



PENJASORKES LEARNING AS A MEANS OF CHARACTER BUILDING (A REFLECTION OF PENJASORKES TEACHING-LEARNING PROCESSES AT SMPN KOTA SURAKARTA)

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Abstract

This study aimed to describe the planning and action processes of health, sports, and physical education (henceforth *penjasorkes*) at junior high school as an effort of implanting character values. This research was conducted at four Public Junior High Schools (henceforth SMPN) in the Municipality of Surakarta, Central Java. The subjects of the study were 30 *penjasorkes* teachers, 117 respective students, and documents of teaching-learning devices. This was a descriptive research study. The techniques employed for collecting data were observation, interview, questionnaire, and documentary study. The results of this study show that most teachers did not have any teaching-learning plan which matched the school condition. Teachers prepared their lesson plan just to fulfill the requirements of teaching-learning administration. The *penjasorkes* teaching-learning processes that had been carried out by the teachers so far stressed more on the teachers' skill and performance. They mostly applied authoritarian approaches supported by some standard learning facilities. The character values implanted through this typical approach developed without any learning modification, it merely stressed on disciplinary trait as the main value. Other character values were developed neither through habit nor deep intervention during the teaching-learning processes.

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INTRODUCTION

The global development and technological advancement have provided significant influence to younger generation, including junior high school students. Therefore, penjasorkes learning at such school plays a strategic role as the forum for building character values. Given that juvenile delinquency has been steadily increasing, hostility and even negative behavior are stuck on youngster's lives. The National Narcotic Body (2014) stated that 22% of narcotic abusers in Indonesia are school pupils and higher education students. In 2013, it was noted that 1,121 suspects of narcotic abusers were school students and higher education students. By the end of 2014, not less than 1,390 people were captured for illegally consuming narcotic. Other violations related to the degradation of youngsters' morality and character could also be seen from the ever increasing number of traffic violation acted by school students, including those of junior high school. The Jakarta Metropolitan Police (2013) reported that 1,384 junior high school students broke traffic regulations. Besides such condition, students behavioral change, starting from the habit of telling lies, the decreasing quality of disciplinary trait, the ignorance of responsibility, the declining level of politeness, to the minimal care for mates within the school environment (Murdani, H. 2014). One of the causes for such deviant behavior is the lack of attention towards the building of youngsters' mentality, character, behavior, and attitude. Youngsters' mentality, character, behavior, or attitude can actually be developed by means of having the students internalize them through various subjects in a number of educational levels including the penjasorkes subject for junior high school students.

The penjasorkes subject focuses on the educational process of physical activities utilizing movement mechanism. In the penjasorkes teaching-learning processes, most students' growth and development happen through movement activities. Pangrazi (2004: 4) states that penjasorkes subject is a phase of the

general education program that provides contribution to the whole growth and development of students, specifically through experiencing motions. Chandler, Cronin, and Vamplew (2007: 166) claim that physical education is a way of formally implanting knowledge and values by means of physical activities. The alteration takes place through the students' involvement as subject who directly experience various motions as parts of the teaching-learning processes. Various aspects of the students can be optimally developed by means of penjasorkes subject in order to support achieving the ultimate goals of education. Physical education is an educational process which is considered being comprehensive because through physical education a teacher is capable of developing every student's competence (through transfer of knowledge), not only that of physical or psychomotoric aspects but also that of cognitive, affective and social ones in integrated manner (through transfer of values).

According to Lu & Lisio (2009: 172), the ideal objectives of physical education program is comprehensive because it not only covers physical aspects but also other aspects including intellectual, emotional, social and moral aspects with the purpose of directing the students to become self-reliant, discipline, healthy, fit, and happy. This is in line with the ultimate goal of penjasorkes in taking its role as an agent of character building, and as a forum to build strong personality, good character, and noble behavior in accordance with the goal of national education, that is fostering human beings who are believing in God Almighty, observing ethics (being civilized and upholding the Indonesian various cultures), possessing logical reasoning (being progressive, smart, creative, innovative, and responsible), possessing social communication skill (being orderly, possessing legal awareness, cooperative, competitive, and democratic) and healthy so that they are able to become self-reliant beings (Mulyasa, 2009). Penjasorkes subject taught at school provides opportunity to the learners to be directly

involved in various learning experiences through physical activities, sports, and health which are selected systematically.

In order to develop effective teaching-learning processes, physical education teachers should understand the students' characteristics (Mahmud, 2011: 57). During the physical education teaching-learning processes, the teachers are expected to be capable of teaching various basic motion skills, techniques and strategies of games and sports, internalization of sportsmanship values, honesty, collaboration, discipline, and healthy habit. The learners' attitude and behavior can be formed by actively involving them in all sorts of sports learning activities. Therefore, penjasorkes teaching-learning processes can be utilized as a means of character education. Character education can be described as every deliberate approach taken by a school or teacher, often along with parents and community members to help learners and youngsters to become attentive, principled and responsible individuals (Skaggs, G., Bodenhorn, N. 2006: 84). Character education is a deliberate effort done by educators to transfer values to the students at school as a response to people anxiety about the students' moral decline, school security, social cohesion, civil involvement, and academic achievement (Winton, 2008: 42, Suyanto: 2010). Therefore, in order to achieve the teaching objectives stated above schools or teachers require methods or techniques depending on the characters of the job, the learning objectives, ability, talent, background knowledge, and age. In this case, teachers are considered being advisers. In advising and providing conducive circumstances teachers should pay attention to other components available within the teaching-learning environment, including their own condition, the learners' condition, the teaching-learning facilities (media), the teaching methods, and the learning sources.

The selected methods to be implemented should be in line with the related teaching-learning processes both in theory and in practices. Such methods should not be implemented through conventional teaching in

the classroom which merely involves theoretical studies, but it should involve physical, mental, intellectual, emotional, and social elements. Competitive activities within physical education can be used as a means of introducing physical activities and developing skills, building characters, introducing sportsmanship, and preparing the students to live and work in competitive environment (Brown & Grineski, 1992; Drewe, 1998; Goldstein & Iso-Ahola, 2006; Hager, 1995). Based on the afore mentioned background, this study aimed to describe penjasorkes teaching-learning processes that have been carried out at various SMPN in the Municipality of Surakarta in the frame of implanting character values.

RESEARCH METHODOLOGY

This article is part of a dissertation research report. The methodology used to describe the penjasorkes teaching-learning processes at the SMPN Kota Surakarta was descriptive methodology. The study was conducted in the Municipality of Surakarta from February to April 2014. Observation concerning the penjasorkes teaching-learning processes was conducted at four Public Junior High Schools, i.e. SMPN 6 Surakarta, SMPN 15 Surakarta, SMPN 21 Surakarta, and SMPN 24 Surakarta. This choice of schools was based on stratified cluster random sampling method of categorizing the schools into high, mid, and low levels. Thirty penjasorkes teachers of SMPN Kota Surakarta and 117 students spread out in the four schools were the subjects of this study. The techniques of data collection employed in this research were interview, observation, questionnaire, and documentary study. The gathered data were then tabulated and analyzed using descriptive qualitative technique.

RESULTS AND DISCUSSION

Profile of the Penjasorkes Teachers

The profiles of the penjasorkes teachers under this study were distinguished on the basis of their age, teaching experience, academic

qualification, relevance of the study program, and certification year. Of the 30 respondents, 20% were within the range of 30 – 40 years of age, 33% within the range of 41 – 50 years of age, and 47% were within the range of 51 – more years of age. Based on the data, it can be inferred that penjasorkes teachers were basically categorized as productive teachers; they could be expected to be willing to and capable of implementing the developed strategies.

The penjasorkes teachers' profile could also be viewed from the perspective of their length of teaching experience or year of service. Year of service is a duration of time during which someone works for an organization, for teacher it is about the length or period of his/her teaching experience. Based on this notion, of the 30 respondents, 23.33% had less than 10 years experience, 23.33% had 11 – 20 years of teaching experience, and 53.33% had more than 21 years of teaching experience.

Based on the respondents' academic qualification, of the 30 teachers there was only one D2 graduate, while the other teachers were averagely S1 graduates. Concerning the relevance of the study program to the teachers' competence, of the 30 respondents, it can be stated that the competence of 0.07% of the teachers was not related to the subject he/she taught. It means that two out of all of the penjasorkes teachers did not have competence which was relevant to the subject they taught. Based on the teachers' experience in modifying teaching-learning processes, there were only 7 (23,3%) of the 30 teachers who had the experience of modifying the penjasorkes teaching-learning processes. The teachers had not been modifying such processes continually. Part of the teachers told that among the constraints they faced while teaching the subject was the unavailability of sports field so that they had to utilize public facility, which could be far away from their schools' location.

Students' Perceptions of the Penjasorkes Teaching-Learning Processes

The students' perception of the penjasorkes teaching-learning processes include

their interest in the gymnastic materials, their opinion of the media employed in penjasorkes teaching-learning processes, and the significance of the penjasorkes subject. Evidence of the students' interest in penjasorkes subject was obtained from the responses to the students' questionnaire. Data source which was used as a means of understanding the students' interest was the results of the questionnaire which was distributed to 117 students spread out in the four schools. The results of questionnaire showed that 17.09% of the respondents responded that they were very much interested in the subject because the teaching-learning technique was enjoyable, 52.99% of the students were interested in the subject because the teachers' mode of conveying the materials was easy to understand. 23.93% of the respondents stated that they were not interested in the subject because the materials contained in the subject were difficult to understand, and 5.98% of the respondents claimed that the materials contained in the subject were hard to practice. To accumulate the students' responses to the questionnaire, most of the students proved to be interested in the penjasorkes subject no matter whether its materials were difficult to understand, hard to practice, or conveyed in uninteresting manner.

The results of the questionnaire about the media employed to teach gymnastic materials of penjasorkes subject show that as much as 11.97% of the students were very much interested in the subject because the utilized media varied and were easy to understand. As much as 25.64% of the students responded that they were interested in the subject because the media were easy to use. Meanwhile, 22.22% of the students claimed that they were less interested in the subject because it was difficult for them to utilize the media during the practice sessions. 40.17% of the respondents stated that they were not interested in the subject because they lacked teaching learning media. Therefore, it can be inferred that there were more students who were not interested in the teaching-learning media which were utilized in the penjasorkes teaching-learning processes.

Responses to the question about the significance of penjasorkes teaching-learning processes show that 38 (32.48%) of the respondents responded that penjasorkes subject was significant in providing preparation for daily life. As much as 31.62% of the respondents stated that penjasorkes teaching-learning processes provide knowledge concerning healthy ways of life, and 42 (35.90%) students responded that the penjasorkes subject was a means of playing games together. Therefore, it can be inferred that most of the students felt that penjasorkes teaching-learning processes were useful.

Analysis of the Penjasorkes Teaching-Learning Devices for the 7th graders

Analysis of the penjasorkes teaching devices for the athletic subject was focused on studying the lesson plans used by the teachers of the four schools in the Municipality of Surakarta. The lesson plans under study were those which had been written by the penjasorkes teachers of SMPN 6, SMPN 15, SMPN 21, and SMPN 24, all of which are located in the Municipality of Surakarta. The results of the documentary study show that all teachers had completely prepared teaching-learning devices at the beginning of the semester. The teachers developed teaching-learning materials on the basis of learning objectives (which were included in the lesson plan). However, all of the lesson plans prepared by the teachers from the four schools were similar to one another. The lesson plans from the first two schools referred to the School Based Curriculum, while the other lesson plans from the last two schools referred to the 2013 Curriculum.

These results were also supported by the results of interviews during the Focus Group Discussion sessions, stating that the lesson plans were prepared just to fulfill the administrative procedures every semester. Most teachers implemented teaching styles which were usually applied, i.e. verbal instructions and simulation. Answering questions about the development of teaching-learning sources and media, most teachers stated that they used standard facilities

possessed by their schools. In developing instruments for learning evaluation, teachers tend to measure only the students' psychomotoric competence using performance test; they stated that cognitive and affective assessments were difficult to implement.

Analysis of the Penjasorkes Teaching-Learning Practices to Implant Character Values

Observation was made to see the teaching-learning preparation and practice, as well as the facilities provided by the schools to support the penjasorkes teaching-learning processes at the four schools. This activity was a phase in synchronizing the lesson plan with the practices in the field. Besides that, observation was also made to synchronize the results of the students' questionnaire with the real condition in the field. Penjasorkes teaching-learning processes of gymnastic competition in the four schools were carried out in the school yards. Each class consisted of 25-35 students. The available facilities utilized to support the gymnastic teaching-learning processes were the school yard or sports field off school as well as long jump basin.

Two SMP had implemented the 2013 Curriculum, while the other two were still implementing the School Based Curriculum. However, there was not any significant difference in practicing the two curricula. The phases of achieving the students' competence, standard competence, and basic competence referred to the syllabus that had been developed by the subject teachers' forum (henceforth MGMP). The teachers used lesson plans that had been adjusted with the students' condition and school environment to deliver the specific learning materials. Based on the observation results of the penjasorkes teaching-learning processes in the four SMP, it was found that the teachers dominated the processes because they implemented the authoritarian style whose practice was in fact invariable.

The teachers understood and were capable of determining the teaching-learning objectives and materials used in practices by referring to the achievement of standard and

basic competences. Observing the lesson plans possessed by the teachers, the teaching-learning materials had been relevant to the competences to be achieved. In the School Based Curriculum, the penjasorkes materials did not explicitly as well as specifically mention the gymnastic competence. In order to solve the problem, the MGMP inserted the gymnastic materials into every level and semester. This was the problem that had to be faced by the penjasorkes teachers because, according to them, it would be better if there was an agreement about the materials which would be presented in each level. Among the reasons for such agreement was that the students still had to sit for common examination with questions prepared by the MGMP.

In general the current teaching method has already been good enough. However, considering the students' interest and enthusiasm in attending the lesson, there are still a number of problems that need solution. As an example, in the shot put learning the teachers implemented the authoritarian approach and used standard size metal ball. The implementation of authoritarian style in teaching practices can be appropriate during classical learning. However, it might cause the students to become bored because they only saw and demonstrated something in accordance with the teacher's commands.

Based on the observation results, the SMP N 24, SMP N 21, and SMP N 6 students seemed to be less motivated in attending classes; a number of them did not pay attention to motions demonstrated by their classmates. On the other hand, the SMP N 15 students seemed to be more enthusiastic in the classes. This could be seen from the disciplinary and obedient attitude towards the teacher's order. The limitation of teaching media was a constraint because the students who had to wait for their turn to practice technical motions in athletics tended not to pay attention to the class. Meanwhile, according to the results of the students' questionnaire, most of the students were interested in the penjasorkes learning. However, viewed from the students' perception about the teaching media, the students' answers presented

through the questionnaire were in line with the fact about the lack of media for penjasorkes teaching-learning processes.

Based on the explanation presented above, it can be stated that such condition will influence the effort of implanting character values through penjasorkes learning. Character values will be internalized more easily if the teachers are creative in choosing teaching methods and in employing teaching media which are relevant to the students' characteristics. Character values which are implanted through authoritarian approach without any teaching modification will merely emphasize disciplinary aspect as the main value. Besides that, the students will not be enthusiastic enough because they are in the habit of waiting for the teachers' command. This will cause the students' creativity to be difficult to develop because the students have to follow the teacher's command.

Penjasorkes teachers are also still wrong in perceiving the objectives of penjasorkes learning. Instead of being utilized as a means of encouraging the growth and development of motoric skill, physical competence, knowledge, reasoning, internalization of values, and making a habit of healthy living in order to stimulate balanced growth and development, penjasorkes learning is directed to training rather than proper teaching. The use of media or learning facilities which are standard for gymnastic competition proves this. As a result, this condition has made it difficult for the majority of the students who do not have adequate talent in sports area to attend the classes.

Therefore, teaching-learning processes become meaningless for the students and they tend to pay less serious attention to the subject. Considering the problem, the solution that can be offered by the teachers is the implementation of teaching-learning model which is more creative by means of modifying the learning process and facilities adjusting to the class condition and students' characteristics who emphasize happiness and enrichment of varieties of motion in order to be successful in developing skills.

In the teaching-learning processes internalizing characters values, the teachers are capable of implementing variations of teaching methods. For example, the teachers allow the students to have the freedom to try exercises in groups by observing one another and evaluating movement or exercises done by their classmates. Hence, self-reliance, responsibility, and cooperative values can all be implanted in the students' mind. In order for the learning practices to proceed optimally, the teachers are able to employ teaching media which are designed to make the students find it less difficult to understand the materials presented to them. The teaching media can be prepared by the teachers utilizing facilities and other devices which are easy for the students to use in order to understand basic techniques of mastering competence in athletics.

Even though the teachers have already attended various trainings on the modification of penjasorkes learning, they prefer utilizing standard facilities or devices in teaching athletics because of their weaknesses in preparing modified teaching-learning media. Penjasorkes teachers of SMPN 6, SMPN 15 and SMPN 24 Surakarta only have little experience of modifying teaching-learning processes. On the other hand, the SMPN 15 teachers often implement modified facilities for teaching athletics. During the observation, it was found that the teachers used modified plastic balls for presenting shot put material.

In order to know the students' competence in the materials taught to them by the end of the classes, the teachers administered a performance practice test. In assessing the students' performance, the teachers did not observe the assessment rubric contained in the lesson plan. According to them, the assessment rubric available in the lesson plan had not been completely understood by them. For example, the teachers' perception of the affective domain assessment was always related to the learners' attitude beyond the penjasorkes learning. The assessment of the students' cognitive, affective, and psychomotoric aspects should not be

separated from one another because they were integrated in practice.

Affective assessment is assessment of the learners' attitudes which are observable during the penjasorkes teaching-learning processes. Based on the data of the penjasorkes teaching-learning practices at SMPN 24 Surakarta, the teachers had not optimally integrated the character education into the teaching materials. They merely focused on the delivery of materials as they were mentioned in the curriculum. Therefore, it is necessary to present such character education as honesty, discipline, responsibility, care, politeness, and self-reliance which are all contained in the penjasorkes subject during classes so that teaching-learning processes become more significant for the students' future life.

CONCLUSIONS AND SUGGESTION

Based on the results of the questionnaire on the students' perception, most of the students were interested in the penjasorkes subject. A few students who were not interested in the subject said that the materials were difficult to understand and practice; they also said that the way their teachers taught them was not interesting enough. According to the students' perception of the media or devices used for teaching penjasorkes subject, it proves that 62% of the students were not interested in the subject because they found it difficult to use devices for practices and because they lacked teaching-learning media. The results of the interview concerning the contribution of penjasorkes teaching show that the penjasorkes subject provided knowledge on ways of healthy living and means of playing games together in groups.

All of the penjasorkes teachers had completely prepared teaching-learning devices. They did not write lesson plans by themselves; they just copied them from the available sources without adjusting them with the condition of each school. The writing of such lesson plans was as if just a way of fulfilling the administrative procedures every semester. Most teachers implemented verbal instructions and simulation every time they taught. Media and

learning resources for penjasorkes teaching were developed using standard facilities owned by the schools. In assessing the students' penjasorkes learning, the teachers tended to measure only the psychomotoric aspect using performance test; they claimed that assessing the affective and cognitive aspects was difficult to do.

Authoritarian style may be suitable to use in classical teaching, but it may cause the students to become easily bored because they only see and demonstrate things according to the orders or command from the teacher. The students might become more self-reliant and responsible if there were opportunities for them to be active during the teaching-learning processes. Character values which were introduced through authoritarian style without any teaching modification merely stressed on disciplinary value as the main value. Besides, the students were less enthusiastic in attending classes because they were just in the habit of waiting for the teacher's instructions. These cause the students' creativity difficult to develop because the students just follow what is instructed by the teachers.

The teachers had not optimally integrated the character values into the learning materials. In general, the teachers only oriented towards material presentation in accordance with the curriculum. Therefore, such character values as honesty, discipline, responsibility, care, politeness, and self-reliance contained in the penjasorkes subject should be explicitly mentioned so that the teaching-learning processes become more significant for the students' future life. In the teaching-learning processes which implant character values, the teacher is capable of implementing variations of teaching methods, for example, by providing freedom to the students to practice in groups while peer observing and evaluating their each other's motions or practice. Subsequently, the self-reliance, responsibility, and cooperative values can be internalized by the students. In order to support optimal learning practices the teachers are able to use teaching media as a means of understanding the learning materials more easily. Teaching media can be made by the

teachers themselves utilizing facilities or other devices which can be used easily by the students to understand basic techniques in internalizing athletics competence.

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