

Learning Management of Sport and Health Education in the Entire High school in Bima

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Abstract. Bima City, situated in the NTB province, is the location of 15 junior high schools. The objective of this study is to examine how physical education and health teachers handle the learning process in all junior high schools in Bima. The collection of data was accomplished by means of observation, interviews, and documentation, with supervisors, teachers, and students serving as sources of information. The credibility of the data was ensured through triangulation. The analysis encompassed three main stages: data reduction, data presentation, and drawing conclusions. The discoveries demonstrated that the learning management practices of physical education and health teachers in Bima's junior high schools consisted of planning, executing lessons, and evaluating learning outcomes. Although most teachers prepared teaching materials in advance, primarily relying on the subject teacher deliberations for resources, there are still areas that could be enhanced in terms of classroom management, learning resources, and instructional media. The assessment methods employed by teachers in this domain included outcome evaluation and process evaluation.

Keywords: Management; Physical Education

INTRODUCTION

Physical Education, Sports, and Health Education (PESHE) is a subject taught at various levels of education, from primary to higher education. The main objective of PESHE is to develop various important aspects such as physical fitness, motor skills, critical thinking skills, social skills, reasoning abilities, emotional stability, moral actions, and healthy lifestyles (Yeyen, 2021). PESHE is a subject that aims to develop various aspects, including physical fitness, motor skills, critical thinking skills, social skills, reasoning, aspects of healthy living, and understanding of a clean environment through planned and systematic physical activities. This is done with the aim of developing the potential of students to become individuals who have faith and devotion to the Almighty God, possess noble character, are healthy, knowledgeable, capable, creative, independent, and contribute to the achievement of national educational goals. The uniqueness of physical education lies in its emphasis on the influence of physical development on various aspects of human growth and development. No other field is as unique as physical education in this regard, as it encompasses the holistic development of the individual.

The role of physical education is not limited to just the physical aspect but also extends to a broader dimension. This is supported by theories in physical education that emphasize the

importance of recognizing the specific role played by physical education in improving academic standards, promoting a healthy lifestyle, teaching students about risk management, and developing their motor skills and self-confidence in movement (Ariestika et al., 2021). Physical education plays a crucial and meaningful role in schools when properly directed. Through physical education, students are equipped to develop both their physical and mental well-being (Iyakrus, 2019). Physical education is a form of education through conscious and systematic physical activities. Its goal is to acquire abilities, skills, physical fitness, intelligence, and a healthy lifestyle (Agung Widodo, 2016).

Physical Education, Sports, and Health (PESH) have a significant role in the overall education process with the aim of improving individual achievements through physical activities to develop and maintain human body health (Muhammad Iqbal Pambudi, 2019). Referring to the meaning of physical education as education through physical activities, mastering motor skills becomes one of the main priorities to be achieved in PESH. Therefore, the activities provided should be able to stimulate and provide opportunities for children to be active, creative, and develop their potential and motor skills (Supriyanta, 2020). Physical education, sports, and health are still seen as subjects that merely complement or add to the school curriculum. However, experts in physical education always

argue that physical education, sports, and health are unique fields of study. This is because physical education, sports, and health are the only fields of study that not only deal with physical aspects but also directly impact education as a whole. Unfortunately, many people are still unaware of the potential of physical education, sports, and health in stimulating reasoning and important neural functions in decision-making. The development of physical education, sports, and health is also closely related to the implementation of management functions in a broader sense, aiming to develop programs that meet students' needs. On the other hand, through physical education, it is expected that students can experience various enjoyable, creative, innovative, skilled, and fitness-enhancing experiences. Physical fitness is an integral part of overall fitness that involves physical fitness, sufficient strength, abilities, creativity, and adequate endurance to perform tasks efficiently (Lismana et al., 2022).

Physical Education (PE) in schools aims to facilitate the growth and development of students through physical activities or sports movements. The success of this learning process is influenced by several factors, including teachers, students, facilities and infrastructure, media, objectives, content, methods, environment, and evaluation. Teachers play a key role in the success of this learning process. They are responsible for creating a safe, smooth, orderly, and beneficial learning environment. This is achieved by implementing effective management aligned with the content and objectives of the lessons (Supriyadi, 2019). As implementers of learning management in schools, teachers need to possess the ability to plan, implement, evaluate, and improve and enrich the learning process. There are several factors that contribute to teachers' competence in managing learning, namely: (1) designing lesson plans, (2) interacting in the teaching and learning process, (3) evaluating student learning, and (4) conducting follow-up assessments (Lismana et al., 2022). During the learning process, teachers need to employ diverse approaches to ensure students feel motivated and engaged in the lessons. To have good skills in managing learning (pedagogical competence), teachers need to have a deep understanding of the essential elements related to learning management (Shandi, 2018).

Physical education and sports (PES) is an educational process that involves physical activities and sports chosen to achieve

educational goals. Thus, physical education and sports can be defined as educational activities that utilize physical activities and sports to educate children or individuals. The challenges in sports classroom learning are not only caused by the low quality of teaching delivered by teachers but also stem from various other factors that affect students' lack of appreciation for physical education and sports (Iyakrus, 2019). Physical education, sports, and health learning are indeed different from learning other subjects. In this learning process, strict classroom management and clear rules are required. This is because students in physical education, sports, and health learning often display their emotional characteristics more than in regular classroom learning. This difference is quite noticeable, especially in terms of physical education, sports, and health learning, as it encompasses multiple aspects including effectiveness, cognitive, psychomotor, and physical fitness. This is a distinctive feature of learning in the subject of physical education, sports, and health that is not present in other subjects (Yeyen, 2021).

In the increasingly competitive era of globalization, teacher professionalism is something that cannot be ignored. Teachers need to have adequate capacity and skills to be able to perform optimally. The teaching profession demands specific abilities and expertise that must be possessed (Prasetyo, 2022). Teachers must have the ability to apply various approaches to motivate and engage students in the learning process. To manage learning effectively, teachers also need to understand the essential elements related to learning management.

METHODS

This study is a qualitative research in the field of education that aims to describe the management of learning by physical education, sports, and health teachers. Learning management encompasses the planning, implementation, and evaluation of the learning process. The research involves physical education, sports, and health teachers, principals, supervisors, and students in elementary schools in Bima City. The research participants include teachers, principals, supervisors, and students.

RESULTS AND DISCUSSION

Based on interviews and documentation studies, the lesson planning conducted by

physical education, sports, and health teachers High school in Bima indicates that they have developed lesson plans that align with some of the responsibilities of a teacher. By utilizing well-thought-out planning, Penjasorkes learning can provide feedback that highlights various weaknesses, enabling the improvement and refinement of the learning program. Adequate instruction must be clearly communicated to all stakeholders, including teachers, students, principals, parents, and the community. The planning documents should effectively communicate the objectives, desired outcomes, and strategies to be employed. Based on the data obtained through interviews and documentation studies, the lesson planning conducted by physical education, sports, and health teachers in junior high schools Bima Town demonstrates that they have created lesson plans in accordance with some of the duties of a teacher.

Based on the results of interviews and documentation studies, it can be concluded that the lesson planning conducted by Penjasorkes teachers High school in Bima is in line with some of the responsibilities of a teacher. They have carefully developed lesson plans, enabling feedback to identify various weaknesses in the learning process. This allows for improvement and refinement of the learning program. It is essential for adequate instruction to be clearly explained to all stakeholders, including teachers, students, principals, parents, and the community. The planning documents should effectively communicate the objectives, desired outcomes, and strategies to be implemented. Based on the data obtained through interviews and documentation studies, the lesson planning conducted by teachers in junior high schools in Bima town demonstrates alignment with the duties of a teacher. The implementation of learning evaluation by Penjasorkes teachers High school in Bima indicates that they have conducted effective learning assessments.

Based on the interview results and documentary studies, it can be concluded that the lesson planning conducted by Physical Education and Health teachers High school in Bima is in line with some of the tasks performed by a teacher. They have carefully developed lesson plans, enabling them to provide feedback that identifies various weaknesses in the learning process. This allows for improvement and enhancement of the learning program. It is essential for an adequate learning process to be explained to all parties involved, including teachers, students, principals,

parents, and the community. The planning document should clearly communicate the objectives and desired outcomes, as well as the strategies to be implemented. Based on the data obtained through interviews and documentary studies, the lesson planning conducted by Physical Education and Health teachers in SMP Kota Bima demonstrates alignment with the tasks of a teacher. The implementation of learning evaluation by Physical Education and Health teachers High school in Bima indicates that they have conducted effective learning evaluations.

The evaluation is carried out according to the established plan. The majority of Physical Education and Health teachers High school in Bima conduct evaluations after each meeting and upon completing a specific basic competency. The implementation of evaluation by the teachers varies, some focusing on process evaluation, some on outcome evaluation, and others conducting both, depending on the specific competency being taught. In addition to conducting evaluations, Physical Education and Health teachers in High school in Bima also take follow-up actions based on the evaluation results. If there are students who have not achieved sufficient understanding, some teachers provide remedial programs before moving on to other basic competencies. Some teachers offer remedial and enrichment programs at the end of the semester, while others incorporate these programs into extracurricular activities.

CONCLUSION

After analyzing the data obtained during the research, an overview of the implementation of learning management for Physical and Health Education teachers in Middle Schools in Bima City can be presented as follows the Physical Education and Health teachers in Bima Town junior high schools have shown dedication to their profession by engaging in lesson planning, albeit with a majority of plans acquired through teacher forums, internet examples, and personal creativity. Despite some deviations from the initial plans, they have carried out the teaching process effectively, encompassing preparatory activities, brief material explanations through demonstration and lectures. Furthermore, they have demonstrated a commitment to evaluation, conducting assessments after completing each basic competence, utilizing diverse evaluation methods, such as process and outcome evaluations. This holistic approach to teaching

and evaluation reflects the teachers' efforts to provide a comprehensive learning experience for their students in Physical Education and Health.

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