

Visibility and Effectiveness of PJOK Learning in High Schools in Buleleng District

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Abstrak

Pendidikan jasmani olah raga dan kesehatan meliputi aktivitas jasmani bagi peserta didik yang bertujuan untuk meningkatkan kebugaran, perilaku hidup sehat dan menumbuhkan sportivitas. Tujuan penelitian ini adalah untuk mengetahui visibilitas dan efektivitas pembelajaran PJOK di Sekolah Menengah Atas (SMA) se-Kabupaten Buleleng. Jenis penelitian ini adalah deskriptif – kuantitatif dengan sampel sebanyak 23 sekolah dari populasi 30 sekolah. Dengan menggunakan metode pengumpulan data menggunakan survei, observasi, studi dokumentasi, wawancara dan angket. Hasil penelitian ini menunjukkan dua hasil ditinjau dari visibilitas dan efektivitas pembelajaran. Dari segi visibilitas, skor kompetensi kepribadian guru sebesar 7,66 dengan kategori “Baik”, keterlaksanaan pembelajaran sebesar 7,55 dengan kategori “Baik”, dan rencana pelaksanaan pembelajaran sebesar 7,39 dengan kategori “Baik”. , dan rasio guru terhadap siswa sebesar 1 : 70,43 dengan kategori “Kurang Ideal”, sedangkan dari segi keefektifan pembelajaran nilai siswa menunjukkan berada di atas nilai KKM sehingga siswa telah mengikuti pembelajaran PJOK dengan baik, terlihat dari angket yang diberikan kepada 75 siswa dengan 12 soal memberikan skor keseluruhan sangat tidak setuju 2,21%, tidak setuju 7%, setuju 71%, dan sangat setuju 22%. Jadi dapat disimpulkan dari segi visibilitas 1) Kompetensi kepribadian guru berada pada kategori baik dengan menguasai aspek menawan, berwibawa, guru tegas, dan samapta, 2) Pelaksanaan pembelajaran kategori baik dengan menguasai aspek pembukaan pembelajaran, penguasaan materi, melaksanakan evaluasi, dan penutup pembelajaran, 3) Rencana pelaksanaan pembelajaran kategori baik dengan menguasai aspek menentukan tujuan pembelajaran, merancang bahan pembelajaran, menentukan langkah kegiatan pembelajaran, dan menilai hasil pembelajaran, 4) Rasio guru terhadap siswa kurang ideal, padahal efektivitas pembelajaran dalam penyampaian materi mudah dipahami siswa, sarana dan prasarana yang digunakan aman dan nyaman digunakan, sistem pembelajaran sistematis dan menyenangkan bagi siswa, penggunaan media pembelajaran, rencana pelaksanaan pembelajaran dilaksanakan sesuai rencana, dan siswa berpartisipasi aktif dalam pembelajaran yang diberikan.

Kata kunci: Visibilitas, Efektivitas Pembelajaran, Pembelajaran PJOK

Abstract

Sports and health physical education involves physical activity for students which aims to improve fitness, healthy living behavior and foster sportsmanship. The aim of this research was to determine the visibility and effectiveness of PJOK learning in senior secondary schools (SMA) throughout Buleleng Regency. This type of research is descriptive - quantitative with a sample of 23 schools from a population of 30 schools. By using data collection methods using surveys, observations, documentation studies, interviews and questionnaires. The results of this research show two results in terms of visibility and effectiveness of learning. In terms of visibility, the teacher's personality competency score is 7.66 in the "Good" category, the implementation of learning is 7.55 in the "Good" category, and the learning implementation plan is 7.39 in the "Good" category. , and the ratio of teachers to students is 1: 70.43 in the "Less ideal" category, whereas in terms of learning effectiveness for students' grades, it shows that it is above the minimum completeness criteria value, so students have followed PJOK learning well, as seen from the questionnaire provided given to 75 students with 12 questions giving an overall score of strongly disagree 2.21%, disagree 7% agree 71%, and strongly agree 22%. So it can be concluded in terms of visibility 1) The teacher's personality competency is in the good category by mastering the aspects of being charming, authoritative, the teacher being firm, and samapta, 2) Implementation of good category learning by mastering aspects of opening learning, mastering material, carrying out evaluations, and closing learning, 3) Good category learning implementation plan by mastering aspects of determining learning objectives, designing learning materials, determining learning activity steps, and assessing learning outcomes, 4) The ratio of teachers to students is less than ideal, whereas the effectiveness of learning in delivering material that is easily understood by students, the facilities and infrastructure used are safe and comfortable to use, the learning system is systematic and enjoyable for students, the use of learning media, the learning implementation plan implemented as planned, and students actively participate in the learning provided.

Keywords: Visibility, Learning Effectiveness, PJOK Learning

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Introduction

Physical education, sports and health is the stage of carrying out conscious learning through a series of various activities to gain skills, develop character, and have a healthy lifestyle. PJOK has the essence of being an educational part through the facilities provided with physical activities in order to obtain an overall improvement in the quality of every human being physically and psychologically. The demands of PJOK are to awaken the individual's response ability through sports activities that are liked, to advance the physical development of the individual spiritually, to advance the individual's basic skills, to increase a person's ability to understand optimism, independence, responsibility, and to grow the point of love for one's own health.

Learning activities are the most important activities in achieving educational goals. In order to achieve understanding of PJOK, it will really depend on the teachers at the school and the learning process implemented in the school. Law no. 20 of 2003 regarding the educational system provides a view that education is a two-person stage carried out by teaching staff and students in the learning environment at school. So, to improve the quality of physical education that is applied at the educational level in schools, basically four components must be the stage of improvement. Learning outcomes are evidence that learning has been achieved which can be seen and increased abilities and skills in the three domains of knowledge, skills and attitudes. Learning is a process towards individual success in learning caused by two factors, namely: input and process, input which is interpreted by children in the educational process stage. and guidance consists of instrumental input (buildings or facilities provided to develop education such as student rooms, curriculum teaching staff, teaching materials and lesson schemes) and environmental input (natural environment and social environment). This instrumental role in learning the presentation of PJOK learning, teaching staff, curriculum, teaching materials, and lesson schemes at the PJOK learning stage is what determines the success of PJOK learning itself. The topographically diverse area of Buleleng Regency consists of coasts, hills and mountains. Buleleng Regency has 9 sub-districts - each sub-district has a high school as follows.

The data obtained comes from Dapodik kemendikbud. Buleleng Regency has high school level schools. The school is divided into 9 sub-districts. 1). Buleleng District has 10 high school level schools, namely SMU Negeri 1 Singaraja, SMA Negeri 2 Singaraja, SMA Negeri 3 Singaraja, SMA Negeri 4 Singaraja, SMA Dwijendra Singaraja, SMA Karya Wisata, SMA Kertha Wisata, SMA Lab Undiksha, SMA Muhammadiyah 2, SMAS Saraswati Singaraja, 2). Sukasada District has 3 schools, Sukasada One Public High School, Ayodya Pura Selat High School and Candi Mas Panca Sari High School, 3). Seririt District has 3 schools, SMA Negeri 1 Seririt, SMA Seririt Republic of Indonesia Teachers Association and SMA Saraswati Seririt, 4). Banjar District 3 schools SMAN 1 Banjar, SMAN 2 Banjar and SMA Taruna Mandara, 5). Gerokgak District has 2 schools, SMAN 1 Gerokgak and SMAN 2 Gerokgak, 6). Sawan District has 2 schools, SMAN 1 Sawan and SMAN 2 Sawan, 7). Kubu Additional District has 3 schools, one Kubu Additional State High School, Bali Mandara State High School and Sidhi Karya KBT High School, 8). Busung Biu District has 2 schools, SMAN 1 Busungbiu and SMAN 2 Busungbiu, 9). Teja Kula District has 2 schools, SMAN 1 Tejakula and SMAN 2 Tejakula. So the total number of high school schools in Buleleng Regency is 30.

Problems are often encountered related to the non-achievement of physical education goals, both related to physical, mental, social fitness and health goals, as well as the use of local culture in physical education learning. Results from Riskesdas (2018), data on overweight over eighteen years in Indonesia starting from 2013 to 2018, boys and girls tend to increase, namely: 1). In 2013, boys were 19.60% and girls were 32.90%, 2). In 2016, men were 24.00% and women were 41.60% and 3). In 2018, men were 26.60% and women were 44.40%. The physical activity carried out by the general public in Bali Province falls into two categories of less than 74.02% and less than moderate 25.92%, while in Buleleng Regency the category is less than 74.10% and the medium category is 25.90%. The research results showed that 93.30% of students' physical activity levels were in the low category and 6.70% of students had moderate physical activity. Regarding the activities of teenagers in the city of Singaraja, it was found that 84.81% had light physical activity and 15.19% moderate physical activity during the Covid19 pandemic. From the research data, it was also obtained that cases of psychological disease aged over 15 years in Buleleng Regency were 18.09%, the highest compared to other districts in Bali, while blood sugar disease (Diabetes mellitus) was 1.23%, which was also quite high.

Meanwhile, the level of sports participation among people aged 11 to 19 years in Bali Province in 2021, based on the results of the 2021 sports development index research, is 0.545. The following is a description of several conclusions from the results of research on SDI in 2021. 1). The physical education indicator in national news reports is 0.565, meaning the ability to obtain physical education is fifty-six percent in the medium category. The relationship between knowledge, character and skills. The human soul who has positive physical knowledge leads to good character traits through basic movement activities. obtain a description of the abilities possessed by a strong character and physical factors, 2). As physical activity accounts for eight and one percent in the general population. Thirty-one percent of the population participates in improving themselves through physical activity per week, 34.7% physical training twice per week, 35.2%, the population participates more than 3 times per week. It can be seen that those who follow are fresh, so the willingness to take part in physical sports is 32.83%, 3). Inequality for adequate following between men 35.7% and women 21.4%. From the age component of 20 to 44 years and 45 to 60 years. This means that the age required to take part in physical sports is getting smaller, 4). Time component: 39.2% do physical activity for 20 to 40 minutes, 27.3% do less than three minutes, and the rest do sports activity for more than 30 minutes, seriousness component: 58.2% do physical exercise with medium seriousness 4, 2% carry out at the low level 1, 6% carry out at the seriousness stage 5). Average cardiorespiratory fitness is 26.35 ml/kg/min, male gender involvement in cardiorespiratory is 28.68 ml/kg/min and for women 23.98 ml/kg. min. From the data analysis, it was found that the level of physical fitness was in the very low category, 53.63%, 22.68% in the low category and only 5.86% in the very good category After conducting initial observations from six high schools, including SMA Negeri 1 Singaraja, SMA Negeri 2 Singaraja, SMA Negeri 4 Singaraja, SMA Negeri 1 Kubu Additional, SMA Negeri 1 Seririt, SMA Negeri 1 Gerok, there

were no problems with the visibility and effectiveness of learning in schools. In terms of learning effectiveness, the problems encountered are: 1). The teacher has not been able to explain the material, 2). The education system still applies the class group method where one day teaches two to three classes so that the material presented is not fully conveyed, 3). The atmosphere is less conducive when teaching because the students being taught do not completely follow the learning flow given. Meanwhile, in terms of visibility, the problems experienced are that the facilities and infrastructure in each school are lacking, making learning takes a long time to teach and other things that are found, the tools for teaching each material provided are still few, such as volleyball material, the balls provided are approximately 6 fruit so that the teacher implements group learning but cannot supervise it at all times so that learning cannot be optimal.

Insufficient activity makes students obese as evidenced by the results of research by Riskesdas, 2018 regarding activities in Buleleng Regency in the deficient category at 74.10% and in the moderate category at 25.90%. The effect of obesity on students is influenced by four factors, namely: diet, lifestyle, lack of physical activity, and less effective learning. Ineffective learning results in reduced physical activity because the learning provided is not fully implemented in a measurable and systematic manner. Another thing that makes learning activities unsystematic is that teachers lack mastery of the material, there are group classes so that the time given is not enough which makes learning ineffective. The effectiveness of learning influences students' stage of seeking knowledge as a guide for carrying out activities carried out throughout education. If the effectiveness of education is less successful, the direction of education is low and the quality of learning education decreases (Panji et al., 2020). The effectiveness of education is important to pay attention to because if it is done well, student learning achievement will be better. By using the skills they have, students will even try and stimulate the enthusiasm for learning within themselves so that they will be concerned about the students' learning outcomes and abilities. The effectiveness of education is a description of the weight of lessons that is always assessed through stages towards a state of dominance in the position of "conduct so true thiks".

Visibility is a general picture or general condition of education which is measured through the suitability of facilities and infrastructure as well as the ratio of teaching staff to students implementing learning. Determined through the teacher ratio: number of students. In Permendikbud section 59 of 2014 Curriculum 13 contains related "original sketches, high school education governance systems. Using analytics for the implementation of the 13 SMA/MA level curriculum. Visibility is measured through facilities and infrastructure which is measured through a ratio of 1:2, meaning that when a school has a field with an area of 1,000 square meters, the dose will be met by 200 students.

Research from Satyawan (2015) entitled "Monitoring of Physical Education and Physical Education Learning Facilities at the High School Level,/Vocational High School,/MA Buleleng Regency Academic Year 2014/2015". Concluded that the condition of the apparatus for physical education learning activities at SMU/SMK/MA in Buleleng Regency for each sports division was not exactly suitable, the gaming sports division, athletic sports division, and sports agents for body exercise activities had results in the "less than ideal" category. Meanwhile, according to research (Panji Sulaksana, 2020) which has the issue "Readiness of Educators and PJOK Teaching Apparatus for High Schools and Vocational High Schools in

Gerokgak District, Buleleng Regency". Concluding that the alertness of the PJOK SMA and SMK teaching staff in Gerokgak District is in the "good" category, while the tools and apparatus of PJOK SMA and SMK throughout Gerokgak District are included in the "little" category.

Research from Bahagia (2021) entitled "Effectiveness of the Use of Physical Education, Sports and Health Lessons in the Mass Outbreak of Covid-19 in State Public High Schools in Sleman Regency" Exploratory findings were carried out. So an inference was drawn stating the effectiveness of the use of physical education, sports and health recreation lessons during the Covid-19 disaster at State High Schools throughout Sleman Regency which were found to be in the "feasible" category.

So, based on the discussion discussed above, it is very important to carry out research related to "Visibility and Effectiveness of PJOK Learning in Senior High Schools (SMA) throughout Buleleng Regency".

Materials and Methods

This research is quantitative descriptive research with survey research type. In this research the researcher did not provide behavior, but directly took data from the data source. This research was designed to describe and explain the visibility and effectiveness of the implementation of physical education learning at the high school level in Buleleng Regency with a sample size of 23 schools from a population of 30 schools. The sampling technique in this research used balanced proportional sampling. Proportional balanced sampling is a method of sampling by taking representatives of each group in the population. The random sampling technique uses a lottery method, namely by drawing lots from the entire population. In this research, the proportion that will be used is 75% of the total population of 30 schools with the formula:

$$n = \frac{75}{100} \times 30 = 22,5 = 23 \quad (1)$$

Keterangan:

N: Number of samples.

P: Proportion sample.

N: Amount population.

To determine whether the number of samples to be taken from the population is representative or not, we will calculate the standard error proportion (σ_p) using the formula:

$$\sigma = \sqrt{\frac{PQ}{n}} \sqrt{\frac{N-n}{N-1}}$$

Information :

σ_p : *Standar Error Proportion.*

P : A certain proportion of incidents from a population (success).

Q : Proportion of failure events (1 - P).

N : Amount population.

n : Number of samples.

The number of samples is considered representative if $\sigma_p < 5\%$.

$$\sigma_p = \sqrt{\frac{0,75(1-0,75)}{23}} \sqrt{\frac{30-23}{30-1}}$$

$$\sigma_p = 0,044$$

$$\sigma_p = 4,4 \%$$

Because the standard error of the sample proportion (σ_p) is 4.4%, meaning it is below 5% (4.4% < 5%), the research sample of 23 schools is considered representative of the research population. From these calculations, the number of samples that will be taken in this research is 23 schools from a total population of 30 schools. Data collection activities using techniques according to the type of instrument used are as follows.

- A. Observation is used to observe the implementation of physical education learning related to the number of students during physical education learning. The ratio of equipment used to the number of students, suitability of the place, especially the area of the place to the number of students. Feasibility of learning methods with materials, ratio of number of tools to students, length of learning time for students.
- B. Surveys are used to gather information regarding students' interest in PJOK learning and information from teachers regarding obstacles to implementing PJOK learning.
- C. Documentation studies are used to capture data in written documents that show a relationship with issues of visibility, learning effectiveness and observing students' activities in learning.
- D. Interviews are used to obtain data that is still lacking, especially data that can strengthen the conclusions of research results and prepare research results reports.

This research uses a pre-service teacher professional program research instrument by assessing personality aspects, learning activities, teacher to student ratio, and learning implementation plans. As well as questionnaires that go through the validity testing stage and are distributed to students. Visibility is analyzed based on a). The ratio of the number of students to teachers is based on the number of study groups in the SMA/MA education unit, namely in one class there are 36 students and the maximum number is 36 students as regulated in Minister of Education and Culture Regulation No. 22 of 2016 concerning Educational Process Standards and learning implementation plans, and teacher competency as measured through professional teacher education instruments.

1. Teacher to student ratio

$$\frac{\text{Jumlah peserta didik}}{23}$$

Picture 1. Teacher to student ratio

Information :

- a. Ideal class (minimum one class contains 3 – 36 students and maximum one class contains 36 students).
 - b. The class is less than ideal (more than 36 students).
2. Teacher Personality Competencies

Jumlah Skor

 18

Picture 2. Teacher Personality Competencies

3. Learning Activities

Jumlah Skor

 16

Figure 3. Learning Activities

4. Lesson plan

Jumlah Skor

 17

Picture 4. Lesson plan

Table 1. Information about the value of learning activities

No.	Keterangan	Skor
1	Sangat baik	9 - 10
2	baik	6 - 8
3	kurang	3 - 5
4	Kurang sekali	1 - 2

Effectiveness is analyzed based on the value of physical education, sports and health measured through.

Table 2. Rubrik Skor

Kriteria	Skor
SS: Sangat setuju	4
S : Setuju	3
TS : Tidak Setuju	2
STS: Sangat Tidak Setuju	1

Analysis techniques for processing data through descriptive questionnaires (Tegeh and Jampel, 2017:222). Shortening to calculate the percentage of the subject is.

$$\text{Persentase} = \frac{\sum (\text{jawaban} \times \text{bobot tiap pilihan})}{n \times \text{bobot tertinggi}} \times 100\%$$

Picture 5. The formula calculates the effectiveness value

Information:

Sigma = amount

N = number of all questionnaire items

Next, calculate the overall surplus of the subject using the formula:

Percentage = (F:N)

Information :

F : The total percentage of subjects

N: Many Subjects

Table 3. Category Benchmarks

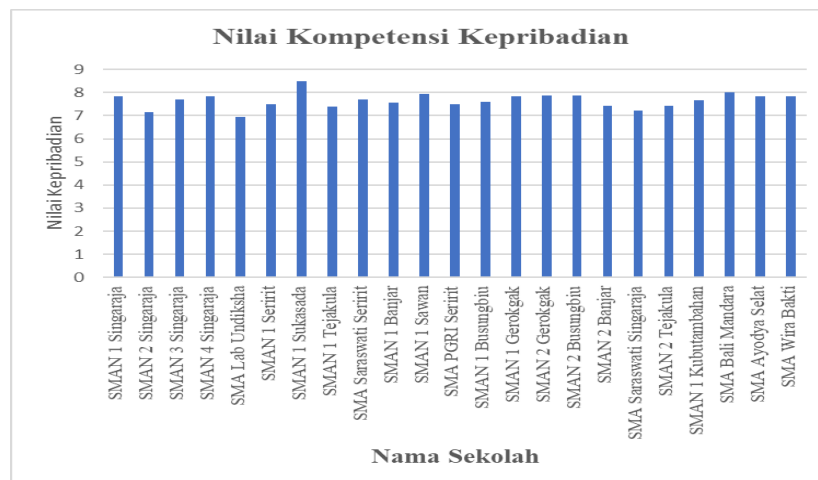
Nilai Rata-Rata	Kategori
80-199%	Sangat Efektif
70-79%	Efektif
60-69%	Cukup Efektif
<60%	Kurang Efektif

Results and Discussion

Results

The research was conducted at senior high schools (SMA) throughout Buleleng Regency. Implemented from August 2023 to April 2024. Based on the results of data collection and analysis, two results of the visibility and effectiveness of PJOK learning were obtained as follows.

a. Personality competence



Picture 6. Personality Competency Value

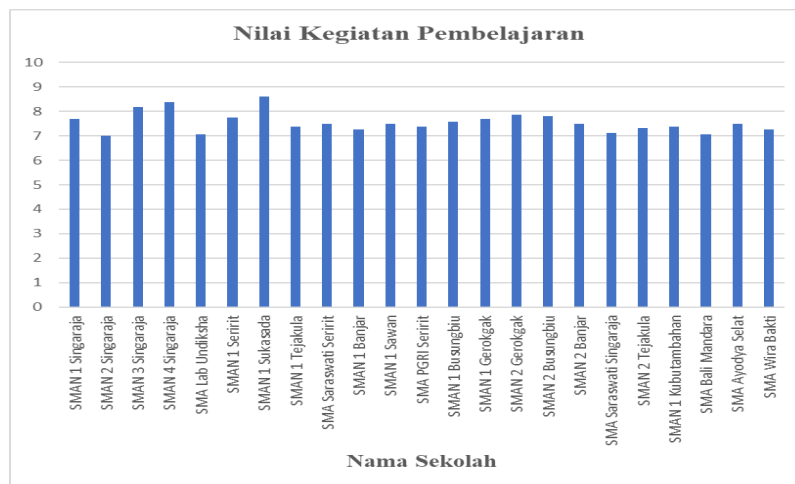
The personality competencies for sports teachers in high school out of 23 all received the "Good" category. And if averaged, the total of the 23 schools received a score of 7.66 in

the "Good" category. Sports teachers in senior high schools from 23 schools can be categorized as "Good" because the teachers have mastered aspects of the 5 personality competencies seen from the teachers already having the following aspects.

1. Charming.
2. Authoritative.
3. The teacher is strict.
4. Full of soul calling.
5. Samapta.

Personality competency is the ability that teachers have in carrying out a learning process that has a positive influence on students (Arsyad, 2022). Competency is the main factor in implementing learning for a teacher. Competency is the main thing that must be empowered to provide knowledge to students (Hermawan, 2020). So from the description above it can be concluded that teachers must have good personality competencies and be professional teachers, good personality competencies influence the formation of students' character.

b. Value learning of activities



Picture 7. Value learning of activities

Judging from the process of learning activities in 23 senior high schools (SMA) in Buleleng Regency, all of them received the "Good" category. If the total of the 23 schools is averaged, they get a score of 7.55 in the "Good" category. Teachers can get a "Good" grade because the teacher has mastered learning activities by mastering the following 5 aspects.

1. Open learning.
2. Mastery of material.
3. Determine the learning steps.
4. Carry out evaluations of learning processes and outcomes.
5. Closing learning.

From previous research conducted regarding the implementation of PJOK learning in class by several factors as follows. 1). Learning implementation plan (RPP), 2). Implementation of learning, 3). Learning evaluation, 4). Student motivation, 5). Learning methods, 6). Facilities and infrastructure used (Gentha, 2020). Research regarding the evaluation of physical education learning based on the 2013 curriculum in senior high schools

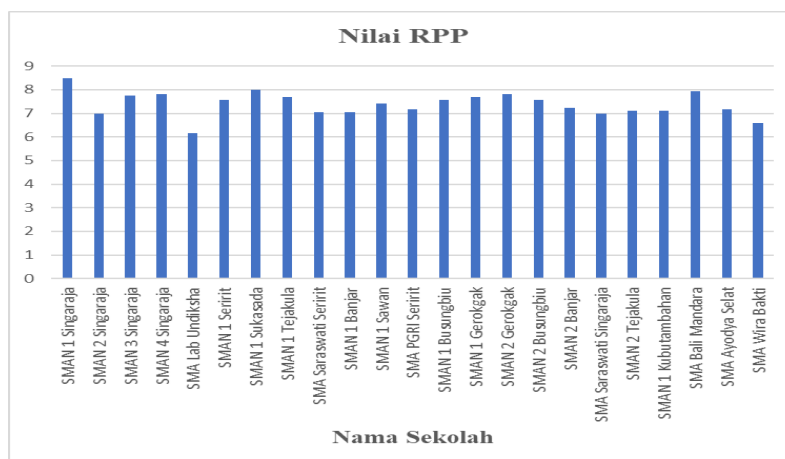
using descriptive - quantitative methods with aspects that are assessed in the implementation of PJOK teacher learning from the introduction, core and conclusion provides information that the learning process to be implemented must be planned and systematic so that learning can achieve expected goals (Fadila, 2021). Implementation of learning to achieve learning objectives can be carried out in two ways, face to face and online so that students are able to understand cognitively and psychomotorly so that what is expected can be achieved (Ketut Yoda, 2020).

In the learning process, teachers not only have materials to use in teaching that are suitable for the learner's process so that it runs well and helps students gain learning experiences (Fannany, 2023). For the implementation of physical education, sports and health (PJOK) learning to run systematically and well and achieve goals, teachers need to implement three things from the curriculum components.

1. Planning component.
2. Learning activity process.
3. Evaluate learning outcomes.

These three components are components that are interrelated and support each other. If one is not implemented then the learning activities carried out will be less than optimal. That the implementation of learning is a process of learning activities determined by the teacher so that the teacher determines the subject matter, carries out the learning process, and evaluates learning outcomes and PJOK teachers must be able to carry out the learning process in a professional manner, mastering 4 basic competencies, namely pedagogical competence, personality competence, social competence, and professional competence because teachers have mastered these 4 things which have an influence on achieving learning goals

c. RPP (Plan Implementation Of Learning)



Picture 8. Value RPP

If you look at the learning implementation plans (RPP) in 23 high schools, sports teachers get the "Good" category and if you average the overall score from 23 high schools (SMA) in Buleleng Regency, they get a score of 7.39 in the "Good" category". Sports teachers from a sample of 23 schools can be categorized as "Good" by mastering the following assessment aspects.

1. Determine learning objectives.
2. Design learning materials.
3. Determine the steps for learning activities.
4. Assessment of learning outcomes (assessment).

The learner implementation plan is a set of plans that will become the guidelines used by the teacher to carry out learning activities. Pedagogical competence is the teacher's ability to plan learning. The learning plan can be seen through the learning implementation plan that has been created and prepared before implementing it for students (Saitya, 2022). Every teacher is obliged to prepare a learning plan as stipulated in Law Number 14 of 2005 concerning teachers and lecturers in article 20 paragraph 1 concerning teachers who are obliged to plan, implement and assess and evaluate student learning outcomes. Preparing a learning implementation plan (RPP) is an important part of the learning process because it serves as a guide for teachers to implement it systematically and aims to improve the quality of learning that will be implemented and make learning run in a direction and systematically. According to Minister of Education and Culture Regulation Number 22 of 2006 concerning Primary and Secondary Education Process Standards at the senior secondary school (SMA) level, the allocation of teaching time for sports teachers is 3 lesson hours or 45 minutes in 1 lesson hour with a maximum number of study groups in one class of 36 people.

So the researcher concluded that the learning implementation plan (RPP) is a plan that is prepared to be used as a guide in carrying out the learning process which aims to achieve learning goals optimally and systematically.

d. Teacher to Student Rasio

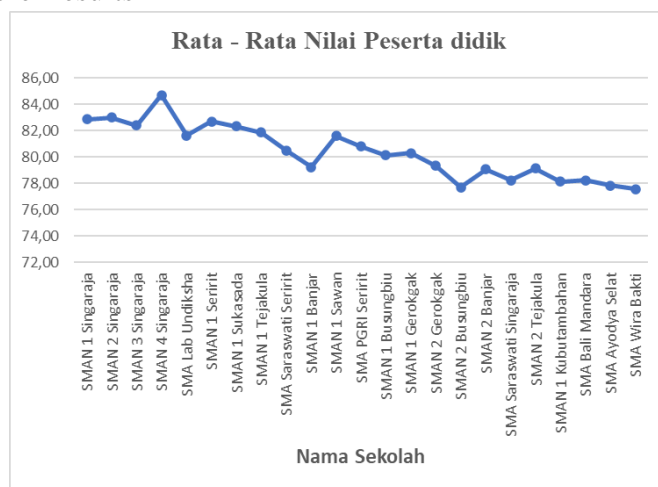


Picture 9. Teacher to Student Rasio

The ratio of teachers to students for implementing learning in high schools in Buleleng Regency, seen from the research results, shows the highest ratio is 1: 115 and the lowest is 1: 45. If the results are averaged, the ratio of teachers to students is 1: 70, 43 in the less than ideal category. From Minister of Education and Culture Regulation No. 22 of 2016 which regulates learning process standards, the maximum number of study groups for high school is 36 students. However, in the implementation of PJOK learning, the number of study groups is still combined between classes.

Learner effectiveness has two results through the sports scores of students and student respondents which are distributed via Google forms as well as the results of research on the effectiveness of PJOK learning in high schools (SMA) throughout Buleleng Regency.

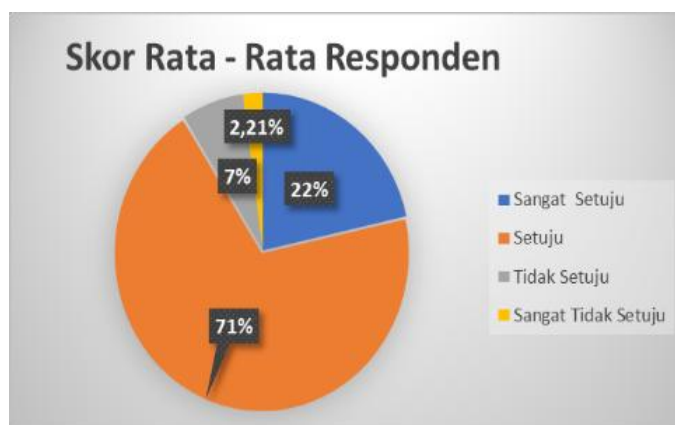
a. Student Score Results



Picture 10. Student Score Results

The results of the research show that the average score of students in each high school in Buleleng Regency is above kkm (minimum completeness criteria) with a minimum standard of completion criteria in each school of 75. So the scores for students in high schools throughout Buleleng Regency has been declared complete in taking physical education, sports and health lessons.

b. Results of Student Assessment of PJOK Learning



Picture 11. Results of Student Assessment of PJOK Learning

The questionnaire that the researcher distributed to high schools (SMA) throughout Buleleng Regency with a total of 12 questions using Google Forms received 75 student respondents, along with the results of the student respondents. So the average overall score from the questionnaire given to students in senior high schools (SMA) throughout Buleleng Regency with 75 respondents gave answers of strongly disagree 2.21%, disagree 7%, agree 71%, and strongly agree 22%.

Discussion

The discussion will be discussed in two parts: visibility and effectiveness of learning. The detailed exposure will be explained as follows.

A. PJOK visibility

Based on the results of data collection and data analysis in senior secondary schools (SMA) throughout Buleleng Regency, the following visibility and effectiveness data results were obtained. The personality competencies for sports teachers in high schools from 23 schools all received the "Good" category. And if the overall average was given in high schools, they got a score of 7.66 in the "Good" category. Sports teachers in senior high schools from 23 schools can be categorized as "Good" because the teachers have mastered aspects of the 5 personality competencies seen from the teachers already having the following aspects.

1. Charming.
2. Authoritative.
3. The teacher is strict.
4. Full of soul calling.
5. Samapta.

Personality competency is an element to shape the character of each individual, a good personality will be reflected in good character (Wiratmadi, 2016). Research conducted by Wiratmadi regarding teacher competency by assessing them as having noble, steady, mature, wise and wise morals using descriptive – quantitative methods provides a good category. The aim of this research was to understand how competent teachers are in implementing personality competencies. Personality competency is the ability that teachers have in carrying out learning guidance that has a positive influence on students (Arsyad, 2022). Competency is the main factor in implementing learning for a teacher. Competency is the main thing that must be empowered to provide knowledge to students (Hermawan, 2020). So from the explanation above it can be concluded that teachers must have good personality competencies and be professional teachers. Good personality competencies influence the formation of students' character.

Judging from the process of learning activities in senior secondary schools (SMA) throughout Buleleng Regency, all of them get the "Good" category. If you average them overall, they get a score of 7.55 in the "Good" category. Teachers can get a "Good" grade because the teacher has mastered learning activities by mastering the following 5 aspects.

1. Open learning.
2. Mastery of material.
3. Determine the learning steps.
4. Carry out evaluations of learning processes and outcomes.
5. Closing learning.

From previous research conducted regarding the implementation of PJOK learning in class by several factors as follows. 1). Learning implementation plan (RPP), 2). Implementation of learning, 3). Learning evaluation, 4). Student motivation, 5). Learning methods, 6). Facilities and infrastructure used (Gentha, 2020). Research regarding the evaluation of physical education learning based on the 2013 curriculum in high schools using descriptive - quantitative methods with aspects that are assessed in the implementation of PJOK teacher learning from the introduction, core and conclusion provides information that the

learning process to be implemented must be planned and systematic so that learning can achieve expected goals (Fadila, 2021). Implementation of learning to achieve learning objectives can be carried out in two ways, face to face and online so that students are able to understand cognitively and psychomotorly so that what is expected can be achieved (Ketut Yoda, 2020).

In the learning process, teachers not only have materials to use in teaching that are suitable for the learner's process so that it runs well and helps students gain learning experiences (Fannany, 2023). For the implementation of physical education, sports and health (PJOK) learning to run systematically and well and achieve goals, teachers need to implement three things from the curriculum components.

1. Planning component.
2. Learning activity process.
3. Evaluate learning outcomes.

These three components are components that are interrelated and support each other. If one is not implemented then the learning activities carried out will be less than optimal. Republic of Indonesia Government Regulation Number 19 of 2005 concerning National Education Standards.

So the researcher concludes from the description above that the implementation of learning is a process of learning activities determined by the teacher so that the teacher determines the subject matter, carries out the learning process, and evaluates learning outcomes and PJOK teachers must be able to carry out the learning process in a professional manner mastering 4 basic competencies, namely pedagogical competence, personality competence, social competence, and professional competence because teachers have mastered these 4 things which have an influence on achieving learning goals.

If you look at the learning implementation plans (RPP) in senior secondary schools, sports teachers get the "Good" category and if you average the overall score from senior secondary schools (SMA) throughout Buleleng Regency, they get a score of 7.39 in the "Good" category. Sports teachers from a sample of 23 schools can be categorized as "Good" by mastering the following assessment aspects.

1. Determine learning objectives.
2. Design learning materials.
3. Determine the steps for learning activities.
4. Assessment of learning outcomes (assessment).

The aim of the RPP is to see the ability of PJOK teachers in designing RPPs in high schools throughout Buleleng Regency. From previous research using descriptive methods with aspects of KI and KD assessment. A learning implementation plan is a plan that is made systematically to achieve learning objectives. RPPs are made before carrying out the learning that will be given to students (Reskil, 2023).

The learner implementation plan is a set of plans that will become the guidelines used by the teacher to carry out learning activities. Pedagogical competence is the teacher's ability to plan learning. The learning plan can be seen through the learning implementation plan that has been created and prepared before implementing it for students (Saitya, 2022). Every teacher is obliged to prepare a learning plan as stipulated in Law Number 14 of 2005 concerning

teachers and lecturers in article 20 paragraph 1 concerning teaching staff who are obliged to plan, implement and assess and evaluate student learning outcomes.

Preparing a learning implementation plan (RPP) is an important part of the learning process because it serves as a guide for teachers to implement it systematically and aims to improve the quality of learning that will be implemented and make learning run in a direction and systematically. According to Minister of Education and Culture Regulation Number 22 of 2006 concerning Primary and Secondary Education Process Standards at the senior secondary school (SMA) level, the allocation of teaching time for sports teachers is 3 lesson hours or 45 minutes in 1 lesson hour with a maximum number of study groups in one class of 36 people. Meanwhile, looking at the standard of facilities and infrastructure used to assist students in the learning process so that learning can be carried out systematically as regulated in Minister of Education and Culture Regulation Number 57 Article 25 of 2021 which regulates as follows.

1. The tools used as apparatus and tools to create learning objectives.
2. Infrastructure is the facilities needed to carry out and assist in the learning process.
3. The facilities and infrastructure used must ensure safety and be safe for use by students.

So the researchers concluded that facilities and infrastructure are very important to help the learning process and must have the principle that the facilities and infrastructure used are safe and comfortable and guarantee the safety of students when used. So from the information above it can be concluded that learning physical education, sports and health to achieve learner goals requires preparing a learning implementation plan, improving the learning implementation process, evaluating learner outcomes, supporting facilities and infrastructure, teacher quality, and student motivation.

B. Effectiveness of PJOK Learning

The effectiveness of learners in senior secondary schools (SMA) throughout Buleleng Regency, which was reviewed through student sports scores and questionnaires given to students, obtained the following results. For the sports scores of students in senior secondary schools (SMA) throughout Buleleng Regency, all of them complete the scores determined by the school with a minimum completion criteria score limit with a minimum completion criteria standard in each school of 75. So for the students' scores in High schools throughout Buleleng Regency have been declared good at participating in physical education, sports and health (PJOK) lessons.

For the questionnaire that researchers gave to high schools (SMA) throughout Buleleng Regency, the number of respondents was 75 people. With a total of 12 questions given from the results of students' views, if you average the total number of questionnaires given to students in 23 high schools (SMA) in Buleleng Regency with a total of 75 respondents, the answer is strongly disagree 2.21%, disagree 7%, agree 71%, and strongly agree 22%. From the overall results statement, 71% agreed and 22% strongly agreed because physical education, sports and health teachers were able to master several aspects that made students interested in taking part in learning with teachers who mastered the following aspects.

1. Presentation of knowledge entities that are easy for students to understand.
2. The facilities and infrastructure used are safe and comfortable to use.
3. A systematic and enjoyable learning system for students.
4. Utilization of learning media.
5. The learning implementation plan is implemented as planned.

6. Students who actively participate in the learning provided.

Supported by previous research, increasing students' efforts in learning with the aim of achieving learning goals and supporting students to continue to be active in learning and the main characteristics of students who enjoy following PJOK students are characterized by teachers providing students with friendly and straightforward delivery of the material (Veni Irmawati, 2021). Physical education, sports and health is one of the subjects that is applied at almost all levels of education. Sports and health physical education involves physical activity for students which aims to improve fitness, improve students' motor skills, healthy living behavior, and foster sportsmanship. Physical education, sports and health are also part of the entire educational process which is carried out consciously and aims to improve individuals through physical activity (Pinto, 2021). Sports and health physical education can also be said to be a learning process for sports and health physical education through students' physical activity to be able to develop aesthetic appreciation by mastering skills and knowledge, developing attitude values and improving physical condition (Satria, 2020). So from the explanation given, physical education, sports and fitness are defined as education carried out through physical activity which aims to improve physical fitness, improve students' motor skills, foster healthy living behavior, build a sportsmanship, and improve physical condition. Sports and health physical education is an educational process that builds physical fitness through physical activity which aims to improve students' physical fitness (Mahendra Jaya, 2022).

The effectiveness of learning, especially in PJOK subjects at the senior secondary school (SMA) level, teachers must prepare 3 things from preparing learning implementation plans, class management, and evaluating learning outcomes. Learning activities will run systematically if the teacher has a plan that will be carried out supported by classroom management that makes students comfortable, safe and always want to follow the learning provided and the learning process to achieve good learning goals requires facilities and infrastructure that support learning. can run effectively both within the learner's time and learning objectives can be achieved optimally

Conclusion

Visibility is a general description of a situation or condition that occurs which is measured through predetermined measuring instruments or tests used in teaching. The personality competencies for sports teachers in high schools all get the "Good" category. And if averaged, the whole school gets the "Good" category by mastering the aspects of being charming, authoritative, teachers being firm, full of soul calling, and samapta. The process of learning activities in senior secondary schools (SMA) throughout Buleleng Regency all get the "Good" category. If averaged across all schools, they get the "Good" category by mastering the aspects of opening learning, mastering the material, determining learning steps, implementing evaluate learning processes and outcomes, and close learning. The learning implementation plan (RPP) in senior secondary schools for sports teachers gets the "Good" category and if the overall score for senior secondary schools (SMA) throughout Buleleng Regency is averaged, it gets the "Good" category. By mastering the aspects of determining learning objectives, designing learning materials, determining the steps of learning activities, and assessing learning outcomes. The ratio of teaching teachers to students in senior secondary schools

(SMA) throughout Buleleng Regency is not yet ideal because the largest ratio of teaching sports teachers is 1: 115 and the lowest is 1: 45. In the less than ideal category. Facilities and infrastructure are very important to help the learning process and must have the principle that the facilities and infrastructure used are safe and comfortable and guarantee the safety of students when used.

The effectiveness of learners in senior high schools (SMA) throughout Buleleng Regency, which was reviewed through students' sports scores and questionnaires given to students, obtained the following results. For the sports scores of students in senior secondary schools (SMA) throughout Buleleng Regency, all of them complete the scores determined by the school with a minimum completion criteria score limit with a minimum completion criteria standard in each school of 75. So for the students' scores in High schools throughout Buleleng Regency have been declared good at participating in physical education, sports and health (PJOK) lessons. For the questionnaire that researchers gave to high schools (SMA) throughout Buleleng Regency, the number of respondents was 75 people. With a total of 12 questions given from the results of students' views, if you average the total number of questionnaires given to students in senior secondary schools (SMA) throughout Buleleng Regency with a total of 75 respondents, the answer is strongly disagree 2, 21%, 7% disagree, 71% agree, and 22% strongly agree. Physical education, sports and health learning to achieve learner goals requires preparing a learning implementation plan, improving the learning implementation process, evaluating learner outcomes, supporting facilities and infrastructure, teacher quality, and student motivation. And physical education, sports and health, is education carried out through physical activity which aims to increase physical fitness, improve students' motor skills, foster healthy living behavior, build a sportsmanlike spirit, and improve physical condition

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