Implementation of Physical Education, Sports and Health Learning for Students on Field Work Practices in Public Elementary Schools in the District of Koto Tangah Padang

M. Radit Aditiya¹, Hendra Saputra Tanjung²
¹State University of Padang, Padang, Indonesia, raditaditiya.m@gmail.com
²State University of Padang, Padang, Indonesia

Corresponding Author: raditaditiya.m@gmail.com

Abstract: This study aims to see, Learning Planning, Learning Implementation and Learning Evaluation at Public Elementary Schools in Koto Tangah District, Padang City. This type of research is descriptive. The population in this study were 64 public elementary school teachers of Physical Education and Health, Koto Tangah District, Padang City in the 2014-2015 academic year. The sample of this study consisted of 11 Physical Education teachers at Gugus V/VI Public Elementary School, Koto Tangah Padang District, the sample was taken using a purposive sampling technique, the data table used a Likert scale. The data is analyzed using the frequency distribution formula in the form of a percentage. The results of the study stated 1) Learning Planning with a percentage found to be 82.62% was categorized as very good, 2) Learning implementation was found to be 89.98% categorized as very good, 3) Learning Evaluation was found to be 90.89% categorized as "Very Good." Hopefully the way of implementing Penjasorkes learning can be maintained.


INTRODUCTION

Human development in Indonesia is essentially one of the efforts that are carried out in a planned and sustainable manner towards a perfect change and progress and improvement. In carrying out this development, we are all required to try to add, deepen and improve the quality and quantity of knowledge and skills. For this reason, the education sector plays an important role in efforts to achieve this goal.

According to the Ministry of National Education (2005:37), the objectives of physical education, sports and health subjects are for students to have the following abilities: "(1) Develop self-management skills in an effort to develop and maintain physical fitness and a healthy lifestyle through various physical and sports activities. the chosen. (2) Improve physical growth and better psychological development. (3) Improving basic movement abilities and skills. (4) Laying a strong foundation of moral character through the
internalization of the values contained in physical and health education. (5) Develop an attitude of sportsmanship, honesty, discipline, responsibility, cooperation, confidence and democracy. (6) Develop skills to maintain the safety of oneself, others and the environment. (7) Understanding the concept of physical activity and sports in a clean environment as information for achieving perfect physical growth, a healthy lifestyle and fitness, skills and a positive attitude.

The success of Penjasorkes learning will be reflected in the teacher's abilities and skills in applying all forms of subject matter that have been systematically designed so that students are interested and enjoy doing sports. To be able to produce this, it is necessary to have an appropriate learning plan. One of the lesson plans that need to be considered in the Penjasorkes subject is to modify sports into small games that are in accordance with the development of children in elementary schools. With appropriate learning that is specific and interesting, of course it will be able to attract interest and increase student motivation to take part in Physical Education learning activities.

LITERATURE REVIEWS

Sports physical Education and health

Education as a process of human development that lasts a lifetime. Physical, sports and health education taught in schools has an important role, namely providing opportunities for students to be directly involved in various learning experiences through selected and systematic physical, sports and health activities. The provision of this learning experience is directed at fostering good physical growth and psychological development, as well as forming a healthy and fit lifestyle throughout life.

In addition to the Ministry of National Education (2003: 1) argues that "Physical education is an educational process that utilizes systematically planned physical activities aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively and emotionally within the framework of the national education system".

Based on the quotation above, it can be concluded that physical education plays an important role in everyday life to improve physical fitness and to regulate emotional stability.

Penjasorokes is a medium to encourage physical growth, psychological development, motor skills, knowledge and reasoning, statement of values (attitude, mental, emotional, sportsmanship, spiritual and social), as well as habituation of a healthy lifestyle which aims to stimulate growth and development of physical qualities and psychological balance.

Practice field

Field practice is an academic activity carried out by students of educational study programs, to apply concepts, procedures and skills in real situations or simulated programs, guided and independently, these concepts, procedures and skills are applied in the form of motion learning performances or completion of written assignments.

To be able to carry out the physical education learning process as described above better. So a student of educational field practice must be able to explain the function of teaching when carrying out learning. Competence possessed by students of educational field practice obtained through systematic and trusted education and training by institutions whose components are the process of obtaining these components through many meaningful interactions, namely interaction between students, students with tutors, students with supervisors, students with students, students with teaching materials to support the basic concepts of sports physical education need the competence of a reliable Physical Education teacher.

This is in line with Ring's concept in Novianyta (2013) regarding the function of teaching, namely: so that field students focus on the "objectives" of behavior displayed while teaching rather than just focusing on the "behavior" of teaching itself even though students in
educational field practice have the freedom to choose and using a variety of general learning techniques.

**Learning Planning**

Lesson planning is a process of formulating alternative policies to overcome problems that will be implemented in the context of achieving national education goals by taking into account the realities in the socio-economic, socio-cultural fields and the overall development needs of national education. As emphasized in PP 19 of 2005 Article 20 states that: "Planning the learning process includes syllabus and learning implementation plans that contain at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes" (National Education Standards, 2006 :13).

1. **Syllabus**

The syllabus is prepared based on the principle of developing a syllabus that is in accordance with the education unit level curriculum (KTSP) by taking into account from a scientific point of view the material can be accounted for, has relevance according to the ability level of students.

"A syllabus is a learning plan for a particular subject or group of subjects/themes which includes competency standards, basic competencies, subject matter/learning, learning activities, indicators, assessments, time allocation, and learning resources/materials/tools, the syllabus is an elaboration of the main standards / learning, learning activities, and competency achievement indicators for assessment, (KTSP, 2008: 151)".

2. **Learning Implementation Plan (RPP)**

Mulyasa (2006: 212) says: "Learning Implementation Plan (RPP) is a plan that describes the procedures and management of learning to achieve one or more basic competencies specified in the content standards and described in the syllabus." RPP is an important component of the education unit level curriculum (KTSP) whose development must be carried out in a professional manner.

From the quotation above it is clear that the RPP is an important component of the education unit level curriculum (KTSP) whose development must be carried out in a professional manner. This is confirmed by Mulyasa (2006: 220) "Professional teachers must be able to develop good, logical and systematic lesson plans, because in addition to carrying out learning, lesson plans develop professional accountability so that teachers can be held accountable for what they do."

**Implementation of Learning**

In principle, the implementation of learning is an interaction between teachers, students and their environment. The most important task for a teacher is to condition how students can learn well so that learning objectives can be achieved properly so that learning objectives can be achieved optimally. Teachers also play an important role in creating teaching and learning processes that are in line with national education goals. Teachers play an active role in creating quality graduates who are qualified in their respective fields. Therefore the teacher is the spearhead of implementing the overall educational program. This will be achieved if the teacher carries out his duties and responsibilities professionally. Generally, the implementation of Physical Education learning includes three things, namely Pre Test, Process and Post Test.

1. **Pre Test**

Muhamad, (2003: 18) suggests the functions of the Pre Test include: "a) Preparing students in the teaching and learning process, b) knowing the progress of students in accordance with the learning process carried out, c) knowing the initial abilities that
students already have which will be used as a topic in the learning process and d) knowing where learning should start, which goals need special attention. Pre-test needs to be done by the teacher to find out students' initial abilities before proceeding to new lessons.

2. Process

The process in question is the core learning of the implementation of the learning process, namely how learning objectives can be realized. The learning process is said to be effective if all students are actively involved, both mentally, physically, and socially. According to Mulyasa (2006: 101) Learning can be seen in terms of process and results, (75%) are actively involved, both physically, mentally, and socially in the learning process and show high enthusiasm and enthusiasm for learning. Meanwhile, in terms of results, the learning process is said to be successful if there is a positive change in behavior in all of the students or at least most (75%).

3. Test Post

According to Muhamad (2003: 18) suggests the post test function, among others, can be stated as follows: "a). Knowing the level of mastery of the competencies that have been carried out, b) knowing the competencies and objectives that can be mastered and if most have not been able to master then re-learning is held c) knowing students who need to take part in an enrichment program to find out the level of difficulty they face d) as a reference for improvement on the components of the learning process that have been carried out both in planning, implementation, and evaluation.

In the implementation of learning, good classroom management by the teacher is something that is needed to create a conducive learning environment so as to create effective and efficient learning. Conducive environment. According to Mulyasa (2005:16) it can be developed through various service activities as follows:
1. Provide choices for students who are slow or fast in carrying out learning tasks. Provide remedial learning for underachieving students, or low achievers.
2. Develop an effective, attractive, comfortable, and safe class organization for the optimal development of the potential of all students.
3. Creating an atmosphere of mutually respectful cooperation, both between students and between students and teachers and other learning management.
4. Involve students in the learning and learning planning process. In this case the teacher must be able to position himself as a guide.
5. Developing the learning process as a shared responsibility between students and teachers, so that teachers act more as facilitators.
6. Develop a learning and learning evaluation system that emphasizes self-evaluation (self assessment).

Learning Evaluation

Evaluation is an activity of collecting data and evaluating student learning outcomes to determine whether students have mastered the competencies set by the curriculum. To obtain data and information as a basis for determining the level of success of students in mastering competencies, various types of bills related to cognitive aspects are needed. affective, and psychomotor, are associated with this bill. Asril (2010: 14) states that the evaluation of learning outcomes can be divided into two, namely: "1) Test, evaluation techniques in the form of tests can be given orally, in writing or action tests (demanding answers in the form of actions, actions or performance). Some of the test questions (tests) are arranged in the form of objectives, descriptions and some are in combined form, 2) Non-test (not tests), including: observation, questionnaires, interviews, case studies, and others.

According to Asril (2010: 13) the benefits of the evaluation given by the teacher are: "a) The teacher can find out testees who have the right to continue their studies or testees who have not succeeded in mastering the lesson material, b) the teacher will know whether the
material provided is appropriate for the testee or not, so that in order to provide teaching the next time he will use the subject matter that is already appropriate for the testee, while the corrective efforts cannot be carried out as appropriate, c) the teacher will find out whether the evaluation methods and tools used are appropriate or not. If most of the testees get bad grades in the evaluation that is held, then this may be caused by inappropriate teaching methods or even inappropriate tools.

Based on some of the quotations above, it can be concluded that evaluation must be given by the teacher to students to find out the progress or progress of students in learning and at the same time is a report on student learning outcomes.

METHOD

This type of research is descriptive in nature, which aims to inform the findings as they are. This research was conducted at the Koto Tangah Padang District Public Elementary School. While the research was carried out in May 2014. The population in this study were all SD Negeri Koto Tangah District, Padang City, totaling 64 elementary schools. In this study, the samples were taken using purposive sampling, namely SD Cluster V and Cluster VI, Koto Tangah Padang District, which numbered 11 SDs.

To obtain the required data, observations, observations and direct research were carried out on sports teachers who were sampled at SD Negeri Koto Tangah Padang District in the 2014/2015 academic year.

The data in the study were obtained by means of observation, interviews and questionnaires or by means of a questionnaire. The steps taken in making the questionnaire are first making a grid of questions based on the indicators of the variables, then the questions are arranged to serve as a questionnaire. The type of questionnaire used was a closed questionnaire, in which respondents were given alternative answers and asked to choose the answers that were available.

Research data obtained from distributing questionnaires. The results of the questionnaire are compiled and processed descriptively through percentages using the following formula:

\[ P = \frac{f}{N} \times 100\% \]

Information:
- \( P \) = Percentage sought
- \( f \) = Frequency (number of questionnaire choices)
- \( N \) = Number of samples or respondents (Arsil, 2010: 195)

RESULTS AND DISCUSSION

Learning Planning

Based on the results of the study, the level of achievement indicators for learning planning based on the answers of Physical Education teachers at SD Negeri Gugus V and Cluster VI Kecamata Koto Tangah, Padang City was 82.62%. according to Arikunto in Arsil (2010: 196) the classification of scores between 81 - 100% is in the "Very Good" classification.

According to Harjanto (2003: 40) suggests teaching planning in a broad sense is "a rational application of a systematic analysis of the process of educational development with the aim that education is more effective and efficient in accordance with the needs and goals of students". From this quote, explain the importance of teaching planning before a teacher starts the learning process.

The planning carried out by physical education teachers at Cluster V and Cluster VI Public Elementary Schools, Koto Tangah Padang District was to use guidebooks and lesson
plans, set learning objectives, provide media and explain the material provided. From this explanation, it can be interpreted that the learning planning carried out by Physical Education teachers at SD Negeri Gugus V and Cluster VI, Koto Tangah District, has made learning planning categorized as very good.

**Implementation of Learning**

Based on the results of the study, the level of achievement indicators for the implementation of learning based on the answers of Physical Education teachers at SD Negeri Gugus V and Cluster VI Kecamata Koto Tangah, Padang City was 89.98%. according to Arikunto in Arsil (2010: 196) the classification of scores between 81 - 100% is in the "Very Good" classification. This means that the Physical Education teacher has carried out Physical Education learning very well.

Learning is essentially a process of integration between students and their environment so that there is a change in behavior in a more positive direction (Mulyasa 2007: 255). In learning, the teacher’s most important task is to condition the environment to support changes in behavior for students. In general, the implementation of KTSP-based learning includes three things: pre-test, competency building, and post-test.

This finding is reinforced by the opinion of Hamalik (2008: 57) who says "learning is a combination that is composed including human beings, materials, facilities, equipment and procedures that influence each other to achieve a learning goal. carry out learning very well.

**Learning Evaluation**

Based on the results of the study, the achievement level of learning evaluation indicators based on the answers of Physical Education teachers at SD Negeri Gugus V and Cluster VI, Kecamata Koto Tangah, Padang City was 90.89%. according to Arikunto in Arsil (2010: 196) the classification of scores between 81 - 100% is in the "Very Good" classification. This means that the Physical Education teacher has conducted an evaluation of Physical Education learning with "very good".

In addition to the factors above, the teacher's ability to assess physical education learning is a more important factor, teachers in SD Negeri Koto Tangah subdistrict, Padang city, who have carried out the assessment properly will support the objectivity of the values expected by students. This is in accordance with the opinion of Majid (2008: 188) that the assessment carried out in the learning process will increase the passion and enthusiasm for student learning in the future. Based on research, physical education teachers at SD Negeri Koto Tangah District, Padang City, have evaluated their teaching which is categorized as very good and is always being improved.

**CONCLUSION**

Based on the results of research on the implementation of sports physical education learning for students doing field work at SD Negeri Koto Tangah District, Padang City, it can be concluded: a. The level of achievement of learning planning based on the answers of Physical Education teachers at SD Negeri Gugus V and Cluster VI, Koto Tangah District, Padang City, was 82.62% in the "Very Good" classification. This means that PL students have done a very good physical education learning plan. b. The achievement level of the indicators for implementing Physical Education learning, obtained an achievement level of 89.98% in the "Very Good" classification. This means that the Physical Education teacher has done Physical Education learning very well. c. The achievement level of the learner evaluation indicator is 90.89% in the "Very Good" classification. This means that the Physical Education teacher has carried out a very good evaluation of the Physical Education subject.
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