

Academic Article

THE NEW NORMAL OF A PHYSICAL EDUCATION CLASSROOM MODEL WITH THE COVID-19 REVOLUTION

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Abstract

It is not very often that the world historians have recorded a phenomenon in the same way as the current COVID-19 pandemic. At present, the epidemic of this kind of virus has resulted in several chaos, i.e. economic, society, politic, and lifestyle. This phenomenon leads people and society to the “new normal” lifestyle, which not only the society becomes a fully digitalized system, educational management model is also affected. Many countries start to reconsider technological-based teaching, in which online platform will take a major role for teaching quality in every field of study. It occurs as a slow revolution which teachers need to be aware of in order to be prepared with the new behaviors of the learners. Physical Education subject is held outdoor. It is a subject that learners need to move; and the learners are quite close to each other, so the characteristic of this subject does not follow the social distancing measures. Therefore, after the revolution of this pandemic, it is significant to analyze the how activities of Physical Education will appropriately be in the future.

Keywords: New Normal, Classroom Model, Physical Education, COVID-19, Revolution

Introduction

Now normal, employed by Timothy, 2008, has been firstly used as the indicator of the slow-down growth rate in the past turning to the lower level of the new growth rate. The unemployment rate has been increased due to the US' subprime crisis in 2006, as well as in December 2019, there was the pandemic of corona virus in Hubei, China. Only a few weeks later, World Health Organization announced

that his pandemic was the Public Health Emergency of International Concern (PHEIC) and indicated that COVID-19 was the pandemic (WHO, 2020) In 2020, this pandemic eventually started to spread out in Thailand, with the reborn “new normal”.

People’s lifestyle starts to change in order to avoid the pandemic, plus the government’s iteration, for example, self-awareness, hand cleaning with alcohol, no use of medium materials, wearing masks, avoiding crowded area, following social distancing measures. According to the results of analysis by Bureau of Epidemiology, Department of Disease Control, Ministry of Public Health, concerning the confirmed cases of COVID-19 in Thailand (on 21 April 2020), categorizing the cases into 20 types of career, it has been found that the group of students was ranked number 5, which can definitely be a career. An article of World Economic Forum about the human’s behaviors after the pandemic of COVID-19 clearly indicates that human will no longer stay in the same conditions (Sean, 2020). The consequent question is in which way we are going to. Humans are afraid of changes because everyone is scared of what has yet to come; however, the only truth is everything changes. The writer, as an educator, may take this opportunity to portrait a scenario of a Physical Education after the COVID-19 revolution in order for physical educators can transform their classroom to be up to dated. However, there comes a question that how this revolution pushes humanities away from the norm.

COVID-19 Revolution, the Revolution of a Happy Traditional Classroom

The behavioral severe changes of people in a short time, resulted from the pandemic, is leading us the new normal behaviors. According to the analysis of change characteristics by a Nielsen investigation, COVID-19 causes human behavioral movements in 6 levels, beginning with information receiving, checkup, hoard, self-quarantine, area lockdown, and new normal formation. (Jason, 2020) Humans will be more aware of health platform, such as healthcare, lifestyle, workout in a private area, and area distribution. Once Cognitive Revolution of the pandemic occurs, it can be confirmed that Behavioral Revolution is going to start so that it becomes international norm and spreads out to other parts, including schools.

Balance between the proportion of students and classroom activities is applied to design the enjoyable Physical Education movements. The distance between persons, while playing Snatch a Snake Baby game or basketball, is the crucial criticized in Physical Education classroom. Adrenaline, caused by excitement from the games, handshaking, or cuddling to celebrate the victory will be no longer seen. Those phenomena are considered as Social Revolution in which is the result from COVID-19 prevention measures. However, it is said that humans prefer excitement from competitions to staying still with admirations. In the writer’s opinion, both competitions and results are all temporary. Nevertheless, humans

desire for new stimulations, so the competitive games in a Physical Education class is the tool to give students happiness. This claim has been research supported for many centuries (Jonathan et al., 2011). Therefore, it is significant to reconsider the activities and learning processes from academicians and physical educators.

The Sparks of the Future Physical Education Classroom

Results of the revolution of COVID-19 cause intersubjective level new reality (Gregg, 2017). Once, joining a crowded game is the guarantee of teamwork, generosity, relaxation, and a leader creation. On the other hand, people are afraid and more aware of staying farther than 1 meter (social distancing) (WHO, 2020). It is easy to accept that the self-prevention measures of humans against COVID-19 is considered an intersubjective level new reality. The new normal is online studying. Thailand, by Ministry of Education, has prepared for teaching and learning in semester 1, academic year 2020. In order to reskill and upskill teachers for distance learning system and education materials, the open semester is postponed for almost 2 months.

However, if we completely deny interactive classroom and lean on online teaching platform, the results of the study may not prove only the field in studying, students' lack of social interactions, disability of corporation, and loneliness wheedled by imagination are also the prove of dehumanization. Furthermore, the nature of Physical Education aims to develop the learners through actual practices in order to develop significant capacities in maintenance, treatment, develop and recover the body, to learn self- and the others' state of mind, to know and be able to

control emotions, to be a part of the society, and to train learners' knowledge (Natalia et al., 2020). It is certain that learning at home as a small unit may not respond those mentioned capacities. Anyways, Physical Education subject itself has been adapted in order to be a part of the world education for thousand years. Eventually, we are at the point that Physical Education is the base guarantee for humans' lives for so long (Ralph, 1996). This hope has been originated from the medical evolution and biological technology in which prevent people from almost all severe infective diseases in the world. The invention of PrEP to prevent against HIV is an example of the increasing hope of life expectancy (Debera, 2018). As a result, if we are inventing a powerful teaching method, Physical Education is a chemical laboratory for us to invent an elixir (Yuval, 2015). In order to prevent death from the incomplete organs of the body, Physical Education class is surely as significant as the invention of a vaccine for this infection.

According to the writer's previous work, Physical Education may have been a discourse of social inclusion for learners (Savagpun, 2020), whereas it will no longer be discussed if the inclusion can supply

the social demand through only team or fighting sports. The previous studies about activities and sports (Chawauthai et al., 2019; Srisawat et al., 2019; Hengsukkho, 2019) have revealed that tracks and fields events, fighting arts, net/racket sports, Thai tradition sports, or even solo sports supported a good relationship among persons, promoted values of safety, and promoted values of self-growth improvement. Those evidences from previous studies show that the statistic of Physical Education as an opponent of human's intelligent growth is zero. There is no doubt that a Physical Education class is the most social influent among the other classes. Moreover, the policy of world sports has obviously shown the belief of being "sport evangelists", which sports are inherent good concerning social inclusion.

Disruption as predicted about this pandemic, how can we set the physical education to be a subject of creating human's survival awareness. Furthermore, the imagination of collaboration between Physical Education and biological science to create a health innovation that can check quantified self-movement and biometric systematically will possibly become true as well. The innovation will also be able to develop algorithm innovation to analyze data for learners. In order to know how a learner's physical potential is and how a learner should attend a physical activity, Physical Education presents the way that a learner can "know about him/herself through numbers". It is quite significant that instant "algorithm" should be provided in a Physical Education class in order to calculate, solve problems, and help making decision. Algorithm, a more complicated system than an automatic water machine, that can evaluate the demand of physical activity. Learners is a powerful algorithm teacher who has been through Physical Education evolution and can response to a their emotion, feeling, and demand (Yuval, 2015). The teacher will develop Physical Education activities to encourage learners' thinking and consideration, or intelligence and consciousness together in a short period of time.

A little step back, that mentioned biometrics algorithm is the analysis of a learner's individually physical education activities demands, which is accurate based on the advanced scientific reasons, less time, and needs only learners' data even though they are not in the same classroom. Teacher can arrange learning activities appropriately. Even in the same classroom, learners may need different introducing experiences for the main activities (Leon , et. al., 2017). As a result, identification of unnecessary activities and data recording can release complication of arranging the next learning activities effectively. The major role of a Physical Education class is to train a learner's skill or natural practice as described earlier. Meanwhile the future technology is endless, we, as a user, stand at the end of the chain which cannot wait for a further development. Look around us, classes slogans that verifies success of learners by teachers: "the nation's future is in the teachers' hands", "Thai teachers love students and think about development", and

“developed future is according to qualified teachers” (Chan-ocha, 2020). Concerning teaching methods during the pandemic time, a Physical Education teacher should consider physical activities, games, and sports that match social distancing measures. A teacher should also try new things based on the current environment. If musical chairs, basketball, football, or other encountering activities are risk, it should be considered what other activities can replace keeping the standard of results (Figure 1). The analysis of activities and innovation development of Physical Education classrooms is also a good opportunity that teachers will see the various targets of the learners, which will also differentiate their measurements and evaluations.

But the same physical education classroom did not abandon the future that we were expecting. Classrooms that focus on having fun participation of learners through physical activities movement and sport. There are teachers who play a role in modeling or directing both basic and applied sports skills to students. With the aim of physical, mental, emotional, social and intellectual development, or even the development of thinking skills in line with the 21st century. However, the vision of modern hygiene at Covid-19. As this catalyst still needs to be clarified since the needs of individual learners. The abandonment of some non-essential analyze activities, consideration of social distancing, Setting individual target differently, review of various complications for teachers in the field of learning in health and physical education which will affect the determination of innovative activities in the future.

The points mentioned above are the components of the physical education teaching process that both the policy and operating involved parties have to be responsible for the quality of physical education that will occur to the students from the time of Covid-19 came in to change the class format. We cannot ignore this wave of lifestyles since the importance of analyzing Individual Needs Activity. With the need for these different activities, the analysis can help the teacher to distinguish that group activities (Non-essential analyze Activities) that are in physical contact so much as to be the cause of spreading the germs are no longer needed (Social Distancing Innovation Activities). Especially in the elementary school children group and that is the step by which the teacher can determine which activities are not necessary for the learners In relation to the consideration of organizing activities that have social distancing. In the process of measurement and evaluation, consider the learner's actual situation, that is, standards, but applied in development, as well (Differentiate Target Activities). Covid-19 may not use the final coming of things that will change the way of life of humans. Teachers must be ready to receive changes from factors beyond control by analyzing the complications of teaching all the time as Disruption

Analyze. To innovate in the future with movement and sport activities that respond to modern lifestyles more efficiently.

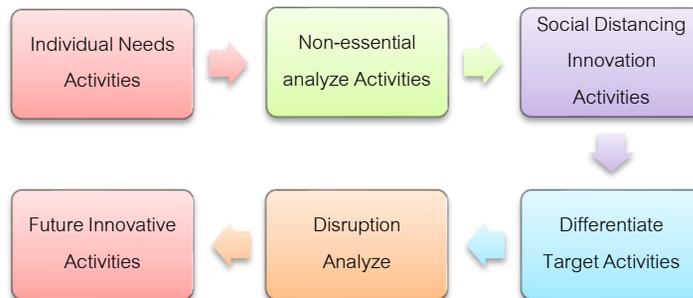


Figure 1 The process of a Physical Education classroom development after COVID-19 revolution

Conclusion

The sparks of Physical Education classrooms, which are going to be a new normal, should encourage the analyzing and synthesizing skills as well as complicated problems solving skill. Learners will be immunized against pandemics. They will be creative, capable in working with other people, be flexible thinking, and skilled in languages, arts, and technology. They will also be fully improved according to their potentials, skills, and interests. Appropriate Physical Education teaching management is required to response the need of learning basics for life and money planning in which is the result of the crisis. Moreover, learners in each age should be able to apply into their daily lives. Besides, they will be able to apply their skills from Physical Education classroom into their career, have life skills, be able to live and work with other people under the new society after COVID-19 revolution, and be prepared for the next disruptions to create a new Physical Education innovation. This new norm that the writer has analyzed is consider a probable future, which may not be a preferable future. Therefore, the new norm may tend to lead to some other teaching managements in the future, which a prophecy may occur again for the future new normal.

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