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Covid-19 Pandemic Impact Study on Student Learning and Physical Activities in MAN Kota Blitar

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Abstract

The process of learning from home with the application of Distance Learning (PJJ) coupled with the existence of Social Restrictions by the government certainly makes changes in the daily patterns of students. Changes include learning activities and physical activity. The implementation of the new system has many obstacles that arise. Such constraints include the readiness of human resources including the readiness of teachers, students, and parental assistance as well as facilities and infrastructure, especially related to technology and information facilities and internet networks The same thing also happens when social restrictions. This causes many students' activities to be restricted so that students tend to be at homeless physical activity This study was conducted to describe learning activities and physical activity during the Covid-19 pandemic. Assessment of learning activities using instruments designed by researchers and authorized by validators. While the assessment learning activity using questionnaires adopted from who is Global Physical Activity Questionnaire (GPAQ). Respondents were students of MAN Kota Blitar. Sampling Techniques with Simple Random Sampling. The stages of data analysis using descriptive analysis. Based on the results of the analysis, the data obtained is as follows: First, the condition of students' learning activities during the covid-19 pandemic is measured by the research instruments of learning activities showed the figure of 61.23% interpreted to be in the category of less good. Second, based on the results of the analysis, the condition of physical activity of students during the covid-19 pandemic was measured by GPAQ research instruments showing data on an average of 3670.77 MET. If we compare with the category table then we can mean that the average respondent has a high level of activity.

Keywords
physical activity; learning activities; pandemic

I. Introduction

Coronavirus Disease (Covid-19) was first reported in December 2019 in Wuhan city of Hubei Province, People's Republic of China (PRC). This virus can cause respiratory disorders in sufferers, and not so long now the covid 19 virus has spread almost all over the world is no exception in Indonesia. Seeing the spread of this coronavirus, the World Health Organization (WHO) designated Covid-19 as a Global Pandemic Disaster.

Not only in adults the risk of coronavirus exposure can also be transmitted to school-age children. Research shows that children are at equal risk of infection and can pass it on to others (Prabowo, 2020). The condition is getting worse so that children and all age groups are required to follow health protocols to break the chain of coronavirus spread in their environment.

The school is a place to interact between teachers and students in the learning process as well as a place to socialize between teachers and students or between fellow students. Prone to be a place of the spread of the covid-19 virus. So it is feared to be the place of a new cluster of covid-19 transmission. Initially, face-to-face learning replaced distance learning (PJJ) using online media (online) to conduct learning for students (Kemendikbud, 2020).

On the other hand, the country through the government is required to ensure that every child in Indonesia has a meaningful learning experience, challenging and following the development of the child's abilities and needs. Kemendikbud responds by preparing scenarios to help students learn from home. Among them is providing a home learning portal that can be accessed by students and teachers. Learning houses can be used by children starting from Early Childhood Education, Elementary School, Junior High School, High School / Equivalent (Ditjen GTK Kemendikbud, 2020).

The learning process from home with PJJ coupled with large-scale social restrictions (PSBB) certainly makes changes in students' daily patterns. Changes that occur among others, the first change in physical activity of students. Due to psbb many social activities are limited, for example, car-free day and public facilities commonly used for exercise are closed. And the call to stay home only unless there is a very forced need that requires leaving the house. All activities both social, worship, work are recommended to be done at home. This causes many students' activities to be restricted so that students tend to be at homeless physical activity. The current problem in learning is the condition of the COVID 19 pandemic which has changed the learning method in the form of online learning (Siahaan, 2021).

Whereas doing regular and adequate physical activity is a habitual behavior that is very important to maintain the fitness and health of each individual's body. According to other studies reporting mild physical activity during the Covid-19 pandemic during the period of isolation can help alleviate adverse effects for mental health (Callow, et al., 2020). Inactivity or lack of activity can result in and contribute badly to the health of the body (Nainggolan, et al., 2018).

Second, changes in students' learning activities. With the implementation of the new system, many obstacles arise. These constraints include the readiness of human resources including the readiness of teachers, students, and parental assistance as well as facilities and infrastructure, especially related to technology and information facilities and internet networks (Arifa, 2020). Schools that are closed and replaced with distance learning can widen disparities in access to education. Previously, the Central Statistics Agency (BPS) released a school participation rate of only 71.99% in 16-18 years, meaning that there are about 28.01% of the total number of children in Indonesia who drop out of school. And not only that, there are 18.02% of children aged 15 and over do not have a diploma. Then there are 5.21% of children are unable to read and write (BPS, 2018)

Another obstacle many students have difficulty following PJJ because many do not have the gadgets to access learning. Plus there are many areas of the internet network has not reached remote places. This is in line with the BPS survey. BPS reported that only 62.41% controlled/owned Gawai. While only 39.90% of the total population of Indonesia can access the internet (BPS, 2018). In addition, not all parents are able to accompany their children to learn because they have to carry out other responsibilities. Parents have difficulty understanding and motivating students when doing home learning. Resulting in control and mentoring to students unable to walk. This results in a decrease in student learning outcomes (Kemendikbud, 2020).

The description of the exposure above can be concluded that due to the covid-19 pandemic hit Indonesia, many changes in physical activity and changes in students' learning activities. The implementation of PJJ and the implementation of large-scale social restrictions raise many obstacles that affect the needs of students. The health and safety of students are a top priority in determining the policy of the learning process. However, students' growth and psychosocial needs should also be considered in meeting the needs of students during the Covid-19 pandemic.

II. Research Methods

This research method uses a survey of all Students of Man Kota Blitar, which is conducted randomly. The type in this study is descriptive qualitative. Descriptive research is research used to create a picture of a variable, either one or more variables (independent) without making a comparison, or one variable is linked to another variable (Sugiyono, 2012).

The research instruments used are questionnaires. The filling out of the questionnaire was conducted online by utilizing google form media. So that respondents can fill from wherever they are. The survey was conducted from March 22 to May 17, 2021.

In this study, the population was all students from class X- XII at Madrasah Aliyah Negeri Kota Blitar numbered 1,013 people. Furthermore, to determine how many samples will be used in this study, the researchers used simple random sampling method. Then to determine the number of samples using slovin formula as follows:

n = Number of desired samples

N = Population

e = 10% fault tolerance limit

Then obtained the following number of samples:

n = 1,013

1 + 1,013 x 0.12

n = 1,013 = 91.01

1 + 10.13

Then it can be known the number of samples numbered 91 people. Age Range Between 15 -18 years. With the background of active students MAN Blitar City.

The instrument used to measure learning activities is a questionnaire measuring learning activities that researchers compile with expert guidance and validation. The instrument is used to measure physical activity using a Global Physical Activity Questionnaire (GPAQ) questionnaire developed by the World Health Organization or (WHO) and used to measure physical activity levels. To make it easier for the reader to understand the content of the two polls, it is necessary to explain the grid of the two questionnaires as follows:

Table 1. Learning Activity Questionnaire Grid

Variable	Sub Variable	Component	Indicator	No
Learning Activities	Internal	1. Physiological	Health senses of vision	4, 5
		2. Psychological	Student Attitude	2
				6
				1, 3, 7
		1. Social	Student	15

		Environment	Motivation	9
	Eksternal	2. Non-social Environment	Environmental Conduciveness	14 12, 11, 13
	Pendekatan Belajar	1. Learning Methods	Learning Facilities	8, 10, 16 17, 18, 19

Table 2. Physical Activity Questionnaire Grid

Variable	Indicator	**No.**
Activity while studying/working	Intensity	1, 4
	Frequency	2, 5
	Time	3, 6
Travel to and from the activity site	Intensity	7
	Frequency	8
	Time	9
Intensity Recreational Activities	Intensity	10, 13
	Frequency	11, 14
	Time	12, 15
Sedentary Behavior	Time	16

The trial of research instruments was conducted on a group of respondents who had similar characteristics to the respondents to be measured later. As a guideline, the number of samples should be at least not less than 30 people (Mawardi, 2019). From the process of testing the validity and reliability of researchers conducted trials with a total of 50 respondents. Trials are only used in learning activity measurement instruments because questionnaires are not standardized, so it is necessary to conduct trials first. At this stage can be seen the value of r count all statement items greater than the value of r table, it can be concluded that the questionnaire items above are declared valid and reliable.

The data analysis technique used in this study is the percentage technique. Percentage analysis is a way to be able to see the tendency of a frequency of answers given by respondents and read phenomena that occur in the field (Sugiyono, 2012). This stage is done to see the small proportion of an answer to each question given so that the results of the data obtained can be easily analyzed. This analysis will be used as empirical data on the state of students during the pandemic.

III. Results and Discussion

3.1 Results

a. Results of Study Activity Research

The results of the data survey were conducted from March 22 to May 17, 2021, in MAN Kota Blitar with the number of students who were respondents as many as 91 people. The data of the research results were obtained from the filling out of questionnaires filled out through Google Form media. The results of the research obtained are displayed

in the form of tabulation to facilitate descriptive depiction of the data based on classification with the table view. Data obtained as follows:

Table 3. Results of Learning Activity Survey during Covid-19 Pandemic

No.	Statement	Score				
		SS	S	KS	TS	STS
1	I am interested in the learning methods delivered during distance learning (PJJ).	15	15	36	15	10
2	I am used to doing distance learning (PJJ).	16	23	25	17	10
3	I feel good during pjj from home.	14	17	32	15	13
4	I often wake up oversleep during pandemics.	14	18	19	20	20
5	My vision was having problems seeing electronic media while following PJJ.	8	13	28	19	23
6	I am more excited to learn during PJJ.	20	21	34	10	6
7	PJJ routine makes me tired of learning.	22	15	34	11	9
8	PJJ method made me have difficulty understanding the learning materials provided.	41	19	16	7	8
9	I can ask questions during learning to the father / teacher during PJJ.	9	16	35	18	13
10	I had the opportunity to discuss with my friend during PJJ.	12	20	24	26	9
11	I can operate media for PJJ.	5	7	27	28	24
12	Internet signals at home are smooth for online learning to use.	13	8	23	27	20
13	I searched for learning resources in other books or the internet for preparation before joining PJJ.	2	13	36	21	19
14	The surrounding environment is conducive	11	18	23	25	14

No.	Statement	Score				
		SS	S	KS	TS	STS
	so it supports learning during PJJ.					
15	My parents accompanied me to study at home during PJJ.	23	25	21	13	9
16	During pjj I can focus on learning when school hours are implemented.	13	26	29	12	11
17	I did the task on time.	5	12	26	29	19
18	During the pandemic, I had trouble dividing the time for PJJ.	15	19	28	19	10
19	The duration of study time during PJJ is enough to understand the learning materials.	21	24	24	13	9
	Total	279	329	520	345	256
	Score Count	1395	1316	1560	690	256
	Total Score	5293				
	Percentage %	61,23%				

Based on the table above. It is known that respondents gave a score of strongly agree 279 times, agreed 329 times, disagreed 520 times, disagreed a total of 345, and strongly disagreed 256 times. Based on the score then multiplied by each weight of the selected value, then obtained scores of 1395, 1316, 1560, 690, and 256, respectively. The summation of the score is known to be 5293. Or it can be detailed with the following formula:

$$\sum cord = (sum \times SS\ score) + (sum \times score\ S) + (sum \times CS\ score) + (sum \times TS\ score) + (number \times STS\ score)$$

$$\sum kor = (279 \times 5) + (329 \times 4) + (520 \times 3) + (345 \times 2) + (256 \times 1)$$

$$\sum cord = 5293$$

Furthermore, to know the percentage level of the total data, it must be known the total score amount. The number of scores is known by summing the score of each statement item from the survey results, then multiplied the score according to the Likert scale. The maximum score is the maximum score on the Likert scale multiplied by the number of respondents and multiplied by the number of statements so that it can be detailed as follows; 5 x 91 x 19 = 8,645. Then to find out the percentage category of total score result used the following formula;

$$P = \frac{F}{N} x\ 100\%$$

Information:

P = Percentage of respondents' answers

F = Number of score results

N = Maximum score amount

100 = Percentage constant

$$P = \frac{5293}{8645} x\ 100\%$$

P = 61,23 %

The result of the score obtained is juxtaposed with the category table

Percentage Height = (5:5) x 100% = 100%

Low Percentage = (1:5) x 100% = 20%

Range = 100% - 20% = 80%

Interval Class Length = 80% : 5 = 16 %

From the interval class length of 16% and the lowest percentage of 20% can be created the following categories;

Table 4. Classification of Learning Activities

Interval	Category
84,01 % - 100 %	Very Agree/Good
68,01 % - 84,00%	Okay.
52,01 % - 68,00%	Less Agree/ Good
36,01% - 52,00 %	Disagree/ Good
20 % - 36,00 %	Very Disagree/ Good

Percentage index compared to category table. Therefore, the interpretation of the above score, known as 61.23% is in the category of less good. Thus it was concluded that the condition of students' learning activities during the Covid-19 pandemic was measured by research instruments of learning activities showing poor results.

b. Physical Activity Research Results

To other places, and recreational activities or leisure time that a person does in one week. GPAQ is known to measure physical activity by classifying based on MET (Metabolic Equivalent) results. Following the gpaq ebook analysis guide. Then the data obtained must be converted in MET size per week. Data with a duration of heavy activity multiplied by a coefficient of MET = 8, while data with low activity multiplied by a coefficient of MET = 4. Furthermore, the data from the calculation is classified into high, medium, and low physical activity criteria.

The formula used in the calculation of total physical activity is the total physical activity of MET minutes/week. Or it can also be described as follows:

= (L2 x D3 x 8) + (L5 x D6 x 4) + (L8 x D9 x 4) + (L11 x D12 x 8) + (L14 x 15 x 4)

After getting a met value of minutes per week from the calculation results, then the data will be classified into physical activity levels according to table 5

Table 5. Classification of GPAQ Assessment Results

MET	Category
MET ≥ 3000	tall
3000> MET ≥600	keep
600 < MET	low

Table 6. Physical Activity Measurement Results

No.	Physical Activity Category	Male (n=31)		Female (n=60)		Total		Mean MET
		F	P	F	P	F	P	
1	High Physical Activity	19	61,29	14	23,33	32	35,16	3670,77
2	Moderate Physical Activity	6	19,35	26	43,33	32	35,16	
3	Low Physical Activity	6	19,35	20	33,33	27	29,67	
	Total	91	100		100	91	100	

Based on the table above from 31 male students, it is known that 19 respondents are known to fall into the category of high physical activity with a percentage of 61.29%, 6 respondents are known to fall into the category of moderate physical activity with a percentage of 19.35%, and 6 respondents are known to fall into the category of low physical activity with a percentage of 19.35% of the total number of male respondents. As for female students, it is known that 14 respondents are known to fall into the category of high physical activity with a percentage of 23.33%, 26 respondents are known to fall into the category of moderate physical activity with a percentage of 43.33%, and 20

respondents are known to fall into the category of low physical activity with a percentage of 33.33% of the total number of female respondents.

The overall value is known that 32 respondents are known to be in the category of high physical activity with a percentage of 35.16%, 32 respondents are known to fall into the category of moderate physical activity with a percentage of 35.16%, and 27 respondents are known to fall into the category of low physical activity with a percentage of 29.67% of the total number of respondents.

Furthermore, the average MET score for male respondents was known to show an average of 5273 MET. From the resulting data, it can be known that male students tend to have a high level of activity because they have a MET score exceeding 3000. While the average score for female students is known to show a figure of 2843 MET when compared to the category table, it can be interpreted the average female student is at a moderate level of physical activity. But the average total is 3670.77. If we compare with the category table then we can mean that the average respondent has a high level of activity because the average MET value exceeds 3000.

3.2 Discussion

After the analysis of data from research instruments, it is known that the condition of students' learning activities during the covid-19 pandemic is measured by research instruments learning activity shows poor results. From the data of the results of the study, 61.23% were in the less good category. Closing schools and turning face-to-face learning into PJJ poses seeming problems. Students are "forced" to learn from home because face-to-face learning is eliminated to prevent the transmission of covid-19. Not all students, students, and students are used to learning online. Moreover, some teachers and lecturers are still not proficient in teaching using internet technology or social media, especially in various regions.

Research conducted by Purwanto, et al., (2020) reported several obstacles, among others experienced by students, teachers, and parents in PJJ, namely the mastery of technology is still lacking, the addition of internet quota costs, the existence of additional work for parents in accompanying children to learn, communication and socialization between students are less effective.

Similarly, Aji (2020), the Covid-19 outbreak caused schools to suddenly have to turn learning methods into online / PJJ causing some problems including limited facilities and infrastructure, limited internet access, and budget readiness used to support the implementation of PJJ during the Covid-19 pandemic. The crisis of the teaching and learning process and the emotional health of students threatens the teaching and learning process and impacts the emotional health of students (Zuniga, et al., 2021).

On the one hand, although the gadget supports PJJ there is something to be aware of, namely addiction to the use of gadgets. Some studies show indications of gadget addiction due to excessive use of gadgets. It is feared that it could harm students due to the use of gadgets and social media, such as the possibility of exposure to misinformation or false news and inattention during the study due to playing social media (Siddiqui &Singh, 2016).

Moreover, the Indonesian Child Protection Commission (KPAI) through sala one commissioner, Retno Listyarti said the implementation of PJJ many records cause negative problems for children's health. Kpai notes related to the impact on children's vision during following PJJ there are several, but not many.

KPAI found that some children had to be treated in mental hospitals because they had psychological disorders. The onset of such interference is due to excessive use of gadgets. Because in addition to being used for PJJ, many children use it for online games,

and viewing pornography is addictive. Even now in the hospital, there is a special ward for children for the treatment of mental disorders due to gadget addiction (Haryudi, 2021).

Many parents realize that PJJ does not replace the needs of the experience and teaching of learners. PJJ is important and can complement the existing virtual learning simulation platform (Almarzooq, et al., 2020). In distance education, it was found that there is a gap between teachers and students, so students must accept a higher and tougher responsibility for the implementation of learning programs (Babelan &Moenikia, 2010).

While physical activity is the process of increasing energy through all physical activity due to the presence of muscle movement beyond the energy expended at rest (Candrawati, 2013). Daily physical activity, in general, can be in the form of activities at work (e.g. lifting things, hoeing), physical activity at home (e.g. sweeping, cooking, washing), and physical activity when leisurely (e.g. dancing and jumping rope). Transportation (e.g. running, walking, and cycling). Each physical activity has different energy needs depending on the length of intensity and nature of muscle work required. Physical activity is a physical movement performed by the muscles of the body and its supporting system.

The benefits of physical activity are numerous for the body. Physical activity has a very positive impact on psychological health, by increasing self-esteem and resistance to stress and reducing depression and anxiety (Maugeri, et al., 2021). Physical activity is believed to improve pathological results caused by the Covid-19 virus by releasing stress hormones responsible for reducing excessive local inflammation of the airways (Ravalli &Musumeci). Discoveries in the United States are reported that empirical evidence of the benefits of physical activity relates to the rate of cases and deaths due to Covid-19 (Cunningham, 2021).

Measuring physical activity can be known as one of them through the Global Physical Activity Questionnaire (GPAQ). GPAQ is known to measure physical activity by classifying based on MET (Metabolic Equivalent) results. MET (Metabolic Equivalents) is commonly used to describe the intensity of a person's physical activity and is also used for the analysis of GPAQ data. MET is the ratio of the metabolic rate at work / physical activity of a person relative to the metabolic rate at rest. 1 MET is defined as energy spent sitting and lying down, and is equivalent to the consumption of 1 kcal/kg/hour (Nainggolan, et al., 2018). Estimate, when compared to sitting still a person's calorie consumption, four times higher while active, and eight times higher when active vigorously.

The results of the data obtained from the survey following gpaq in this study showed that the average respondent had a high level of activity because the average MET value exceeded the figure of 3000. More details are as follows; the average MET score for male respondents is known to show an average data of 5273 MET. While the average score for female students is known to show a figure of 2843 MET when compared to the category table, it can be interpreted the average female student is at a moderate level of physical activity. But the average total is 3670.77. If we compare with the category table then we can mean that the average respondent has a high level of activity because the average MET value exceeds 3000. Whereas in 2014-2015 in the conditions before the Covid19 pandemic hit, a research report submitted by Andrewartha &Saraswati (2017) with the research subjects of grade X students of SMK found data that the majority of respondents studied had light activity.

However, in this study, data reached an average total of 3670.77 MET which means that the average respondent has high activity during the Covid-19 pandemic period between March 22 and May 17, 2021. Factors that may affect one of the economic conditions that 80.01 percent of incomes below 2 million rupiahs (Fadli, 2020) cause many

students to do activities to help meet the family economy. Another factor that can influence is the geographical location of the respondent's residence during the restriction period that began to loosen due to the rate of spread of Covid-19 as of March 2, 2021, is in the yellow zone or with moderate risk (Arfani, 2021). This may be due to a change in behavior from physical activity participation to virtual activity during new normal conditions that cannot be replaced by virtual experiences, such as e-working, e-learning, e-shopping, food delivery, and movie streaming during the pandemic (Irawan, et al., 2021). As a result, many people vent their desire for physical activity. Arief et al (2020) reported data on 55.7% of male students who are still active in physical activity and as much as 17.2% of students.

While different things were found in the Orlandi report, et al., (2021) research conducted in April 2020 in Italy, reported data that women, who previously had lower levels of physical activity than men, showed an even lower tendency due to the period of social restrictions in their country. Accompanied by deteriorating sleep quality, bowel movements, and weight gain trends plus signs of psychological disorders after a prolonged period of social restriction. Another quarantine data report in Italy led to a significant reduction of total weekly physical activity energy expenditure across all age groups and especially in men (Maugeri, et al., 2021).

IV. Conclusion

Based on the results of the study and discussion in this study, researchers can conclude with the following details:

1. Based on the results of the analysis, the condition of students' learning activities during the Covid-19 pandemic was measured by the research instruments of learning activities showed a figure of 61.23% interpreted that students were in the less favorable category.
2. Based on the results of the analysis, the physical activity condition of students during the Covid-19 pandemic was measured by gpaq research instruments showing data on an average of 3670.77 MET. If we compare with the table of categories of physical activity then we can mean that the average respondent has a high level of activity.

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