

Learning Management of Student Center Based Physical Education in Improving Student Character

 Arnaz Anggoro Saputro^{A-D*}

STKIP PGRI Jombang, Physical Education, Indonesia

ABSTRACT

Learning management is an important thing that needs attention. In this case, an understanding of the 2013 curriculum needs to be mastered by a teacher so that learning is effective. The lack of teacher facilities or media to add insight into this matter is the impact of inappropriate learning. Based on this, it is necessary to know how to manage physical education learning at SMP Negeri 1 Jombang. Descriptive qualitative methods are used to find out findings in the field, and these analytical methods can present research results in more detail. Two teachers who teach physical education were selected as research respondents based on the criteria of the subjects taught. Data collection uses observation guide instruments, interviews, and documentation. Through the research that has been done, it has been found that the management of physical education at SMP Negeri 1 Jombang has been carried out well. However, there are several factors that need to be improved, namely regarding the preparation of teachers in completing learning equipment such as a syllabus before learning activities are carried out. The lesson plan is prepared so as not to create the impression that a sports and physical education teacher is carrying out his duties. Their daily lives only carry out their obligations or fulfil the demands of their superiors, which in the end makes student learning outcomes less than optimal.

Keywords: management; learning; physical education

Corresponding author:

*Arnaz Anggoro Saputro, STKIP PGRI Jombang, Physical Education, Indonesia; E-mail: arnazsaputro@gmail.com

Article History:

Received: March 5, 2023
Accepted after revision: April 27, 2023
First Published Online: April 30, 2023

Authors' contribution:

- A) Conception and design of the study;
- B) Acquisition of data;
- C) Analysis and interpretation of data;
- D) Manuscript preparation;
- E) Obtaining funding.

Cite this article:

Saputro, A. A. (2023). Learning Management of Student Center Based Physical Education in Improving Student Character. *Indonesian Journal of Sport Management*, 3(1), 128-135. <https://doi.org/10.31949/ijsm.v3i1.4884>

INTRODUCTION

Law of the Republic of Indonesia Number 20 of 2003 concerning the national education system in Chapter II, Article 2, which contains: "National education plays a role in the development of skills and the formation of dignified national character and culture in the context of educating the nation's life, aims at developing the abilities of learners so that the creation of human beings who have faith and are devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and as democratic and responsible citizens. The educational background is a reflection of the nation's personality, which shows the world around him, norms, culture, social life, and the behaviour of people close to him as a system of psychological symptoms (Jalil, 2012). Applicable laws are applied in accordance with the management of the first educational activity. Through this, it can be interpreted as the legal basis used in secondary education policies, namely the 1945 Constitution, Article 31 of the Constitution, Law No. 20 of 2003, Article 17 Paragraphs 1–3, and Law No. 20 of 2003, Chapter IV, Article 5 Paragraph 1. A system for naming personality values consisting of elements of knowledge, awareness, or desire and treatment in the implementation of these values, both towards God Almighty, oneself, others, the environment, and nationality, is called

The Author(s). 2023 **Open Access** This article is licensed under a **Creative Commons Attribution-ShareAlike 4.0 International (CC BY-SA 4.0)**, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. If material is not included in the article's Creative Commons licence and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder. To view a copy of this licence, visit: <https://creativecommons.org/licenses/by-sa/4.0/>



character education. National character development can be carried out through changes in one's individual personality. However, the development of one's individual personality can only be carried out in the relevant social and cultural environment because humans live in a certain social and cultural environment (Omeri, 2015).

Personality formation has three main functions. First, the function of forming and developing potential Formation and educational development of students' personal abilities so that they have a good mindset, a good heart, and behave in accordance with the Pancasila philosophy Second, the functions of correction and confirmation Character education has a strong and positive influence on the role of families, educational groups, communities, and the government in contributing to and being responsible for developing the capabilities of citizens and building the nation towards an advanced, independent, and prosperous nation. Next is the filter, namely the third function, in which character education selects its own national culture and sorts the cultures of other nations according to the nation's cultural values and dignified national character Zubaidi (Santika, 2020). An educational innovation, namely character education, which is to deal with character problems in Indonesia, and as a form of educational reform that needs to be carried out, especially in elementary schools, by involving all elements of the school in order to produce meaningful learning (Mustoip et al., 2018). A number of junior high school-level education groups were found, totaling 50 educational units in Jombang Regency. The educational problems that are felt and those that occur in Jombang Regency are not much different; the educational problems are more or less the same as those that are felt nationally, including the subjects of physical education, sports, and health.

Through the initial observations made, it was clear that there was no exclusive socialisation among the participants, namely physical education teachers, regarding the 2013 curriculum. Socialisation about the 2013 curriculum had been carried out, but the socialisation was less effective because there was no agenda for further discussion regarding the initial material that had been presented. So in the 2013 curriculum socialisation, each physical education teacher only received socialisation from the school delivered by the principal and vice principal in the curriculum field. Where this affects the level of understanding of physical education teachers at Jombang 1 Public Middle School, it is still lacking, and this can have an influence on the learning activities carried out. A process in which activities occur that make the learner go from those who don't know to know, from those who don't understand to understand, and from those who don't understand at all to understand is called learning (Wulandari, 2022). As implementers of learning management in schools, teachers must be capable of planning, implementing, evaluating, making improvements, and enriching the learning process. The teacher competency factors in managing learning are: (1) making lesson plans; (2) conducting teaching and learning interactions; (3) assessing student learning; and (4) conducting follow-up assessments. (Mawardi, 2019).

Based on the previous elaboration, it is understandable that the duties and responsibilities of a teacher are not easy, so we can understand together that in the field there are many school elements in which physical education sports and health teachers are not alert in managing their learning in the classroom, therefore there is various problems that must be found solutions or solutions so that the learning process gets the desired direction, the author tries to describe and discuss some of

the problems faced by sports and health physical education teachers at SMP Negeri 1 Jombang in improving student character, as for the elements that includes: readiness or learning plans, learning management, evaluation of learning that has been done, and follow-up of evaluation results. Learning sports and physical education is not the same as learning other subjects. In physical education, sports, and health, extra strict class management and selective regulations are needed. Because in physical education, learning, sports, and health, students are dominant in demonstrating their emotional characteristics from learning in a class. It can be seen that the difference is very prominent, namely in the learning part. Sports and health physical education will get several fields at once that are effective, cognitive, and psychomotor; this is a special characteristic of learning in sports and health physical education subjects that other subjects do not have. Then it was also found that problems occurred regarding the management of physical education learning in Jombang 1 Public Middle School, namely that student and school achievements were at a low level, supporting facilities were incomplete, new student admissions systems were not optimal, there was a lack of funding, and there was a lack of collaboration with other schools. The problems that exist are so interesting to be discussed further, so the writer tries to find out how student-centred physical education learning management improves the character of Jombang 1 Public Middle School students, which is run by physical education teachers.

METHODOLOGY

A qualitative approach is used in this study, where the method is based on natural objects in order to obtain comprehensive and meaningful data, so qualitative research can be used as an appropriate method. (Sugiyono, 2013). This study does not emphasise generalisation. Where the research will be presented in the form of descriptive data because the research is done on natural objects. Descriptive research was used in this study. According to Lexy J. (2006), descriptive research is a type of research where the data is obtained in the form of a series of words. In this study, the results of the research will be presented in the form of an analysis of statements about the learning management of physical education teaching at SMP Negeri 1 Jombang. The purposeful sampling technique is used as a sampling technique in the research conducted. Where sampel is determined based on certain observations in accordance with the needs of research data, the survey used by researchers when determining research subjects is a teacher who has a background in physical education education, and the teacher teaches subjects at SMP Negeri 1 Jombang to as many as 2 people.

RESULTS

A form of analysis that contrasts, classifies, directs, reduces or eliminates unnecessary information, then manages the data, which can then be taken as a final summary and verified, is referred to as data reduction. Through the results of data reduction and research focus, data presentation can be grouped into four parts, namely: (1) learning design, (2) application of learning in the classroom or field, (3) evaluation work, and carrying out follow-up evaluation results. In planning, implementing, evaluating, and carrying out follow-up on the results of an assessment in a lesson, namely managing learning that needs to be carried out by individual

teachers as a business, based on these four things, the first task for a teacher includes teaching physical education, sports, and health. The efforts that have been conveyed need to be carried out by a teacher uninterruptedly or continuously until the teacher really gets the learning strategy, so that the teacher can apply the programme according to the needs and diversity of students.

An implementation of learning or when interpreting learning, a teacher must be able to carry out three processes of learning activities that adapt to important tasks that must be carried out by a teacher, namely: 1) arrange lesson preparations, 2) carry out learning, 3) carry out evaluations, and follow up on results evaluation. The following is a description of the discussion of the management of sports and health physical education learning carried out by sports and health physical education teachers at Jombang 1 Public Middle School:

1. Learning Planning

Based on the previous discussion regarding the preparation for learning carried out by the physical education teacher who was carried out at SMP Negeri 1 Jombang, based on the rule, the teacher had designed a lesson plan to adjust some of the teacher's obligations, even though on average the teacher only photocopied other people's designs or ones made by the MGMP, and some even didn't make it at all. The impact of copying or adapting without making adjustments to the needs, so that teachers do not have creativity and do not enrich their abilities when planning their lessons, even though this is so important and affects student learning outcomes, is that the lack of creativity will make learning feel the same or sluggish, which can result in children getting bored easily when learning is carried out, and then the desired results are also not optimal. The impact or other causes of photocopying learning plans designed by other people where the results of the photocopies without any selection are implemented in their schools, even though there are competency standards and basic competencies that are the same as those in the schools whose study plans are photocopied, will be striking because the learning designs used as learning references will conflict with the established curriculum. because the strengths and weaknesses between one school and another—both facilities, infrastructure, teacher potential, as well as student potential, and others—are not the same.

On the other hand, the information conveyed regarding checking documents, such as in the submission of the previous data, illustrates that, in principle, the physical education, sports, and health teachers implemented at Jombang 1 Public Middle School have completed several of their tasks, namely designing lesson plans, even though they are plagiarising, namely copying other people's designs. This shows that the sports and health physical education teacher at Jombang 1 Public Middle School, when carrying out some of his duties, is carrying out learning plans with learning administration plans as a ceremonial course or undermining his obligations in carrying out some of the tasks that must be carried out by a teacher.

2. Implementation of Learning

The psychomotor part is the most important element of implementing physical education, even though there are affective and cognitive elements. When learning physical education, teachers and health physical education teachers need to organise or study properly. Starting from the beginning of the lesson to the end, there are

warm-up times, from core hours to cooling. The process of learning sports and health education and training is also related to discipline, both administrative discipline or being obedient to time, so that physical and sports education teachers must be able to manage these disciplines to identify all their learning activities in the form of student learning. attendance list and curriculum. In addition, sports and health teachers must also know how to manage time as well as possible, not to waste too much time, because optimising time will affect learning outcomes. Based on the data described above, the implementation of sports and health classes taught by teachers of sports and health physical education subjects at Jombang 1 Public Middle School has been running well, but there are still teachers who do not carry out learning properly, such as without textbooks and doing learning as volunteers. which are not based on production materials.

3. Evaluation Implementation and Follow-Up Evaluation

The course of the learning assessment by the physical education teacher at Jombang 1 Public Middle School went according to plan. The dominant teacher conducts an assessment whenever they have practised a basic skill, and then the teacher performs the assessment, regardless of how the assessment was carried out. process, there are those who assess the results, and there are those who judge well according to the basic skills acquired, depending on the basic competencies learned. In addition to a series of learning assessment activities, the first procedure that needs to be carried out by the teacher is compiling a grid, and after completing the learning assessment, the teacher needs to carry out an analysis of learning outcomes, implementing physical education teachers at Jombang 1 Public Middle School in a series of learning assessment activities as explained in the explanation below. Above, not all of them are networks in the implementation of learning assessment. As the main tool that must be owned by a teacher to translate the results achieved by students into their academic achievement, the teacher must have an accurate list of values associated with all concerned. Similar to the presentation of the data above, all fitness, sports, and health education teachers who teach at SMP Negeri 1 Jombang have a list of perfect score data.

The teacher's task when carrying out a series of lessons is not only limited to conducting assessments but also monitoring the results achieved by students through learning assessments. As I described earlier, after the teacher has finished carrying out learning assessments, the teacher must monitor the results of the assessment. The evaluation monitoring programme is often underestimated by many teachers because they consider the programme a trivial matter. In fact, this service programme is so important compared to other programmes because it can be used by teachers to reflect on their own improvement or further learning. There are three learning assessment monitoring programmes that must be carried out by teachers, namely: calibrating, enriching, and accelerating the presentation of data on the implementation of monitoring and evaluation of physical education teacher learning outcomes at SMP Negeri 1 Jombang showing that all physical education teachers at Jombang 1 Public Middle School carry out the monitoring programme implementation of the results of the assessment in the form of remedial tutoring programmes and enrichment programmes.

DISCUSSION

After discussing the information obtained in the implementation of the research, it can be seen that the implementation of the management of physical education learning at SMP Negeri 1 Jombang can be seen as follows: Through interview questions sent by researchers to two teachers, several conclusions can be drawn. First, regarding the design of lesson plans, according to Anggriani & Indihadi (2018), learning objectives in class can be achieved if the lesson plan is prepared by a teacher in a sane and directed manner, which can be used as well as possible as an educator's guide. After that, the lesson plan was prepared by the teacher, photocopied by someone else, or made by the MGMP, until someone didn't do it. In addition, the description of the data included in the literature review, as seen in the presentation of the information above, explains that, in principle, the physical and health education teachers who teach at SMP Negeri 1 Jombang have carried out some of their functions.

Knowing how to compile a lesson plan, even if it's just tracing what other people have done, shows that the teacher of physical education, sports, and health at SMP Negeri 1 Jombang carries out several of its functions, namely implementing the lesson plan by making learning management a mere formality or override the obligation to carry out several tasks that must be carried out by the teacher. Second, carry out learning, which, according to Febrina (2018), involves the implementation of lesson plans that include preliminary, foundational, and closing activities. The implementation of fitness and health lessons taught by sports and health teachers at Jombang 1 Public Middle School ran smoothly, as before starting lessons, the teacher was always happy to ask them to read the holy book and attend the interview results from question 5. All Physical Education teachers at Jombang Already Middle School have learning procedures that will be implemented during learning, such as the illustration method, the tutoring method, the problem solving method, and the team game method (TGT), which is obtained through the results of the interview. Question 6. Third, in the implementation of learning evaluation, according to Afryansih (2018), the main purpose of carrying out the assessment in the implementation of teaching and learning is to obtain accurate information about the extent to which student educational goals are achieved and from where tracking learning outcomes can be followed up and carried out.

CONCLUSION

The learning assessment process carried out by physical education, sports, and health teachers at Jombang 1 Public Middle School went according to plan. The sports and health instructors at SMP Negeri 1 Jombang carry out an assessment every time they complete a basic skill, and then the teacher carries out an assessment. In addition to a series of learning assessment activities, the first step that must be taken by a teacher is to form a network, and after completing the assessment, the teacher is required to carry out an analysis of the results of the assessment. The presentation of performance monitoring data on the results of the performance assessment of physical education teachers at Jombang 1 Public Middle School shows that all physical education teachers run compliance assessment programmes in the form of tutoring programmes and enrichment programmes. Through the presentation of the results of the interviews above, it can be concluded

that the management of physical education learning at SMP Negeri 1 Jombang is running well, but in preparation for learning, carrying out learning, practise, currently evaluation and monitoring of evaluation results is not the best and needs improvement for teachers, namely completing learning material first, such as compiling programmes and lesson plans so as not to evoke feelings of physical education teachers, it is enough for health workers to carry out their daily duties, cancelling their obligations or simply responding to requests from superiors, in the end, student academic performance becomes less than optimal.

CONFLICT OF INTEREST

Author declares that this manuscript has no conflict of interest with any party.

REFERENCES

- Afryansih, N. (2018). Hubungan Motivasi Belajar Dengan Hasil Belajar Siswa Geografi Sman 5 Padang. *Jurnal Spasial*, 5(3). <https://doi.org/10.22202/js.v3i1.1600>
- Anggriani, W., & Indihadi, D. (2018). Analisis Rencana Pelaksanaan Pembelajaran dalam Pembelajaran Menulis Narasi di SD. *PEDADIDAKTKA: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 5(1), 11–22. <https://doi.org/10.17509/pedadidaktika.v5i1.7129>
- Febrina, D. I. (2018). Studi tentang Pelaksanaan Pembelajaran Geografi Berdasarkan Standar Proses di SMA Negeri 7 Padang. *Jurnal Buana*, 2(1), 338–349. <https://doi.org/10.24036/student.v2i1.81>
- Gustiawati, R., Fahrudin, F., & Stafai, M. M. (2014). Implementasi model-model pembelajaran penjas dalam meningkatkan kemampuan guru memilih dan mengembangkan strategi pembelajaran penjasorkes. *Majalah Ilmiah SOLUSI*, 1(03). <https://doi.org/10.35706/solusi.v1i03.55>
- Jalil, A. (2012). Karakter Pendidikan untuk Membentuk Pendidikan Karakter. *Jurnal Pendidikan Islam NADWA*, 6(2), 175–192. <https://doi.org/10.21580/nw.2012.6.2.586>
- Kurdi, F. N. (2009). Penerapan Student Centered Learning dari Teacher Centered Learning Mata Ajar Ilmu Kesehatan pada Program Studi Penjaskes. In *Forum Kependidikan* (Vol. 28, No. 2, pp. 108-113).
- Lexy J, M. (2006). *Metodologi Penelitian Kualitatif*. PT Remaja Rosdakarya.
- Mahmud, A., Supriyanto, E., & Maryadi, M. A. (2013). Pengelolaan Pembelajaran Pendidikan Jasmani, Olahraga Dan Kesehatan Berbasis Prestasi Ekstrakurikuler Di SMK Negeri 1 Purworejo (Doctoral dissertation, Universitas Muhammadiyah Surakarta).
- Mawardi, M. (2019). *Manajemen Dalam Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan SMA Negeri 3 Pinrang*. Universitas Negeri Makassar.
- Millah, D. (2015). Audience centered pada Metode presentasi sebagai aktualisasi pendekatan Student centered Learning. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 10(2). <http://dx.doi.org/10.21043/edukasia.v10i2.794>
- Munawir, R. (2015). Manajemen Pembelajaran Penjaskes Pada SMA Negeri 3

- Bulukumba (Doctoral dissertation, Pascasarjana).
- Mustoip, S., Japar, M., & Zulela. (2018). *Implementasi pendidikan karakter*. CV. Jakad Publishing.
- Omeri, N. (2015). Pentingnya pendidikan karakter dalam dunia pendidikan. *Manajer Pendidikan*, 9(3), 464–468. <https://doi.org/10.33369/mapen.v9i3.1145>
- Rahayu, S. (2021). Penilaian Autentik Pada Mata Kuliah Metodologi Penelitian Pendidikan Program Studi Pendidikan Jasmani, Kesehatan, Dan Rekreasi. *Indonesian Journal of Physical Education and Sport Science*, 1(1), 52- 66. <https://doi.org/10.52188/ijpess.v1i1.136>
- Santika, I. W. E. (2020). Pendidikan Karakter pada Pembelajaran Daring. *Indonesian Values and Character Education Journal*, 3(1), 8–19. <https://doi.org/10.23887/ivcej.v3i1.27830>
- Sugiyono. (2013). *Metode Penelitian Bisnis*. Alfabeta.
- Supriadi, A. (2012). Efektivitas Manajemen Pembelajaran Pendidikan Calon Guru Penjasorkes Di Fakultas Pendidikan Olahraga Dan Kesehatan Fpok Universitas Pendidikan Indonesia Upi Bandung (Doctoral dissertation, Universitas Pendidikan Indonesia).
- Taufik, M. S., Iskandar, T., & Sungkawa, M. G. G. (2021). *Manajemen Penjas*. Penerbit Adab.
- Wijaya, N., Hartati, H., & Aryanti, S. (2021). Pengembangan Buku Ajar Administrasi dan Manajemen Pembelajaran penjaskes berbasis android. In *Prosiding Seminar Nasional Pendidikan Jasmani dan Kesehatan* (Vol. 1, No. 1, pp. 435-443). <http://ejournal.fkip.unsri.ac.id/index.php/semnaspenjas/article/view/414>
- Wulandari, A., Wibowo, D. E., & Arifin, M. (2022). Pergeseran pembelajaran berbasis student centered learning. *Pegas (Jurnal Pendidikan Guru Sekolah Dasar)*, 1(1), 1-5. <https://doi.org/10.56721/pegas.v1i1.78>