

## Physical Education Instructional from the Sociological Aspect of Wetland Areas During the COVID-19 Pandemic

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**Abstract** In some countries, the COVID-19 Pandemic has become a significant disaster that has caused severe problems. One of them is the field of education that requires online learning. This study aims to learn physical education of sports and health from sociological wetland areas during the COVID-19 Pandemic in South Kalimantan Province. The research uses the ex post facto method using a questionnaire. The data analysis used is quantitative descriptive. The subjects studied were Teachers, learners, and parents of learners. Research results from learning process factors consist of six aspects by 80.28%; sociological factors of learners comprised six elements of 80.11%, and the sociological factor of the parents of learners consists of two elements of 68.01%. Based on physical education learning data in South Kalimantan Province, reviewed from the sociological aspect of wetlands during the COVID-19 Pandemic was carried out well. This means that tailors' learning from the sociological aspect is still not optimal. Students and teachers should better adapt to implementing the online Physical Education learning process through the internet network. Teachers' learning ability needs to be improved to master and adapt both offline and online. Social interaction through technology is a very important factor so that learning at home can run well.

**Keywords:** Physical education, Sociology in education, Media innovation, Online learning

### 1. Introduction

The Corona Virus Disease (COVID-19) outbreak was delivered by the World Health Organization (WHO), started in China (Wuhan) in December 2019, and spread throughout the world, including Indonesia, which was affected to occupy the 27th position in the world (Olmos-Gómez, 2020; Putwilian & Putranto, 2021; Tria, 2020). The development of the COVID-19 Pandemic has not reduced public interest in physical activity in some countries, against the backdrop of a decrease in the number of daily activities associated with decreased visits to the workplace and increased forms of remote work (Ding et al., 2020). Some researchers consider it a paradox to increase physical activity during a pandemic (Mcroy et al., 2020; Sfyri et al., 2021). During the COVID-19 Pandemic, the importance of physical exercise and a healthy lifestyle increased, as evidenced by the community's activities to exercise regularly, and maintain health. According to WHO global recommendations on human physical activity, people aged 18-64 years and older need at least 150 minutes of moderate-intensity or 75 minutes of high intensity per week to maintain a level of health. Physical activity that exceeds the minimum time limit brings additional benefits to human health (World Health Organization, 2010).

Physical education is an integral part of education. The goal is to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, elements of a healthy lifestyle, and the introduction of a clean environment. They develop learning through physical activity, sports, and health to achieve national education goals. Physical education may be defined as education through the physical where many educational objectives are achieved using significant muscle-play activities (Barrow & McGee, 1965; Friermood, 1964). Opstoel et al. (Opstoel et al., 2020) statement a rapidly changing world,

children in primary and secondary schools benefit from developing a range of personal and social skills such as peer relationship skills, prosocial behaviors (e.g., respect), leadership skills, and problem-solving skills, and personal and social responsibility skill.

Randall et al. (Randall et al., 2014) state that teaching physical education in Atlantic Canada engages students in two-way interactions. Physical education is a learning process designed to communicate and expect physical activity. Develop motor skills, knowledge, and behaviors of healthy and active living, and sportsmanship, emotional intelligence. Form intersectoral partnerships to determine the most feasible ways of making different settings more conducive to physical activity. Explore the potential for increasing the use of workplaces, schools, homes, recreational venues (e.g., theatres), churches, medical services, shopping, areas, and neighborhoods as physical activity-promoting environments (Fitness & Survey, 2021). In pursuing prosocial development, physical educators can take advantage of pedagogical models proven to be effective in this domain (Pennington & Sinelnikov, 2018). While the teaching personal and social responsibility model represents one approach to enhancing social skill development, another good model-based practice is sport education (Hellison, 2015). The forms of physical education learning that are conditions with physical movements are worth carrying out with various backgrounds. The teaching is done in open spaces, courtyards, homes, or recreation areas. Physical education is also worth carrying out alone or with friends and family to carry out activities as expected.

Previous research states that in the COVID-19 Pandemic, online learning media innovation is needed to maintain educator obligations and create a pleasant learning atmosphere (Fauzi & Subekti, 2021). Physical education of health sports conducted online is considered quite effective in terms of knowledge, can motivate students and online learning outcomes during the COVID-19 Pandemic, quite well with the average learning outcome in grades 75-84 (Amran et al., 2021). This opinion is not in line with Hambali et al., (Hambali et al., 2021) research that Physical Education Learning at the time of the COVID-19 Pandemic was at a score of 50%. This means that the learning of tailors conducted online is still not optimal. Students and teachers should adapt to implementing the online Physical Education learning process. This opinion is reinforced by this finding, which shows that students are not ready for e-learning due to a lack of understanding knowledge about the operation of e-learning applications due to the lack of internet access. There are still many students who are less fortunate economically (Nurulfa et al., 2021). Other studies argue that blended learning performs better than single-type learning students in all aspects, proving the proposed method's practicality and effectiveness (Zheng et al., 2021). Learners tend to be more interested in learning both online and offline. Students also have a deep interest in using confident online media educators use. Learners are also interested in online learning approaches (Apriyanto & S, 2021). Instructional in physical education deserves to be used in the instructional process in the COVID-19 (Setiawan et al., 2021).

Physical education instructional strategies use deductive or command methods through various assignments, demonstrations, and explanations. In physical education and sports, pedagogical issues play an important role because they are related to teacher competence in implementing learning both in class and outside the classroom (Rink, 2001). With various limitations on internet access and operational capabilities on online features, physical education encountered multiple obstacles in the COVID-19 Pandemic. Instructional with internet network (online) is learning done online, using learning applications and social networks. Online learning is a program organizing online learning classes to reach a massive and broad target group. Online learning can be organized massively with unlimited participants. Regardless of the delivery method, quality,

high-impact teaching practices must be employed for student engagement, retention, and success (Beard & Konukman, 2020). Instructors can use Academic Service-Learning (ASL) as an instructional methodology, and students can get involved with their community (Lauermaann & König, 2016; Liu et al., 2020). Teachers can use the services of the school and from one of the relevant media used in learning so that teachers can still carry out learning and learners can follow learning anywhere and with anyone (Bernacki et al., 2020; Janbuala et al., 2013; Patelis et al., 2015; Phosuwana et al., 2013; Suartama et al., 2020).

Teachers must first know the subject matters, theoretically, practically, and actively teach a subject. During the pandemic process, all the courses of the teacher candidates were tried to be carried out theoretically over the online system. It was stated that many teaching methods and techniques such as presentation, discussion, demonstration, question and answer, brainstorming, case study, collaborative learning, problem-based learning could be used (Horton, 2006; Naga Subramani & Iyappan, 2018; Seechaliao, 2017). In opening and closing learning, communication skills are the teacher's skill in preparing mentally and causing attention to students to be centered on the material to be learned. Kirbas (Kirbaş, 2020) stated that good communication is essential for learning, and timely feedback will positively affect the course flow. Opening and closing learning is the teacher's activity towards the beginning and end of learning activities to get a complete picture of the subject matter. Knowledge of communication weaknesses within online environments can help them establish timely and appropriate communications and interact effectively with their online students (Alawamleh et al., 2020).

Sekot (Sekot, 2017) stated media are highly interested in covering the impacts on personal life when a career of a sports star or an immortal sports legend comes to an end. And parents, teachers, coaches, and sport managers ask with solid emphasis. Parents, teachers, coaches, and managers can help and facilitate the implementation of online learning. ECLAC-UNESCO Statement [36] There should be an increased ability of the management team to find creative and contextual responses to organizational problems (UNESCO, 2021). The instructional process needs teacher support in overcoming the continuity of education, socio-emotional support, and strengthening the school's social role. According to Giddens (Giddens, 2015), in the early 19th century; Sports was one example of how sociology was practiced, for example, in sports. The concept of rational action, rules, and regulations is in great detail. From observing the development of sports, I tried to connect with the class. In short, in the world of sports, it seems to see all the rules in society that have been widely studied in sociology, such as the division of labor, reflection on actions, career development, cooperation, etc. The research on how physical education learning during the COVID-19 Pandemic in South Kalimantan province was reviewed sociological perspective?

South Kalimantan Province consisting of 13 districts/cities, has a distinct wetland area. According to the Ramsar Convention, wetlands are peatlands, swamps, and waters naturally/artificially formed, have temporary/permanent properties, and do not flow/flow. Wetlands are brackish, salty/fresh, and cover marine waters that are no more than six meters at low tide. Infrastructure facilities for internet network access are still inadequate for learning with the internet network (Ramsar, 1971). Teachers and learners still have very minimal knowledge about the application of learning utilizing the internet network were previously never carried out learning through online media such as zoom, WhatsApp, google meet or google classroom. Most learners do not have smartphones that can know internet assistance. In addition, there are still many low-income parents of learners, and most only work as farmers, ranchers, and some traders, so having a smartphone that can support online learning for their children cannot be fulfilled. Parents also do not have time to guide the learning

activities of learners at home. With this fact, the focus of this study is to want to know the picture of physical education learning in terms of sociological aspects in wetland areas at the time of the COVID-19 Pandemic in South Kalimantan Province.

**2. Materials and Methods**

The survey was conducted from January to July 2021. The study used a quantitative approach with questionnaires. Quantitative methods can provide reliable, valid, objective, and generalized findings. Researchers collect data based on a representative population sample; generalizations can be made about the entire population.

**2.1. Participant**

Samples in this study were elementary school, junior high school, and high school students in ten districts, namely Barito Kuala, Tanah Laut, Tanah Bumbu, Banjar, Tapin, Hulu Sungai Selatan, Hulu Sungai Utara, Hulu Sungai Tengah, Tabalong. The subjects studied were Teachers, learners, and parents of learners. Random sampling was used in this study. The sample consisted of 3329 participants (1797 men and 1532 women) who came from Elementary School, Junior High School, and High School, while in detail can be seen in table 1.

**Table 1.** Participant of Research

| No    | Regency/<br>Municipality | Sample                |                       |                          |              |                        |
|-------|--------------------------|-----------------------|-----------------------|--------------------------|--------------|------------------------|
|       |                          | Elementar<br>y School | Junior high<br>school | Senior<br>High<br>School | Teacher<br>s | Parents of<br>students |
| 1     | Barito Kuala             | 23                    | 54                    | 273                      | 12           | 350                    |
| 2     | Tanah Laut               | 16                    | 32                    | 52                       | 8            | 100                    |
| 3     | Tanah Bumbu              | 15                    | 37                    | 240                      | 10           | 292                    |
| 4     | Banjar                   | 42                    | 20                    | 25                       | 6            | 87                     |
| 5     | Tapin                    | 36                    | 36                    | 71                       | 8            | 143                    |
| 6     | Hulu Sungai<br>Selatan   | 43                    | 23                    | 169                      | 10           | 235                    |
| 7     | Hulu Sungai<br>Utara     | 15                    | 13                    | 32                       | 5            | 60                     |
| 8     | Hulu Sungai<br>Tengah    | 40                    | 40                    | 103                      | 8            | 183                    |
| 9     | Balangan                 | 15                    | 30                    | 52                       | 6            | 97                     |
| 10    | Tabalong                 | 29                    | 14                    | 35                       | 6            | 78                     |
| Total |                          | 274                   | 299                   | 1052                     | 79           | 1625                   |

**2.2. Collecting Data Techniques**

The technique collects data through questionnaires sent through Google form and hard copy for regions that do not have internet networks and respondents who do not have smartphones or communication reform technology. The data described is data obtained from the results of the questionnaire. There are three types of questionnaires.

- Teaching and Learning Process, consists of six indicators (Opening learning, Mastery of Teaching Materials following Basic Competence / Objectives and Based on Technological Pedagogy Content Knowledge (TPACK),

Learning Steps (Activities), Carrying out Evaluation of Learning Processes and Outcomes, Closing Learning, Personality).

- Sociological Learners consist of six indicators (Social interaction, primary contact, secondary contact, formal contact, informal contact, technology).
- Sociological Parents consist of two indicators (Economic system and family).

The data collected resulted from an online questionnaire with as many as 2,356 participants through a google form. For those who did not have a smartphone or no internet network, researchers sent questionnaires to the teachers at each school as many as 973 respondents, while teachers may print questionnaires and visit students. Questionnaire filling is given for three weeks.

### 2.3. Data Analysis Techniques

The data analysis technique uses descriptive analysis with a percentage equation.

Equation as normal text:

$$P = \frac{\sum X_1}{\sum X_n} \times 100\% \tag{1}$$

Description:

P = Amount or amount of percentage

$\sum X_1$  = The actual score total

$\sum X_n$  = The ideal score

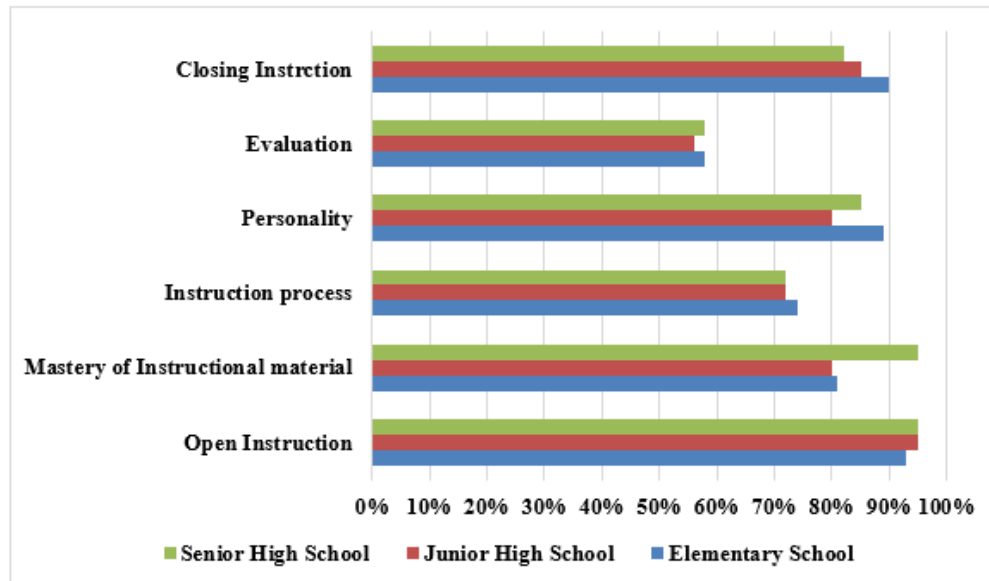
The author explains to providing criteria for the percentage of data obtained give the following assessment criteria in table 2.

**Table 2.** Assessment Criteria(Suharsimi & Jabar, 2014)

| Criteria    | Percentage |
|-------------|------------|
| Excellent   | 90%-100%   |
| Good        | 80%-89%    |
| Enough Good | 70%-79%    |
| Less Good   | 55%-69%    |
| Bad         | 30%-54%    |

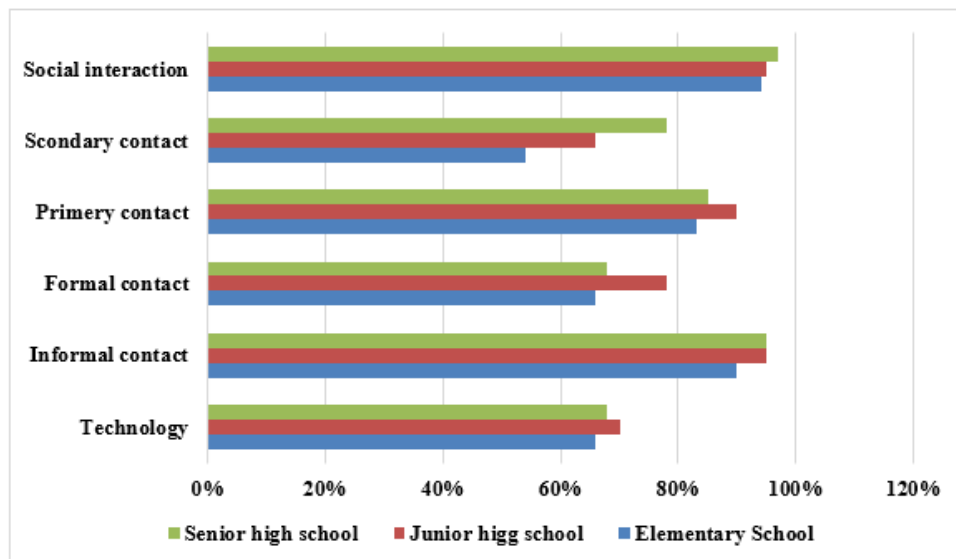
### 3. Results and Discussion

Based on the results of research that have been conducted by providing questionnaires about the physical education learning process during the COVID-19 Pandemic, results are obtained, as seen in figure 1.



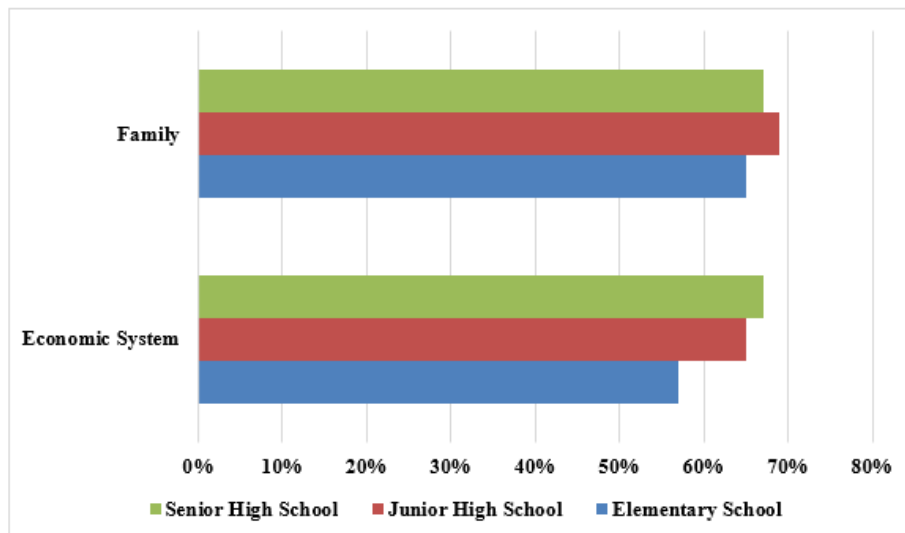
**Figure 1.** Physical Education Learning Process during COVID-19 in South Kalimantan Province

Based on data from the analysis of an elementary level's teaching and learning process, there is a low percentage with unfavorable categories in the component of carrying out evaluation and junior high 56%. The second component in the moderate category is the learning steps at the elementary level of 74%, junior high 72%, and high school 72%. At the same time, the components of opening lessons, mastery of teaching materials according to essential competencies based on TPACK, closing the study, and personality are in an excellent category. It is known that the learning process was carried out during the COVID-19 Pandemic through online learning, although it still has many shortcomings in it. Online learning such as WhatsApp, Google meet, and Google Classroom is implemented in schools. Teachers must modify the learning materials usually carried out face-to-face so that online learning can be implemented effectively. Learners are expected to understand learning well, but although there are still many shortcomings in the learning outcomes of learners during online learning succeed very well. As for sociology can be seen in figure 2.



**Figure 2.** Results of Questionnaires in Term of Sociology of Learners

Based on data from the analysis of sociological questionnaire learners; At the elementary level, three factors are in the category of less good, namely secondary contact (Elementary School 54%, Junior School 66), formal contact (Elementary school 66%, High school 68%) and technology (Elementary school 66%, Junior school 70%, High school 68%). There are two secondary contact factors at the junior level and technology in less. There are two factors at the high school level, namely formal contact, and technology, that are less category. As for the social interaction factor, primary and informal contacts are excellent types. The sociology results of parents of students can be seen in figure 3.



**Figure 3.** Sociological Parent Learners

Based on data from the analysis of sociological questionnaires of parents of learners; The two factors, namely the family and the economic system at all levels of education, are less good.



### 3.1. Teaching and Learning Process

During the COVID-19 Pandemic in 2020 until mid-2021, teaching and learning activities are still running well for elementary, junior high, and high school levels in South Kalimantan province. The evaluation component is the lowest factor of all aspects of learning. Under normal circumstances, teachers are used to conducting face-to-face assessments, especially on psychomotor aspects. So that during the Pandemic, teachers have difficulty carrying out inspections of psychomotor aspects. This is also complicated because many learners still do not have devices such as android or laptops. The teaching and learning process is still experiencing obstacles even though it already has an android or notebook. Still, the network is not evenly distributed in each area of residence. Some learners must look for specific places to get a good signal, and restrictions on activities complicate the wiggle room. Internet quota for parents of learners is also an obstacle. The learning steps are in the moderate category. The efforts of teachers to deal with this are heavy because they must make learning guidance in the form of videos whose contents such as offline, face-to-face learning activities, psychomotor aspects are the main points.

### 3.2. Sociological of Learners

Based on the sociological questionnaire analysis results, learners consist of 6 factors. Secondary contact occurs when the interaction continues through an intermediary. For example, a conversation over the phone. Secondary references are in the low category at elementary and junior levels. Secondary contact becomes less because there is almost no two-way communication between teachers and learners. Formal connections are in the low sort for elementary and high school levels. Social interaction in the community where you live is shallow to discuss or discuss school lessons. For elementary school, they prefer to discuss games rather than tasks, while at the high school level, they do various activities such as helping parents work in one area where they live. Technology is also an obstacle for most learners who are still expensive. Most learners already have an android to do online learning, especially in the district capital. The factors of social interaction, primary contact, and informal contact are still high in terms of community life values. They are still helpful but not related to learning in school.

### 3.3. Sociological of Parents

Based on the results of sociological parents, two factors in the category less. The role of parents during online learning is very influential. Parents should directly supervise and guide children while learning. Also, parents should always communicate with other learners or with teachers to know their children's learning outcomes during this online learning. This has not been done because most parents are under pressure to survive through work. Parents who are busy working hardly have time to supervise their children while studying at home in the family.

The results showed that most students experience obstacles in internet networks, internet quotas and do not have technological aids to follow online learning activities. This condition is like research in the Sports Science Study Program of Surabaya State University that there are some obstacles to online lectures. These constraints include a package of data quotas and minimal signals coupled with technical classes that burden students with many assignments with short work deadlines(Sulata & Hakim, 2020). This condition is in line with Song(Song et al., 2020), where there is a gap in a population with a high income that can meet access to technology and



follow learning digitally. Another obstacle in this study is the restriction of research activities other than COVID-19.

In comparison, proposals that have been drafted in previous periods may even require physical contact and need to ignore physical distancing, so it is necessary to consider new methods. The leading cause of the non-optimal use of the internet in learning, according to Pujilestari (Pujilestari, 2020), is the lack of availability of human resources, technological transformation, telecommunication infrastructure, and the devices that regulate it. In addition, there are still shortcomings in telecommunications, multimedia, and information technology infrastructure. Internet access needs to be expanded. Students who live in urban areas generally have no obstacles. Still, students in the area typically experience barriers, so some must look for points that get a good signal.

In contrast to Indrayana and Sadikin's (Indrayana & Sadikin, 2020) research, students feel at ease in lectures because they can be accessed anywhere and anytime. It is not like what students in Banjarmasin experience. Most of the students in the village so many are experiencing internet network constraints. Students say face-to-face learning and hands-on practice in the field are more fun than online learning. In line with Budd et al. (Budd et al., 2020), online learning provides flexibility and can encourage learning independence and motivation to be more active in learning. Students are also experienced in this study. They had to learn independently to understand the material, fulfill the task, and look for more references from online journals or books, online sites, and applications. Donlon et al. (Donlon et al., 2020) write online learning to be an effective solution to activate the classroom, [47]. Some answers are done by extending the period of task collection, choosing, and agreeing on a broader method of reaching learners. Obstacles in the application of online learning described include limited internet quotas and still unfamiliar educators and learners in applying it (Murtaza et al., 2021). This requires a more massive strategy. One approach to learning is project-based learning, which is an opportunity for learners to learn concepts in depth while improving their learning outcomes. Interaction in this learning approach can occur effectively by utilizing the investigation process, namely by directing learners to create or develop products that are applicable and related to everyday life.

The new habit adaptation concept allows face-to-face meetings in the classroom about health protocols. The study room is equipped with handwashing facilities, maintaining distance between students, wearing masks, and others. Face-to-face methods are needed for more effective learning achievements if done face-to-face, while other learning achievements are still done online. The learning model is blended learning. Blended learning combines learning excellence through three primary learning sources, namely face-to-face, offline, and online (Raes et al., 2020). Mixed learning methods have good effectiveness. Blended learning development helps students more optimally in the learning process and helps facilitate educator tasks (Hastuti et al., 2020; Wang et al., 2018). This method can be developed as an effective method for adopting this new habit. Some lessons, especially with suitable materials and basic concepts, require face-to-face meetings, and others can be done online and offline. Alternative learning methods are like the learning model revealed (Jayul & Irwanto, 2020). Online methods are an alternative to facilitate practical learning methods using video applications. The principle of learning is based on three aspects of assessment in education, namely cognitive, affective, and psychomotor. Students are asked to practice independently in their homes, and then the learning results are delivered to

teachers in the form of videos, both offline and live.

So that in physical education, whose learning is impacted on human movements will also be able to instill cognitive values and affective. So, it is often found that physical education is a subject that tends to the psychomotor aspect of movement skills because movement skills will teach or increase the knowledge of students who enter the cognitive element. Then also from the skills of motion are also instilled social values such as discipline, responsibility, sportsmanship, and so forth that are included in the affective aspect. The cognitive element is a realm that provides for thinking activities. Physical education activities cannot be separated from the thinking activities of students who contribute to their intelligence (Dupri et al., 2021; Vivash & Morgan, 2019). Affective aspects focus on student behavior. Psychomotor Aspects are adaptive or trained motion skills and Continuous communication skills. Based on three assessment elements and from the research results and methods in online learning, the appropriate n in physical education is a video-based learning model. Because not all online learning methods can be used in physical education related to psychomotor aspects (movement) that are practicum. Online learning is indeed able to have a positive influence on the improvement of students' cognitive abilities (Balan et al., 2020)

Distance learning model learning as a potential learning physical education sports and health in school children and collaborative approach with parents of students through observation sheets of learning activities. Social communication in cyberspace increases during pandemic times. They were informed about the status of the development of COVID-19, prevention efforts, and social activities related to COVID-19. It is appropriate that the media and sources of knowledge are constantly evolving. Social media has a role in public health education to accelerate the spread of information related to COVID-19(Lee et al., 2019). The development of static media sources in the form of books is applied in a dynamic and virtual form, which in this study, some students utilize virtual learning references.

The results of online learning studies during the COVID-19 pandemic focus on several indicators such as the use of online learning media, teaching materials provided, knowledge about the COVID-19 virus, and the learning process related to physical education. In indicators of the use of online learning media, some students can operate it or have been given quite well and following the student's ability, although still under parental supervision. The implementation of online learning in elementary schools has been done quite well, but there must be cooperation between teachers, students, and parents of students(Martin et al., 2021). From the data in the field, the media application that is often used in online learning in elementary schools is a WhatsApp group. The app is also widely used as a collaborative application to optimize e-learning. Evaluation in each learning process and the device can solve learning problems. The application is considered a suitable medium for use in elementary school due to its slightly easy-to-use nature in delivering material. Still, it must remain under parental supervision so as not to be used outside the learning process, as it allows it to be the influence of the student's lack of discipline (Putri et al., 2020).

In contrast to the results of Jeong and So(Jeong & So, 2020) research that, sports learning conducted online is less effective. This is because the process of sports learning that requires learners to jump directly into the field has not been realized. Especially at the elementary school level, the learning process must be done instantly to understand the concept of motion and play better. Another difficulty at the elementary level is the use of online

media. The junior or upper secondary school level may be a bit of a problem—the elementary level usually carries communication tools such as mobile phones banned. Besides, network problems tend to be unstable, especially in rural areas, making online learning a little constrained. There are at least four obstacles experienced by the world of education in carrying out the learning process during the COVID-19 Pandemic, namely: 1) Limited internet mastery for teachers; 2) Inadequate resources and infrastructure; 3) Limited internet access; 4) Funds are still not ready for emergencies. Another limitation of bold learning is the problem of internet connection or signaling from students, which makes downloading material and hinders the smoothness of the learning process (Crane et al., 2021; Hergüner et al., 2021). In addition, the physical education learning process emphasizes physical aspects, elements of fitness, health, games, sports, and recreation, so it is not done optimally if done online. The learning process is carried out in open spaces or squares, using deductive methods, demonstrations, tasks, and little understanding, not to mention the lack of internet access. The operation of online features has left physical education subjects facing obstacles during the COVID-19 Pandemic. Especially teachers who teach in elementary schools will experience barriers in implementing their practices and inadequate facilities and infrastructure, making teachers tend to be confused in teaching tailors (Duby et al., 2022; Ketut Sudarsana et al., 2019).

However, on the other hand, there are some positive impacts if this online learning is done optimally. Some of this is about an entirely student-centered learning process, making students more independent, more time flexible, and broader in expression, making students more creative in showcasing their potential. In addition, students will be better equipped to prepare for learning, evaluate, organize, and indirectly maintain their learning motivation. This research shows that student motivation in the online learning process during the Covid-19 Pandemic is rated good. This is seen from the questions given with several aspects: learning preparation, learning activity, selection of learning media, achievement, and student perception of online learning. Online learning can increase students' learning motivation. Students' basis in the learning process is considered good through online learning. Online learning can also impact self-character formation, self-confidence, high learning motivation, and increased high-level thinking skills. Online learning has flexibility in its implementation and can encourage learning independence and inspiration to be more active in education (Cameron et al., 2022; Puspitarini & Hanif, 2019). Therefore, it can be concluded that student motivation during the learning process during the Covid-19 Pandemic is quite good.

The picture of physical education learning in wetland areas at the time of the COVID-19 pandemic reviewed from the sociological aspects of South Kalimantan Province has not been fully implemented properly. The ability of teachers in carrying out learning needs to be improved to master and adapt both offline and online. The ability to carry out assessments and evaluations in learning, especially psychomotor aspects in online learning needs to be improved. Social interaction through secondary contacts, formal contacts, technology, economic systems, and families is a very supportive factor for learning at home, especially for psychomotor aspects to run well. Teacher competence and social interaction are the main things in learning. Learning strategies that can help when learning activities are carried out outside of school or at home are parents and colleagues or the surrounding community. There needs to be an increase in the ability of physical education teachers in carrying out online learning. Socialization increases parents' understanding of learning, especially for psychomotor

aspects as learning experience becomes a logical effort to improve community resources. Limitations of research on the instruments used only provide yes and no answers so it needs to be explored through interviews or respondent responses in accordance with their respective perspectives. Further research is needed with more flexible instruments so as to get more detailed findings.

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