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Study of Learning Implementation Sports Physical Education and Health in Lumajang Health Vocational High School

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Abstract

This research aims to study how the learning planning and implementation of Physical Education, Sports, and Health learning can be used as evaluation material to improve Physical Education, Sports, and Health learning in schools. This research is action research with qualitative and quantitative descriptive methods using models from Kemmis and Mc. Taggart consists of one cycle or a round of activities which include: -1) Planning (plan), (2) Action (action), (3) Observation (observing), (4) Reflection (reflecting), and planning revision will be carried out cycle. Data processing is done by reducing data, presenting data, and making conclusions. The study results indicate that the planning and implementation aspects of academic supervision improve performance in developing learning devices and on the implementation aspects. From the results of the study, there were the findings of teacher performance not following the action in the field, such as the brakes that still copied paste from fellow teachers, the facilities were inadequate and had sports outside the school because the school was still new and did not have sports facilities, the clock of the faded subjects in SMK only 2 hours of lessons run out on a trip from school to the sport. The conclusion in this study is that after being done through the filling of teacher performance appraisal instruments given to physical education teachers, it can be obtained from cycle I to cycle II the results of better teacher educators after being given assistance and supervision.

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INTRODUCTION

Education is one of the critical factors in realizing ideals; through education, people can develop their potential. This can be said to be relevant because education is a conscious and planned effort to create an atmosphere of learning and the learning process to actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character, and skills they need. , future society, nation, and state. With well-planned education and good guidance, educational goals will be adequately achieved, and the potential will develop according to expectations.

By looking at the provisions above, efforts to improve education continue to be carried out by the government; one of the problem-solving efforts to improve the quality of education is to improve teaching methods which, among other things, no longer use conventional and monotonous methods, but instead use appropriate procedures and approaches. -new approaches to learning. The application of these methods should cover all subjects.

One of them is the subject of physical education, sports, and health. Sports and health physical education is one element that cannot be separated in the overall educational process, namely an effort to develop students' abilities by providing learning movement skills to increase knowledge, attitudes, and skills. These three elements are the potential

possessed by students that must be developed systematically in the planned process.

Physical education, sports, and health are integral parts of comprehensive education, have fundamental characteristics that distinguish physical education from other subjects, which are marked by an indication of the involvement of physical components, such as endurance, strength, flexibility, speed, and other physical features which are summarized. In the goals to be achieved. A well-structured sports and health education program will provide many of the most significant benefits: influencing academic grades, improving movement skills and physical fitness, enriching students' knowledge of health, increasing endurance, strength, speed, and other physical components.

Success in learning is determined by several factors, including students, teachers, learning methods, suggestions and infrastructure, learning environment, and atmosphere, so the teacher must carry out learning methods following student characteristics. According to the Law of the Republic of Indonesia Number 14 of 2005, professional teachers (2005) state the main tasks of experienced teachers, including: (1) educating, (2) teaching, (3) guiding, (4) directing, (5) training, (6) assess, and (7) evaluate students (Pemerintah RI, 2005). Reinforced concluded that teachers have the role of providing educational services following educational goals to improve students' abilities with good results (DuFour, DuFour, Loertscher, & Eaker, 2010). The

others research concluded that teachers as facilitators and are responsible for establishing the best environment to achieve national education goals (Öhman, 2020). Based on this, education must be prioritized in its application function; in the education process, there will be interactions involving the operation of teachers and students so that students are expected to form a unique character.

Learning is part of the interaction process between students and educators, students and peers, and learning resources in a learning environment (Menteri Pendidikan RI, 2016). Learning is a process that involves interactions between students, educators, facilities, and the environment to acquire knowledge, skills, and attitudes in achieving reasonable goals (Rao & Tiessen, 2020).

The importance of physical education, sports, and health subjects cannot be separated from qualified and professional teachers of physical education, sports, and health. The academic qualifications of physical education, sports and health teachers must be the first graduate with a study program following the subject being taught and an accredited (Bambang Sudibyo, 2007). The competence of quality and professional teachers includes (1) pedagogical competence, (2) professional competence, (3) personality competence, and (4) social competence. The aspects of pedagogical competence include: (1) teachers master the characteristics of students, from physical aspects, moral aspects, spiritual aspects, social aspects, cultural aspects, intellectual aspects, (2) teachers master

learning theory and educational learning principles, (3) teachers can develop curriculum related to physical education subjects, (4) teachers can organize educational learning, (5) teachers use information and communication technology for learning, (6) teachers facilitate potential development students to actualize their various potentials, (7) the teacher can communicate effectively, emphatically, and politely with students, and (8) the teacher conducts an assessment and evaluation of the learning process and results (Bambang Sudibyo, 2007). In addition, from the aspects of professional competence, including: (1) teachers master the material, structure, concepts, and scientific mindset that support physical education subjects, (2) teachers master competency standards, and essential competencies of the subjects being handled, (3) teachers develop creative learning materials, (4) teachers sustainably develop professionalism by taking reflective action, and (5) teachers use information and communication technology to develop themselves.

Furthermore, from the aspect of personality competence, including: (1) the teacher acts under the religious, legal, social, and national cultural norms of Indonesia, (2) the teacher presents himself as an honest person, has a noble character, and is a role model for students and society, (3)) the teacher presents himself as a person who is stable, stable, mature, wise, and authoritative, (4) the teacher shows a work ethic, high responsibility, a sense of pride in being a

teacher, and self-confidence, and (5) the teacher upholds the professional code of ethics of the teacher. And the last aspect of social competence includes (1) teachers are inclusive, act objectively, and are not discriminatory, due to considerations of gender, religion, race, physical condition, family background, and socioeconomic status, (2) teachers communicate effectively, empathic, and courteous with fellow educators, education staff, parents, and the community, (3) teachers can adopt in their place of duty throughout the territory of the Republic of Indonesia which has socio-cultural diversity, and (4) teachers can communicate with their professional community and other professions on an ongoing basis. Oral and written, and other forms. So a teacher of Physical Education, Sports, and Health must have these four essential competencies to achieve excellent and professional quality.

Teachers in carrying out their duties must carry out the principles of teaching well if they want the results of learning to be good. So, in this case, a teacher must be a professional teacher, disciplined, passionate about teaching, and doing a good job. The principle of teacher professionalism is to have talents, interests, vocation, and idealism and to have competence following their field of work (UU No 14 Tahun 2005, 2005).

Teachers are the spearhead of the success or failure of an educational institution. Without teachers, an educational institution can't stand properly. Teachers must show maximum performance in carrying out their

duties and functions as educators, teachers, and trainers. Teacher performance is the ability of a teacher to carry out learning tasks at school and be responsible for students under his guidance by increasing student learning achievement. Therefore, teacher performance can be interpreted as a condition that shows a teacher's ability to carry out his duties at school and describes an act displayed by the teacher in or during learning activities. Good teacher performance can create learning effectiveness and efficiency and shape students, schools, and teachers themselves.

As well as good teacher performance if the teacher has specific abilities. This ability includes various aspects, namely the ability to plan learning plans, the ability to carry out learning, the ability to make interpersonal relationships, the ability to carry out learning outcomes assessments, the ability to carry out enrichments, and the ability to carry out remedial. The performance of a teacher or a person also has many factors that influence it, one of which is career development (Cascio, 2010).

Sports and health physical education teachers include teachers who have to carry out their duties properly according to their professionalism whose benefits not only have an impact on the quality of their students and their institutions optimally according to standards and quality but will also have an impact on the teacher's personality, social and career. The teacher himself. But on the other hand, if teachers of sports physical education and health, sports and fitness, in teaching,

have low motivation, low pedagogical competence, and professional competence will result in low-quality results and impact the teacher's career.

Referring to the critical role of teachers' duties, it turns out that not all teachers do their job correctly and professionally, especially in Lumajang Regency, by looking at the competence of teachers in Lumajang Regency and the level of success in implementing sports and health physical education learning, especially in the existing health vocational high schools in Lumajang Regency. Due to the lack of monitoring and supervision carried out by the school in the process of implementing and planning the learning of Physical Education for Sports and Health, considering that the health vocational high schools in Lumajang Regency are still in the stages of improving school systems and infrastructure because the health vocational high schools in Lumajang are still relatively new.

One of the centers of Lumajang Regency has three vocational high schools that have been accredited B and carry out learning using the 2013 curriculum, including (1) Vocational High School Formation, (2) Vocational High School Muhammadiyah, (3) Vocational High School Wirayuda. Physical education, sports, and health are among the eyes. There are lessons in the world of vocational high school level education, especially in Lumajang District; there are three vocational high schools which are the favorite schools in Lumajang.

From this explanation, it can be concluded that the learning process that is done well will impact students' learning outcomes because the learning process is an integral part of an educational unit to achieve the expected educational goals. Meanwhile, school learning has not been carried out in physical education, sports, and health properly.

Departing from this problem, researchers are interested in conducting a study on implementing learning physical education for sports and health at Lumajang health vocational high school.

METHODS

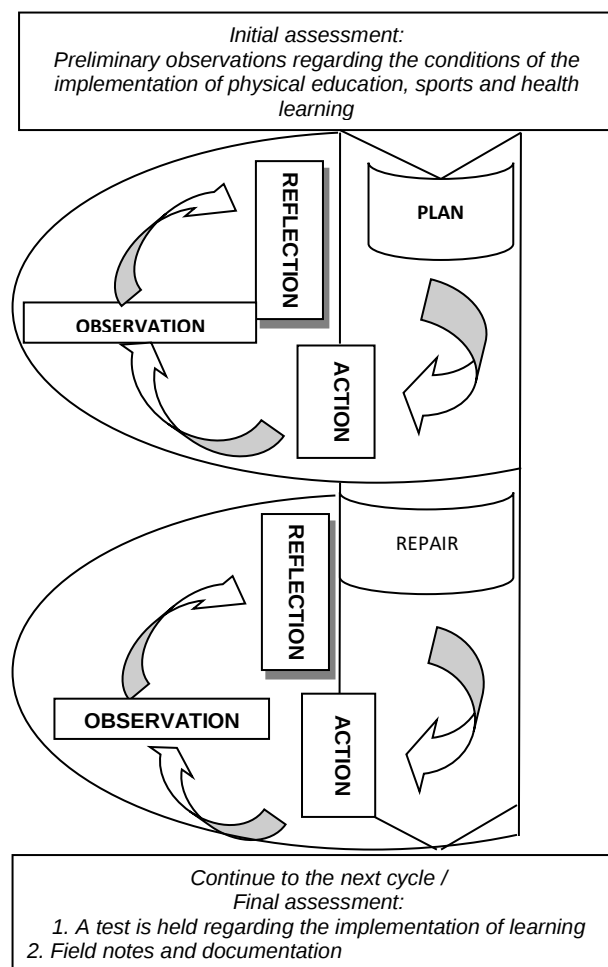
This research is action research, and action research is a group's way of organizing a condition in which they can learn about their experiences and make their experiences accessible to others. The form of action research was chosen based on the premise that vocational teachers are educational implementers who can identify learning problems but have limited ability to solve problems, especially those related to learning. For this reason, the researcher intends to carry out action research in collaboration with collaboration teachers (2013 curriculum structure) to improve the competence of physical education, sports and health teachers at Lumajang Health Vocational High School in implementing physical education learning, sports, and health. The object of this research

is the implementation of physical education learning, sport, and health.

The research design used was a model from Kemmis and Mc. Taggart is in the form of a cycle or round of activities which includes the design stages at each cycle, namely: (1)

Planning (plan), (2) Action, (3) Observation, (4) Reflection, and revised planning will be held on the repeat cycle if necessary (Gayatri & Wirakusuma, 2016). The four steps of each cycle are described as follows:

Research Planning Steps



FINDINGS AND DISCUSSION

The subject of this study uses data that can describe the increase in teacher performance results in the implementation of learning. The research data consists of two types, namely quantitative and qualitative research. The quantitative data in this research

is quantitative data for the results of the Assessment of Learning Devices. While qualitative data, namely data, describe the learning process to improve teacher performance in implementing the learning process obtained through observation.

The data source in this action research is the learning process of Physical Education in

Sports and Health at SMK Kesehatan Lumajang as many as three SMKs; we disguise the schools that are the source of this research data to maintain the good name of the school including ((1) Vocational High School Formation, (2) Vocational High School Muhamadiyah, (3) Vocational High School Wirayuda. This research was conducted in Lumajang, with the research period starting from March to May 2019.

Data, Instruments, and Data Collection Techniques

The data collection instruments used were teacher supervision sheet tests, observations, and field notes.

a. Test

This test is used to obtain quantitative data in the form of assessment of learning devices that describe the achievement of the set competency targets. This test is in the form of the evaluation of learning tools, namely lesson plans and syllabus. The type of data collection instrument used was the Minister of Education and Culture instrument regarding the assessment of learning devices.

The learning instrument test instrument is made based on the Permendikbut on the assessment of learning devices. The researcher breaks down the instrument grid from this theory, which will later become the instrument items. The process of validating this instrument uses expert judgment.

b. Observation

Observations were made on implementing physical education, sports, and health learning on the results obtained by

students after participating in learning. Data recorded in field notes and other observation formats.

c. Field notes

Field notes contain descriptions of events during the learning process from start to finish.

Data collection technique

The data collected in this study are divided into two kinds of data: test data for learning tools and non-test data (results of teacher activity observations). Therefore, the data collection techniques in this study are divided into two types. To collect test data, a Learning device assessment sheet was used. Researchers took instruments from regarding the results of the assessment of the 2013 curriculum learning tools. Furthermore, to collect non-test data, it is done by: (1) direct observation using the teacher activity observation sheet. Plain words carried out from the beginning of learning activities until the end of learning activities, (2) field notes to record every action/activity of teachers and students, both positive and negative, as well as what events affect the implementation of actions in the classroom learning, (3) documentation in the form of photographs during the learning activities.

Based on the data collection guidelines, the instrument grid has been defined in this action research. So that this data is in the form of numbers obtained from measurement results. Meanwhile, the non-test information is in the form of teacher activity observation data, in the form of sentences, or data

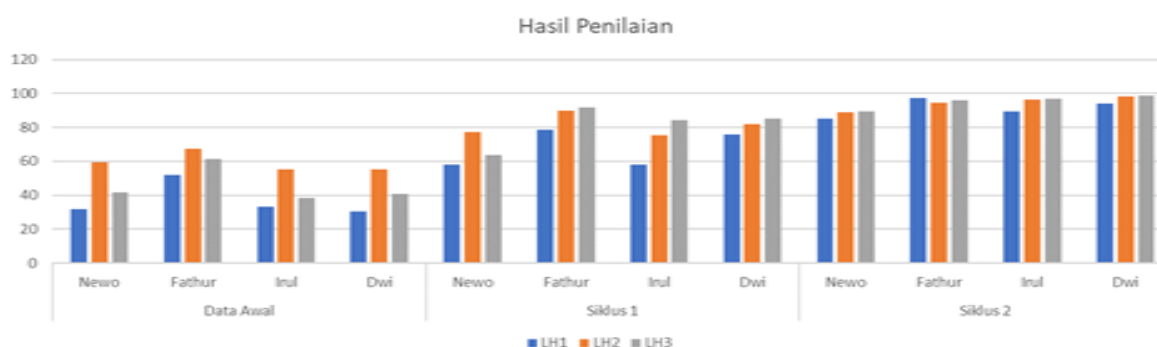
categorized based on the quality of the object under study. Especially for data from the teacher activity observation result sheet in qualitative data, it will be converted into quantitative data to see the percentage of

achievement until it reaches 100% mastery learning.

Finding

Percentage of cycle I and cycle II

Figure 1. Cycle 1 and Cycle 2 Graph



From the graph above, it can be concluded that in each cycle, every sports and health physical education teacher always experiences improvement in assessment after-action treatment is carried out in the implementation of physical education learning, sports, and health cycle 1, from the results of observations, after continuous improvement is made in cycle one on There is a difference between the sports and health physical education teacher results sheet before treatment cycle one is applied, and after treatment cycle one is carried out.

After several treatments were carried out, the researchers tried to make continuous improvements applied in cycle 2, namely by treatment in progress in implementing physical education, sports, and health learning. From the observations, after constant improvement in cycle two was carried out in sports and

health physical education teachers, there was a difference between the sports and health physical education teacher results sheets before the implementation of treatment cycle two and after treatment cycle 2.

Discussion

The purpose of this study was to answer the results of a study on the implementation process of learning Physical Education in Sports and Health at Lumajang health vocational high school. Physical education learning activities are essential subjects in schools; we need to know the importance of physical education subjects, which will not be separated from qualified and professional physical education teachers. The academic qualifications of physical education, sports and health teachers must be the first graduate with a study program following the subject being

taught and an accredited study program (Bambang Sudibyo, 2007).

Strengthened by the Regulation of the Minister of National Education of the Republic of Indonesia Number 16 (2007) states that the competence of quality and professional teachers includes: (1) pedagogical competence, (2) professional competence, (3) personality competence, and (4) social competence.

Referring to the critical role of teachers' duties, it turns out that not all teachers do their job correctly and professionally, especially in Lumajang Regency, by looking at the competence of teachers in Lumajang Regency and the level of success in carrying out the implementation of Physical Education and Health Education, especially in the existing SMK Health in Lumajang Regency. Due to the lack of monitoring and supervision carried out by the school in the process of implementing and planning the learning of Physical Education for Sports and Health, considering that the SMK Kesehatan schools in Lumajang Regency are still in the stages of reforming the school system and infrastructure because the SMK health schools in Lumajang Regency are still relatively new.

To find out the results of the planning process and implementation of PJOK learning that has been carried out, action research is used. From the action research, the following results were obtained:

1. Learning Planning for Physical Education, Sports, and Health at

Health Vocational High School Lumajang

In learning planning at health vocational high school Lumajang, namely at (1) Formation Health Vocational High School, there is a Learning Planning System for Physical Education, Sports, and Health, but in a softcopy file. (2) Health Vocational High School Wirayuda has no learning planning system for Physical Education, Sports, and Health. (3) Muhamadiyah Health Vocational High School, a Physical Education, Sports, and Health Learning Planning system is in the form of hardcopy but not complete.

From the findings above, it is also similar to learning planning that is not carried out systematically will impact failure in the process of learning activities and become a disaster in the world of education (Suryapermana, 2017). In addition, research by Dimiyati states that the pedagogical competence of Junior High School Physical education teachers in Yogyakarta City in integrating character education is manifested in the preparation of the Learning Implementation Plan is still low. Of course, learning planning is an essential part of learning activities are carried out. Organized and systematic learning planning will have a good impact on learning and achieve reasonable learning goals. It is inversely proportional to the findings, which concludes that learning planning that has been arranged systematically following the expected objective competencies dramatically influences the success of the learning process

(Hidayat, 2019). In addition, the results of research by Rohmadi, teachers play an essential role in planning learning programs and implementing them following the implementation of the 2013 curriculum (Rahayu, Rohmadi, & ., 2018). So by making learning plans that are systematically structured by setting learning objectives such as syllabus and learning implementation plans will have a good impact on the results of learning activities. Also can achieve the goals of national education.

2. Implementation of Physical Education, Sports, and Health Learning at Lumajang Health Vocational High School

In implementing learning at (1) Formation Health Vocational High School, there is a Learning Planning System for Physical Education, Sports, and Health. (2) Health Vocational High School Wirayuda, and (3) Muhamadiyah Health Vocational High School based on the overall results of observations on the implementation of learning in Physical Education, Sports, and Health at SMK Kesehatan Lumajang, it is not standard. According to the terms of the hourly learning time allocation for Vocational High School is 45 minutes, the learning time for each 2 x 45-minute meeting is 135 minutes, so this problem is an important part that must be addressed, terrible learning time. It should be further improved in its use.

Whereas the implementation of learning in cycle 2 experienced a very significant change from the results of giving action and

input from all observers, including the results of cycle 2, namely based competition on the results of the observer, for the effects of supervision of learning activities (based on process standards), based competition teachers (initials) got an average score of 89.6. These results were obtained from observer 1, namely 100, observer 2, which was 81.25, and observer score 87.5. With this data, it can be said that the teacher's performance in the supervision of learning activities (based on process standards) is classified as very good.

The observer no one the results of the supervision of learning activities (based on process standards), the teacher (initials) got an average score of 96. The results were obtained from observer one, which was 91, observer 2 was 97, and the observer was 100. From this data, it can be said that the teacher's performance in the supervision of learning activities (based on process standards) is classified as very good.

The observer, no two the supervision of learning activities (based on process standards), teachers (initials), got an average score of 96.85. These results were obtained from observer 1, namely 93.75, observer 2, 96.8, and observer 100. With these data, it can be said that the performance of teachers in the supervision of learning activities (based on process standards) is excellent.

The observer, no three, the supervision of learning activities (based on process standards), teachers (initials), got an average score of 98.9. These results were obtained from observer 1, which was 96.87, observer 2

was 100, and the observer was 100. With these data, it can be said that the teacher's performance in the supervision of learning activities (based on process standards) was classified as very good.

The description of cycle 2 of the implementation of Physical Education, Sports, and Health learning at Lumajang health vocational school follows the standards. In addition, the results of research by Suyatmini concluded that the implementation of learning activities was organized into preliminary activities, including (1) praying, (2) presence of students, (3) stretching or known as warming up (Suyatmini, 2017). Core activities are described in the form of exploration, elaboration, and confirmation activities, in the form of (1) observing, (2) asking questions, (3) gathering information, (4) associating, and (5) communicating. And for closing activities including (1) learning evaluation, (2) cooling down, (3) reflecting on the learning process, (4) giving assignments.

The appropriate solution in the implementation of this learning is that the teacher must follow predetermined standards starting from preliminary activities, core activities, and closing activities; of course, the teacher must manage the time for each action and make a learning implementation plan so that learning can be adequately measured and learning is effective. The results of research by Nelly concluded that teachers as promoters in teaching and learning activities must consider the learning time. Reinforced by research by Adelaide ends that Physical Education, Sports,

and Health teachers must see the role of designers in learning activities (Looney, n.d.)

CONCLUSION

The conclusions of the learning process at (1) Formation Health Vocational High School, there is a Learning Planning System for Physical Education, Sports, and Health, (2) Health Vocational High School Wirayuda, and (3) Muhamadiyah Health Vocational High School, which are related to the research objectives of the researchers are as follows.

In the aspect of learning planning, all teachers have not made learning tools such as a syllabus and lesson plans that have been adjusted to the needs and potential of the school concerned because researchers found that the related documents were the result of imitating other teacher friends so that it is difficult and inappropriate when applying it to the implementation aspect.

In implementing learning, the adequate time used when implementing learning is still far from the predetermined standard. Starting from the preliminary activities, it still does not cover everything, only making attendance list of students and providing examples of warm-up, for core activities do not cover everything from scientific learning, only observing, trying, and relaxing, for closing activities, the teacher only provides learning evaluations if the learning time is still sufficient because there are schools whose physical education learning facilities for sports and health must go to the facilities owned by the Lumajang district government.

In the aspect of teacher classroom management when implementing learning, there are still many that need to be improved due to the lack of mastering learning methods, resulting in students being less controlled. The benefits of managing the teacher's classroom can find out various kinds of student

characters, physical education, sports, and health are to form a strong personality, develop one's movement skills, foster the ability to think critically, create an attitude of sportsmanship, and a healthy lifestyle. Whereas what happens in the field is not all teachers carry out class management properly, it is necessary to take various actions to increase teacher creativity in managing the class.

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