explain the material	√	
	b. Demonstrate the material		√
	c. Give students the opportunity to ask questions	√	
	d. Have students practice		√
	e. Provides motion correction		√
3	Cover		
	a. Summing up the material		√
	b. Q&A with students		√
	c. Learning evaluation		√
	d. Assign tasks	√	
	e. Pray	√	

**Table 4.** Implementation of the PTM Process as a Result of Researchers' Observations

2nd meeting  
Floor Gymnastics Materials

Yes	Activities	Implementation	
		Done	Not Implemented
1	Introduction		
	e. Pray	✓	
	f. Attendance	✓	
	g. Explain learning objectives		✓
	h. Apersepsi		✓
2	Core		
	f. Explain the material	✓	
	g. Demonstrate the material		✓
	h. Give students the opportunity to ask questions	✓	
	i. Have students practice		✓
	j. Provides motion correction		✓
3	Cover		
	f. Summing up the material		✓
	g. Q&A with students		✓
	h. Learning evaluation		✓
	i. Assign tasks	✓	
	j. Pray	✓	

2. Implementation of learning

Based on the results of interviews with informants that have been triangulated by researchers, the researcher draws the conclusion that during the covid 19 pandemic all teachers and students carried out Limited face-to-face learning (Limited PTM) by reducing every time the subject hours. This is strengthened by the physical data that the researcher obtained from schools, namely the learning schedule during Limited PTM. The following is an attachment to the Limited PTM schedule at the MTs Manbaul Hikmah Gedongan Islamic Boarding School in Cirebon.

JADWAL PELAJARAN MTs MANBAUL HIKMAH												REVISI 2																		
HARI	WAKTU			KELAS VII & VIII			KELAS IX			KELAS VII			KELAS VIII			KELAS IX			KODE NAMA GURU DAN BIDANG STUDI			JAM TIAP KLS. VII VIII IX			JML. TOTA			KET.		
A	B	C	D	E	A	B	C	D	A	B	C	D	E	A	B	C	D	E	1	2	3	4	5	6	7	8	9	10	11	12

**Figure 2.** LIMITED PTM Schedule

3. Learning media

Based on the results of interviews with informants that have been triangulated by the researcher, the researcher draws the conclusion that during the implementation of the limited face-to-face learning process at the MTs Manbaul Hikmah Pesantren Gedongan Cirebon school, the learning media used are LKS and package books. This

is also strengthened by documents in the form of documentation photos that researchers have successfully obtained.



Figure 3. Learning Media during Limited PTM

#### 4. Learning methods

Based on the results of interviews with informants that the researcher has carried out in a triangulated manner, the researcher draws the conclusion that the learning method used by teachers during PTM LIMITED is an assignment method. The assignment here is for the teacher to give assignments that must be done by students and then collected according to the deadline that has been determined by the teacher. This is strengthened from the document in the form of photos obtained by the researcher.



Figure 4. Learning Methods during Limited PTM

#### 5. Student participation.

Based on the results of interviews with informants that the researcher has carried out in a triangulated manner, the researcher draws the conclusion that during the covid 19 pandemic student participation in Limited Face-to-Face Learning is very good, this can be seen from the attendance list that the researcher obtained from PJOK teachers. The following is a list of student attendance during the Limited PTM process.

NAMA PESERTA DIDIK	Kelas	Guru Bidang Studi	Semester	Kehadiran Siswa Pada Kegiatan Tatap Muka																										ABSEN				
				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25						
ABDUL KODIR JAEALAH	VIII A		Ganjil / Genap	L	I	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	S	I	A		
ADANG NUR ISKANDAR				L	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
AFIFAH AL HABSY				L																														
AHMAD ABDALAH				L	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
ADA USTHUVIA TSULIS				P	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
AMANDA PUTRI FEILSA				P	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
ANANG ADITIYA				L	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
ARDIANSYAH				L	A	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
ARIU DWI SURYA ATMAOJA				L	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
BAGHTIAR HAZRIL BRAHIM				L	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					
DINYI RATNELLIAH				G	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V					

**Figure 5.** Student Attendance List

6. Obstacles faced

Based on the results of interviews with informants that have been carried out by researchers in a triangulated manner, the researcher draws the conclusion that during the implementation of limited face-to-face learning, the obstacles faced by students and teachers are as follows:

1. The learning time is very short so that teachers are in a hurry to deliver materials and assignments
2. The media used are only package books and worksheets, this is an effort to overcome the short learning time
3. Children feel that Limited PTM is more difficult because of the many daily tasks given by teachers.

**Research Limitations**

This research was carried out optimally with the guidance of supervisors and teachers at MTs Manbaul Hikmah Pesantren Gedongan Cirebon school, but it does not mean that this research is perfect. This research still has limitations that are felt and experienced by researchers during the research. The limitations of the research are as follows:

1. The researcher's communication to obtain secondary data as supporting data for research is not good, so the school does not provide data. The data obtained was assistance from PJOK teachers and even so.
2. The focus of this research is limited to one school, so the results of this study cannot be generalized.

**Conclusions**

The conclusion of this study is to find out the implementation of PJOK learning during the pandemic with limited face-to-face learning (Limited PTM). Based on the results of the research that has been conducted, the researcher assesses the implementation of PJOK learning based on five indicators, namely: 1) learning implementation, 2) learning methods, 3) learning media, 4) student participation, and 5) obstacles during Limited PTM

Based on the results of data collection, data reduction and data presentation, it is concluded that the implementation of Limited PTM in PJOK learning at MTs Manbaul Hikmah Pesantren Gedongan Cirebon school is going well seen from five indicators of learning success.

### Acknowledgment

A statement of thanks can contain details of those who helped in conducting the research but who have not yet been recognized as contributors, as well as a personal expression of gratitude.

### References

Blain, D. O., Thomas, K., & Smith, J. (2022). *Physical education in a post-COVID world: A blended approach to teaching movement*. *Physical Education and Sport Pedagogy*, 27(4), 512–525. <https://doi.org/10.1080/17408989.2022.2053476>

Centeio, E. E., Webster, C. A., Russ, L. B., McKenzie, T. L., & Chen, W. (2021). *The success and struggles of physical education teachers: Perceptions of implementing online PE during COVID-19*. *Journal of Teaching in Physical Education*, 40(3), 432–444. <https://doi.org/10.1123/jtpe.2021-0112>

D'Agostino, E. M., Lafferty, D., & Pujol, R. (2021). *Virtual physical education during COVID-19: Equity, access, and inclusion considerations*. *Frontiers in Sports and Active Living*, 3, 698870. <https://doi.org/10.3389/fspor.2021.698870>

Killian, C. M. (2021). *How do we do this? Distance learning in physical education during the COVID-19 pandemic*. *Strategies*, 34(5), 29–36. <https://doi.org/10.1080/08924562.2021.1956273>

Kovacs, V. A., Stiglic, N., & Smith, J. (2022). *What are the realities of remote physical education? A cross-national survey of European teachers*. *European Physical Education Review*, 28(3), 687–706. <https://doi.org/10.1177/1356336X221080371>

Mata, C., Onofre, M., Costa, J., Ramos, M., Marques, A., & Martins, J. (2023). *Adolescents' enjoyment in face-to-face physical education during the COVID-19 pandemic*. *Sustainability*, 15(7), 6234. <https://doi.org/10.3390/su15076234>

Nyberg, G., Larsson, H., & Barker, D. (2024). *Moving online in physical education teacher education: Experiences and lessons learned*. *Sport, Education and Society*, 29(1), 45–61. <https://doi.org/10.1080/13573322.2023.2284419>

Onadeko, K., Jones, A., & Lewis, M. (2024). *Comparing the use and effectiveness of in-person and remote physical education delivery during the COVID-19 pandemic*. *American Journal of Health Education*, 55(2), 123–131. <https://doi.org/10.1080/19325037.2024.2291123>

Webster, C. A., D'Agostino, E. M., & Centeio, E. E. (2021). *Physical education in the COVID era: Considerations for teacher educators and researchers*. *Journal of Teaching in Physical Education*, 40(3), 327–336. <https://doi.org/10.1123/jtpe.2021-0090>

Zheng, W. (2021). *Research on blended learning in physical education: Reflections from the pandemic*. *SAGE Open*, 11(4), 1–9. <https://doi.org/10.1177/21582440211055381>

---

### Information about the authors:

**Muhammad Zakaria:** [zakaria@gmail.com](mailto:zakaria@gmail.com), Physical Education in Health and Recreation, University of Nahdlatul Ulama Cirebon, Indonesia.

**Endang Sri Budi Herawati:** [endang@gmail.com](mailto:endang@gmail.com), Primary teacher education, Indonesia

**Dewi Wahyuni:** [wahyunidewi336@unucirebon.ac.id](mailto:wahyunidewi336@unucirebon.ac.id), Physical Education in Health and Recreation, University of Nahdlatul Ulama Cirebon, Indonesia.

**Cite this article as:** Zakaria, Muhammad. *et al.* (2023). Basic Basketball Technique Skill Level of the State High School Basketball. *Indonesian Journal of Physical Education and Sport Science (IJPES)*, 3(2), 320-334. <https://doi.org/10.52188/ijpess.v3i2.1790>