

# Implementation of the Learning Process of Physical Education, Sport, and Health

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**Abstract—** This study aimed to describe the data on the implementation of the learning process of physical education and sports health at SMP Negeri Sungai Penuh City. This research is a descriptive study that involved 71 students from 5 schools. Data collection techniques used observation and distributing questionnaires Data analysis technique used descriptive statistics with frequency tabulation. The results showed: 1) SMP Negeri 1 Sungai Penuh City of lesson plans to be in the category of Very Good (83%), the implementation of learning is in the category Good (75%), evaluation of learning is in the category of Very Good (84.22%). 2) SMP Negeri 2 Sungai Penuh City of lesson plans to be in the category of Very Good (82.86%), the implementation of learning in the category Good (78.13%), evaluation of learning in the category of Very Good (76%). 3) SMP Negeri 3 Sungai Penuh City of lesson planning Very Good (82.83%), the implementation of learning is in the category Good (74%), evaluation of learning in the category Good (80.67%). 4) SMP Negeri 4 Sungai Penuh City of lesson plans to be in the category of Very Good (82.31%), implementation of learning obtained in the category of Good (75.48%), evaluation of learning is in the category Good (80%). 5) SMP Negeri 5 Sungai Penuh City of lesson plans to be in the category of Very Good (83.93%), the implementation of learning is in a Good category (76.88%), evaluation of learning is in the category Good (77.14%).

**Keywords—**Learning Process, implementation, physical education

## I. INTRODUCTION

Education is a conscious effort made by humans, education is always about human development efforts, then the success of education is very dependent on the human element. The human element that most determines the success of education is the implementer of education, namely the teacher. The teacher in direct teaching seeks to influence, foster and develop students' abilities to become intelligent, skilled and moral students.

In relation to the implementation of education carried out by the government in;

"Whereas the management of a basic education applies the education unit level curriculum pattern which regulates the education unit level curriculum and syllabus, educational / academic calendar, organizational structure, division of tasks including educators and education staff, academic regulations, the code of ethics of relations and operational costs of education units "[1].

In line with ministerial regulation "states that to help students strengthen physical fitness and health is through the introduction and inculcation of positive attitudes and basic mobility abilities as physical activities, among others"[2].

1) the formation of attitudes and behaviors such as: discipline, honesty, cooperation following the rules and regulations: 2) have the ability to explain the benefits of physical education and health, and have the ability, appearance, movement skills correct and efficient: 3) improve physical fitness and health as well as the body's resistance to disease.

So that the application of learning can achieve the expected goals, the teacher must be able to implement 3 components, namely:

1) The planning or preparation made by the teacher includes all the activities that are carried out as illustrated in the preparation of the lesson plan, 2) the implementation of the teacher during the learning process using media / tools so that students are motivated and passionate to follow the learning carried out by the teacher, so that the objectives which has been determined achieved well, 3) evaluation is carried out to find out the extent to which students' abilities can receive lessons, this evaluation can be in the form of practical tests and written tests that have been prepared by the teacher beforehand.

The three components must be mastered by the teacher because they are mutually supportive components to achieve the stated goals, if one of the components is not implemented then the results and objectives achieved will not be optimal.

In a learning process needs to be determined in advance a careful planning in order to create an optimal learning outcome for students. Learning planning is a process of making plans, models, patterns, shapes, involving, teachers, students, and other facilities it needs to be arranged systematically so that an effective and efficient learning process occurs in achieving the stated learning goals. Learning process planning includes a syllabus and lesson plan (RPP) which contains at least the learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes, learning activities must be planned by the teacher and students

"Learning planning is the process of translating the applicable curriculum into learning programs which can then be made guidelines by the teacher organizing the learning process"[3].

Based on the two opinions above, a conclusion can be drawn that learning planning is the process of preparing learning material, the use of media and learning methods and as a process of translating the applicable curriculum so

that it can be used as a guide by the teacher in organizing the learning process.

The implementation of learning is the implementation of the lesson plan. Implementation of learning includes, preliminary activities consisting of prayers, ask the situation, and attend students, explanation of the material, heating or playing small, core activities consisting of using the methods and media used, organizing by making small groups, dividing the time of each teaching material, competition movements or peak activities in learning and then final / closing activities consisting of appealing, evaluating, concluding material lessons, closing learning, which here the teacher is required to be able to divide time effectively and efficiently from all available time.

According "the teacher's task in carrying out learning involves starting learning, managing core activities, organizing resources in learning, carrying out assessments during the learning process, and ending lessons"[4].

From the explanation above it can be seen that the physical education teacher's task in carrying out learning basically consists of three stages namely starting a lesson or warming up, implementing learning (such as managing core activities, organizing resources in learning, carrying out assessments during the teaching process), and ending the lesson. Therefore, the physical education teacher's performance in implementing learning can be seen: 1) the physical education teacher's ability to start the lesson, 2) the physical education teacher's ability to carry out the learning, 3) the physical education teacher's ability to end the lesson.

Thus it can be concluded that with the three stages as above greatly affect learning, so with the ability a good teacher in implementing learning, the implementation will run well and be achieved as desired.

Evaluation is a systematic and ongoing process to determine the quality of values and meanings of something, based on certain considerations and criteria in the context of decision making. With evaluation teachers can find out or compare in order to get a picture of the goals or targets of mastery of teaching materials that have been achieved by students as students. The activity is carried out by means of tests or practical tests. Implementation periodically, continuously and thoroughly, in the form of quantitative (quantity) and qualitative (quality) in accordance with a certain size.

According "evaluation is a process, which is a process of determining how far the abilities that can be achieved by students in the teaching and learning process"[5]. . Meanwhile, according to Hamid Hasan in "defining evaluation is a process of giving consideration to the value and meaning of something that is considered to be in the form of people, objects, activities, circumstances, or something certain unity"[3].

Based on the two opinions above, it can be concluded that evaluation of learning is a process to see how far the abilities that can be obtained by students in the learning process and to give consideration about the value of students

## II. RESEARCH METHODOLOGY

This type of research is classified in the type of descriptive research that aims to find out how the learning process of physical education in Sungai Negeri City Middle School. The population in this study were all eighth grade students of Sungai Penuh City Junior High School consisting of 5 Schools totaling 718 people.

Sampling in this study conducted sampling of members of the population. 10% of the population were randomly sampled or using random sampling techniques. Thus obtained as many as 71 sample members.

Data collection tools are carried out using a Likert scale questionnaire, while data analysis techniques use descriptive analysis through frequency tabulation with the following formula:

$$P = f / N \times 100$$

## III. RESULTS

a.) SMP Negeri 1 Sungai Penuh City full of learning planning is in the Very Good category (83%), the implementation of learning is in the Good category (75%), evaluation of learning is in the Very Good category (84.22%). b.) SMP Negeri 2 Sungai Penuh City full of learning planning in the category of Very Good (82.86%), the implementation of learning in the category of Good (78.13%), evaluation of learning in the category of Very Good (76%). c.) SMP Negeri 3 Sungai Penuh City full of Very Good learning planning (82.83%), learning implementation is in the Good category (74%), evaluation of learning in the Good category (80.67%). d.) SMP Negeri 4 Sungai Penuh City full of learning planning are in the category of Very Good (82.31%), the implementation of learning obtained is in the Good category (75.48%), evaluation of learning is in the Good category (80%). e.) SMP Negeri 5 Sungai Penuh City, full of learning planning is in the Very Good category (83.93%), the implementation of learning is in the Good category (76.88%), the evaluation of learning is in the Good category (77.14%).

## IV. DISCUSSION

For the planning of learning in SMP Negeri 1 Sungai Penuh City obtained an achievement rate of 83%, meaning that the planning of Physical Education Learning and Sports Health and Health at SMP Negeri 1 Sungai Penuh City in the category of Very Good.

For the implementation of learning in SMP Negeri 1 Sungai Penuh City obtained an achievement rate of 75%, meaning that the planning of Physical Education and Sports Physical Education Learning in SMP N 1 Sungai Penuh City was in the Good category.

For the evaluation of learning in SMP Negeri 1 Sungai Penuh City, the level of 84% was obtained, meaning that the planning of Physical Education and Sports Health and Health Education in SMP Negeri 1 Sungai Penuh City in the category of Very Good.

For the planning of learning in SMP Negeri 2 Sungai Penuh City obtained an achievement rate of 83%, meaning

that the planning of Physical Education Learning Sports Health and Health in SMP Negeri 2 Sungai Penuh City in the category of Very Good.

For the implementation of learning SMP Negeri 2 Sungai Penuh City obtained an achievement rate of 78.13%, meaning that the planning of Physical Education and Sports Physical Education Learning in SMP N 2 Sungai Penuh City is in the Good category.

For the evaluation of learning in SMP Negeri 2 Sungai Penuh City, the level reached 76.19%, meaning that the evaluation of Physical Education Learning and Sports Health and Health in SMPN 2 Sungai Penuh City is in the Good category.

For the planning of learning in SMP Negeri 3 Sungai Penuh City obtained an achievement level of 82.83%, meaning that the planning of Physical Education and Sports Physical Education Learning in SMP Negeri 3 Sungai Penuh City in the category of Very Good.

For the implementation of learning in SMP Negeri 3 Sungai Penuh City, the level of achievement was 74%, meaning that the planning of Physical Education and Sports Physical Education Learning in SMP N 3 Sungai Penuh City was in the Good category.

For the evaluation of learning in SMP Negeri 3 Sungai Penuh City, the level of achievement was 80.67%, which means that the evaluation of Physical Education and Health Physical Education Learning in SMP Negeri 3 Sungai Penuh City was in the Very Good category.

For the planning of learning in SMP Negeri 4 Sungai Penuh City obtained an achievement rate of 82.31%, meaning that the planning of Physical Education and Sports Health and Health Education in SMP Negeri 4 Sungai Penuh City was in the category of Very Good.

For the implementation of learning in SMP Negeri 4 Sungai Penuh City obtained an achievement rate of 75.48%, meaning that the planning of Physical Education and Sports Physical Education Learning in SMP Negeri 4 Sungai Penuh City is in the Good category.

For the evaluation of learning in SMP Negeri 4 Sungai Penuh City, an achievement level of 80% was obtained, meaning Learning Planning Sports Physical Education Health and Health in SMP Negeri 4 Sungai Penuh City in the Good category.

For the planning of learning in SMP Negeri 5 Sungai Penuh City obtained the level of reaching 83.93%, meaning that the planning of Physical Education and Sports Physical Education Learning in SMP Negeri 5 Sungai Penuh City in the category of Very Good.

For the implementation of learning in SMP Negeri 5 Sungai Penuh City get an achievement level of 76.88%, meaning that the planning of Physical Education and Sports Health and Health Education in SMP Negeri 5 Sungai Penuh City is in the Good category.

For the evaluation of learning in SMP Negeri 5 Sungai Penuh City, the level of achievement was 77.14%, which means that the evaluation of Physical Education and Health

Physical Education Learning in SMP Negeri 5 Sungai Penuh City was in the Good category.

## V. CONCLUSIONS

After conducting research on the Implementation of Physical Education Sports and Health Education Learning Processes of Class VIII Teachers at Sungai Penuh State Junior High Schools, the following conclusions can be drawn:

1. SMP Negeri 1 Sungai Penuh City: learning planning is achieved at 83%, is in the Very Good category, learning implementation is at 76.29%, is in the Good category, learning evaluation is at 84.22%, is at Very Good category

2. SMP Negeri 2 Sungai Penuh City: learning planning is achieved at 82.86%, in the category of Very Good, learning achievement is at 78.13%, in the Good category, learning evaluation is at 86.19% in the Very Good category

3. SMP Negeri 3 Sungai Penuh City: learning planning is achieved at 82.83%, in the Very Good category, learning implementation is at 78.13%, in the Good category, learning evaluation is at 80, 67% are in the Good category

4. SMP Negeri 4 Sungai Penuh City: learning planning obtained an achievement level of 82.31%, was in the Very Good category, learning implementation was obtained an achievement rate of 75.48%, was in the Good category, learning evaluation was obtained an achievement rate of 80% was in the Good category

5. SMP Negeri 5 Sungai Penuh City: learning planning obtained an achievement level of 83.93%, was in the Very Good category, learning implementation was obtained an achievement level of 76.88%, was in the Good category, learning evaluation was obtained an achievement rate of 77.14% was at Good category

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