

IMPLEMENTATION OF PHYSICAL EDUCATION MANAGEMENT IN INCREASING THE QUALITY OF PHYSICAL EDUCATION LEARNING

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ABSTRACT

Implementation in achieving the goal of national education, the effort that cannot be done is to provide Education services in the field of physical education to students to develop their potential, especially in order to become human beings with faith and devotion to God Almighty, noble, healthy, knowledgeable, capable, competent, creative, independent, and be democratic and responsible citizens. The realization of an effective and efficient education, should realize Physical Education Management. Schools as a form of education reform, so that principals, physical education teachers, students and parents of students have a very important role to oversee the process of teaching and learning in educational institutions. Thus, a positive system will occur centralized and decentralized.



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INTRODUCTION

Physical education learning management is one of the terms in the science of education management. The term Physical Education Learning Management is still a hot issue discussed by activists in the Physical Education sector, be it Physical Education teachers, parents, principals, stakeholders, education experts and others. Physical education learning management was born with several different names, including school-based governance, school self-management and also known as school site management or school-based management. These terms contain definitions with a slightly different focus, but these terms have the same basis, namely that schools have the right to autonomy in implementing physical education learning management. Especially in terms of human, financial and material resources (man, money and material) in schools.

Physical education learning management is a school management model that provides schools with considerable autonomy in encouraging decision-making by involving the direct participation of all school members, such as teachers, students, principals, school staff, parents and the surrounding community in an effort to improve school quality based on national education policy. As stated in the Law on the National Education System, namely the Law of the Republic of Indonesia Number 20 of 2003 which states that the purpose of education is to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen.

One of the efforts to achieve these educational goals, "physical sports and health education has a very big role, because sports and health physical education is not only to develop physical potential, but also to develop physical activity as a whole in the sense that it is necessary to develop effective potential as well. , cognitive and social". (Department of National Education, Director General of Primary and Secondary Education, Director of First Advanced Education, 2004: 3). Meanwhile, according to the regulation of the Minister of National Education of the Republic of Indonesia number 22 of 2006, concerning Graduate Competency Standards (SKL) for primary and secondary education units that: "Physical sports and health education is an integral part of education as a whole, aims to develop aspects of physical fitness, skills motion, critical thinking skills, social skills, reasoning, emotional stability,

moral action, aspects of a healthy lifestyle and the introduction of a clean environment through physical activity, selected systematically planned in order to achieve national education goals. That is how important sports and health physical education subjects are given in every school, therefore according to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System in chapter IX article 37 that sports and health physical education is one of the subjects that must be given at all school levels, both SD/MI, SMP/MTs and SMA/SMK.(Muh Mawardi; 4:2019).

LITERATURE REVIEW

1. Education Management

Education management is a process and action taken to achieve and manage the vision and mission of the organization by using the basic elements resulting from human, financial strength, materials, and sources of information obtained so that the vision and mission are achieved. (Bambang Ismaya, 10:2015). Education management can be interpreted as an activity to combine all the elements contained in the field of education to achieve the goals that have been set. The word management comes from the old French "ménagement", which means the art of executing and managing. The word management probably comes from the Italian "maneggiare" which means "to control," especially "to control a horse" which comes from the Latin "manus" which means "hand". This word is then influenced from the French manège which means "horse ownership" (which comes from English which means the art of controlling a horse), where this English term also comes from Italian. French then adopted this word from English to become ménagement, which means the art of executing and organizing.

Management does not yet have an established and universally accepted definition. Mary Parker Follet, for example, defines management as the art of getting things done through other people. This definition means that a manager is in charge of managing and directing other people to achieve organizational goals. Ricky W. Griffin defines management as a process of planning, organizing, coordinating, and controlling resources to achieve goals (goals) effectively and efficiently. Effective means that goals can be achieved according to planning, while efficient means that existing tasks are carried out correctly, organized and according to schedule. Management functions are the basic elements that will always exist and are inherent in the management process which will be used as a reference by managers in carrying out activities to achieve goals. Management functions can be said as tasks that must be carried out by a manager. The management function was first introduced by a French industrialist named Henry Fayol in the early 20th century. At that time, he mentioned the five functions of management, namely designing, organizing, commanding, coordinating, and controlling. However, at present, these five functions have been condensed into four, namely planning, organizing, directing, and evaluating.

Planning is thinking about what to do with the resources you have. Planning is done to determine the overall goals of the company and the best way to meet those goals. Managers evaluate various alternative plans before taking action and then see if the plan chosen is suitable and can be used to meet company goals. Planning is the most important process of all management functions because without planning, other functions cannot work.

The second function is organizing or organizing. Organizing is done with the aim of dividing a large activity into smaller activities. Organizing makes it easier for managers to supervise and determine the people needed to carry out the tasks that have been divided up. Organizing can be done by determining what tasks must be done, who must do them, how these tasks are grouped, who is responsible for the task, at what level decisions must be made. Direction or directing is an action to ensure that all group members try to achieve goals in accordance with managerial planning and organizational efforts. So actuating means to move people to want to work on their own or with full awareness together to achieve the desired goals effectively. In this case what is needed is leadership (leadership). Evaluating or evaluating is the process of monitoring and controlling the company's performance to ensure that the running of the company is in accordance with a predetermined plan. A manager is required to find problems that exist in the company's operations, then solve them before the problem becomes bigger.

Based on the concept of management and learning, the concept of learning management can be interpreted as a process of managing which includes planning, organizing, controlling (directing) and evaluating activities related to the process of teaching the learner by involving various factors in it in order to achieve goals. In "managing" or managing learning, the manager in this case the teacher carries

out various steps of activities starting from planning learning, organizing learning, directing and evaluating the learning that is carried out. This understanding of learning management can be interpreted broadly in the sense that it includes all activities on how to teach students starting from lesson planning to learning assessment.

Another opinion states that learning management is part of a learning strategy, namely learning management strategies (Made Wena, 2009). Learning management is one of the management of competency-based curriculum implementation (Diknas, 2004). The other managements are human resource management, facility management, and assessment management. Things that need to be considered in terms of learning management as follows; schedule of teacher-student activities; learning strategies; practice materials management; management of assistive devices; team learning; remedial and enrichment programs; and improving the quality of learning. The understanding of management above is only related to activities that occur during the process of teacher interaction with students both outside the classroom and inside the classroom. This understanding can be regarded as the concept of learning management in a narrow sense.

Based on some of the statements above, we can distinguish the concept of learning management in a broad sense and in a narrow sense. Learning management in a broad sense contains the process of managing how to teach the learner with activities starting from planning, organizing, directing or controlling and assessing. While learning management in a narrow sense means activities that need to be managed by the teacher during the process of interaction with students in the implementation of learning. Furthermore, in this paper what is meant by learning management is learning management in a broad sense. Activities to manage learning starting from planning, organizing, directing or controlling and evaluating need to be carried out by the manager (teacher) with the intention of achieving the desired learning objectives. It is very important for a Civics teacher to understand and then be able to carry out learning management properly in Civics subjects at school. Learning management can be interpreted broadly and narrowly.

Management and learning can be distinguished but have the same function. Management emphasizes the management aspects of the learning environment. While learning (instruction) emphasizes aspects of managing or processing learning materials. And both achieve the same goal, namely learning objectives.

2. The Nature of Physical Education

Sports and Health Physical Education Before I explain the meaning of sports and health physical education, I will first describe the meaning of Physical Education and Sports Education Study Program PPs UNM physical. According to the ministry of education (2004: 2) "physical education is a learning process through physical activity that is designed to improve physical fitness, develop motor skills, knowledge of healthy and active, and sportsmanship behavior, as well as emotional intelligence". Meanwhile, according to Melograno quoted by Khomsin (2001: 4) states that "physical education is a process of fulfilling students' personal needs which includes cognitive, affective, and psychomotor aspects which can be explicitly satisfied through all forms of physical activity that they participate in". In principle, physical education is a form of education that prioritizes human movement without neglecting the development of other aspects, namely attitudes and knowledge. Sports and health physical education is a process of human development that lasts a lifetime.

Sports and health physical education that is taught in schools has a very important role, namely with sports and health physical education, students can be directly involved in various learning experiences through physical, sports and health activities. With these lessons students are directed to fostering better physical growth and psychological development, as well as forming a healthy and fit lifestyle throughout life. The Traditional Paradigm of the KBK Penjas Team of the Vocational Middle Directorate (2003: 3) says that "humans consist of two main components which themselves can be separated, namely physical and spiritual components (dichotomy). This kind of view has the notion that sports and health physical education only educates the physical or as a counterweight or harmonizer of spiritual education, in other words physical education is only a complement..

3. Modern Paradigm The modern view is often also called a holistic view

This view assumes that in fact humans are not composed of segregated parts. Humans are a unified whole of various parts that are integrated into one. Therefore, sports and health physical

education is not only oriented to one physical component, but physical education must be viewed as a whole and comprehensive. The KBK Team for Physical Education at the Vocational Middle School Directorate (2003: 4) has the notion that "physical education is basically Physical Education and Sports Education Study Program PPs UNM is education through physical activity to achieve overall individual development. Modern physical education places more emphasis on education through physical activity based on the assumption that the soul and body are one unit that cannot be separated. Such a view views human life as a totality.

Purpose of Physical Education Sports and Health a. General Objectives According to Bucher quoted by Khomsin (2001: 5) says that "the objectives of sports and health physical education can be classified into five main parts, namely: (1) Organs, this aspect is related to muscle strength, flexibility, and cardiovascular endurance, (2) Interactive, this aspect is related to the problem of students' ability to investigate, discover, acquire knowledge and make judgments, (3) neuromuscular development, (4) for the development of social factors, this aspect is related to the ability to write oneself and others by connecting individuals for society and the environment, (5) as emotional development, this aspect is related to the ability to make a healthy response to physical activity by fulfilling basic needs.

Objectives at School a) Physical Formation, with sports and health physical education will be able to support the process of growth and development, improve and improve the quality of health and physical fitness and increase students' enthusiasm and joy for learning. b) Mental and social formation, that mentally and socially students will be more sporty, able to develop cooperation, more tolerant and more disciplined in carrying out tasks and daily life. c) Moral formation, morally being responsive, honest, sensitive, and sincere in dealing with problems and demands of daily life. Learning The term learning we have often heard together, learning is a new term as a substitute for the term teaching and learning. The two terms almost contain the same meaning, it's just that the term learning focuses on how to teach students optimally, in other words the role of students must be more active than the teacher in the learning process.

Wina Sanjaya (2006: 97) has the notion that the teacher's role in the classroom is not as a source of learning, but the teacher acts as a facilitator, meaning that the teacher must help students learn more. Learning or teaching and learning according to Supriyadi (1994: 41) states that "Another term for teaching and learning that is already popular is 'learning' in which the Physical Education and Sports Study Program PPs UNM has a student-oriented feel with the intention of helping the learning process occur in students' minds. This would be better than the term 'teaching' which has the connotation of teacher oriented, namely transferring knowledge from teachers to students, or even forcing something to be given to students.

Meanwhile, the Ministry of National Education, Directorate General of Primary and Secondary Education, Directorate of First Advanced Education (2004: 6) states "learning can be interpreted as a process of making people learn, the goal is to help people learn, or manipulate the environment so as to make it easy for people to learn". Meanwhile, Oemar Hamalik (1995: 51) argues "learning is a combination composed of human elements, materials, facilities, equipment, and procedures that influence each other to achieve goals". Teachers as professional educators must be able to show their professionalism, namely in the form of services to the community, these services are realized by satisfying services.

RESEARCH METHODS

This study used a qualitative research method using an ethnographic research type approach. Researchers used Purposive Sampling and Snowball Sampling techniques in determining the subject of the study, namely Physical Education teachers in junior high schools at Vocational High Schools in Karawang Regency, West Java. The types of research data used are notebooks, video recordings, documentation, and photos. Data collection was carried out using observation techniques, interviews, and documentation studies. Data analysis techniques in this study used the Circular Nasution Model, namely research questions, data collection, data analysis, verification, and reports based on notes and memories. The validity of the data was carried out by triangulating the principal, fellow teachers, and students. The results of the research are to find out the Implementation of Physical Education Management in Improving the Quality of Physical Education Learning.

RESULTS AND DISCUSSION

Implementation of Physical Education Management in Improving the Quality of Physical Education Learning

Based on research data conducted through interviews with research informants, it was revealed that 40.33% of the informants understood the concept definition of the learning strategy itself. 100% of the informants conveyed the learning content systematically and in accordance with the plans that had been made conceptually long before the learning began. 100% of informants provide learning media that students need in the core of the learning process before the presentation of material in the field begins. 100% of informants have records of student learning progress to determine the increase in student achievement in physical education learning. 100% of informants stated that they carried out activities that motivated students to be more enthusiastic before physical education learning began. 56.33% of informants know about the terms and their meanings and characteristics, such as the term learning approach, learning strategies, learning methods, learning techniques, and physical education tactics/learning styles. 40.33% of informants who know about how to apply a student-center learning approach. 55.33% of informants understood how to make an effective learning strategy in the field. 100% of informants know and understand the application of a learning method in the physical education learning process. 100% of the informants applied a variety of different learning methods when physical education learning took place. 55.33% of informants know how to implement learning techniques when the physical education learning process takes place according to conditions in the field. 55.33% indicated that the learning style created in the physical education learning process was humorous and enjoyed so that students had more fun in participating in physical education learning in the field.

CONCLUSION

Learning is building student learning experiences with various process skills so as to gain new experiences and knowledge. Fun is intended so that the teacher is able to create a pleasant learning atmosphere so that students focus their full attention. Fun Learning is an effort to build student learning experiences with various process skills to gain new experiences and knowledge, through the creation of various learning activities and conditioning a learning atmosphere so that they are able to provide services at various levels of abilities and student learning styles, and students are more fully focused on their attention .

The learning atmosphere needs to be well designed by the teacher so that in learning students' interest in learning grows. Creating a learning atmosphere is the first step for teachers to facilitate their students to learn. A conducive learning atmosphere allows students' imagination and creativity to develop. The diverse backgrounds of students can be a good input in the classroom if managed properly. Management of students based on groups of thinking skills, acting skills, and other skills designed by the teacher in classroom management. Learning planning, assessment, and management of learning determine the success of learning activities. Meanwhile, the building elements for achieving learning management are action models, the active role of the teacher and avoiding things that are considered unnecessary in managing learning, especially in Physical Education, Sports and Health lessons (PJOK).

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