



Patterns of planning and implementation of PJOK curriculum in elementary schools in the post-COVID-19 pandemic period

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ABSTRACT

Learning planning must be adjusted to students' conditions to achieve educational goals. The COVID-19 pandemic brought significant changes requiring high adaptability, especially in education. This study aims to identify planning and implementation patterns of the Physical Education and Health (PJOK) curriculum in elementary schools during the post-COVID-19 pandemic. Using a descriptive survey method, the research explored how PJOK teachers plan and implement home-based learning during this period. Data was collected via a Google Forms questionnaire from 33 PJOK teachers who participated in a Focus Group Discussion on post-pandemic curriculum planning. The study's findings reveal that most teachers adjusted their planning based on the available facilities and infrastructure in students' homes. The curriculum was simplified to emphasize life skills relevant to the post-pandemic context. Implementing the PJOK curriculum requires collaboration with parents to monitor and support student learning at home. Teachers predominantly use WhatsApp to deliver instructional materials and rely on YouTube as a learning resource. This research highlights the need for adaptive curriculum strategies that accommodate challenges in post-pandemic education while ensuring effective learning despite limited resources.

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ABSTRAK

Perencanaan pembelajaran harus menyesuaikan dengan kondisi siswa untuk mencapai tujuan pembelajaran. Pandemi COVID-19 menyebabkan perubahan lingkungan yang memerlukan adaptasi tinggi, terutama dalam pendidikan. Tujuan penelitian ini adalah untuk mengidentifikasi pola perencanaan dan implementasi kurikulum Pendidikan Jasmani dan Kesehatan di sekolah dasar pada masa pasca pandemi COVID-19. Metode yang digunakan adalah metode survei deskriptif untuk menggambarkan pola perencanaan yang dilakukan oleh guru Pendidikan Jasmani dan Kesehatan serta implementasi dalam pembelajaran di rumah pada masa pasca pandemi COVID-19. Instrumen yang digunakan adalah kuesioner yang diterapkan menggunakan google form kepada 33 guru Pendidikan Jasmani dan Kesehatan yang mengikuti Focus Group Discussion perencanaan kurikulum Pendidikan Jasmani dan Kesehatan di masa pasca pandemi COVID-19. Hasil penelitian ini menunjukkan bahwa sebagian besar guru Pendidikan Jasmani dan Kesehatan melakukan penyesuaian perencanaan berdasarkan kondisi sarana dan prasarana pendukung yang dimiliki orangtua. Penyederhanaan kurikulum yang berfokus pada kecakapan hidup peserta didik dalam situasi dan kondisi pasca pandemi COVID-19. Implementasi kurikulum PJOK di masa pasca pandemi COVID-19 membutuhkan kolaborasi dengan orang tua dalam proses penyampaian dan pemantauan kegiatan belajar siswa selama di rumah. Guru banyak menggunakan media aplikasi WhatsApp dalam menyampaikan informasi bahan ajar dan menggunakan YouTube sebagai sumber belajar.

Kata Kunci: COVID-19; implementasi kurikulum; pendidikan jasmani dan kesehatan

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INTRODUCTION

The COVID-19 pandemic has unprecedentedly impacted the global education system, including in Indonesia. According to UNICEF, the pandemic has affected nearly 1.6 billion learners in more than 190 countries, causing the most significant disruption to education systems ever recorded (lihat pada: <https://data.unicef.org/covid-19-and-children/>). The sudden shift from face-to-face to distance learning has forced the education sector to adapt quickly, including in Pendidikan Jasmani, Olahraga, dan Kesehatan (PJOK). Various previous studies have examined the impact of COVID-19 on education. The pandemic has directly impacted education systems worldwide (Blundell *et al.*, 2020; Shahzad *et al.*, 2021). Lifelong education has become a significant challenge at all levels of education post-pandemic (Hebebcı *et al.*, 2020). The shift from conventional learning to e-learning (Khusnul & Suharyadi, 2021). However, these studies have not specifically examined the planning and implementation patterns of the PJOK curriculum at the elementary school level in the post-pandemic period.

Regular physical and mental activity is key to maintaining human health and well-being. Various scientific studies have shown that sitting still can have a negative impact on health, making it important to stay active, especially during the COVID-19 pandemic. The increase in childhood and adolescent obesity is a serious threat to individual and public health, both now and in the future. Physical Education in schools plays an important role in learners' physical development and healthy behaviors. Cooperative learning strategies will encourage learners to take individual and group responsibility to be more competitive in the future (García-Rico *et al.*, 2021).

Physical Education, Sport and Health (PJOK) teachers are an important component of education as they work to improve the quality of education in all countries, including Indonesia. Physical education teachers help learners stay mentally healthy, raise standards to make healthy choices in life, and develop character from childhood to adulthood. These educators allow children, teenagers, and young adults to develop skills, build confidence, and understand the value of mental and physical health. In a report based on a Twitter survey of teachers and senior managers, 49% of the respondents stated that stressed and anxious individuals are more likely to contract the SARS-CoV-2 virus. Additionally, the report compared a study where 35% of teachers reported increased stress and anxiety due to their readiness for homework (Speck *et al.*, 2020).

The COVID-19 global pandemic has had an unprecedented impact on all aspects of human life. It has impacted many sectors during the recent social and economic recession and displaced millions worldwide (Barai & Dhar, 2024). Schools are one of the most affected sectors of education, with over 1.52 billion children at home and approximately 60.2 million teachers absent due to the pandemic (Borreo & Alva, 2022). Automated classrooms have become an important option for institutional partners in response to the crisis, ensuring that learners' learning continues. Since foreign organizations such as the United Nations Educational, Scientific, and Cultural Organization (UNESCO) accepted national institutions such as Human Resource Development (HRD), millions of schools and universities have moved their physical classrooms online to ensure that "learner learning is never interrupted" during isolation conditions (Takona, 2023). The sudden shift from face-to-face classroom teaching to online teaching directly impacts the pedagogy of all subjects, with a particular impact on the teaching methods of physical education teachers, especially in terms of practical lessons.

Global efforts to transform offline schools into digital spaces with support systems have forced traditional education systems to rethink their models (Gupta *et al.*, 2020). Internet-based education is inclusive and accessible regardless of geographical barriers. It builds on the traditional classroom to enable home-based learning opportunities during times of national restrictions. The government has issued Circular No. 15 of 2020 on Guidelines for the Implementation of Home-Based Learning during the Emergency Period of the Spread of Coronavirus Disease (COVID-19) to guide schools in developing the curriculum. Schools now play an important role in developing essential life skills and providing learning opportunities for learners

who study at home. This type of learning provides more significant challenges for physical education and sport teachers (Dhakal *et al.*, 2020). Nonetheless, how individuals can adapt to changes in stress, anxiety, social support, and sexual satisfaction depends on their adaptability, thoughts, behaviors, and emotions to deal with rapidly changing or unpredictable situations (Prasanna-Simha & Mohan-Rao, 2020). The novelty of this research lies in its focus on adapting the physical education curriculum at the elementary school level in the Indonesian context after the COVID-19 pandemic. In contrast to previous studies that mainly discuss the general impact on education, this study will explore how physical education teachers plan and implement the curriculum in conditions that have changed due to the pandemic.

The main problem to be answered in this study is how teachers in elementary schools carry out the pattern of planning and implementation of the physical education curriculum in the post-COVID-10 pandemic period. This study hypothesizes that PJOK teachers have significantly adapted curriculum planning and implementation to adjust to post-pandemic conditions. This study aims to analyze and describe the pattern of planning and implementation of the physical education curriculum carried out by teachers in elementary schools in the post-pandemic period of COVID-19. The results of this study are expected to make an important contribution to the development of effective and adaptive PJOK learning strategies in the post-pandemic era, as well as a reference for policymakers in formulating PJOK learning guidelines that address contemporary challenges.

LITERATURE REVIEW

Basic concepts and principles of PJOK curriculum planning

Responding to a worldwide survey of Physical Education, Hardman observed that personal and social growth is one of the leading and most cited aspects of European Physical Education systems (Opstoel *et al.*, 2020). Lesson planning is a core task for teachers (Kang, 2017). Physical Education lesson planning is important to ensure that learning can run effectively and efficiently. Good teaching planning will help teachers achieve the learning objectives set.

The Sustainable Development Goals (SDGs) most related to physical education are health and well-being, quality education, gender equality, and reducing inequality (Merma-Molina *et al.*, 2023). Realizing the quality of Physical Education, Sport and Health (PJOK) requires quality teaching planning competencies. Instructional planning is a core task of a teacher (Kang, 2017) and a critical educator competency (Koberstein-Schwarz & Meisert, 2022). Learning to solve connected challenges and function as a team are qualities that will remain in use in everyday life. Many factors influence the planning process, and considering them simultaneously during decision-making is challenging for teachers, especially when they are new or have no experience in teaching physical education. Instructional planning is important in selecting meaningful learning activities for learners (Hammer & Ufer, 2023). Instructional planning needs to address learner or school expectations and learning objectives consistently.

One of the skills needed by physical education teachers is planning. Instructional planning is an important step in the teaching process, helping teachers decide how best to support learners' learning (Fletcher & Beckey, 2023). The specialized literature provides little information about the relationship between these forms of curriculum, which are formally created during lessons. In most situations, plans are understood and used correctly. However, some professionals think that planning is useless and too restrictive. This is unfortunate, as the plan reveals a conceptual approach to the content of the activity (Setiawan & Harta, 2014). At the same time, some authors state that planning activities correlate with a scientific approach to content. When planning, project activities should be based on the main principles and scientific recommendations for each activity. The planning process thus provides a place for efficiency.

Learning adaptation in the time of crisis theory

The COVID-19 pandemic has presented unprecedented challenges to the education sector, requiring rapid and significant adaptations in teaching and learning methods. This review aims to synthesize the main theories and strategies used by educators and institutions to adapt to the pandemic, highlighting the successes and challenges faced during this period. The pandemic has led to the widespread adoption of blended learning models, which combine face-to-face education with e-learning. This approach effectively reduces the number of learners in a class, maintains social distancing, and tightens learning schedules (Siripipatthanakul *et al.*, 2023). The blended learning model enables teachers to address pandemic and post-pandemic conditions with flexible curriculum adjustments (Munastiwi, 2021).

The shift to online learning has emphasized the importance of digital pedagogy. Teachers must adapt their teaching methods to include language apps, video conferencing tools, and virtual tutoring. However, this transition also highlights the need for teacher training in digital pedagogy (Bozkurt *et al.*, 2022). Teachers must master digital technologies to be applied in learning, so that learning can still be carried out offline and online. The pandemic has underscored the important role of teacher education and training. In Russia, for example, teacher education programs have been changed to include online teaching and learning modules. This emphasis on professional development is crucial to ensure that teachers can effectively implement new education technologies. (Valeeva & Kalimullin, 2021).

Teachers must develop strong problem-solving skills to overcome the various challenges posed by the pandemic. These challenges include limited internet access, unavailability of teaching materials, and parents' limitations in supporting their children's education. Implementing blended learning, creating study groups, and partnering with parents have effectively mitigated these issues (Munastiwi, 2021). The pandemic has highlighted the need for education systems to be resilient and sustainable. This involves adapting to pressing challenges and ensuring long-term sustainability through investment in Information and Communication Technology (ICT) infrastructure and ongoing professional development for educators (Bozkurt *et al.*, 2022).

While the pandemic has presented many challenges, it has also created opportunities for innovation and growth. The rapid adoption of digital technologies has accelerated technology integration into educational environments, potentially leading to more effective and engaging learning experiences in the future (Delgado *et al.*, 2015). However, the pandemic has also exposed systemic issues such as inequality and inequity. The lack of preparation for the forced changes brought about by the pandemic has revealed silent threads in the educational environment, including depression, inequality, and injustice. Therefore, pedagogies have been developed to reduce anxiety and provide support through coping strategies. (Ahmed & Opoku, 2022).

Results of previous research on the implementation of PJOK during the pandemic

Physical Education, Sports, and Health (PJOK) is one of the subjects that must be taught in elementary schools. This subject has an important position in basic education, because it has a role in developing students' physical, mental, and social aspects. In PJOK, planning activities still require additional research. Physical education and sports activities stand out throughout one's educational journey, as they are an important aspect of the development of individuals and society (Yavuz *et al.*, 2019). During the COVID-19 pandemic, which requires all learning activities to be carried out in schools, a review of the planning pattern carried out by PJOK teachers and the implementation of the plan is necessary to ensure that the curriculum is still carried out in the teaching and learning process. The pandemic has highlighted the need for teachers to be equipped with the skills and knowledge to teach PJOK effectively in *online* and *offline environments* (Rahman *et al.*, 2021). Online PJOK learning cannot achieve learning objectives optimally because it cannot facilitate students to be directly involved in the field (Hambali *et al.*, 2020).

In a rapidly changing world, children in primary and secondary schools benefit from the development of a range of personal and social skills such as peer relationship skills, social well-being (e.g., respect), leadership skills, problem-solving skills, and personal and social responsibility skills (Jones *et al.*, 2017). When children develop personal and social skills, they are more successful academically and more likely to successfully transition to adult life (Symonds & Galton, 2014). Evidence suggests that children can develop these personal and social skills through their participation in physical education (Purwadi, 2022). Indeed, there is a growing interest in the role of Physical Education in preparing children for the demands and challenges of daily life (Van den Berghe *et al.*, 2014). In response to Physical Education surveys worldwide, personal and social development is one of the primary and most frequently cited goals of physical education programs in Europe (Casey & Goodyear, 2015). In addition, sports participation has been linked to personal and social development. Parents, coaches, Physical Education teachers, and peers can be a valuable source of support for children and adolescents in sports (Chan *et al.*, 2019). At the same time, developing personal and social skills seems to be the goal of Physical Education, Sport and Health (PJOK), which is widely accepted worldwide.

First, different terms are used interchangeably to describe similar concepts when referring to personal and social development. The World Health Organization (WHO) uses psychosocial competence or life skills education (Brush *et al.*, 2022). Psychosocial competence is defined as a person's ability to handle the demands and challenges of daily life effectively. A person can maintain a state of mental well-being and manifest this in adaptive and positive behaviors when interacting with others, their culture, and their environment (Kumar, 2020). The term life skills education, which scholars in the field have also used, is defined by the WHO. Life skills education is designed to facilitate the practice and strengthening of life skills in a culturally appropriate and developmental way; It contributes to promoting personal and social development, preventing health problems (Greenberg *et al.*, 2017). In April 1998, the WHO convened the United Nations Inter-Agency Meeting to reach a consensus on the meaning and goals of life skills education. They concluded that participants used the term life skills to refer to psychosocial skills, in which they also used other keywords, including personal, social, and interpersonal skills. Social-emotional learning should be an integral part of the school curriculum, integrated into all aspects of school life, from the classroom to recess to the relationship between school and home (Goldberg *et al.*, 2018). Another term associated with personal and social development often used in the literature is prosocial behavior (Graupensperger *et al.*, 2018; Rinner *et al.*, 2022). competence, personal and social responsibility (Hills *et al.*, 2015), social-emotional learning (Taylor *et al.*, 2017). Many different terms are used to describe similar concepts. This review will use personal and social development as general terms.

Given the social character, the Physical education of sports and health is considered an appropriate means to develop students' personal and social skills, such as personal and social responsibility, cooperation, and other prosocial skills. Strength of character can help a person achieve their goals physically and mentally (Lavy, 2020). Learners with character strength tend to experience lower psychological distress when faced with adverse events (Yang *et al.*, 2020). One of the reasons why sports are a suitable context for learning these skills is the transferability of these skills to other domains in life. Participation in sports can provide a range of significant mental and social health benefits for adults (Eather *et al.*, 2023). Over the years, several programs have been developed to teach skills in sports intentionally. For example, Hellison's model of teaching personal and social responsibility (Jacobs & Templin, 2020), which was initially developed to re-engage troubled youth into society, is now widely applied in regular exercise classes (Diedrich, 2014; Hemphill *et al.*, 2015; Martins *et al.*, 2015). Another example of an instructional model that encourages personal and social development through Physical Education is Cooperative Learning in Physical Education and Sports Education (Gazali *et al.*, 2022).

Challenges and strategies in planning and implementing PJOK after the pandemic

The COVID-19 pandemic has significantly impacted physical education, sport, and health, presenting many challenges and requiring innovative strategies to plan and implement physical education learning. This paper presents some findings from various studies that aim to comprehensively understand the challenges and strategies used by physical education teachers and institutions post-pandemic. The pandemic necessitates adherence to strict health guidelines, which often limit the ability of physical education teachers to conduct traditional activities. For example, physical distancing and avoiding physical contact are important measures to prevent the spread of the virus, but these restrictions hinder the implementation of many physical education activities (Varea *et al.*, 2023). The model used in PJOK is online learning and face-to-face learning, with agreed provisions and by government regulations. There are many obstacles in implementing learning for students due to the limited application of online and face-to-face learning methods; this problem must be adequately overcome with adjustments to create effective learning during the COVID-19 pandemic (Khamidi & Hartoto, 2022).

The pandemic has led to a decrease in learners' motivation and engagement in physical education classes. This was partly due to the repetitive and routine nature of activities during the pandemic, which failed to stimulate learners' interest and enthusiasm (Varea *et al.*, 2023). The lockdown period and the fear of contracting the virus resulted in increased anxiety levels among learners. This psychological impact further complicated the delivery of physical education, as learners' emotional well-being became a significant concern (Varea *et al.*, 2023).

The shift to online learning during the pandemic introduced new technological barriers. While technology-based instruction was explored as a means to further education, many learners faced issues with internet access, which hindered their ability to fully participate in virtual physical education classes (Culajara, 2024). Physical education teachers have begun integrating technology into teaching methods to mitigate the challenges posed by the pandemic. This includes using digital platforms for virtual classes, online resources for lesson planning, and interactive tools to engage learners remotely (Putra & Salsabila, 2021; Rosyiddin *et al.*, 2023). The necessary restrictions faced by schools and the move to remote learning have shed light on the potential for innovative approaches that can potentially address the criticisms and challenges faced by PJOK teachers before the COVID-19 pandemic and while moving to the 'new normal' (Blain *et al.*, 2022).

Teachers adopt different teaching strategies to meet the diverse needs of learners. This approach involves tailoring instruction to individual learners' abilities and learning styles, ensuring that all learners can participate effectively despite the limitations imposed by the pandemic. The pandemic highlights the importance of social-emotional preparedness in physical education. Teachers focus on creating a supportive learning environment that meets learners' emotional needs, helping them adjust to the new educational landscape (Yustikarini, 2024).

A holistic approach to learning is emphasized, focusing on the overall well-being of learners. This includes promoting physical activity, maintaining good ventilation indoors, and working in small groups to minimize the risk of transmission (Varea *et al.*, 2023). To improve their instructional delivery, PJOK teachers participate in capacity-building programs. These programs aim to improve teachers' skills in using technology and developing innovative strategies for physical education teaching in the post-pandemic era. Teachers can adapt their methods and stay current with 21st-century teaching and learning by utilizing instructional challenges and strategies. Thus, using technology will greatly benefit learners' work, performance, and independent study (Culajara, 2024). The COVID-19 pandemic has presented significant challenges to physical education, from adapting to new health guidelines to addressing the psychological impact on learners. However, these challenges have also prompted the development of innovative strategies, including integrating technology, differentiated teaching methods, and focusing on social-emotional readiness. As the education landscape evolves, it is imperative to prioritize capacity-building

programs for physical education teachers to ensure they remain equipped to deliver high-quality instruction in the post-pandemic era.

METHODS

This study adopted a qualitative approach with a descriptive survey design. This design was chosen for its ability to capture the complexity of the situation of PJOK teachers in planning and implementing the curriculum during the COVID-19 pandemic. Descriptive research aims to empirically describe the conditions in the field (subject) accurately about the phenomenon and to become the center of attention of researchers (Zellatifanny & Mudjiyanto, 2018). The research subjects were physical education teachers at elementary schools in East Java, selected using a purposive sampling technique according to the inclusion criteria: 1) at least 5 years of teaching experience; 2) actively teaching during the pandemic; and 3) willing to participate in the study.

The number of participants was determined based on data saturation (looking for supporting journal articles), with eight teachers participating in the Focus Group Discussion (FGD). The research procedure included several stages: 1) Preparation of research instruments; 2) Instrument validity and reliability test; 3) Recruitment of participants; 4) FGDs via the Zoom platform; 5) Questionnaire distribution via Google Form; and 6) Data analysis. FGDs were conducted to gain an in-depth understanding of teachers' experiences, while questionnaires were used to collect quantitative data that complemented the FGD results. The research instrument was a questionnaire consisting of 20 questions, covering aspects of planning, implementation, and evaluation of the PJOK curriculum during the pandemic.

The validity test used Pearson correlation with $\alpha = 0.05$, resulting in all valid items ($p < \alpha$). The reliability test using Cronbach's Alpha produced a coefficient of 0.708, indicating good reliability. Reliability is a measuring tool for measuring questionnaires, indicators of variables, or constructs. The questionnaire is declared reliable or valid if the respondent's answer to the statement is consistent or stable over time (Sanaky, 2021). Data analysis used thematic analysis methods for qualitative data from FGDs and descriptive statistics for quantitative data from questionnaires. The principles of thematic analysis techniques, such as coding data, searching for themes, refining themes, and reporting findings, relate to qualitative methods (Putera & Shofiah, 2023). Data triangulation was conducted to increase the validity of the research results (Susanto & Jailani, 2023).

RESULT AND DISCUSSION

Based on the data collection results conducted using a Google Forms questionnaire to PJOK teachers in elementary schools, a total of 33 people from 33 schools are shown in **Figure 1**. Regarding the percentage of PJOK teacher response data regarding teaching planning adjustments, it illustrates that curriculum planning made by teachers mainly includes adjustments. Specifically, 93.9% of teachers adjust to prepare lesson plans (micro curriculum). Meanwhile, 6.1% did not make adjustments in planning. Planning in the form of annual programs (prota), semester programs (promes), syllabi, and lesson plans is made by the regulations enacted during the COVID-19 pandemic. Curriculum development during a curriculum pandemic needs to be adjusted to government regulations in anticipation of the virus's spread by simplifying offline and online activities (Malik & Sukiman, 2021). All parties need to formulate, compile, and develop the school curriculum during and after COVID-19, considering the conditions of students and the school and community environment (Nuryana *et al.*, 2023).

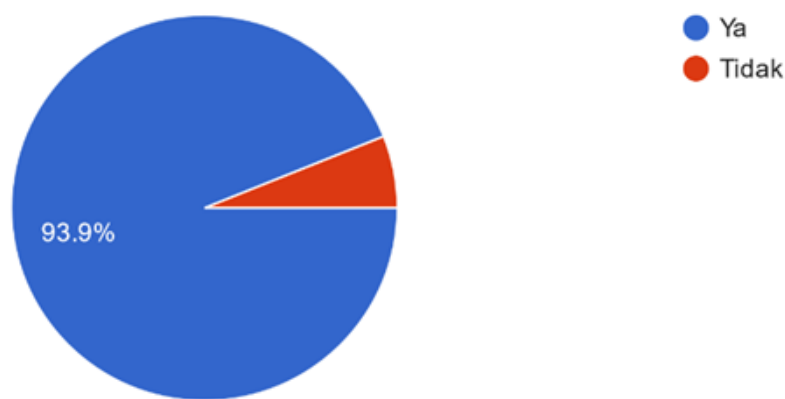


Figure 1. PJOK Teacher's Responses Related to Lesson Planning Adjustments.
 Source: Research 2022

Changes or adjustments to lesson plans have several considerations. Based on the questionnaire on Google Form filled out by teachers, it shows that all teachers (100%) chose the consideration of limited supporting media and the consideration of learning from home. While considerations focused on life skills (health protocols), 82% and 91% of teachers were done remotely, and 94% considered the various abilities of parents. The percentage of teachers' responses regarding the consideration of changes in sports lesson plans during the COVID-19 pandemic is fully shown in **Figure 2**. These results indicate a shift in educational priorities during the pandemic, reinforcing the argument that the primary purpose of education is to support health promotion so that children are immune and not exposed to the virus during the COVID-19 pandemic (Hall *et al.*, 2021).



Figure 2. Teacher's Responses Related to Considerations for Planning PJOK during the COVID-19 Pandemic.
 Source: Research 2022

Lesson planning carried out by the teacher is then continued with the implementation of the curriculum that the students have prepared. The planning implementation process is shown in **Figure 3** on the implementation of planning in learning from home, which illustrates that 54.5% of teachers experience difficulties and 45.5% of teachers do not experience difficulties. This finding contrasts with research stating that teachers showed optimism and determination to go beyond their limits during the pandemic. Their enduring motivation, rooted in a sense of responsibility, confidence, and belonging, may explain their ability to withstand the mounting pressures.

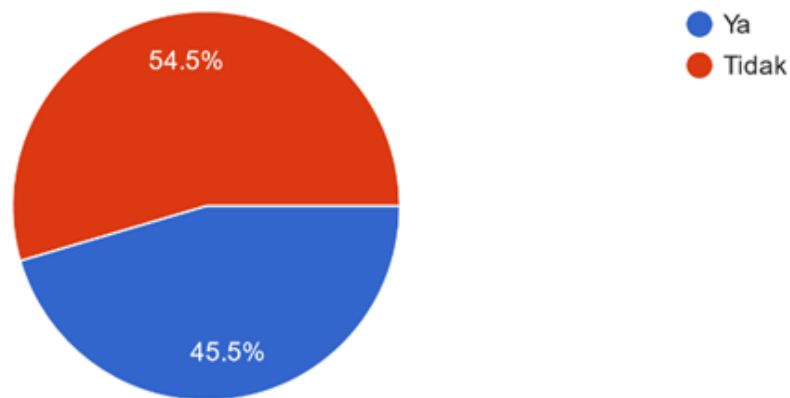


Figure 3. PJOK Teacher Responses Related To Implementing PJOK Curriculum During The COVID-19 Pandemic.
Source: Research 2022

Implementing the curriculum during the COVID-19 pandemic with a learning-from-home model requires the involvement of parents as companions and partners in implementing learning plans while at home. Parents, in this case, have diverse characteristics, resulting in various responses to the Belajar Dari Rumah (BDR) program. The following are the results of a survey conducted with teachers regarding parents' responses during BDR.

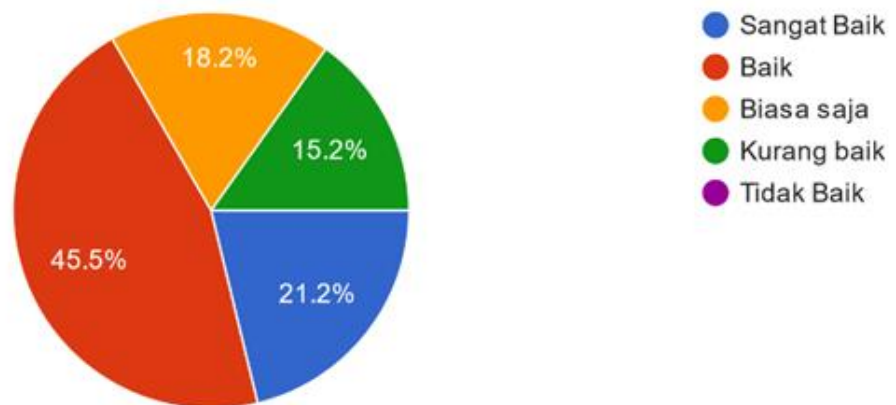


Figure 4. Graph of Teacher Response Data on Parents' Response to Learning PJOK During The COVID-19 Pandemic.
Source: Research 2022

Based on **Figure 4** regarding parents' responses to learning PJOK during the COVID-19 pandemic with the implementation of Learning from Home, it shows that 45.5% are perfect, 21.2% are excellent, 18.2% are average, and 15.2% are not good. The varied responses indicate that not all parents respond well to learning PJOK at home. However, most responded well ($45.5\% + 21.2\% = 66.7\%$). These results reinforce that children from households with more parental involvement were likelier to engage in home learning activities when primary schools were closed during the COVID-19 pandemic, even after controlling for unobservable community characteristics (Sakaue *et al.*, 2023).

Discussion

Based on the results of this study, it shows that most teachers make adjustments to lesson planning during the COVID-19 pandemic with a learning from home (LFH) approach. This is a realistic response from teachers, considering that the situation and conditions of students and teachers have changed significantly. The post COVID-19 pandemic era requires learning to be carried out at home based on a circular letter from the government through the Ministry of Education, Culture, Research and Technology number 15 of 2020 concerning Guidelines for the Implementation of Learning from Home during the emergency period of the spread of Corona Virus Disease (COVID-19). The circular was issued to fulfill the students' right to obtain educational services during the emergency period of the spread of the SARS-CoV-2 virus disease. The circular contains matters relating to: 1) Learning from Home during the emergency period of the spread of COVID-19 is carried out while still paying attention to the COVID-19 handling protocol; and (2) Learning from Home through online and/or offline distance learning is carried out by the guidelines for implementing Learning from Home as stated in the attachment to the Circular Letter.

In making adjustments to planning, teachers must pay attention to the conditions of the learners' environment at home. Teachers must have skills in planning. Effective lesson planning should start by considering the needs of learners and their communities. Teachers should consider what learners need to learn and how they can learn meaningfully. Annual, unit, and lesson planning should be developed with these needs in mind (Fletcher & Beckey, 2023) because one of the skills that Physical Education, Sport and Health teachers must have is planning. After the COVID-19 pandemic, which requires learning to be carried out online and or offline, it is necessary to consider supporting facilities and infrastructure availability. Experienced teachers have many strategies to manage learners and facilitate individual learner performance, while inexperienced teachers focus on the interest level of the whole class. The ability of teachers to organize strategies in managing online or offline classes significantly affects the process of transferring knowledge and experience to learners.

The post-COVID-19 pandemic situation with the Learning from Home approach cannot be separated from the role of parents. Learners will be more engaged with their parents to ensure that learners are at home to follow health protocols, so that efforts to prevent the spread of the SARS-CoV-2 virus can be carried out correctly and contribute positively. Based on the survey results on parents' responses to implementing the dominant PJOK curriculum with movement activities in the learning process, the results illustrate a positive response. Most parents welcome the school's efforts, in this case, the PJOK teacher, in implementing the plans prepared based on the conditions and situations after the COVID-19 pandemic.

Implementing the PJOK curriculum in the post-COVID-19 pandemic period requires supporting facilities that teachers and students must have at home. This is related to using the PJOK learning delivery method, which uses many movement activities. Meanwhile, teachers and students are separated by space and distance. Some changes in the delivery of physical education, sport, and health during online teaching include a shift to online/video teaching, a shift from direct instruction, feelings of dehumanization, the role of space, family, and home in producing learning (Varea *et al.*, 2020). Online physical education usually consists of computer/smartphone-based activities, so when physical education teachers instruct learners to perform some complex activities, they are generally in a dilemma about asking learners to perform due to the complex nature of the activities. From the identification results of PJOK teachers at the primary school level, 33 people from 33 schools mostly use WhatsApp media in delivering information and communication media between teachers and learners (parent assistance). Meanwhile, YouTube is the most widely used learning resource by teachers sent to learners as a learning guide for movement, sports, and health activities when learning at home.

Learning activities from home greatly need the role of parents or guardians at home in the students' learning process. Shifting the learning process from school to home requires a process of adaptation and

adjustment from parents or guardians of students. Assistance and equalization of perceptions between teachers and parents in curriculum implementation are important. There is a need for targeted and accessible interventions for parents' mental well-being, especially during these challenging circumstances (COVID-19), so parents can effectively overcome challenges (Zafar *et al.*, 2021). Learning activities from home need the role of parents or guardians at home in the students' learning process. Shifting the learning process from school to home requires a process of adaptation and adjustment from parents or guardians of students. Assistance and equalization of perceptions between teachers and parents in curriculum implementation are important. There is a need for targeted and accessible interventions for parents' mental well-being, especially during these challenging circumstances (COVID-19), so parents can effectively overcome challenges.

Parents expect their children to continue learning in the post-COVID-19 pandemic; on the other hand, parents are worried about the transmission of viruses that threaten health and even life. In this case, the role of schools is the PJOK teacher as an agent in campaigning for Health protocols through a simplified curriculum by focusing on the skills of students and their environment (parents/guardians) in maintaining and improving body health so that the body's immunity increases and avoids transmission of the SARS-CoV-2 virus. kesehatan tubuh agar imunitas tubuh meningkat dan terhindar dari penularan virus SARS-COV2.

CONCLUSION

This study concludes that adjustments to the planning of the PJOK curriculum in the post-COVID-19 pandemic period need to focus on increasing the effectiveness and efficiency of learning implementation. The research findings show that adjustments to planning the PJOK curriculum in the post-COVID-19 pandemic period need to be made to ensure the implementation of planning is effective and efficient. Curriculum simplification that focuses on students' life skills in the post-COVID-19 pandemic situation and conditions is necessary. This considers the diverse conditions of parents and the limited availability of learning facilities and infrastructure at home, so the curriculum needs to be adjusted to each learner's home conditions. Implementing the PJOK curriculum in the post-COVID-19 pandemic period requires collaboration with parents in delivering and monitoring students' learning activities while at home, because parents have emotional and physical closeness. Parents can directly observe their children's behavior changes and support them while learning at home. Using learning and communication media in accordance with family circumstances (parents) will help deliver information and learning materials from teachers to students.

Based on the research findings, it is recommended that future research examine the PJOK learning content delivered by teachers and the curriculum evaluation patterns applied during the post-pandemic period. Further research also needs to explore how climate conditions can be optimized to respond to contemporary challenges and strengthen collaboration between schools, teachers, and parents. Developing more effective and adaptive learning strategies in the post-pandemic context should also continue to be encouraged so that the PJOK curriculum remains relevant and responsive to current educational needs.

AUTHOR'S NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. The authors emphasize that all respondents are willing to be research respondents and agree that the research results are published and the data and content of the article are free from plagiarism.

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