

Is There Student Anxiety in Physical Education Learning during the COVID-19 Pandemic in Indonesia?

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Abstract

Anxiety is one of the psychological aspects that may have influenced physical education learning during the COVID-19 pandemic. The purpose of this article is to find out about students' anxiety in tailoring learning during the COVID-19 pandemic. The method used in writing this article is literature studies. Methods used in article search and making research inquiries to uncover new findings using the PICO method. Access used by authors using google scholar in the form of nationally accredited articles with a range of issues from March 2020 to October 2021. The data collection technique using the PRISMA method from a total of 52 reference sources from the google scholar database is then filtered to get 4 references in the final stage which will be a literature review. The results of the literature study show that there is student anxiety in learning physical education during the COVID-19 pandemic in Indonesia. The findings of 50% of the studies that were self-reviewed showed there was a level of student anxiety in the category is sufficient. The remaining 50% of the studies self-reviewed showed there were high levels of student anxiety in the high categories. This review literature study has implications for the known anxiety condition of students in the learning process during the COVID-19 pandemic. These findings contribute as material for further study for the creation of appropriate learning methods to address student anxiety in tailoring learning during the COVID-19 pandemic. Optimization through the right methods will also optimize the benefits of tailors to improve health during pandemics.

Keywords: anxiety, COVID-19, pandemic, physical education, students

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1. INTRODUCTION

Anxiety is a feeling of discomfort, such as worry or fear, that can be mild or severe. Everyone has feelings of anxiety at some point in their lives. Anxiety is characterized by feelings of tension (Sutopo & Misno, 2021; Zapata-Cuervo et al., 2021), a worried mind (Robert S. Weinberg. & Dainiel Gould, 2018; Widiyono & Mudiono, 2021), and physical changes (Azizah & Sudarto, 2021; Menegassi et al., 2018) for example, in the increase in blood pressure (Burhaein, Phytanza, et al., 2020; Burhaein, Tarigan, et al., 2020; Menegassi et al., 2018). Anxiety leads to increased alertness, fear, and physical signs, such as a rapid heartbeat (Irawan & Limanto, 2021; Widodo & Najibuzzamzam, 2021; Yoo et al., 2012). Anxiety is one of the psychological aspects that is possible to gain influenced during physical education learning.

Research results Capel (1997) In England and Wales it shows that these physical education students experience moderate levels of anxiety after each school experience. There is a significant association between the amount of anxiety experienced after each school experience. The greatest anxiety is caused by being observed, evaluated, and assessed, with the suggestion that anxiety caused by assessment becomes more important than anxiety caused by being observed. The least anxiety is caused by relationships with school staff and teaching assignments. The results of the factor analysis identified two factors in all three questionnaires: evaluation anxiety and anxiety control classes, but two other factors on each of the three different questionnaires showed inconsistent factors in all three administrations of the questionnaire. These results are discussed in the light of early school-based teacher education.

Physical education teachers continue to help students to be mentally healthy, raise standards for a healthier life, and develop character from childhood to adulthood (Phytanza et al., 2018; Phytanza & Burhaein, 2019; Pramantik & Burhaein, 2019). Educators provide opportunities for children through to adulthood to develop skills, build self-confidence, and understand the value of mental and physical health (Phytanza, Burhaein, Indriawan, et al., 2022; Phytanza, Burhaein, Lourenço, et al., 2022). However, this is experiencing challenges when there is a COVID-19 pandemic globally around the world. This COVID-19 pandemic has had an unprecedented impact on all lines of human life (Burhaein, Ibrahim, et al., 2020; Burhaein, Demirci, et al., 2021; Phytanza & Burhaein, 2020). This pandemic has impacted many social and economic sectors recently and has displaced millions of people around the world.

Schools or the education sector are one of the sectors affected by the COVID-19 pandemic, so students' study independently at home and teachers are not present at school because of the pandemic (Irawan & Prayoto, 2021; Mahmood, 2021; Sibarani & Manurung, 2021; Widodo & Zainul, 2021). Since the United Nations Educational, Scientific, and Cultural Organization (UNESCO) accepted the national Human Resource Development (HRD) institute, millions of schools and universities have moved their classrooms online as their place of study to ensure that "student learning" is never interrupted during conditions isolation at home (Burhaein, Tarigan, Budiana, Hendrayana, Phytanza, et al., 2021; P. Purwanto, Lumintuarso, et al., 2021; S. Purwanto & Burhaein, 2021). The sudden and forced shift to online teaching has a direct impact on teaching pedagogy in all subjects, especially in physical education and sports teaching methods, the implementation of which is based on practical lessons (Burhaein at al., 2021; Mumpuniarti et al., 2021; Nanda et al., 2021). Based on the above problems, there is urgency related to student anxiety in physical education learning. The purpose of writing this

review article is to describe students' anxiety in physical education learning during the COVID19 pandemic.

2. METHODS

Access used by authors uses google scholar to collect data in the form of national articles, and access google scholar to collect data in the form of national articles. The term of publication of the article is accessed from 2020 to 2021. The methods used in article search and creating research questions to uncover new findings use the PICO method as written in table 1.

Table 1.

PICO method

PICO	Information
P (Population)	Students
I (Intervention)	COVID-19 pandemic
C (Control)	-
O (Outcome)	Physical Education Learning

Source: Primary Data

With the PICO method, we can create questions and search for articles with these keywords so that the results can be more specific and can answer the purpose of writing this article, for example, we look for journals with keywords that will be included in the journal search engine (tailors) (students) (Pandemic COVID-19) (Physical Education Learning) we will get several journals that match what we will look for. After conducting a journal search with the PICO method, the next step is to perform data extraction by the author. With the PICO method, we can create questions and search for articles with these keywords so that the results can be more specific and can answer the purpose of writing this article, for example, we look for journals with keywords that will be included in the journal search engine (tailors) (students) (Pandemic COVID-19) (Physical Education Learning) we will get several journals that match what we will look for. After conducting a journal search with the PICO method, the next step is to perform data extraction by the author. In carrying out this method, the author makes references using the inclusion and exclusion criteria as presented in Table 2 so that the results obtained become increasingly difficult, if there are criteria that are not appropriate according to the subjectivity of the author of the article will be issued.

Table 2.

Inclusion and Exclusion Criteria

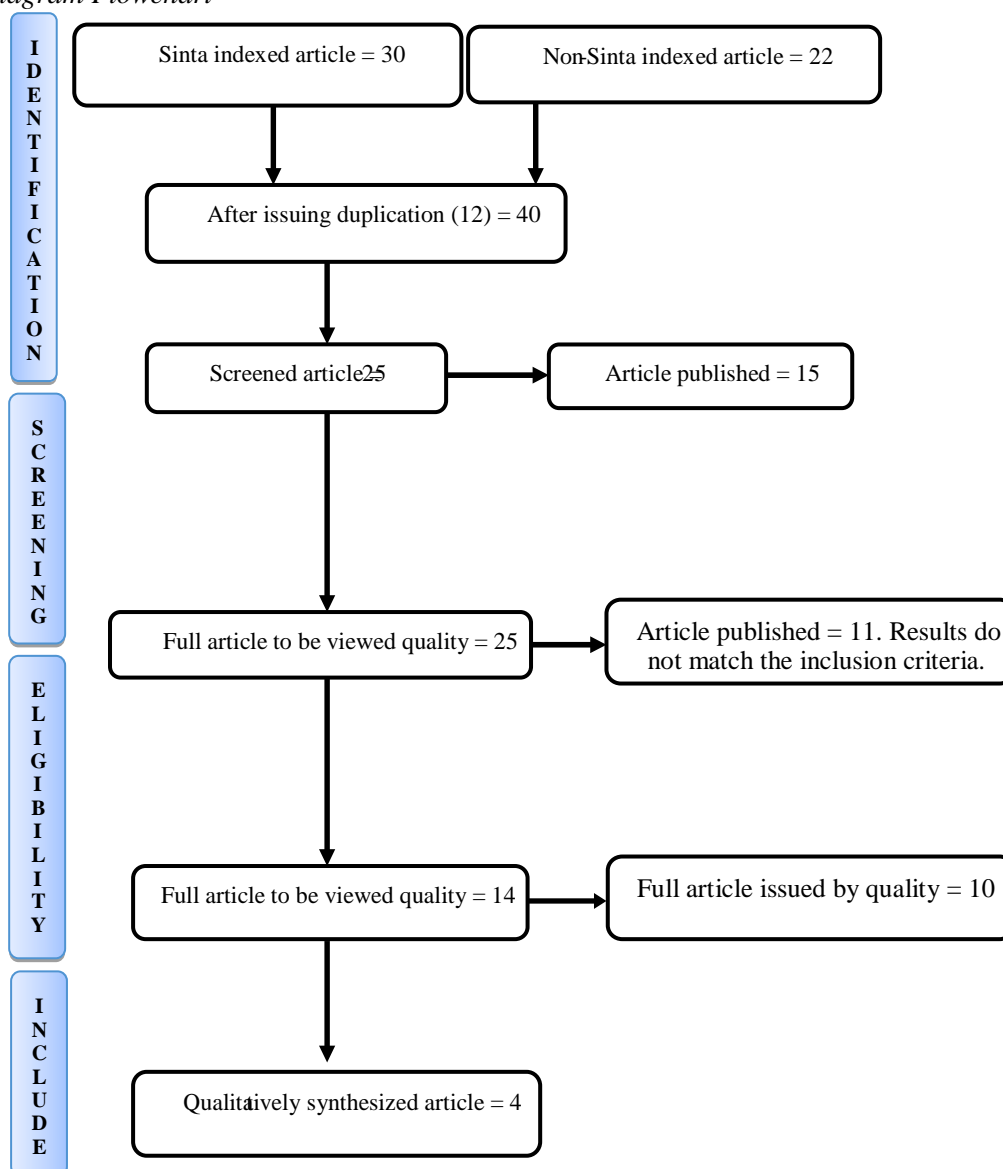
Type	Inclusion	Exclusion
Type of Article	Research article	
Language	Indonesian, English	-
Metode	Quantitative Descriptive Research	-
Participants	Student	Elementary, middle, high school, student
Context	COVID-19 pandemic	Indonesia
Year	Above March 2020	Maximum of October 2021
Article	Journal	-
Outcome	Physical Education Learning	

Source: Primary Data

A total of 138 articles were obtained based on search, then issued duplication so that there were 127 articles. Furthermore, 57 articles were issued because it was not the treatment given instead of using problem-based learning methods so that the remaining 70 Articles full text. Furthermore, 20 articles were issued because they did not fit the inclusion criteria so that the remaining 50 articles, after being examined more deeply based on abstracts, methods, etc. then issued 34 articles so that the remaining 16 articles to be analyzed with qualitative methods. Data Extraction and Identification Strategies using PRISMA flow diagram (Ekelund et al., 2019; Moher et al., 2009; Tricco et al., 2018).

Figure 1.

PRISMA Diagram Flowchart



3. RESULTS AND DISCUSSIONS

Based on the results of article analysis that has been obtained from google scholar, it was obtained 4 articles. The research results article in the context of the COVID-19 pandemic

was selected and reviewed using quantitative descriptive methodology, in physical education learning. In summary the results of the research are presented with the following summary of the output:

Table 3.

Summary of review article results

Author, Year	Number of Samples	Method	Results
Nova et al. (2020)	65	Quantitative Descriptive	There Is a Level of Student Anxiety in The Sufficient Category
(Friskawati, 2021)	76 (<i>SD</i>) 88 (<i>SMP</i>) 81 (<i>SMA</i>)	Quantitative Descriptive	There Is a Level of Student Anxiety in The Sufficient Category
Mahfud & Gumantan (2020)	110	Quantitative Descriptive	There Is a Level of Student Anxiety in the High Category
Mylsidayu (2021)	168	Quantitative Descriptive	There Is a Level of Student Anxiety in the High Category

Source: Primary Data

Based on the results of the research in the table above we can conclude that there is student anxiety in physical education learning during the COVID-19 pandemic in Indonesia. This leads to the importance of addressing students' anxiety levels. Learning when it can be optimized has benefits and benefits for psychological health, especially in student anxiety. The physical benefits of exercise are improving physical condition and fighting diseases and viruses including COVID-19, and doctors always recommend staying physically active. Exercise is also considered important for maintaining mental fitness, and can reduce stress. Studies show that it is very effective at reducing fatigue, improving alertness and concentration, and improving overall cognitive function. With limited space and time in the midst of the Covid-19 pandemic, prospective students must also continue to do physical activity in order to maintain and improve their physical fitness, including students' anxiety levels (Jannah et al., 2021; Phytanza, Mumpuniarti, Burhaein, Lourenço, et al., 2021; Muhammad Saleh & Septiadi, 2021). This can be especially helpful when stress has depleted your energy or ability to concentrate.

When stress affects the brain, with many of its neural connections, other parts of the body also feel the impact. So, it makes sense that your body feels better, so does your mind. Exercise and other physical activity produce endorphins — chemicals in the brain that act as natural pain relievers — and also improve sleep ability, which in turn reduces stress (Melzer et al., 2004; Phytanza, Burhaein, & Pavlovic, 2021; P. Purwanto, Nopembri, et al., 2021). Meditation, acupuncture, massage therapy, even taking deep breaths can cause the body to produce endorphins (Burhaein, 2021; Phytanza, Burhaein, Lourenço, et al., 2021; Phytanza, Mumpuniarti, Burhaein, Demirci, et al., 2021). Low to moderate intensity exercise makes the body feel energized and healthy (Burhaein, 2020; Pramantik, 2021).

Scientists have found that regular participation in aerobic exercise has been shown to

lower overall tension levels, improve and stabilize mood, improve sleep quality, and improve psychologically (Browning et al., 2021; Demirci & Phytanza, 2021; Sulistianoro & Setyawan, 2021). Even five minutes of aerobic exercise can stimulate anti-anxiety effects (Lippi & Maffulli, 2009; Melzer et al., 2004; Mustofa et al., 2019). Regular aerobic exercise with a time of 20-30 minutes, performed 3-5 times/week with an intensity of 60%-90% can have a positive impact on anxiety in all genders and ages (M Saleh, 2019).

4. CONCLUSIONS

The findings of 50% of the studies that self-reviewed showed there was a level of student anxiety in the category is sufficient. The remaining 50% of the studies self-reviewed showed there were high levels of student anxiety in the high categories. This review literature study has implications for the known anxiety condition of students in the learning process during the COVID-19 pandemic. These findings contribute as material for further study for the creation of appropriate learning methods to address student anxiety in tailor learning during the COVID-19 pandemic. Optimization through the right methods will also optimize the benefits of tailors to improve health during pandemics.

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