



Implementation of Physical Education Learning in Pascal Secondary School, Hanoi, Vietnam

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Abstract

The purpose of this study was to know the description result of Physical Education learning at Pascal Secondary School, Hanoi, Vietnam 2016. The method research is used descriptive qualitative. The time of research implementation is in September 2016. The techniques of data collection are observation, interview, and documentation. Analyzing data through data reduction, present data, and summarize results. The results showed the activity consisting of learning plan of Physical Education covering syllabus, preparing instructional media, and learning tools / equipment. Implementation of learning is with allocation of 45 minutes per meeting which consists of preliminary activities, core activities, and closing activities. The physical education learning assessment consists of 3 domains of attitude through observation methods, knowledge through written tests, and skills through practice methods. The learning materials Physical Education in Pascal Secondary School, Hanoi, Vietnam consists of soccer games, badminton, volley ball, rhythmic gymnastics and cauda. The conclusion of this study is the average implementation of physical education learning in Pascal Secondary School, Hanoi, Vietnam, have optimally.

How to Cite

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INTRODUCTION

Physical Education is an educational process that utilizes systematically planned physical activities aimed at developing and improving the entire realm, body, cognitive, affective and psychomotor of each student with the material presented is about sports, fitness and outdoor recreation. Sports refers to four types of physical activity namely outdoor sports, games and recreational competitions, fitness sports, music and movement (Ega T.R, 2013; Samsudin, 2008; Malobulu et al., 2011).

Physical Education is an important and inseparable part of the overall education system which has been recognized by many people in Indonesia, Asia, and the world (Ken Hardman, 2008).

Bruce Weil (in Sanjaya, 2010: 104) suggests three important principles in the learning process, the first in the learning process the teacher must be able to form the creation of a learning environment that requires students in full to find and find art. Second, it relates to the types of knowledge that must be learned in the process of learning Physical Education, namely cognitive, affective, physical and psychomotor. Third, in the learning process must involve the role of the social environment.

Referring to the notion of physical education according to experts, physical education is an integral part of the education framework that cannot be separated and has an important role in forming character in students so that educational goals can be achieved properly.

Sri Febriyani entitled "Learning of Physical Education in Taiwan's Tainan Municipal Yongkang Junior High School in 2016". The results of the study are the results of the study show that the curriculum used is a school-based curriculum. The learning process is carried out with stages of planning and implementation. The availability of facilities and infrastructure is very adequate both in quantity and quality. Educators have met the standards of qualifications, competency standards, and teacher due diligence. Students are required to pay for operational costs and other wholeness that are adjusted to the family economic level.

Education in Southeast Asian countries at present, Singapore is still ranked first as the best education system in Southeast Asia and even occupies the ninth position in the UNESCO Education Index. Based on the PISA (Program for International Students Assessment), the ability of international student assessment institutions

to produce two ASEAN countries ranked in the top 15 is Singapore is ranked first and there is something that attracts the world's attention, namely Vietnam is able to rank 12 in the PISA world. Seeing Vietnam is a country that is still developing and capable of defeating developed countries such as the United States and Britain.

This achievement can be obtained because there are three main factors: committed leadership, focused curriculum, and investing in teachers. Based on a preliminary study conducted during the practice of field experience (PPL) in 2016 in Hanoi's Pascal Secondary School, Vietnam found several phenomena and responses regarding education, especially the learning process of Physical Education in the school, which is seen from the students who are very enthusiastic in the process Physical Education and teachers seem to be strict in carrying out the teaching process and when teaching even sometimes use traditional methods by hitting because in Vietnam it is a natural thing to do especially in Pascal Secondary School Hanoi, Vietnam.

By knowing the circumstances and problems regarding the process of learning physical education in Pascal Secondary School, Hanoi, Vietnam, the state of facilities and infrastructure as well as aspects that received attention in the implementation of physical learning, this encouraged researchers to conduct research entitled "Implementation of Physical Education Learning in Pascal Secondary School, Hanoi, Vietnam", which is expected to provide input for health education teachers and schools in Pascal Secondary School, Hanoi, Vietnam in particular regarding the implementation of physical learning and the availability of sports facilities and other efforts to improve achievement.

A study certainly has problems that need to be examined, analyzed, and attempted to solve. In this study the problems that need to be formulated are How is the Implementation of Learning Physical Education in Pascal Secondary School, Hanoi, Vietnam ?

METHOD

The method of data collection uses interviews, observation, data tracking and documentation. According to Sugiyono (2013: 244) data analysis is the process of searching and systematically compiling data obtained from interviews, field records and other materials, so that they are easily understood and can be informed to others. Analysis of the data to be used in this study is the analysis of qualitative data as stated by Miles

and Hubermen, which includes the components of data reduction, data presentation, and conclusion of results.

RESULT AND DISCUSSION

The results of the study are based on a descriptive analysis of the implementation of physical education learning in Pascal Secondary School, Hanoi, Vietnam and its description.

Planning for learning Physical Education at the Pascal Secondary School, Hanoi, Vietnam has not yet proceeded, it is known that there are no plans for implementing learning so researchers cannot document. While the learning media, researchers managed to document that the teacher prepared several media, namely in the form of songs for rhythmic gymnastic learning. For learning equipment or tools teachers and students prepare them together before the implementation of learning begins consisting of the preparation of syllabus, preparing learning media, and preparing learning tools / equipment.

The implementation of learning has been running but there are still obstacles, the implementation of learning consists of three stages, namely the introduction which consists of motivational activities, apperception, delivery of the subject matter of learning and heating. The next stage is core activities where the teacher uses demonstration, training and command methods in learning. The third stage is a closing activity consisting of evaluation of learning, learning feedback, the teacher gives an advanced assignment after learning, in the form of students to practice both individually and in groups. Implementation is allocated 45 minutes per meeting consisting of preliminary activities (heating, motivation, apperception, delivery of objectives, and delivery of learning material), core activities, and closing activities (evaluation of learning, feedback activities, and follow-up activities in the form of giving good assignments individuals or groups).

Physical Education learning assessment has been running but there are still obstacles known to the attitude assessment carried out by the teacher using the observation method, the teacher observes the attitude of the students during the learning process. For teacher knowledge assessment only assesses at the end of the semester exam 2 times a year, 2 This exam uses the written test method. But the teacher also uses the activeness of the students in asking and expressing opinions at each meeting and individual and group assignments to add value to the knowledge aspects of the students. Skills assessment is car-

ried out by the teacher at each learning meeting, namely through the assessment methods of individual and group practices.

Facilities and infrastructure are 2 volleyball, 2 basketball and badminton rackets students carry individually as well as cauda. School infrastructure has a badminton court, a volleyball court and a building used for rhythmic gymnastics.

Discussion

Planning for learning Physical Education in Pascal Secondary School consists of designing syllabus, preparing learning media, and preparing learning tools / equipment by teachers and students. The teacher does not make plans for implementing learning and prepares teaching materials before the implementation of the learning is carried out. According to Ega Trisna Rahayu (2013: 33) it is said that learning planning is a very necessary thing in the process of implementing learning. With good and mature learning planning, learning activities will be able to run actively and smoothly.

The implementation of physical education learning at the Pascal Secondary School, Hanoi, Vietnam explained that learning is carried out in stages of planning and implementation. In preliminary activities, core activities and closing activities. The teacher is guided by the syllabus that has been made based on the results of the physical education teacher board meeting with school administrators which contains the syllabus title, date of implementation, time allocation, and material taught. The teacher does not make a plan for implementing learning but the teacher makes an evaluation report at the end of each lesson, the teacher prepares learning media and tools / equipment that support the success of learning. The teacher does not modify the facilities and infrastructure because the teacher feels that the quantity and quality meet the needs in supporting the teaching and learning process. The time allocation for face-to-face hours of physical education learning is 45 minutes.

The assessment of physical education learning based on the results of the study shows that the assessment activities carried out by Pascal consisted of 3 domains namely attitudes through observation, knowledge through written tests, and skills through practical tests. Observation and practice methods are non-test tests in the assessment activities this is also explained by Suharsimi Arikunto (2005: 26-31) said that there are two evaluation techniques namely non-test and test. Non-evaluation consists of a multilevel

scale, questionnaire, a list of suitable interviews, observations, and curriculum vitae.

The facilities and infrastructure available in supporting the success of physical education learning are not sufficient in quantity and quality. In an effort to achieve the goals of physical education learning, it is expected that the school needs to provide adequate facilities and infrastructure so that the implementation of physical learning can go as expected. But in reality the facilities and infrastructure are very minimal so that in this case the sports teacher is required to be creative, innovative in modifying the facilities and infrastructure to carry out the learning process in school. Facilities and infrastructure in Indonesia have been regulated in the Minister of Education and Culture Regulation No. 24 of 2007 concerning the minimum standards of sarpras owned by schools.

CONCLUSION

Based on the results of the analysis and discussion, the conclusions that can be drawn from this study are the implementation of physical education learning in Pascal, Hanoi, Vietnam in 2016, namely :

Planning for learning Physical Education at Pascal Secondary School, Hanoi, Vietnam consisting of preparing syllabus, preparing learning media, and preparing learning tools / equipment.

The implementation of learning is by allocating 45 minutes per meeting consisting of preliminary activities (heating, motivation, apperception, delivery of objectives, and delivery of learning material), core activities, and closing activities (evaluation of learning, feedback activities, and follow-up activities namely in the form of giving assignments both individually and in groups).

Assessment of learning Physical Education consists of 3 domains of assessment carried out, namely attitudes through observation methods, knowledge through written tests, and skills through practical methods.

Physical Education learning material at the Pascal Secondary School, Hanoi, Vietnam consists of soccer, badminton, volleyball, rhythmic exercises and cauda.

Facilities and infrastructure, namely 2 volleyball, 2 basketball and badminton rackets students carry individually as well as cauda. School infrastructure has a badminton court, a volleyball court and a building used for rhythmic gymnastics.

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