

Students' Perceptions of PJOK-AKTIF Learning Strategy

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Abstract—Real contribution in Physical, Sport, and Health Education learning taught in schools at the elementary school level is currently very much needed, not only limited to physical activity practice but is expected to contribute to real learning outcomes, such as fun, varied physical activities and teaching values through physical activity and can increase physical fitness. The research objective was to explore students' attitudes toward the Physical Education Study Program at Universitas PGRI Adi Buana Surabaya to develop PJOK-AKTIF learning strategies whether or not they are applied in elementary level Physical, Sport, and Health Education learning. The type of research method is descriptive quantitative, and the population is students of Physical Education Study Programs. The sample is semester V students of the study program who have taken the Physical Education course; the number of samples is 99 students in the 2018 academic year. The research instrument used a questionnaire developed by the researcher. The data collection technique used a questionnaire distributed using Google form via WhatsApp Group sent to students. The data analysis technique used quantitative descriptive. The results showed that students gave very good responses at 54.00%, students gave good responses at 44.00%, and students gave poor responses at 2%. The conclusion is that the development of PJOK-AKTIF learning strategies based on student attitudes is declared feasible to be applied in Physical, Sport, and Health Education learning at the elementary school level.

Keywords—teaching, strategy, AKTIF, Physical Education

I. PRELIMINARY

Many learning strategies can be applied, especially for Physical, Sport, and Health Education learning in schools that mainly focus on physical fitness, even though physical education is limited to physical education and knowledge and character education values. Some examples show the strategies developed such as PRIDE for PLAY; PRIDE stands for Personal Responsibility in Daily Effort while PLAY is Participation in Lifelong Activity for Youths [1] developed in Singapore to increase physical activity, with a strategy called SPARK (Sport, Play and Active Recreation for Kids) [2], another strategy such as JUMP-In [3] developed in the

Netherlands, some make use of rest hours by providing play tools to increase physical activity [4], and the PLAY strategy developed in America namely Promoting Lifetime Activity in Youth [5] are some examples of models developed predominantly on increasing physical activity. At this time, many physical activities have also been developed related to the values of character education such as the development of physical activities for the formation of peace-loving students in elementary schools [6] the formation of the value of caring for students [7], there is research aimed at physical fitness and the value of student honesty [8] and other studies of physical activity related to responsibility [9]. Based on many research strategies, it is also found that there are still many obstacles, such as learning outcomes of Physical, Sport, and Health Education learning which are still not optimal, such as many students waiting and limited facilities. The level of physical fitness is not optimal because the data shows that there are still not many students who have a physical fitness level from the learning outcomes of Physical, Sport, and Health Education [10]. Researchers would like to develop a learning strategy to increase physical activity and character values more thoroughly. So one of the challenges going forward is that a Physical, Sport, and Health Education teacher must have an effective teaching approach in facing the global era [11]. They must have the creativity to prepare themselves to answer various challenges and carry out various kinds of creative activities, especially in Physical, Sport, and Health Education learning. This creativity can be expressed in the instructional design of Physical, Sport, and Health Education that will be taught in schools. Facts in the field show that the teachers' ability in designing syllabus and lesson plans based on learning objectives and student characteristics is feeble [12] and still lacks innovation [13]. Furthermore, teachers must be rich in creative ideas to produce learning innovations in planning, teaching strategies, and modifying the tools used.

To reinforce in answering various challenges in the future, there is a need for innovation in Physical, Sport, and Health Education learning strategies in schools to learn in a pleasant atmosphere and impact learning outcomes. One of the learning strategy innovations offered in this study is the PJOK-AKTIF

learning strategy. The design is in the form of a Physical, Sport, and Health Education learning strategy consisting of five components, namely *Asyik* (Fun), *Karakter* (Character), *Terukur* (Measurable), *Inovatif* (Innovative), and *Fit* (Physical Fitness), which is abbreviated as AKTIF. This learning strategy is focused on producing better Physical, Sport, and Health Education or in Indonesian it is known as *Pendidikan Jasmani, Olahraga, dan Kesehatan* (PJOK) learning according to the requisition of the 2013 curriculum applied in Indonesia [14].

II. METHODS

As a first step in developing PJOK-AKTIF learning strategy, a study was conducted on students of the Physical Education Study Program at Universitas PGRI Adi Buana Surabaya to know how the students' attitudes towards the learning strategy. The research objective was to determine the students' attitudes towards PJOK-AKTIF learning strategies applied to the students.

The research type used is survey research [15]. The research was conducted at the PGRI Adi University Surabaya, where the research subjects were fifth-semester students of the Physical Education Study Program. Students are currently taking lectures on physical education study programs. Students are registered as students of class 2018; the number of research subjects involved was 4 classes, with 98 students.

The research instrument used was a questionnaire that explored students' attitudes towards PJOK-AKTIF learning strategy developed by researchers and validated by experts in Physical, Sport, and Health Education learning. The instrument is a questionnaire containing 11 statement items. The technique of collecting data is by distributing questionnaires to students using Google form via WhatsApp. The results of filling out the questionnaire obtained data in the form of student attitudes then analysed. The data analysis technique used in this research is descriptive quantitative data analysis using percentages.

III. RESULTS AND DISCUSSION

This study aims to determine students' attitudes of the Physical Education Study Program at Universitas PGRI Adi Buana Surabaya to develop PJOK-AKTIF learning strategies. Based on research in the field of students' attitude survey, data were obtained and then analyzed and gained the following research results.

A. Results of the Analysis

For the first statement item, PJOK-AKTIF learning strategy can be implemented in schools. The results showed that 60.8% of students said it was very good, 41.2% of students said it was good, and 1.1% said it was not good. It means that PJOK-AKTIF Learning can be applied in schools.

For the second statement item, the achievement of the PJOK-AKTIF learning strategy was quite effective. It was found that 46.4% of students said it was very good, 51.5% of students said it was good, 2.1% of students said they were not

good. It means that PJOK-AKTIF learning strategy is quite effective for PJOK learning.

For the third statement, the assessment of PJOK-AKTIF learning strategy was easy to apply. It was found that 45.4% of students said it was very good, 55.7% of students said it was good, 0% of students said it was not good. The assessment system used in PJOK-AKTIF learning is defined as effective enough to be implemented in schools.

The fourth statement item, PJOK-AKTIF learning strategy is interesting to be applied in schools, 58.8% of students said it was very good, 40.2% of students said it was good, and 2.1% said it was not. PJOK-AKTIF learning strategy can be interpreted as quite interesting to be applied in learning in schools.

The fifth statement point, the learning method in implementing PJOK-AKTIF learning strategy is quite practical and effective, 46.9% of students said it was very good, 53.% of students said it was good, and 2% of students said it was not good. PJOK-AKTIF learning strategy can be used as a method or learning strategy that is quite practical and effective.

The sixth statement item, the PJOK-AKTIF learning strategy, is attractive and appropriate in schools. 40% of students said it was very good, 50% said it was good, and 4% said it was not good. The implementation of interesting and appropriate learning in schools can use PJOK-AKTIF learning strategy.

The seventh statement item, delivering the material partially and completely through the PJOK-AKTIF learning strategy, 42.9% of students said it was very good, 55.1% of students said it was good, and 3.1% of students said it was not good. The delivery of material partially and completely in the PJOK-AKTIF learning strategy, on average, is interpreted as very good.

The eighth point of the statement, PJOK-AKTIF learning strategy is taught in a fun way, students said 63.3% were very good, 37.8% said it was good, and 1.1% said it was not good. The PJOK-AKTIF learning strategy with the first component is fun, meaning that PJOK learning is quite fun.

The ninth statement item, PJOK-AKTIF learning strategy taught character values, 63.3% of students said it was very good, 36.7% of students said it was good, and 0% said it was not good. The PJOK-AKTIF learning strategy with the two characters' components is interpreted as showing the character value.

The tenth statement item, Physical, Sport, and Health Education, is taught innovatively, 55.6% of students said it was very good, 43.4% of students said it was good, and 1.1% said it was not good. The PJOK learning strategy is defined as using innovative learning methods.

The eleventh statement point, Physical, Sport, and Health Education is taught to achieve fitness, namely physical fitness, 65.7% of students said it was very good, 34.3% of students said it was good, and 0% of students said it was not good.

The results of the students' statement of attitudes, in general, can be illustrated that an average of 54.00% stated very good, 44.00% of students said they were good, 2% of students said they were not good, and 0% of students said they were not good. This could be interpreted that PJOK-AKTIF learning strategy's learning strategy is a very good strategy to be applied in learning activities (See Figure 1).

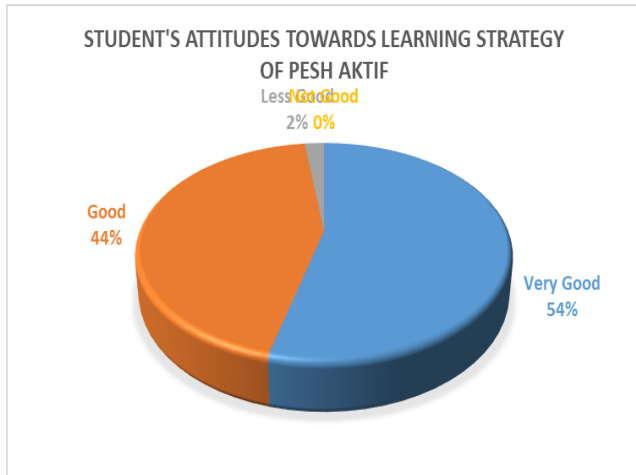


Fig. 1. Student's attitudes towards learning strategy of PJOK-AKTIF.

B. Discussion

Teachers in Physical, Sport, and Health Education learning in the 2013 curriculum use many kinds of learning strategies. Teaching strategies are carried out to achieve excellent learning outcomes, especially the expected achievement of basic competencies. PJOK-AKTIF learning strategy created and developed the same goal, namely achieving good learning outcomes. Physical, Sport and Health Education teachers need to increase knowledge related to Physical, Sport, and Health Education both techniques and teaching methods so that the learning process can run smoothly. Students remain enthusiastic and earnest in participating in Physical, Sport, and Health Education learning [16].

The existence of PJOK-AKTIF learning strategy can be a reference for strengthening knowledge of Physical, Sport, and Health Education teachers, where the strategy is directed at learning that is comprehensive because it has five components in it, namely Fun, Character, Measurable, Innovative, and Fit (physical fitness). Furthermore, the five components are taught in one learning outcome. The fun component is at least Physical, Sport, and Health Education learning must be fun [17]. The second component is the character, where teaching and learning training has an important role in instilling character values based on the four pillars of national character [18]. The third component can be measured, where Physical, Sport, and Health Education learning in practice measures physical practice results. Innovative, the fourth component, in which various creative ways are used for learning practices, such as developing basic movement skills for children's movement intelligence or kinesthetic intelligence [19]. The

fifth component is Fit, as part of Physical, Sport, and Health Education.

There are existing learning strategies in several research results that show such as the developed Physical, Sport, and Health Education learning strategy which focuses on integrating character values into physical education which includes the values of discipline, persistence, responsibility, thoroughness, cooperation, tolerance, confidence and courage [20] The strategy focuses more on the value of character education which can be integrated into physical education. PJOK-AKTIF learning strategy is carried out based on Information Communication Technology (ICT) for students and has obtained very good results. This development focuses on big ball games [21]. Development focuses more on the use of ICT in Physical, Sport, and Health Education learning, focusing on big ball games. Another strategy, such as developing a game-based motion learning activity model [22], is a learning strategy that leads to important role-playing for Physical, Sport, and Health Education. Various kinds of development strategies focus more on one part of Physical, Sport, and Health Education. Simultaneously, the field demands require a thorough study of both a pleasant learning atmosphere, strengthening character values, measuring the implementation of learning, and innovating learning and levels. Physical fitness is not just about fitness or character. For this reason, PJOK-AKTIF learning strategy provides a solution.

Each learning strategy that comes up has certain advantages. PJOK-AKTIF learning strategy is more directed to meet the demands of learning needs of Physical, Sport, and Health Education as a whole in an atmosphere of learning, values, measurement, innovation, and the level of physical fitness so that this can be an option for learning strategies, which will later become a reference for teaching Physical, Sport, and Health Education. Innovation is an important concern to continue to be developed to produce a new way of learning, which refers to the 2013 curriculum, so it is hoped that learning will be better with maximum learning outcomes. Various innovations are used to answer the learning problems in the current 2013 curriculum to contextualize its application.

IV. CONCLUSION

This study's conclusions are (1) The attitudes of physical education study program students towards the PJOK-AKTIF learning strategy (Fun, Character, Measurable, Innovative, and Fit) show that as a whole, it provides a decent attitude to be applied. (2) PJOK-AKTIF learning strategies can be applied in schools.

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