

Implementation of Physical Education and Sports Learning Health at SD Laboratorium UNU Blitar

Veni Imawati

Universitas Madani Indonesia, Indonesia; veniimawati@umina.ac.id

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ABSTRACT

This study aims to analyze the implementation of the suitability of understanding how the design and implementation of Physical Education, Sports, and Health (PJOK) learning at the UNU Blitar Laboratory Elementary School has successfully implemented the independent curriculum. In this opportunity, the author will examine the planning, implementation, and evaluation at the UNU Blitar Laboratory Elementary School. This research is a quantitative descriptive study research by using quantitative research stages with regressive analysis. This study was conducted in December 2024 at UNU Blitar Laboratory Elementary School. The population in this study was all students at UNU Blitar Laboratory Elementary School. The sampling technique used was purposive sampling, so the number of samples in this study was 28 students. The instruments used in this study were observation and questionnaires. The data analysis technique used descriptive statistics using frequency tabulation. It can be concluded that overall, the achievement level in the implementation of learning reached 62%. Each aspects studied, namely: (1) PJOK learning planning with an achievement percentage of 53.02% or in the Fair category; (2) PJOK learning implementation with an achievement percentage of 76.60% or in the Good category; and (3) PJOK learning evaluation with an achievement of 51.81% or in the Fair category.

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Corresponding Author:

Veni Imawati

Universitas Madani Indonesia; veniimawati@umina.com

1. INTRODUCTION

Education is a long-term investment in building the nation's future generations. However, ideal education is not only about pursuing high academic grades, but also about shaping students' strong character and integrity. The formation of this quality character is the key to producing a great generation for the nation. Physical education and sports have long been an important part of the education system in various countries. The goal is to develop individuals who are healthy, fit, and have good character,

both physically, mentally, and socially. Through structured and directed physical activities, physical education provides students with direct experiences to gain various benefits.

Schools that prioritize the development of student learning outcomes are driving schools. The independent learning curriculum links one of its themes to the Pancasila student profile. As the name suggests, this independent learning curriculum covers important aspects of life in society, nation, and state. These aspects relate to competencies (including literacy and numeracy activities) and character, both of which are developed by utilizing excellent human resources.

The implementation of the latest curriculum, namely the independent learning curriculum, requires teachers to be active and enthusiastic, creative, innovative, and skilled in order to become facilitators of change in schools (Sairiltiata et al., 2023). Similarly, physical education teachers must prepare teaching materials for practical use in the field.

The objective of this curriculum is to optimize the widespread availability of education in Indonesia through diverse intracurricular learning (Dikdasmen, 2022). The implementation of the Independent Curriculum (IKM) emphasizes comfortable, independent, active, character-building, meaningful, independent learning, and so on. Teachers have the freedom to determine teaching tools that are tailored to the learning needs and interests of students (Sheila, 2022).

The profile of Pancasila students in this curriculum is reinforced by projects based on subjects specified by the government. The profile of Pancasila students is a product or graduate who has the character and skills to uphold the noble values of Pancasila. (Santosa, 2020).

The objectives of sports are also stated in Law of the Republic of Indonesia Number 11 of 2022 and Article 1 Paragraph 1 of the Government Regulation of the Republic of Indonesia on Sports, which reads: "Sports are all activities that involve the mind, body, and soul in an integrated and systematic manner to encourage, nurture, and develop physical, spiritual, social, and cultural potential." And Article 1 Paragraph 2 on sports reads: "Sports are all aspects related to sports that require regulation, education, training, coaching, development, improvement, supervision, and evaluation."

Learning facilities and infrastructure are facilities that directly or indirectly support the educational process, particularly the teaching and learning process, both mobile and stationary, in order to achieve learning objectives smoothly, regularly, effectively, and efficiently.

Facilities and infrastructure are considered one of the supporting factors in the educational process, especially in Physical Education, Sports, and Health (PJOK) classes, which rely more on field practice with a variety of learning materials. Schools have better facilities and infrastructure and implement a better learning process as well.

Based on the author's survey at UNU Blitar Laboratory Elementary School, there are several issues that have been studied, namely that PJOK teachers have not optimally managed learning in terms of planning, implementation, and evaluation. Facilities and infrastructure are inadequate, and learning evaluation and assessment are not in line with the Merdeka curriculum.

Therefore, the author wishes to understand how the design and implementation of Physical Education, Sports, and Health (PJOK) learning at the UNU Blitar Laboratory Elementary School has successfully implemented the independent curriculum. In this opportunity, the author will examine the planning, implementation, and evaluation at the UNU Blitar Laboratory Elementary School.

On this occasion, the author will examine Planning, Implementation, and Evaluation at the UNU Blitar Laboratory Elementary School. This research was conducted in December 2024.

2. METHODS

This research is a quantitative descriptive study. Yusuf (2017:62) states that quantitative descriptive research is a conscious and systematic effort to provide answers to a problem or obtain more in-depth and extensive information about a phenomenon by using quantitative research stages with regressive analysis.

This study was conducted in December 2024 at UNU Blitar Laboratory Elementary School. The population in this study was all students at UNU Blitar Laboratory Elementary School. The sampling

technique used was purposive sampling, so the number of samples in this study was 28 students. The instruments used in this study were observation and questionnaires. The data analysis technique used descriptive statistics using frequency tabulation. Data was collected from the field observation process to the distribution of questionnaires at UNU Blitar Laboratory Elementary School. After conducting the observation, the next step was to conduct research using questionnaires for fourth-grade students at UNU Blitar Laboratory Elementary School.

After explaining how to fill out the questionnaire, the next step was to distribute the questionnaires to fourth-grade students at the UNU Blitar Laboratory Elementary School.

3. FINDINGS AND DISCUSSION

Based on data analysis obtained from research on the implementation of physical education and health at the UNU Blitar Laboratory Elementary School, data was obtained from the perspective of lesson planning, with a sample of 28 students, falling into the "Fair" category with a percentage of 52.02%. The following observations can be made:

3.1. Learning Planning

The results of research on the implementation of physical education and health learning from the perspective of learning planning with a sample of 28 students obtained an achievement score of 447, an ideal score of 700, with a mean of 16, a standard deviation of 3.6, a highest score of 24, and a lowest score of 8.

The overall average percentage reached 63.28%. Based on the classification proposed by Arsil & Anton (2018: 192), values ranging from 41% to 60% fall into the "Fair" category. The calculations are presented in the following table:

Table 1. Frequency Distribution of Data on Physical Education and Health Learning Planning for Elementary Schools at the UNU Blitar Laboratory.

| Planning | | | | |
|--------------|----------|-----------|-----------|---------------|
| No | Interval | Category | Frequency | Percentage |
| 1 | 0 - 20 | Very Poor | 0 | 0 |
| 2 | 21 - 40 | Poor | 4 | 14,29 |
| 3 | 41 - 60 | Fair | 10 | 35,71 |
| 4 | 61 - 80 | Good | 12 | 42,86 |
| 5 | 80 - 100 | Very Good | 2 | 7,14 |
| Total | | | 28 | 100,00 |

Source: Research data

From the table above, it can be seen that the planning of Physical Education, Sports, and Health lessons at UNU Blitar Laboratory Elementary School, Srengat District, is in the adequate category, with the highest frequency in the good category, namely 12 students or 42.86%. Meanwhile, the number of students in the poor category is 4 students (14.29%), the adequate category has 10 students (35.71%), and the very good category has 2 students (7.14%).

According to Arie Asnaldi, physical education is a subject that aims to improve students' physical potential, instill values of sportsmanship, and shape awareness of the importance of healthy living. Quality learning cannot be separated from careful and challenging planning by a teacher. This planning serves as a guideline in implementing the learning process, including determining the learning techniques to be used. According to Riyanto (2020).

Learning planning is a process carried out by educators to design and organize learning experiences for students. This process includes setting goals, selecting strategies, and determining appropriate evaluation tools. Planning serves as a clear guideline for achieving educational goals.

3.2. Implementation of Learning

In the Merdeka Curriculum, lesson planning is outlined in teaching modules, which are an important component of teaching and learning. Teachers are required to prepare lesson plans in the form of teaching tools, such as teaching modules, before teaching in class.

The results of research on the implementation of Physical Education and Health Learning from the perspective of learning implementation with a sample of 28 students obtained an achievement score of 614, an ideal score of 1,260, with a mean of 21.9, a standard deviation of 4.43, a highest score of 29, and a lowest score of 15.

The overall average percentage reached 78.41%. Based on the classification proposed by Arsil & Anton (2018: 192), values ranging from 61% to 80% fall into the "Good" category. These calculations are presented in the following table:

Table 2. Frequency distribution of data on the implementation of Physical Education, Sports, and Health lessons at the UNU Blitar Laboratory Elementary School.

| Planning | | | | |
|----------|----------|-----------|-----------|------------|
| No | Interval | Category | Frequency | Percentage |
| 1 | 0 - 20 | Very Poor | 0 | 0 |
| 2 | 21 - 40 | Poor | 0 | 0 |
| 3 | 41 - 60 | Fair | 4 | 16,86 |
| 4 | 61 - 80 | Good | 15 | 51 |
| 5 | 80 - 100 | Very Good | 9 | 32,14 |
| Total | | | 28 | 100,00 |

Source: Research data

From the table above, it can be seen that the implementation of Physical Education, Sports, and Health lessons at UNU Blitar Laboratory Elementary School, Koto Tengah District, is in the good category. This is based on the highest frequency, namely 14 students or 50%, being in the good category. In addition, the implementation of learning that was categorized as adequate involved 6 students (16,86), good involved 15 students (51%), and very good involved 10 students (32.14%).

The implementation of learning is an interaction between teachers and students that aims to convey lesson material to students in order to achieve learning objectives. One factor that influences the success of the learning process is the ability of teachers to manage teaching and learning activities. According to Arie Asnaldi & Arie Prima Richi (2017), the implementation of Physical Education, Sports, and Health (PJOK) learning is defined as the actual implementation of a previously prepared learning plan. This implementation includes teaching activities carried out by teachers, interactions with students, the use of facilities and infrastructure, and evaluation of the learning process and outcomes.

The main principle of learning in the Merdeka Curriculum is to encourage independence, character development, and flexibility in the learning process. This curriculum emphasizes character development and independence as characteristics that distinguish it from previous curricula in Indonesia. According to Suyanto (2021), independence is an individual's ability to think critically and creatively in solving problems and making decisions independently without relying on others. In the Merdeka Curriculum, independence is expected to encourage students to be more actively involved in the learning process.

Meanwhile, based on the view of the Ministry of Education and Culture (2021), character development includes the formation of Pancasila values, such as faith, independence, and a spirit of mutual cooperation. Assessment or evaluation is an important part of learning activities that also requires careful planning.

3.3. Learning Evaluation

One way to improve the quality of learning is through improving the assessment system. An effective assessment system can help educators determine optimal teaching strategies and motivate students to learn better. According to Dr. Damrah & Dra. Pitnawati (2019), learning evaluation is a systematic process of collecting, analyzing, and interpreting information about student learning outcomes. This evaluation aims to determine the extent to which learning objectives have been achieved, as well as to provide constructive feedback for the development of the next learning process.

Learning evaluation covers various aspects, including cognitive, affective, and psychomotor assessments, as well as considering the existing learning context and conditions. In the Merdeka Curriculum, assessment is known as asesmen. According to the Ministry of Education, Culture, Research, and Technology (2021), asesmen in the Merdeka Curriculum is the process of collecting and processing information aimed at continuously evaluating student learning outcomes. The goal is to provide a comprehensive picture of the development of the competencies, skills, and character of students in line with the Pancasila Student Profile.

Assessment in the Merdeka Curriculum is divided into three types: Diagnostic Assessment, conducted at the beginning of learning to understand students' initial abilities, their learning needs, and any obstacles they may face; Formative Assessment, used to monitor students' learning process during learning. The goal is to provide feedback so that students can improve and develop their skills, and Summative Assessment, conducted at the end of the learning period (e.g., at the end of a theme, semester, or school year) to evaluate the extent to which student competencies have been achieved.

Based on the learning evaluation indicators consisting of 3 statement items given to 28 students as respondents, an achievement score of 226 was obtained, with an ideal score of 420, an average (mean) of 8.07, a standard deviation of 2.6, a highest score of 15, and a lowest score of 3. The overall average percentage reached 53.81%. Referring to the classification described by Arsil & Anton (2018:192), scores in the range of 41% - 60% fall into the "Fair" category. For more detailed information, please refer to Appendix 14, which contains the PJOK learning evaluation data. These calculations are presented in the following table:

Table 3. Frequency distribution of learning evaluation data for physical education and health at UNU Blitar Laboratory Elementary School.

| Planning | | | | |
|--------------|----------|-----------|-----------|---------------|
| No | Interval | Category | Frequency | Percentage |
| 1 | 0 - 20 | Very Poor | 1 | 3,57 |
| 2 | 21 - 40 | Poor | 5 | 20,43 |
| 3 | 41 - 60 | Fair | 14 | 47,43 |
| 4 | 61 - 80 | Good | 6 | 21,43 |
| 5 | 80 - 100 | Very Good | 2 | 7,14 |
| Total | | | 28 | 100,00 |

Source: Research data

From the table above, it can be seen that the evaluation of student learning in Physical Education, Sports, and Health at UNU Blitar Laboratory Elementary School is in the adequate category. This is based on the highest frequency, namely 14 students or 47.43%, who are in the adequate category. In addition, the student evaluation shows that 1 student (3.57%) is in the very poor category, 5 students

(20.43%) are in the poor category, 14 students (46.43%) are in the fair category, 6 students (21.43%) are in the good category, and 2 students (7.14%) are in the excellent category.

Based on the results of research obtained through the distribution of questionnaires with three statements to 28 students, it was found that the evaluation of Physical Education, Sports, and Health learning at UNU Blitar Laboratory Elementary School had an average percentage of 53.81%, which falls into the Fair category.

Based on the assessment criteria, this score falls within the range of 40% - 60%, which is considered adequate. This shows that teachers have carried out the evaluation of Physical Education, Sports, and Health learning optimally in accordance with the established standards. Assessment in the Merdeka Curriculum is a process of collecting and processing information that aims to evaluate student learning outcomes on an ongoing basis. The goal is to provide a comprehensive overview of the development of students' competencies, skills, and character in line with the Pancasila Student Profile.

4. CONCLUSION

Based on the results of research on the implementation of Physical Education, Sports, and Health learning at the UNU Blitar Laboratory Elementary School, it can be concluded that overall, the achievement level in the implementation of this learning reached 62%.

With each aspect studied, namely: (1) Planning for physical education, sports, and health learning with an achievement percentage of 52.02% or in the Fair category; (2) Implementation of physical education, sports, and health education with an achievement percentage of 75.60% or in the Good category; and (3) Evaluation of physical education, sports, and health education with an achievement of 53.81% or in the Fair category.

Thus, the implementation of physical education, sports, and health education at SD Laboratorium UNU Blitar is categorized as "Good".

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Conflicts of Interest: The assessment of the implementation of the Merdeka Curriculum in Physical Education, Sports, and Health (PJOK) learning is very important. This assessment is crucial to ensure that the curriculum achieves its objectives, namely to develop individuals who are healthy, fit, and have good character, both physically, mentally, and socially.

Therefore, the assessment of the implementation of the Merdeka Curriculum in PJOK is not merely a formality, but a foundation for ensuring quality and relevant education in the future.

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