

## Physical Education Learning Management Sports And Health School Extraordinary C Karesidenan Banyumas

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### Abstract

The problem in this research is the provision of the same material in each class, where physical education learning activities in schools are divided into two, namely upper and lower classes, the upper class starts from grade VII - IX SMPLB and X-XII SMALB while the lower class starts from grade I-VI SDLB. Research using evaluative qualitative approach using the help of Countenance Stake evaluation model. Data analysis techniques use a four-component cycle that takes place continuously between data collection, data reduction, data presentation and data withdrawal and verification. The results showed: (1) Planning of physical education learning sports and school health is outstanding C Karesidenan Banyumas has good learning planning; (2) The implementation of physical education learning of sports and school health is extraordinary C Karesidenan Banyumas has been carried out properly in accordance with the teaching; (3) Assessment of physical education learning of sports and school health is outstanding C in Banyumas District is carried out properly in accordance with the assessment guidelines.

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## INTRODUCTION

Education is a conscious and planned effort to realize the atmosphere of learning and learning process so that learners actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the necessary skills of themselves, society, nation and State. (Law of the Republic of Indonesia No.20 of 2003 on the National Education System Article 1 paragraph 1).

Physical education and health are part of education that prioritizes physical and healthy lifestyle development, physical and mental development, harmonious and balanced emotional social (Lukman, 2016). The function of physical and health education that prioritizes physical activities and daily healthy living habits that have an important role in fostering the development of individuals and groups in supporting the growth and development of physical, mental, social and emotional harmony and balance (maelani, 2020).

Hosni explained that Adaptive physical education is education through a modified physical activity program to allow individuals with abnormalities the opportunity to participate safely, successfully and gain satisfaction (Rahim, 2018). The implementation of physical education learning in children with special needs must be adjusted and the implementation of physical education learning provided must be systematic and managed through physical development effectively and efficiently towards the formation of whole human beings (Sukriadi, 2019).

The learning process of a teacher is required to be more creative, professional and fun in learning so that learning can be conveyed properly, and provide ease of learning for all learners, in order to develop their potential optimally (Kurniawan, 2015).

Every implementation of learning must have good management, management that means arranging learning activities from start to finish in a runtut, the activity is commonly referred to as learning management (Sucipto, 2016). Learning management is a process

consisting of planning, organizing, mobilizing, and controlling actions to determine and achieve the desired learning goals (Yunida, 2017).

Good learning must be based on good learning management, because in learning management has a function that is planning, implementation, and evaluation that strongly supports the running of a learning process so as to achieve optimal goals (Yuniartik, 2017). Therefore, learning management is very important for the learning process, especially penjas learning (Sufiati, 2019).

Physical education learning is very important for children with special needs because it can improve the growth and physical development of the child. In addition, physical education can improve social development among students, this social development is very important in supporting students to learn in the community later (Mujianto, 2015). Therefore, a good management of each implementation of learning activities in the extraordinary school is needed so as to achieve the objectives of physical education optimally.

Banyumas district has eight (8) outstanding schools part C, both public SLB and private SLB. From Banyumas district, namely the extraordinary school part C of the tama business welfare foundation (YAKUT), and the extraordinary school kuncup mas, from Cilacap district namely cilacap state extraordinary school and kroya state extraordinary school, from Purbalingga district namely purbalingga state extraordinary school and purba Adhi Suta extraordinary school as well as Banjarnegara district which is the extraordinary school of Banjarnegara state and mandiraja state extraordinary school. Of all the outstanding schools in the Banyumas karesidenan area the highest number of students are students with visual impairment or in their ability categorized as students of section C. Children with visual impairment are also broken down again into C for the light category and C1 for the medium category.

The results of initial observations and interviews in the school were extraordinary part C se-Karesidenan Banyumas, researchers found

some findings including physical education learning activities in schools divided into two, namely upper and lower grades, for the upper class starting from grade VII - IX SMPLB and X-XII SMALB while the lower grades started from grade I-VI SDLB with the same material provision in each class.

Curriculum learning should have different basic competencies and core competencies but in the field this becomes invalid due to the school's limitations in management of learning (Novianti, 2013). Not all outstanding schools in Banyumas district have teachers penjasorkes, there are schools that already have teachers penjasorkes, there are also schools that still give additional duties to the class teacher to become a physical education teacher, this is contrary to the rule that a teacher must master one branch of science mastered in the learning process.

## **METHODS**

This research uses evaluation research method. This evaluation was carried out on the learning of physical education of sports and health in SLB in Banyumas, using the Countenance Stake Model.

The data source of this research is sourced from informants namely principals, teachers, students, data sources also from observation analysis, video recordings or photos of the implementation of penjasorkes learning, suggestions and media used in learning and document analysis that includes assessment sheets, drafts of learning implementation, syllabus, student attendance lists, learning agenda books, student value lists, enrichment documents and improvements.

Research instruments using interviews, observations, and documentation related to the management of penjasorkes learning conducted by teachers in SLB section C se Karesidenan Banyumas by using observation techniques, interviews and documentation that are expected to meet the needs of information.

Data validity techniques will be tested using: (1) Peer examination through discussion, (2) observational persistence, (3) data trident.

Data analysis techniques in this study consist of 4 interconnected components, namely data collection, data reduction, data presentation and withdrawal of conclusions and verifications.

## **RESULTS AND DISCUSSIONS**

Learning Management of Physical Education Sports and Health Extraordinary School part C (SLB part C) se-Karesidenan Banyumas is an evaluative study using the Countenance Stake Model approach which is divided into three evaluation stages, namely (1) antecedents (context), (2) transactions (processes), and (3) outcomes (output).

### **Evaluation of Learning Planning**

Planning the learning of physical education sports and school health is outstanding part c se-Karesidenan Banyumas has good learning planning. The antecedent evaluation stage shows that the context of learning planning in SLB part C in Banyumas district is in accordance with the provisions of education for students with special needs.

The evaluation phase of transaction obtained empirical findings that teachers penjasorkes and education unit SLB part C se-Karesidenan Banyumas has carried out learning planning activities penjasorkes in accordance with the context of learning planning for students with special needs.

The evaluation stage of outcomes obtained empirical findings that the results of the implementation of planning activities, namely teachers penjasorkes not in accordance with academic qualification standards and competency standards needed. learning tools, formulation of learning materials, learning methods or strategies, facilities and infrastructure are adjusted or modified according to the needs and characteristics of students with disabilities. Assessment guidelines and techniques using authentic assessment with assessment standards in accordance with the characteristics of students with visual impairment.

Education for visually impaired students uses physical education sports and adaptive

health (adaptive penjasorkes) specifically designed for special needs students to be actively involved and achieve optimal learning outcomes.

Novianti (2013), a teacher plays an important role in the management of adaptive physical education learning. The results of the evaluation analysis showed that the management of penjasorkes learning planning has been good. Planning concepts and strategies are in accordance with the context of learning penjasorkes for students with special needs.

Isman (2011:136), teacher learning planning penjasorkes is a guide for teachers and students in carrying out learning activities. Sufiati & Afifah (2019) stated that the learning planning realized in the learning process reflects the competence of teachers.

Teacher learning planning penjasorkes namely teachers conduct assessments to students C, make learning tools such as Prota, Promes, RPP, LKS and exam questions and other learning devices, describe learning objectives that are in accordance with the characteristic needs of student C, choose learning materials and modify according to the needs and characteristics of student C, organize learning materials. Faradilla et al. (2018) states that learning planning includes carrying out diagnosis of students' initial behavior, arranging learning tools, preparing learning media, and preparing evaluation sheets.

Teachers should pay attention to the four elements in the modification of the penjasorkes, namely the size of the field, equipment, the length of the game and the rules of the game. Wicaksono (2019) said that the creativity of teachers consists of five factors. (1), fluency of thinking. (2), flexibility of thinking. (3), elaboration. (4), Originality. (5), redefinition. The results of the interview showed that some teachers who did not make learning devices (RPP). The causative factor is that teachers have physical education background, do not have a source of learning literature that is specifically PLB penjasorkes and do not understand the materials penjasorkes. Yuniartik et al., (2017) stated that the teacher's educational background affects the discrepancy

of the lesson implementation plan made so that in planning the learning penjasorkes have difficulty.

### **Evaluation of Learning Implementation**

The results of the evaluation analysis of implementation aspects showed that the management of the implementation of penjasorkes learning in SLB part C in Banyumas District has been carried out properly. Indicators of implementation aspects are in accordance with the context of the implementation of penjasorkes learning in SLB part C se-Karesidenan Banyumas and adaptive physical education characteristics for students with disabilities.

The implementation of learning activities is the implementation process of the learning planning that has been designed by the teacher penjasorkes. The implementation process of penjasorkes learning is mostly in accordance with the RPP and adaptive penjasorkes learning objectives. Some teachers do not always carry out learning in accordance with rpp because in practice. The attitude and condition of student C that is easily changed suddenly becomes one of the causes of learning is not in accordance with rpp. Anggraeni & Akbar (2018).

Permendikbud number 22 year 2016 about the standard of primary and secondary education process states that the stages of learning activities are divided into 3 parts, namely preliminary activities, core activities, and closing activities. The results showed that teachers penjasorkes carry out learning activities have been runtut according to stages.

The preliminary activities begin with the teacher conditioning the students to be ready to participate in teaching and learning activities. Learning activities are opened by praying together. The teacher encourages the students, explaining the learning objectives to be achieved.

Core activities include teachers delivering materials in accordance with learning objectives, applying methods or learning strategies used in accordance with student characteristics, using modified props to support the learning process, choosing learning resources tailored to student characteristics and

learning materials. Class management during the process is less conducive.

Closing activities include teachers penjasorkes provide strengthening of penjasorkes material, informing the learning plan to be carried out and closing the learning with prayer. The teacher informs the lesson plan for the next meeting. Teachers do not provide feedback to students and conduct follow-up activities such as assignments.

Class management in the implementation of the learning process there is not in accordance with the planning and standards set. Learning is carried out by combining several classes of different levels and even different levels of education, then the teachers divide into groups. The merger makes students more than the number of standards set and more complex. The standard maximum number of students per class according to Permendikbud number 22 of 2016 is SDLB 5 students per class, SMPLB 8 students per class, SMALB 8 students per class. Thobroni & Mustofa (2013) stated that the role of class teachers is very necessary to assist teachers in supervising and conditioning students when participating in the implementation of penjasorkes learning.

Teachers are active in interacting with students. The penjasorkes material must be delivered in an easy-to-understand language. Lukman and Qoriah (2016), teachers must always provide motivation and strengthening during the panjasorkes learning process for visually impaired students can increase the enthusiasm and enthusiasm of students in learning.

Teachers use modified learning aids or media according to student characteristics C. The use of media in learning is based on the concept that learning can be done in many ways, such as through personal experience, observing others, reading and listening to literature or references (Suh, 2011).

The availability of facilities and infrastructure determines the smoothness and quality of learning. Endang et al (2013), stated that adequate facilities and infrastructure, if the quality is effective and in quantity can meet the needs of all students. Teachers are creative and

innovating to modify learning facilities and infrastructure to fit the characteristics of visually impaired students.

### **Evaluation of Learning Assessment**

The assessment of physical education learning in sports and school health is outstanding part C in Banyumas District is carried out properly according to the assessment guidelines. The antecedent evaluation stage shows that all indicators of assessment aspects are in accordance with the context of the assessment guidelines for the assessment of penjasorkes learning in SLB section C Banyumas Karesidenan.

The evaluation phase of transaction obtained empirical findings that teachers carry out learning assessments in accordance with authentic assessment guidelines in the K13 curriculum. Teachers use tests and non-tests to find out the cognitive, affective and psychomotor realms. Assessment is carried out in accordance with the implementation time, namely at the beginning of learning, the learning process and the end of the lesson unit. The evaluation phase of outcomes obtained empirical findings that the assessment of tests and non-tests carried out by teachers can measure students' abilities. Students get good learning outcomes. Students have good knowledge, attitude and skills based on assessment results on cognitive, affective and psychomotor aspects. The schedule of assessment implementation is determined by teachers, schools and related education agencies in the Banyumas Karesidenan area.

Assessment to students in accordance with assessment guidelines as a benchmark, evaluation materials for teachers and education units and report student learning outcomes to parents is a function of assessment. Directorate of junior high school development Kemendikbud (2017) stated that the assessment serves to provide recognition of the achievement of learning outcomes after the learning process is completed (Assessment of learning), assessment serves as the basis for improving the teaching and learning process, providing feedback on the student's learning process, monitoring and determining his

learning progress (Assessment for learning), assessment serves as formative and implemented during the learning process involves students actively in the assessment activities so that students get experience to learn to become assessors for themselves (Assessment as learning).

Aspects of assessment assessed by teachers related to cognitive, affective and psychomotor spheres. Permendikbud No. 23 of 2013 on educational assessment standards states that cognitive assessment is an assessment to measure the process and results of student competency achievement in the form of knowledge mastery. Assessment techniques used are written tests, oral tests, and assignments. Affective assessment is an assessment to determine the development of student attitudes and facilitate the growth of student behavior. Assessment techniques used are observation techniques, self-assessment and assessment between friends. Psychomotor assessment is an assessment measuring students' ability to apply knowledge in performing certain tasks in accordance with indicators of competency achievement. The techniques used are practice assessment, product assessment, project assessment, portfolio assessment, and written tests.

Teachers assess students at the beginning of learning, the learning process and the end of learning. Permendikbud No. 22 of 2016 states that the assessment carried out at the beginning and during the learning process is the assessment process. The assessment carried out at the end of the learning is the assessment of learning outcomes. Authentic assessment approach can assess students' readiness, process, and learning outcomes in full.

Remedial and enrichment programs are carried out for students whose grades are below the minimum standard of completeness criteria (KKM). This is in accordance with the provisions in Permendikbud No. 22 of 2016. Students who have not reached KKM means that they are not yet complete and must join the remedial program, while students who have reached KKM are declared complete and can be given enrichment. KKM is created by the

education unit based on graduation competency standards, taking into account student characteristics, subject characteristics, and the condition of the education unit. Based on this opinion, SLB se-Karesidenan Banyumas in making KKM standards pay attention to the characteristics of students C, the subjects of penjasorkes and the condition of their respective schools.

## CONCLUSION

Based on the results of the research and the results of the analysis that has been carried out, researchers concluded that the learning planning, implementation of learning, and assessment of physical education learning sports and school health extraordinary part c se-Karesidenan Banyumas has been carried out properly and in accordance with the assessment guidelines.

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