

STUDI FENOMENOLOGI PENGALAMAN DAN MAKNA PEMBELAJARAN PENDIDIKAN JASMANI BERBASIS KURIKULUM 2013, KURIKULUM DARURAT, DAN KURIKULUM MERDEKA DI SEKOLAH PENGGERAK

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ABSTRACT

This research project is about the lived experiences of upper secondary school and adult education teachers from Yogyakarta Province in the year of 2022. Educational change can be understood in terms of experiences, through listening to teachers' voices, which have the capacity to bring new knowledge for future usage of digital platforms in education. Teaching is an embodied experience and opportunities for movement have become limited in the virtual learning environment. A radical change in the methods of communication has also occurred, in particular the verbal and non-verbal clues of oral interaction, which differ in physical and virtual classrooms. Interpersonal relationships have been shown to be of the utmost importance for successful learning, and these need to be formed and maintained both online and offline. Some students are at risk of falling behind academically and socially due to remote learning. The research has shed light on this situation and illustrates how governments should work effectively with teachers to ensure that all students can succeed, regardless of individual setbacks experienced during the global pandemic. This is an ethical responsibility of importance to ensure that no student will be disadvantaged as a result of remote learning.

Kata Kunci: embodiment, ethics of care, interpersonal relationships, remote learning, the virtual learning environment