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Analysis of Social Behavior of Grade IV Students of SD Negeri Rancamulya in Learning Penjas Pthere is a Transition Period of the Covid-19 Pandemic

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Abstract

Physical education has one goal to develop social behavior; the age at primary school is very vulnerable to developing social behavior. So this study aims to analyze the social behavior of grade IV students during the physical education learning process during the transition period of the Covid-19 pandemic. This study used a descriptive qualitative phenomenological approach at SD Negeri Rancamulya with a sample of physical education teachers, principals, and all fourth-grade students. Data collection techniques used in-depth interviews, passive participatory observation, documentation, and data analysis using a network analysis model and data validity based on data triangulation. The study results in show that social behavior is seen during physical education, such as; ridicule/disturbing, fighting/fighting, lack of respect/respect, and saying rude/dirty words. Almost all of the social behavior that occurred was negative due to the impact of the Covid-19 pandemic; this can be used as material for evaluating teachers in improving better learning and emphasizing the inculcation of character education in Physical Education learning in the transition period and the importance of parental attention to children.

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INTRODUCTION

At the end of 2019, the world was shocked by the outbreak of a disease known as covid-19; the spell of this disease was very quickly transmitted through direct contact with sufferers and could cause death. As a stay-at-

home order to reduce the spread of the disease was imposed by the government, it resulted in a marked reduction in daily social interactions. Remembering that colleagues have relationships is very important during the developmental stages of social behavior.

(Lengua et al., 2022). With the onset of the COVID-19 pandemic at that time, it impacted one of the fields, namely education, which caused the learning process to be hampered. The importance of education in child development makes learning must continue even though it is carried out remotely while making teachers remain professional in their fields (Sultan et al., 2022). However, many negative impacts are felt by students, including experiencing academic stress due to changes in a learning culture that occur very quickly. Students must still be ready to receive it (Friskawati, 2021).

At the beginning of 2022, the Covid-19 pandemic began to disappear. A transition period must be used to rebuild the educational order, which is very important for child development. So face-to-face learning is re-implemented in schools, in line with the opinion (Winata et al., 2021) that education is the main key to preparing superior human resources to compete globally. Although in the transition period, according to (Hidayat & Lukluk Isnaini, 2022), in its implementation, educational institutions still need to improve, both in the form of readiness and so on.

In rebuilding education, there needs to be cooperation so that humans, who are social creatures, cannot do it alone. In line with the opinion (Listia, 2015) that humans as individuals are social, which means that humans will always and always relate to others and will not be able to live alone without the help of others. This fact gives awareness of man's "helplessness" in meeting his own needs. Meanwhile, according to (Karisman &

Wahyuni, 2020), every human being is a social creature who will always relate to others and their environment. This is related to the existence of education, which means teachers, students, and parents will need each other to rebuild education and improve the development of children's social behavior, which is an obstacle at this time. Facts on the ground that cause the pandemic, such as misuse of technology and lack of social interaction among children, cause negative social behavior changes. Children's social behavior is closely related to physical education because physical education has a purpose, one of which is to help children's development. Sports and physical health education (PJOK) is an integral part of education as a whole, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral actions, aspects of healthy lifestyles, and the introduction of a clean environment through selected physical activities, sports and health that are planned systematically in order to achieve educational goals national (Permendiknas number 22 of 2006 concerning Content Standards) in journals (Irianto, 2014). Meanwhile, according to (Lengkana & Sofa, 2017), Physical education is also considered movement education in life; this states that life is characterized by motion or movement starting from the birth of children to the end of life. Barriers to communication and guidance regarding the interaction of PJOK teachers in learning for lower-grade adolescents are said to have obstacles in their application (Maulana et al., 2018).

Relating to children's social behavior will continue to develop until the end of life, so in carrying out physical education learning during this transition period, teachers must further improve learning which is always concerned with the development of children's social behavior. This is related to the opinion (Wajdi & Jamaluddin, 2019) in carrying out the learning process of physical education and sports as a learning process; a teacher must play a teaching function when carrying out learning. In the development of children's social behavior in the transition period, there are several factors besides the pandemic and technological factors; environmental factors are also one of the causes. So according to (Dewi et al., 2020) aspects of child development, one of which is social-emotional development which includes children's behavior in their environment. Children still in elementary school tend to quickly imitate what they see in the surrounding environment, either directly or indirectly.

The urgency of this study shows the importance of instilling children's social behavior through physical education learning. Because the physical education goal is to instill and develop good behavioral character values in students, elementary school is the most vulnerable age for instilling character values (Rahmawati & PGSD Penjas, 2017). Facts in the field prove that there is a very significant change in social behavior due to the COVID-19 pandemic. If left unchecked, it will have a bad influence on children's social behavior development. So there is a need for further research on the analysis of social behavior in physical education learning to find out what

social behavior occurs during learning and to relate student character education during learning.

In previous research, there has been much work done on social behavior during PE learning with the result that social behavior that occurs during PE learning still often occurs lousy behavior, such as the results of research that has been conducted (Rahmawati & PGSD Penjas, 2017) that bullying behavior events are carried out to weak people. In connection with this transition period, the COVID-19 pandemic that hit approximately two years caused a decrease in the quality of children's social behavior. Therefore, research on social behavior must always be carried out to be an evaluation material in every physical learning. After the COVID-19 pandemic, during this transition period, there was an event of striking changes in social behavior, which was seen during physical education learning, which became the material of a study. Therefore analysis of social behavior in physical education learning during the transition period of the COVID-19 pandemic was carried out. So this study aims to analyze the types of social behavior seen and what factors inhibit physical education learning during the transition period.

METHODS

This study uses qualitative descriptive research methods that aim to describe the perceptions and types of social behavior of children seen during learning in transition and based on experiences that have occurred (Ramadan & Juniarti, 2020). Descriptive

qualitative needs to be an option when a direct description of a phenomenon is desired (Lambert & Lambert, 2013). Therefore, research on the social behavior of elementary school children during the learning of PE during this transition period uses a phenomenological approach that teaches people to interact and learn more from phenomena so that the meaning of reality, and the natural essence of reality, can be understood by observers (Narayana et al., 2019).

The research was conducted on October 28-November 2, 2022, at SD Negeri Rancamulya, Bojong Hamlet, Rancamulya, Kec. North Sumedang, Kab. Sumedang, West Java. This study used samples or subjects of school principals, physical education teachers, and all grade IV students of SD Negeri Rancamulya to obtain research data. Instruments or tools used to obtain data include mobile phones, stationery, interview, and observation guidelines.

Data collection using observation and interview techniques are the main characteristics of this study, and secondary data is in the form of documentation to complete the data (Nugrahani, 2014). At the time of data collection, passive participation observations were carried out during the study of PEJAS, which had previously contacted via WhatsApp messages to the PE teacher; after the observation, a question arose regarding the child's social peril during the transition period so that want was carried out Deep to be able to present the current construction of SAat in a context about individuals, events, activities, feelings, motivations, responses or perceptions, levels and forms of involvement, and so on. Before conducting the interview, researchers contact informants first via WhatsApp to prepare and determine the right time at the time of the interview (Nugrahani, 2014). Documentation collection is carried out to complete the data in the study.

Model Analisis Jalinan

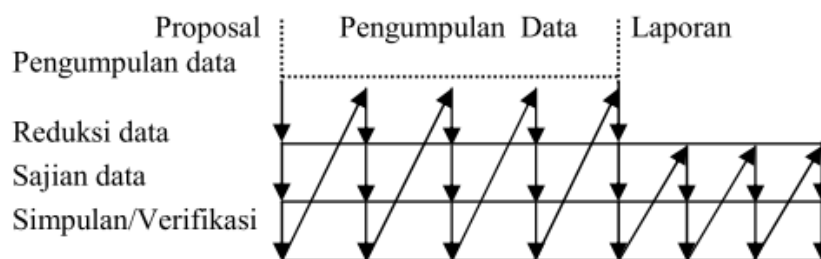


Table 1 (Nugrahani, 2014)

After the data is obtained, it is necessary to conduct data analysis using the interweaving analysis model (Nugrahani, 2014). In

interweaving analysis, there are data reductions, display data, and conclusions (Nurmalasari & Erdiantoro, 2020). In data

analysis, you will choose the main things and will be presented with narrative text and conclusions on the data that has been obtained. After analyzing data, in this study, it is necessary to conduct a credibility test using triangulation and reference materials (Hammarberg et al., 2016) by using supporting reference materials to prove that the data does not differ between the data provided by the researcher and the actual data that occurred.

FINDINGS AND DISCUSSION

Findings

In this research problem, there is a phenomenon or event of children's social behavior during the transition period during the physical education learning process. There is a result of observations in this study showing that social behavior seen during the physical education learning process during the transition period of the COVID-19 pandemic is supported by reference material sources, such as:

a) Mocking and disruptive

The results showed that some students still often mock, for example, mocking with the words "fat base" and "you crybaby" to mocking using parents' names. In addition, students often interfere with their friends' learning, such as pushing when marching. Child development will only sometimes run optimally; many things must hinder the child's development process. Therefore, bullying is one inhibiting factor in child development (Florenta & Patty, 2016).

b) Quarrel/Fight

The results showed that there were social behaviors seen during learning to take place; it was seen that children suddenly cried because of a fight which started from joking and eventually led to a fight. Jokes are made so suddenly as hitting, pushing, and picking up friends' things. In line with the opinion (Muhtadi, 2011) that it is included in spontaneous activities, namely activities that are carried out or carried out at that time.

c) Respect/Respect

The results showed that there are still some students whose social behavior does not respect or respect teachers during the physical education learning process; besides that, their fellow friends still need to be applied. In line with the opinion (Widodo, 2018) that respect education is intended for students and teachers. Hence, instilling respect and values in school education is essential, even very appropriate, if started early.

d) Cooperation

The results showed cooperation during games in physical education learning. However, the fact in the field of cooperation is more visible in male students because they tend to want to win the game given, in contrast to female students who tend to be passive.

Learning volleyball, basketball, and soccer games as a whole can develop an attitude of cooperation in students because these games are team games, and cooperation is needed in doing so. However, with the opportunity to play relatively unequally, it is possible to develop an

attitude of cooperation that may not run optimally (Budi, 2021).

e) Please help

In this study, the results found that social behavior helps students during learning when in the field; there were students whose legs were hurting, and other students were willing to help. In addition, social behavior to help in learning pujas also appears when teachers prepare tools for student learning to help bring them.

In the opinion of (Eva et al., 2021), please help is an attitude that arises when compassion exists and doing something must be based on sincerity and helping each other achieve common goals because man cannot live alone without help from others.

f) Saying rude/dirty

Based on the results of research shows that social behavior of saying rude or dirty is often done by students during physical education learning. This happens in children's daily lives because they imitate what is often said in their environment. Parental attention and control still need to be improved. In the opinion (of Erniwati & Fitriani, 2020), verbal abuse, or emotional child, is verbal actions or behaviors that cause adverse consequences.

In the results of the interview research that has been conducted about "What do you know about social behavior and mention the types?" Regarding social behavior, informants say that social behavior is an attitudinal activity carried out by a person, and social behavior there are two types, namely negative and positive behavior; examples of positive

behavior such as help, respect, respect, cooperation and so on, while negative behavior includes fights, quarrels, mocking each other and talking rudely. This is in line with the opinion (Hayati, 2017) that Social behavior consists of two types: negative and positive. In the following question regarding the speaker's opinion about the covid-19 pandemic on children's social behavior, the informant said that the covid pandemic was very influential and had an impact on the social development of their children, the misuse of gadgets which was the main factor in the emergence of social change. Children who become reliable imitators will quickly imitate what they see; according to (Kusuma & Sutapa, 2020), lack of socializing with friends who are limited by learning at home, children's emotions sometimes feel bored and sad, children feel homesick friends and teachers and children are also recorded to experience verbal violence due to the learning process that is prevalent during the pandemic.

In the following question, "What factors influence children's social behavior during the transition?" The informant said that the covid pandemic that hit was a very dangerous disease outbreak. With the online learning policy that was implemented at that time, getting ineffective results that caused bad influences, misuse of technology, and lack of parental attention became the cause of the development of social behavior. In line with the opinion (Syahrul & Nurhafizah, 2021) that parental care for children's emotional abilities during a pandemic is very influential. Furthermore, the results of the interview about

"What social behaviors are often seen and occur during the transition period during direct physical learning? The informant said that visible social behavior is positive and negative. However, many negative social behaviors are more likely to arise during PE learning, such as students mocking others using parents' names, hitting others with jokes, and disturbing other friends during learning. According to (Hayati, 2017), there are two kinds of social behavior: positive and negative.

Furthermore, the interview results about "How do you overcome negative social behavior in physical education learning? "Related to this, informants argue that the right Cara is cooperation with parents in instilling positive social behavior. There must be an increase in learning that always instills good social behavior. In line with the opinion of (Widiastuti, 2015) regarding teachers working with parents and providing information to parents about every child's development at school

Discussion

The COVID-19 pandemic at that time occurred, and it caused all activities to be hampered. According to (Ali et al., 2021), all forms of activities are carried out at home, and the enforcement of regulations cannot be crowded in public places, mandatory wearing masks, maintaining distance, and the fear of the Indonesian people towards the very deadly coronavirus. So that at that time, it caused terrible social-emotional development. The pandemic has begun to disappear, so there is a transition period from pandemic to endemic.

Visible, dominant social behavior has a negative thing in the transition period. In physical education, social behavior is also related to health which is an integral part of human life. Social behavior is contained in the soul; if the soul wants to be strong, it must have a healthy body. According to (Sofa & Lengkana, 2018), increasing student health awareness requires students' awareness of health situations and conditions in themselves and their environment. Therefore the role of physical education subjects in cultivating the health of the self-employed at school is vital.

Meanwhile, (Karisman, 2021) said that sports have unique features that appeal to people with various interests, talents, and expectations. A complex combination of social and economic factors also influences patterns of behavior and sports participation decisions. Intrinsic factors such as motivation are indispensable in life. In contrast, according to (Ramadan, 2022), intrinsic factors such as motivation, goals to maintain health, and changes in body shape provide significant factors for physical activity.

Physical education aims to improve children's social development and is an integral part of education that plays a vital role for students (Muhtar et al., 2020). Education and physical or physical activity are more broadly related to the overall purpose of education and contributing to individual life (Lengkana & Sofa, 2017). So physical education makes a detailed and very influential contribution to life. According to (Abduljabar, 2011), it covers all aspects of educational development, including students' mental and social growth.

Negative social behavior seen during learning about fighting/fighting and dirty talking that occurs during the transition period can be caused by seeing wrong impressions in the Gadgets during a pandemic; for example, children see spectacles that should not be seen by the child such as the spectacle of fighting and people talking rudely. According to (Maola & Lestari, 2021), when using gadgets, children see lousy content that is not yet time for their age because many are not filtered when displayed on social media, so they will imitate what they see, such as how to wear clothes like adults, impolite speech, violence, war, pornography, persecution and so on. Children will become accustomed to discipline if a family applies a disciplined attitude in using gadgets. However, on the contrary, if there are families who are less able to teach their children, children will model all the behaviors shown by their parents. So, in this case, it will result in a bad attitude for children (Abdulatif & Lestari, 2021)

Parents in children's lives also have a very important role in motivating and directing their children's education, both from moral education, behavior, morality, and other non-formal education, including their children's interests and talents in the field of sports achievements (Lengkana et al., 2020). So bad social behavior that arises during the physical education learning process during the transition period of the COVID-19 pandemic can be caused by a lack of parental attention, so children's education is not enough just at school because children still have much free time that must be filled with positive activities.

Children will continue to learn to regulate their emotions and social interactions related to early childhood with the COVID-19 pandemic causing a decrease in self-confidence and responsibility. Some children, especially those who have attended preschool, are very confident, want to participate, and want and can accept responsibility (Dewi et al., 2020). At the same time, social behavior means an activity or action carried out by someone concerning moral values. According to (Fitri & Na'imah, 2020), things that prove changes in children's behavior occur as they get older, and the surrounding environment is also a reference for changes in children's morals. In this case, it can be seen that children's social behavior often says rude/dirty and mocks and disturbs other students. The moral development of children will be vulnerable to occur because children are speedy in imitating something even though it is not taught directly. Physical education learning can influence and provide child development from various aspects; one is the development of social behavior. This goal is related to students' ability to adjust to a group or society (Zainuddin et al., 2021).

Nevertheless, in every domain discussed physically, lifestyle, effectively, socially, and cognitively, there is evidence that physical education can have positive and profound effects (Bailey, 2006). Children must also have self-confidence, a skill to support themselves in the environment in line with opinions (Mulya & Lengkana, 2020). A person will never be genuinely confident because self-confidence arises only related to a specific ability. Behavior changes can also be caused by

outside or external, namely the environment. According to (Suparlan, 2021), External factors are the environment, both physical, physical, economic, political, and so on. Social behavior that occurs in children with a lack of respect and respect for others can also be included in environmental factors because, in the surrounding environment, it is common for young people to disrespect elders.

With the results of research that has been done, there are still many negative social behaviors that occur during the physical learning process, indeed learning that uses physical but one of the aspects of developing social behavior. If it has yet to be achieved apart from the effects of the COVID-19 pandemic, then teacher competence needs to be questioned. Therefore, teachers must be competent to support a good and effective learning government. Law Number 20 of 2003 concerning the National Education System, Law Number 14 of 2005 concerning Teachers and Lecturers, and Government Regulation Number 19 of 2005 concerning National Education Standards mandate that teachers must have academic qualifications, tension competitions, and educator certificates in journals (Maksum, 2009). According to (Parlindungan, 2017), creative teachers will create a pleasant environment to develop students' creativity; students can freely explore their idea and creative mind.

So in this study, physical education for children's social behavior in the transition period still needs to be physical education. Therefore, there is a need for evaluation and improvement for teachers and prospective

teachers who are required to have a more positive impact on the development of children's social behavior; teachers must be creative and must be able to create fun and exciting learning to improve the development of better children's social behavior.

CONCLUSION

The COVID-19 pandemic is a disease outbreak that has swept the entire world and has resulted in limited and hampered activities, becoming an inhibiting factor, especially in education. In 2022, it was a transition period from the COVID-19 pandemic where things are getting better; rebuilding education is an important part, a bridge to create a golden generation or a brilliant generation in the future.

In education, there is physical education learning which has one of the objectives to develop and instill children's social behavior. Early childhood in elementary school is very vulnerable in developing social behavior coupled with limited learning during the pandemic, which is inadequate. The results showed that there were changes in negative social behavior in children during physical education learning caused by the pandemic, environmental and technological factors, which resulted in the persistence of Students who ridicule and interrupt, fight/fight, lack of respect, lack of cooperation and help during learning and say rude or dirty words to fellow friends. So the social behavior seen during the learning of PE in the transition period is a phenomenon that arises because of the covid19 pandemic. So there needs to be cooperation

between teachers and parents in improving the development of children's social behavior.

Based on the research results, researchers have suggestions that want to be conveyed to improve children's character education. Related to the research results that state the existence of children's social behavior that is not good in physical education, teachers must improve more in instilling social behavior. Not only is dominant talent enhanced, but the cultivation of social behavior is more critical and can be done through learning traditional toys that contain social values and preserve culture. Although researchers have tried to be better in research, this paper acknowledges several areas for improvement related to the lack of in-depth discussion in some units of analysis. The shortcomings of this study can be used as an idea for future research. With this research, it is hoped that further research can examine children's social behavior because if children lack to cultivate their social behavior, it will cause deviant social behavior of children.

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