

## Implementation of Learning Physical Education Sport and Health at Nature Elementary School Ungaran

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### Abstract

This study aims to examine and analyze learning physical education in elementary school at Ungaran that includes the stage of planning, implementation phase, assessment phase, facilities and infrastructure, and the level of physical fitness. This qualitative research uses interview data collection techniques, observation, documentary studies, and questionnaires. Test data validity using source triangulation and technique. Data analysis techniques data collection, data reduction, data presentation, and conclusion. The result of the research are (1) Planning done is less, the teacher haven't made the administration of learning such as syllabus, RPP, Prota, Promes yet. (2) Learning lesson is still less, in main activity, the teacher have not done learning apperception, when reflection and taking (3) The assessment stage is still lacking, the teacher conducts the assessment once in one semester, (4) The assessment and the lack of infrastructure, the facilities available in the field school, the ball and the racket, and even then under adverse conditions, (5) Physical fitness level of students 19 students in excellent condition, 8 students good, 2 students enough, 1 student less and 1 student in bad condition. Stage of learning in the form of planning, implementation and assessment in less category, Facilities and existing infrastructure is not sufficient for learning physical education. Physical fitness level of majority students in either category.

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## INTRODUCTION

Education is a process of coaching and learning that lasts a lifetime because, in essence, human life is to learn. According to Aktop & Karahanan (2012) education can be described as a planned and programmed process that is applied to achieve the desired change in one's behavior.

Education is formally done in schools with the interaction between teachers and students and the environment. School as a place of learning is used by teachers to develop 3 domains in learning, namely cognitive, affective and psychomotor.

Nowadays schools are not limited to formal schools, but there are already alternative education systems in the form of homeschooling (homeschool) and nature school.

The school of nature invites students to be creative as well as doing fun learning activities. According to Maryati (2007), a natural school is a school with a concept based on the universe. The concept of natural school according to Wicaksono, Pandelaki & Suprapti (2015) that learners will use nature as a learning space, media learning materials, and learning objects. No exception learning physical education sports and health

Sports and health education by Marlina & Rahayu (2017) is a process of learning through a physical activity designed to improve physical fitness, develop motor skills, knowledge and behavior of healthy living and active life, sportive attitude, and emotional intelligence. Wijaya & Rachman (2017) add physical education not only to educate students in physical growth and development but to plant the right attitude and values of life can be instilled through physical activity.

Based on the definition above, it can be concluded that physical education of sports and health is a systematic planned learning process with emphasis on physical activity aimed at promoting growth and physical development, developing motor skills, knowledge, mental, social, emotional as well as planting attitudes and values life. Physical Education of Sports and

Health according to Riza, Soegiyanto & Rustiana (2015), has a goal to develop the aspects of physical fitness, motion skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, healthy lifestyle aspects and the introduction of a clean environment through selected physical, exercise and health activities systematically planned in order to achieve national education objectives.

Learning as a process. It means learning physical education consists of several parts of the systematic and mutually sustainable. According to Sulaiman (2016), learning stages include the planning stage, implementation stage and evaluation phase.

Planning phase associated with the administration of learning is used as a guide in the learning process, no exception for the teacher physical education. Based on Permendikbud No 22 of 2016, which must be prepared by teachers in the planning phase is Syllabus and Lesson Plan (RPP) covering school identity, subject identity, class/semester, subject matter, time allocation, learning objectives, basic competence, competency achievement indicator, learning materials, learning methods, learning media, learning resources, steps of learning stages and assessment of learning outcomes. Sulaiman (2016) emphasized that the learning administration that must be present during the planning phase is the syllabus, lesson plan, education calendar, annual program, semester program, face-to-face schedule, minimal mastery criteria, teaching agenda, student list, and attendance.

In the implementation stage, the teacher will practice and apply what has been planned. The implementation stage is the teacher's effort to manage the class, starting from arranging the student seating position (marching), delivering the lesson material with methods and media that are perceived in accordance with teacher analysis and doing reflection and drawing a conclusion at the end of learning. Classroom management becomes very important because the fun classroom can improve students' learning spirit. This is in accordance with the statement of Sulaiman (2017), Organizing classes greatly

determine the quality of learning and motivation learners learn. Referring to Permendikbud No 22 of 2016, the learning process in a standard process is related to the phasing of learning implementation which is a form of RPP implementation, which includes preliminary activities, core, and cover.

The final stage of learning is evaluation or assessment. Raharjo (2014) argues that the assessment of teacher learning outcomes is done continuously to understand the process, progress, and improvement of results in the form of daily repetition, mid-term repetition, semester final repetition, and grade repetition. Assessment is done by the teacher not only to know the ability of students but also useful for teachers as a correction or input on the learning that has been implemented.

Implementation of learning requires a means of infrastructure as a media to facilitate teachers in delivering materials or information to learners. According to Pahlevi, Imron & Kusumaningrum (2016) educational facilities and infrastructure are all components that directly support the process of education to achieve goals in education itself. Referring to Permendikbud No 24 of 2007, the standard facilities and infrastructure that should be owned by the elementary school level education unit for learning of physical education are play ground, volleyball equipment, soccer equipment, gym equipment, and athletic equipment.

Establishment of learning physical education one of them is to improve the physical fitness of learners. This is in line with Rosdiani's (2014) assertion that physical education of sports and health is a medium to promote physical growth, psychic development, motor skills, knowledge and reasoning, appreciation of values (mental-emotional-sportsmanship-social attitude) healthy lifestyle that leads to stimulate growth and development of balanced physical and psychic quality. Putra, Soegiyanto & Sulaiman (2017) adding, you can do exercises and do exercises like jogging, running fast, swimming, biking, mountain climbing or interval training.

Based on the description above, the researcher is interested to do research about the learning that exist in the natural school, especially in Nature Elementary School Ungaran with the aim of studying and analyzing the learning planning of the physical education, the implementation stage of the learning of physical education, the assessment stage of learning physical education, the facilities and infrastructure in Nature Elementary School Ungaran as well as the level of students' physical fitness.

## **METHODS**

This research uses descriptive qualitative research approach. The research design used surveys, it means the result of this research is a description of the real situation about learning physical education in Nature Elementary School Ungaran, because this includes naturalistic research.

Sources of data in this study include principals, physical education' teachers, outbound teachers, swimming teachers and upper-class students. Data were collected through observation, interviews, questionnaires and documentary studies. Implementation of physical fitness test using Harvard step test that has been modified.

Data validity techniques are tested using an extension of participation, persistence, and regularity of observation and triangulation. Data analysis techniques include data collection, data reduction, presentation and conclusion.

## **RESULTS AND DISCUSSION**

### **Planning Stage**

Administrative learning made by teacher physical education Nature Elementary School Ungaran only form of assessment and presence. Physical education teacher has not made learning administration such as syllabus, RPP, Prota, Promes, face-to-face schedule and KKM. So far the teacher in Ungaran natural school compiled a simple learning material about the material to be taught that day, but in the course of its

implementation is conditional in accordance with the conditions in the field. The teacher of the physical education has the list of assessors but it is for the assessment report, because the teacher of physical education perform assessment only at the end of each semester. There are the students presences, but in the implementation of teacher control over the presence of students through homeroom.

Indeed, in the planning stages according to Sulaiman (2016) teachers should make a syllabus, RPP, educational calendar, annual program, semester program, face-to-face schedule, minimal mastery criteria, teaching agenda, student's list of values and attendance. Referring to the guidance of supervision above, the planning stages in Ungaran natural school is still lacking, because the administrative learning of physical education teachers have not made yet the syllabus, RPP, Prota, Promes, face-to-face schedule and KKM.

In planning stage, in addition to preparing administrative learning planning, applicable, the teacher must actually determine the following points, as proposed by Sulaiman (2016) namely the achievement of learning objectives, choosing learning methods, selecting learning materials, determining the allocation of time, determine the tools and resources of learning materials and choose the type of evaluation. From some things that need to be prepared as above, the teacher also has not made, because in administrative teacher did not make RPP.

### **Implementation Phase**

In the implementation stage of learning the teacher has been working maximally, it is shown through the management of the class which one of them is to invite other teachers to participate to assist and assist students in learning, meaning that the learning is carried out by two teachers who synergize.

Classroom management conducted by teachers in the form of teachers arranging the position of students by marching in order to position the teacher more easily observed and tailored to the purpose of learning. The teacher checks the readiness of learners by greeting and praying together. The appearance of a neat, clean

and polite teacher and the use of language that is polite and straightforward is the effort of the teacher to gain student sympathy. Instructions given to students are delivered with voice that can be heard by students as well, although while learning there is a sound from the school speakers for the sound reading Al-Qur'an. Teachers try to be friendly and warm to the students, but occasionally the teacher to do a hard reprimand, so that students can focus and orderly in learning.

Classroom conditions created by teachers are full of enthusiasm, but for the level of order and discipline has not fully occurred, it is because some students, especially men only want football learning is not another subject matter, so teachers have difficulty to condition students. Teaching done by teachers starts and ends in accordance with the lesson.

The poultry teacher at Ungaran natural school begins the learning activities by first lining up, then praying and warming up and preparing the instructional media. Teachers have not been able to perform full the apperception activities, it is due to the transition of teacher physical education, so that new teachers do not understand exactly what the last material presented by previous teachers. Not only with the previous material, apperception with relevant knowledge has not been done.

In general, teachers have understood and mastered about the material that will be taught to learners, so that what will be taught to learners can be delivered clearly, straightforward and systematic. Surveyor teachers deliver material to students starting with new simple things to the more complex one and from the easy to the heavy things.

The learning approach and strategy used by teachers is to try to involve students in every stage of learning implementation, from preliminary, core, and closing activities. Teachers not only become resource persons but also facilitators in assisting student learning, from preparing to answering questions posed by students. Involving students in learning is one way that teachers do to foster positive habits.

Learning media that exist in Ungaran natural school is limited, especially for physical

education activities. Occasionally, teachers bring their personal media to help the learning process. The media that is often used by teacher of physical education in Ungaran natural school is a ball, the media is used to focus students in learning. Teachers are familiar to use the media that they bring so that in using the learning media teachers can be more effective.

When learning process takes place, students have high enthusiasm and are active in interacting with their peers in groups, but to create an interactive atmosphere and discussions have not been done by the teacher, so the teacher seems to be the only source of learning. Learning that does not go according to plan, or students are difficult to be conditioned to make teachers occasionally upset, that means teachers are less able to respond to disproportionate student responses.

During the learning process, teachers try to coordinate the exercise, it can be seen when the teacher do exercises the muscle strength of the arm by using tonic media. Initially, students were asked to do the catching the ball until students were asked to use a paddle (racket in tennis game). Before doing these activities, the teacher starts by giving examples in advance, not only the instruction but also practice with accompanying fellow teachers. Teachers make observations about what is taught to students, not infrequently direct teachers improve the movements that are less appropriate for the students. Let the movement more easily run between couples, teachers give the verbal command.

In closing activities, the teacher tries to review the learning that has been done by the students during the learning time. For more inferences teachers are actively involved. At the end of the lesson the teacher has not given the task or the enrichment of the material, only the students are asked to try at home if the media to do the activity exists.

Based on the description above, after being studied and analyzed using academic supervision, the success level of the implementation of learning physical education in Nature Elementary School Ungaran is still in the category of less, it happens because one of them

is the teacher has not conveyed the purpose of learning which aims to motivate the students by giving explanation about the importance of studying the material, has not involved students in reflection and conclusions.

### **Assessment Stage**

Assessment or evaluation by physical education teacher at Ungaran natural school has been done starting from affective, cognitive and psychomotor assessment. This has been in accordance with Permendikbud No. 23 of 2016 in the realm of assessment. Referring to the process, the assessment has been done by the teacher of Nature Elementary School Ungaran less than perfect because of the teacher judges only with the assumption and the ability to remember it, without making observation or observation record, an instrument of assessment and development of the instrument. Whereas if based on Permendikbud No 22 of 2016, Article 13 Paragraph 1, Procedures assessment of learning outcomes by education conducted in sequence include setting the objectives of the assessment with reference to the RPP that has been prepared, arranging the grid assessment, making assessment instruments and guidance assessment, conduct analysis of the quality of the instrument, assessing, processing, analyzing, and interpreting the results of the assessment, reporting the results of the assessment, and utilizing the assessment results. Further, in Permendikbud No. 23 of 2016 Article 6 Paragraph 1, that assessment of learning outcomes by educators is done in the form of repetition, observation, assignment, and or other necessary forms.

Teachers at Ungaran natural school conduct assessments only once a semester by waiting for instructions from the school that a particular week is a schedule for an assessment. The physical education teacher also stated that the assessment is only done during the assessment week at the end of the semester without giving any assignments or tests to the students. If the process refers to the process, the assessment conducted by the teacher of physical education at

Ungaran natural school is not in accordance with the guidelines.

Based on the description above, in the assessment stage of learning physical education in Ungaran natural school in the category of less, because the teacher only do an assessment of learning outcomes, without assessing the learning process.

### Facilities and Infrastructure

Infrastructure for learning physical education in Nature Elementary School Ungaran includes playing field with size 20 x 8 m. For the facilities that can be used is football 3, mini wicket, hoop, mat. Then for volleyball, balls and basketball hoops exist, but in conditions that are less feasible to wear, as well as badminton rackets. Surveyor teachers often bring in personal learning media or means, such as tonnis rackets (paddle) and tennis balls.

Referring to Permendikbud No 24 of 2007, the standard means of infrastructure that must be owned by elementary school level is the equipment of volleyball, soccer, gymnastics, and athletics. The facilities of physical education infrastructure in Ungaran natural school include plastic ball 3, mini wicket, 1 fruit mat, hoop, relay baton, and 1 basketball ring in pairs near the classroom. Looking at the available infrastructure facilities, the physical education teacher stated that the existing infrastructure facilities are still inadequate to be used as a lesson.

Based on the description and study above it can be concluded that the facilities and infrastructure physical education in natural schools Ungaran in less category.

### Physical Fitness Level

Physical fitness test at Nature Elementary School Ungaran uses Harvard Step Test. A total of 31 students from grades 4, 5 and 6 took this test. This 5-minute test with a 33 cm stool height results in ratings and categories such as table 1 below.

From the table above can be seen that 19 students are very good, 8 students good, 2 students enough, 1 student less and 1 student in bad condition. Of the 31 participants who

performed physical fitness tests, there were 3 students who were unable to complete the test. The three students came from grade 5 with details of men 2 children and 1 child. Between male and female physical fitness levels are better men, but in male students, there are still who are in poor physical fitness condition.

**Table 1.** The Result of Physical Fitness Level Test

Levels	Gender	Students	Physical fitness test category				
			Poor	Less	Enough	Good	Very good
4 <sup>th</sup> grade	Male	8	0	0	0	0	8
	Female	3	0	0	0	1	2
5 <sup>th</sup> grade	Male	7	1	1	0	2	4
	Female	3	0	0	1	1	0
6 <sup>th</sup> grade	Male	7	0	0	1	3	3
	Female	3	0	0	0	1	2
Total		31	1	1	2	8	19

Good analysis of good physical fitness level from Nature Elementary School Ungaran students is because they are accustomed to outer class activities such as outbound in the form of river fringe, flying fox and swimming learning.

### CONCLUSION

Learning stages in the form of planning, implementation, and assessment conducted by physical education teacher in Nature Elementary School Ungaran in the category less, it happens because fewer attention physical education learning and more prioritize outbound learning for physical activity. Existing facilities and infrastructure are also inadequate for learning physical education. Physical fitness level of students in Nature Elementary School Ungaran majority in a good category.

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