

Case Study of Social Women Construction SMA Level on Learning Sports Physical Education and Health (PJOK) in Southern Semarang District

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Abstract

The study aims to: (1) Assess and describe the social construction of female high school students in South Semarang subdistrict towards learning physical education sport and health. (2) Assess and describe the implementation of high school physical education learning to a female student in South Semarang subdistrict. The research uses descriptive qualitative research design that describes the existing events holistically and systematically. The instruments used are interview guides and blank checklist. Data collection techniques used interviews, observation, and documentation. Data analysis: qualitative naturalistic that is data analysis based on the real situation (natural). Research: Includes some social construction of female high school student level in South Semarang subdistrict to PJOK learning, (1) Seven of 10 informants construct that learning PJOK is a fun learning, (2) Six of 10 informants construct that sweating is a constraint due to learning PJOK, (3) Three of the 10 informants constructed that PJOK learning was dominated by the students' sons The conclusions of this research are: (1) the social construction of female student high school level in South Semarang subdistrict toward PJOK learning arise because of dominant environment influence (2) Implementation of PJOK Learning in accordance with female students, in particular, should separate female student classes to be more integrated learning, and teacher competence on learning PJOK especially conditioning on female student should be improved.

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INTRODUCTION

South Semarang Sub-district is one of 16 total sub-districts in Semarang City, which because of its strategic location in the middle of the city can be said South Semarang district is the central area of Semarang city. The frenetic atmosphere of the urban is tightly embedded in the area of South Semarang subdistrict, such an atmosphere invites youth and young women to dissolve in the euphoria, all the entertainment facilities available in this area. It triggers juvenile delinquency, because teenagers are less able to sort and choose, limiting the facility, especially teenagers. Besides, adolescence is an age where individuals become integrated into adult society, where the child can not position himself under an older person but wants an equal position (Asrori, 2008). Adolescents besides being individual beings are also social beings, as human social beings have social interests with other human beings in their social environment. There are 3 parts that serve as the development of individual social relations, the section is part of social relations at home, peers and school (Soeparwoto, 2004).

The phenomenon that occurs is also an impact on the process of participation of students attending physical education education and sports health. According to research, high school students have a disadvantage to other basic throwing and athletic skills (Fredrickson, 2005) and high school students show their maturity and existence and actualization by avoiding physical education subjects and their lack of enthusiasm following physical education subjects. This is also in tune with the article from (Oliver, 2016) In our discussion based on this work, we argue for a consensus around improving the current situation of girls in physical education, for a scaling up of this activist work as it is tested in practice and for the coincidental development of a pedagogical model for working with girls in physical education. That is, the teacher or in this case the physical education teacher should have a special approach to teaching students by considering the uniqueness of the development of puberty female, because there are two directions in the adolescent

social development of the direction of separation from parents and the direction of movement toward peers (Haditono, 2004). Besides the current problem of education, culture related to physical activity not only discuss in achievement achievement in physiological, anatomical and biomechanical physical development but also psychological development especially for girls. (Kirk, 2003).

Physical Education is known together as a process of education for the alignment of body growth and development of the soul. While Penjasorkes according to the modern view considers man as a unified whole (holistic). Therefore, physical education through the process of education to improve the physical ability, especially for girls at puberty (Suherman, 2000). In addition Physical Education is a transfer of knowledge through physical activity which learners can gain physical fitness and can fulfill the overall educational objectives (Le Masurier, 2006).

The social reality in understanding the knowledge of PJOK, different from the existing theory analysis, is based on the realization of PJOK understanding which is defined as the quality contained in the reality of being believed to be (being) that does not depend on our own will. PJOK knowledge is defined as the belief that realities are real (real) that have their own characteristic specifications. Then there is the dialectic between the individual understanding of PJOK so as to create a group which in this case the woman who created a new idea (Bungin, 2008). In fact, according to Metzler asserted that physical education of sports and health friendly to students and students (Metzler, 2005) and also in learning PJOK maximize evaluation of assessment in learning so that the management of class-friendly students and students in materialized (Yuniartik, 2017), differences in the rights of learning PJOK between students and students will lead to different perspectives from the expected PJOK learning objectives (Chisamy, 2012). From the researcher's observation and some reinforcement literature, this study examines social construction in the level of female adolescent development at senior

high school level towards physical and health education of physical education. This refers to the Berger and Luckman dialectics which describe social construction, within the implicit social construction in 3 interrelated moments of externalization, objectivation, and internalization (Luckman, 1990).

METHODS

This research includes qualitative research using phenomenology approach. Qualitative research is a method for exploring and understanding the meaning that by some individuals or groups of people is considered to be derived from social and humanitarian problems (Creswell, 2013). The steps of this study will be described in detail in the following figure 1.

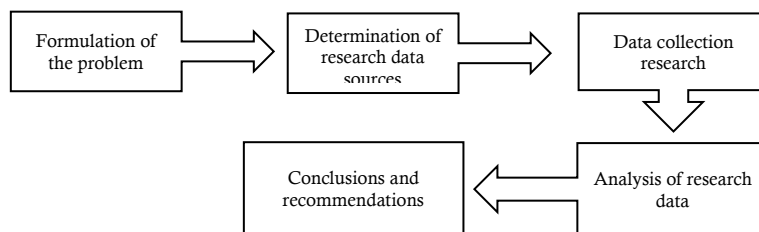


Figure 1. Design of Qualitative Research Learning Physical Education Sport and Health High School at Female student in South Semarang

This research was conducted to find out the social construction process formed by a female student in South Semarang subdistrict to study PJOK by describing the research findings. The respondents involved in the research are a female student of SMA in South Semarang Subdistrict and PJOK teacher with reference from the moment of social construction forming that is the moment of externalization, objectivation, and internalization. (Berger, 2014)

The principle used in the determination of informants is to use purposive sample principle because, with the principle of purposive, information obtained from selected informants will give a picture of social construction in the female student of learning PJOK, and can change the behavior of female students to healthy living habits (Boleng, 2016). Data collection techniques

The reason for using this method is first, something that is examined is the meaning of a hidden person's actions, the two researchers reveal facts based on the fact that occurred in more depth without anything to be covered up by the subject of research, in this case, is female student participants maple PJOK in South Semarang Subdistrict, the third symptom that happened in the society is social construction female student high school level on learning about PJOK. Female high school student views PJOK learning is less in favor of female students more favor of boy students (Dickey 2006), besides that in this method will analyze and describe deeper about various obstacles in learning PJOK especially for female student high school level in Sub District South Semarang.

in the field were conducted by observation, interview and documentation study.

RESULTS AND DISCUSSION

Based on the analysis of researchers and research conducted it can be concluded that female student high school level in South Semarang District construct PJOK, among others related to meaning, response, and action. Social construction arising from a female student in South Semarang District in interpreting PJOK learning varies, 2 of 10 students who become the subject of research categorized construct PJOK is a fun learning and gain benefit on learning PJOK. 8 out of 10 students in South Semarang Subdistrict consisting of 5 schools are categorized as constructing PJOK learning as less priority learning, dull due to sweat effect after PJOK

learning activity, PJOK learning is dominated by male students.

The findings of social construction analysis of female student of SMA level in South Semarang Subdistrict on PJOK learning give reference to responding PJOK learning to a female student of SMA level. This result occurs because the influence of psychic or emotional development in adolescents especially girls can not be well controlled other than that there is a strong stimulus that causes psychological changes (Endra, 2008) Implementation in accordance with the picture of social construction arising from high school female students is PJOK Teachers must have integrated and integrated competencies, not just skills in science, but science and other science, it should be packed with interesting for learners especially high school students interested in following the learning PJOK so that the intention of integration is achieved (Amanda, 2011), the desired appearance of high school students is the use of information media and the latest technology in learning PJOK (Adi, 2018) PJOK learning achievement in its implementation is divided into several categories, integrated categories of teachers, integrated categories in learning materials, integrated categories in the main potential and problems of learners, It will increase the physical ability of learners and fitness of learners (Amanda, 2017). The alignment is in line with the scientific approach principle that provides the way for learners to develop critical thinking, and solutive thinking (Irfan, M. 2017).

CONCLUSION

Based on the results of data analysis and discussion, then in this study can be concluded Social construction female student high school level on learning PJOK in South Semarang District, creating some social construction, including Learning PJOK is a fun learning, this construction was created by 7 of 10 research subjects female student high school level in South Semarang District. Sweating is one of the obstacles in learning PJOK, social construction is built into an understanding by 5 of 10 research

subjects. 2 out of 10 female high school students in the Southern District who became the subject of research categorized mengkonstruksi learning PJOK is a lesson dominated by male students while female student is a minority group.

Implementation of PJOK Learning in accordance with female student is preferable separate female student class to be more integrated learning, and teacher competence about learning PJOK especially conditioning to female student must have progress.

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