

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

I Wayan Restu Adi Wiguna<sup>1\*</sup>, I Ketut Yoda<sup>2</sup>, I Gede Suwiwa<sup>3</sup>

<sup>1,2,3</sup>Universitas Pendidikan Ganesha, Singaraja, Bali, Indonesia

\*Corresponding author: wayanrestu549@gmail.com

### Abstrak

Pendidikan jasmani olah raga dan kesehatan meliputi aktivitas jasmani bagi siswa yang bertujuan untuk meningkatkan kebugaran, meningkatkan kemampuan motorik siswa, perilaku hidup sehat, dan menumbuhkan sportivitas. Tujuan penelitian ini adalah untuk mengetahui visibilitas dan efektivitas pembelajaran PJOK di Sekolah Menengah Pertama (SMP) se-Kabupaten Buleleng. Jenis penelitian ini adalah deskriptif – kuantitatif dengan teknik pengumpulan data yaitu 1) Survei, 2) Observasi, 3) Studi dokumentasi, dan 4) Wawancara. Sampel yang digunakan dalam penelitian ini adalah 46 sekolah dari populasi 72 sekolah. Hasil penelitian ini menunjukkan dua hasil pertama ditinjau dari visibilitas pembelajaran, yaitu skor kompetensi kepribadian sebesar 7,05 dengan kategori “Baik”, kegiatan pembelajaran sebesar 7,39 dengan kategori “Baik”, dan rencana pelaksanaan pembelajaran sebesar 6,85 dengan kategori “Baik”, sedangkan yang kedua ditinjau dari efektivitas pembelajaran, nilai siswa menunjukkan semuanya berada di atas KKM, sehingga siswa telah mengikuti pembelajaran PJOK dengan baik, dan dilihat dari angket yang diberikan kepada jumlah responden, 128 orang dengan 12 pertanyaan, mendapatkan persentase rata-rata pada gambar. Hasil sebesar 81,28% menunjukkan bahwa efektivitas pembelajaran PJOK di Sekolah Menengah Pertama (SMP) di Kabupaten Buleleng berkategori sangat efektif.

**Kata kunci:** Visibilitas, Efektivitas Pembelajaran, Pembelajaran PJOK

### Abstract

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. The aim of this research was to determine the visibility and effectiveness of PJOK learning in junior high schools (SMP) throughout Buleleng Regency. This type of research is descriptive - quantitative with data collection techniques namely 1) Survey, 2) Observation, 3) Documentation study, and 4) Interview. The sample used in this research was 46 schools from a population of 72 schools. The results of this research show the first two results in terms of learning visibility, namely that the personality competency score is 7.05 in the "Good" category, learning activities are 7.39 in the "Good" category, and learning implementation plans are 6.85 in the "Good" category while the secondly, in terms of learning effectiveness, the students' grades show that all are above the minimum completeness criteria, so the students have followed PJOK learning well, and seen from the questionnaire given to the number of respondents, 128 people with 12 questions, getting the average percentage in the figure. 81.28% of the results show that the effectiveness of PJOK learning in junior high schools (SMP) in Buleleng Regency is categorized as very effective

**Keywords:** Visibility, Learning Effectiveness, PJOK Learning

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## Introduction

Physical education, sports and health is a conscious and systematic process through various activities to acquire physical abilities, skills, growth, intelligence and character development as individuals or as members of society. Physical education, sports and health, is essentially an educational process that utilizes physical activity to obtain holistic changes in the physical, mental and emotional qualities of individuals. The objectives of Physical Education according to Minister of National Education Regulation Number 22 of 2006 are as follows: (1) develop self-management skills to develop and maintain physical fitness and a healthy lifestyle through selected physical activities and sports; (2) increasing physical growth and psychological development; (3) improve basic movement skills and abilities; (4)

Internalize the values inherent in physical education, sports and health to lay the foundation of strong moral character. (5) foster sportsmanship, integrity, discipline, responsibility, cooperation, self-confidence and democracy; (6) develop skills to maintain the safety of oneself, others and the environment; (7) Understand the concept of physical activity and sports in a clean environment as information to achieve perfect physical growth, healthy and fit lifestyle, skills and positive attitudes.

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.

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.

Data obtained from Dapokemendikbud in Buleleng Regency has the following number of junior high schools (SMP) Kec. Buleleng as many as 17 schools, Kec. Sukasada as many as 9 schools, Kec. Seririt as many as 6 schools, Kec. Banjar as many as 7 schools, Kec. Grokgak as many as 8 schools, district. Sawan as many as 6 schools, Kec. Kubu added 8 schools, district. Busungbiu as many as 5 schools, and Kec. Tejakula A total of 6 schools. The total number of junior high schools in Buleleng is 72 schools After conducting a review of several junior high schools (SMP) in Buleleng district, namely SMP N 1 Singaraja, SMP N 2 Singaraja, SMP N 3 Singaraja, SMP Lab Undiksha, SMP N 5 Singaraja, SMP N 1 Sukasada, SMP N 1 Seririt , SMP N 1 Banjar, SMP N 3 Busungbiu, SMP 1 Kubuaddan, SMP N 5 Tejakula, SMP 1 Grokgak, and SMP N 1 Sawan encountered various problems with the visibility and effectiveness of learning in schools. In terms of learning effectiveness, the problems encountered are: 1). The teacher has not yet mastered the material that will be presented to students, 2). The learning 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 during learning 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 that each school has are still limited, making learning take a long time to teach and other things that are encountered, the tools for teaching each material provided are still few, such as volleyball material, the ball provided is 4 to 6 pieces so that the teacher implements group learning but cannot supervise it at all times so learning cannot be optimal Visibility In Buleleng Regency, there are problems with facilities and infrastructure, seen from the condition of each sport, which is not the same for game sports, athletics and rhythmic sports. Having the results of calculating the conditions of facilities and infrastructure for the three sports shows that the availability of conditions for learning facilities and



infrastructure for Physical Education, Sports and Health at high schools/vocational schools in Buleleng Regency is far from ideal (Satyawan, 2015).

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.

Agung Pratama (2021) in his journal entitled "Profile of Physical Education, Sports and Health in Public Middle Schools in Buleleng District" concluded that the profile of Physical Education and Health includes the availability of teachers, the availability of learning equipment and the availability of PJOK learning facilities and infrastructure in 8 junior high schools. Countries in Buleleng sub-district in 2021 are in the sufficient category.

Based on several of the problems above, PJOK learning in Buleleng district is said to be still less effective because the availability of learning equipment, infrastructure and learning systems is still uneven. So the problem in this research is: To get an accurate and clear picture of the problems of PJOK learning in junior high schools (SMP) that occur in Buleleng Regency as described above, it is necessary to carry out research to find out whether PJOK learning at the middle school level The first (SMP) in Buleleng Regency is Visible and Effective or not, so based on this the author is interested in conducting research with the title "Visibility and effectiveness of PJOK Learning in Junior High Schools (SMP) throughout Buleleng Regency"

## **Materials and Methods**

This research is quantitative descriptive research whose stages consist of: 1) preparing a draft research instrument), 2) testing the validity and reliability of the instrument, 3) collecting data, 4) compiling and analyzing data, and 5) compiling a research report. The sampling technique in this research used proportional random stamping. Proportional random stamping is a method of taking research samples randomly by paying attention to the proportions 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 60% of the total population in each sub-district in Buleleng Regency with the following formula:

$$\text{Singaraja: } n = \frac{P}{N} \times N = \frac{60}{100} \times 17 = 10.2 = 11 \text{ schools}$$

$$\text{Sukasada : } n = \frac{P}{N} \times N = \frac{60}{100} \times 9 = 5.4 = 5 \text{ schools}$$

$$\text{Seririt: } n = \frac{P}{N} \times N = \frac{60}{100} \times 6 = 3.6 = 4 \text{ schools}$$

$$\text{Banjar : } n = \frac{P}{N} \times N = \frac{60}{100} \times 7 = 4.2 = 5 \text{ schools}$$

$$\text{Gerokgak: } n = \frac{P}{N} \times N = \frac{60}{100} \times 8 = 4.8 = 5 \text{ schools}$$

$$\text{Sawan : } n = \frac{P}{N} \times N = \frac{60}{100} \times 6 = 3.6 = 4 \text{ schools}$$

$$\text{Additional camp: } n = \frac{P}{N} \times N = \frac{60}{100} \times 8 = 4.8 = 5 \text{ schools}$$

$$\text{Busungbiu: } n = \frac{P}{N} \times N = \frac{60}{100} \times 5 = 3 = 3 \text{ schools}$$

$$\text{Tejakula: } n = \frac{P}{N} \times N = \frac{60}{100} \times 6 = 3.6 = 4 \text{ schools}$$

Information:

n : Number of samples

P: Sample proportion

N: Number of population

So the number of samples from this research is 46 schools from the total schools in each sub-district in Buleleng Regency. To determine whether the number of samples to be taken from the population is representative or not, we will calculate the standard error proportion ( $\sigma_p$ ) using the formula:

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

Information :

$\sigma_p$  : *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  $\sigma_p < 5\%$ .

$$\sigma_p = \sqrt{\frac{0,60(1-0,60)}{46}} \sqrt{\frac{72-46}{72-1}}$$

$$\sigma_p = 0,043$$

$$\sigma_p = 4,3 \%$$

Because the standard error of the sample proportion ( $\sigma_p$ ) is 4.3%, meaning it is below 5% ( $4.3\% < 5\%$ ), the research sample of 46 schools is considered representative of the research population. From these calculations, the number of samples that will be taken in this research is 46 schools from a total population of 72 schools.

- 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.

Data were analyzed using quantitative descriptive statistics and comparing research data with applicable criteria regarding the visibility and effectiveness of PJOK learning.

1. Teacher to student ratio

The ratio of the number of students to teachers is based on the number of study friends in the SMP/MTs education unit, namely in one class there are a minimum of 3 students and a maximum number of 33 students as regulated in Minister of Education and Culture Regulation No. 22 of 2016 concerning Education Process Standards.

2. Teacher Personality Competencies

$$\frac{\text{Jumlah Skor}}{18}$$

Picture 1. Teacher Personality Competencies

3. Learning Activities

$$\frac{\text{Jumlah Skor}}{16}$$

Picture 2. Learning Activities

4. Lesson plan

$$\frac{\text{Jumlah Skor}}{17}$$

Picture 3. 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.

1. The Value of Physical Education, Sports and Health

Effectiveness is analyzed based on the value of physical education, sports and health, measured through minimum completeness criteria (KKM) in each school which looks at three aspects, namely knowledge, attitudes and skills of students.

2. Student responses to PJOK learning

Effectiveness was analyzed based on the value of physical education, sports and health, measured through students' responses to PJOK learning using the Googleform questionnaire that was distributed. The purpose of this analysis is to determine the effectiveness of PJOK learning in junior high schools throughout Buleleng Regency. The score range used for the questions is scale 4.

**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 4. 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

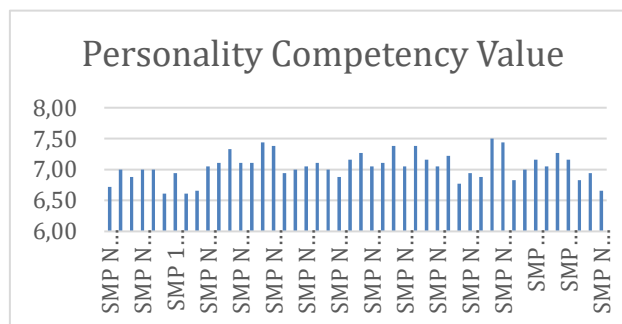
**Table 3. Category Benchmarks**

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

## Results and Discussion

The research was conducted in junior high schools (SMP) 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

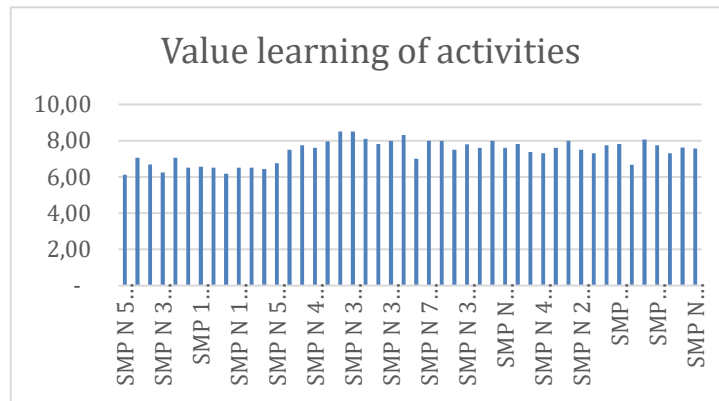


Picture 5. Personality Competency Value



The results of the personality competency assessment obtained through direct observation in junior high schools throughout Buleleng Regency using the in-service professional teacher education program assessment instrument showed results in the "good" category with an average score of 7.05. The assessment elements for giving grades to teachers in junior high schools in Buleleng Regency are as follows

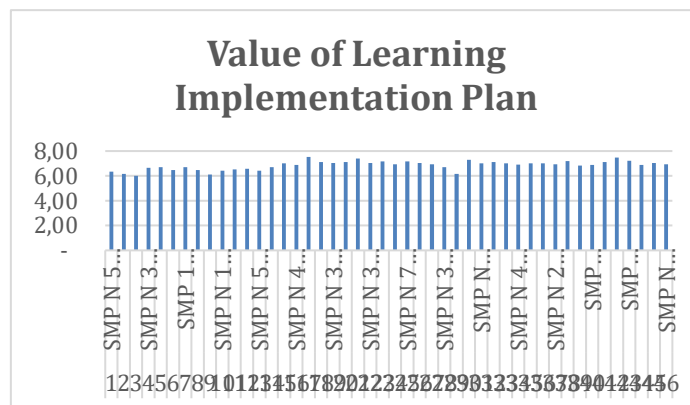
1. Charming.
  2. Authoritative.
  3. The teacher is strict.
  4. Full of soul calling.
  5. Samapta.
- b. Value learning of activities



Picture 6. Value learning of activities

Judging from the results of the average learning activities of junior high school teachers throughout Buleleng Regency, it is in the "Good" category, namely an average score of 7.39, the assessment elements of which consist of.

1. Open learning.
  2. Mastery of material.
  3. Determine the learning steps.
  4. Carry out evaluations of learning processes and outcomes.
  5. Closing learning.
- c. RPP (Plan Implementaation Of Learning)



Picture 7. Value of Learning Implementation Plan



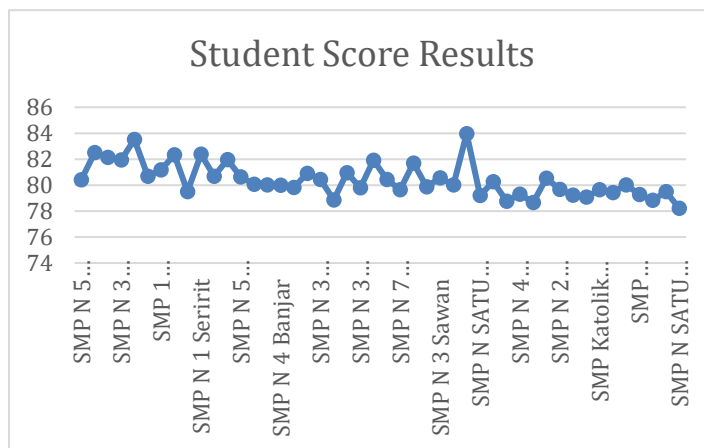
The value of the learning implementation plan shows the value in each junior high school in Buleleng Regency from 46 sports teachers, whereas if averaged it gets a score of 6.85 which is in the "Good" category.

d. Teacher to Student Rasio

The ratio of teachers to students for implementing learning in junior high schools in Buleleng Regency, seen from the research results, shows the highest ratio is 1: 88 and the lowest is 1: 15. If we look at it through innovative learning in groups of 4 to 5 people, it must be There must be 1 tool/means used during learning.

Meanwhile, what is happening in the field is that the facilities used are still limited so that PJOK learning in junior high schools (SMP) throughout Buleleng Regency still does not meet the requirements, in view of Permendikbud No. 22 of 2016 which regulates learning process standards, the number of study groups for junior high schools is a minimum of 3 students and a maximum of 33 students. Learner effectiveness has two results through the sports scores of students and student respondents which are distributed via Google from the following results of research on the effectiveness of PJOK learning in junior high schools (SMP) throughout Buleleng Regency.

a. Student Score Results



Picture 8. Student Score Results

The results of the research show that the average score of students in each junior high school in Buleleng Regency is above kkm (minimum completeness criteria) with the standard minimum completeness criteria in each school ranging from 70 to 75. So the student scores In junior high schools throughout Buleleng Regency, they have been declared complete in taking physical education, sports and health lessons.

b. Results of Student Assessment of PJOK Learning

The questionnaire that the researchers distributed to 46 junior high schools (SMP) in Buleleng Regency with a total of 12 questions using Google Forms received 128 student respondents, along with the results of student respondents. The percentage of all subjects is obtained from the total number of subjects divided by the number of subjects. The total percentage of subjects in this study was 975.14%, then divided by the number of subjects, namely 12, the result was 81.28%. From these results, the effectiveness of PJOK learning in junior high schools (SMP) in Buleleng Regency was categorized as very effective

## **Discussion**

Based on the results of data collection and data analysis in junior high schools (SMP) in Buleleng Regency, totaling 46 schools, the following visibility and effectiveness data results were obtained.

### **a. PJOK visibility**

Based on the results of data collection and data analysis in junior high schools (SMP) in Buleleng Regency, totaling 46 schools, the following visibility and effectiveness data results were obtained. The personality competencies for sports teachers in high school out of 46 all received the "Good" category. And if averaged, all 46 schools received a score of 7.05 in the "Good" category. Sports teachers in junior high schools from 46 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. Enchanting.
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. Research conducted (Placyntia Ngadenan, 2016) regarding Teacher Competency by assessing teacher performance as seen from the teacher implementing the competencies that must be implemented consisting of pedagogical competence, personality competence, social competence and professional competence with a method using descriptive analysis with a qualitative approach provides a sufficient category Good. The aim of this research was to determine the performance of PJOK teachers.

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 and master learning theories and educational learning principles.

Judging from the process of learning activities in 46 junior high schools (SMP) in Buleleng Regency, all of them received the "Good" category. If averaged across all 46 schools, they get a score of 7.39 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 for self-defense materials in junior high schools in Watumalang District, Wonosobo Regency, which was reviewed from the planning, learning process and evaluation using quantitative descriptive methods, it provides information about the success of learning physical education, sports and health (PJOK) to achieve maximum learning objectives. influenced 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 (Sandi Firmanto, 2020). Research regarding the evaluation of physical education learning based on the 2013 curriculum in junior high schools with a research approach using qualitative research 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 be achieved. achieve the expected goals (Sri Alaswati 2016). 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 learning 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 way, 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 46 junior high schools, sports teachers get the "Good" category and if you average the overall score from 46 junior high schools (SMP) in Buleleng Regency, they get a score of 6.85 in the "Good" category. ". Sports teachers from a sample of 46 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 purpose of the RPP is to see the ability of PJOK teachers in designing RPPs in junior 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 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 junior high school (SMP) level, the allocation of teaching time for sports teachers is 3 lesson hours or 40 minutes in 1 lesson hour with a maximum number of study groups in one class of 33 people. Therefore, researchers are of the opinion that the Learning Implementation Plan (RPP) is a plan that is intended as a guideline in carrying out a learning process and is aimed at achieving learning goals optimally and systematically.

If we look at the ratio of teaching teachers to the ratio of student facilities in junior high schools (SMP) throughout Buleleng Regency, most of them still do not meet the requirements because the largest ratio of teaching sports teachers is 1: 88 and the lowest is 1: 15. If we look at it through innovative learning In learning in the form of groups of 4 to 5 people there must be 1 tool/means used during the implementation of the learning. Meanwhile, what is happening in the field is that the facilities used are still limited so that PJOK learning in junior high schools (SMP) throughout Buleleng Regency still does not meet the requirements, in view of Permendikbud No. 22 of 2016 which regulates learning process standards, the maximum number of study groups for high school is 33 students.

From the description above, it can be concluded that to achieve the learning objectives of physical education, sports and health, it is necessary to prepare a learning implementation plan, improve the learning implementation process, evaluate learning outcomes, and support facilities, infrastructure, teacher quality and student motivation.

#### b. Effectiveness of PJOK Learning

The effectiveness of learning in junior high schools (SMP) 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 46 junior high schools (SMP) in Buleleng Regency, all of them completed the scores determined by the school with a minimum completion criteria score limit with a minimum completion criteria standard in each school, namely 75. So for the participants' scores Students at junior high schools throughout Buleleng Regency in 46 schools have been declared very good at taking physical education, sports and health (PJOK) lessons.

For the questionnaire that researchers gave to 46 junior high schools (SMP) in Buleleng Regency, the number of respondents was 128 people. With a total of 12 questions given from the results of students' opinions, if the total of the questionnaires given to students in 46 junior high schools (SMP) in Buleleng Regency is averaged, the total number of respondents is 128. The total percentage of subjects In this study, it was 975.14, then divided by the number of subjects, namely 12, the result was 81.28%. From these results, the effectiveness of PJOK learning in junior high schools (SMP) in Buleleng Regency was categorized as very effective.

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 integral to 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 physical activity for students 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 above it can be concluded that physical education for sports and health is 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 junior high school (SMP) education 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**

Sports and health physical education is education carried out through physical activity which aims to increase physical fitness, improve students' motor skills, foster healthy living behavior, build a sportsmanship spirit, and improve physical condition. Visibility is a general description of the situation or conditions that occur which is measured through the facilities and infrastructure used in teaching. Personality competency is an element that forms the character of each individual. A good personality will be reflected in good character. Of the 46 personality competencies for sports teachers in junior high schools, all of them received the "Good" category by mastering the aspects of being charming, authoritative, teachers being firm, full of soul calling, and samapta. Teachers must have good personality competencies and be professional teachers. Good personality competencies influence the formation of students' character.



From the process of learning activities in 46 junior high schools (SMP) in Buleleng Regency, all of them received the "Good" category by mastering aspects of opening learning, mastering material, determining learning steps, carrying out evaluations of learning processes and outcomes, and closing learning. In the learning process the teacher does not only have materials to use in teaching that are appropriate for the learner's process so that it runs well and helps students gain learning experiences. 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.

Learning implementation plans (RPP) in 46 junior high schools for sports teachers received the "Good" category by mastering the following assessment aspects: Determining learning objectives, designing learning materials, determining steps for learning activities and assessing learning outcomes (assessment).

If you look at the ratio of teaching teachers to the ratio of student facilities in junior high schools (SMP) throughout Buleleng Regency, it still does not meet the requirements because the highest ratio of teaching sports teachers is 1: 88 and the lowest is 1: 15. Facilities and infrastructure are very important to help 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 learning in junior high schools (SMP) 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 46 junior high schools (SMP) in Buleleng Regency, all of them completed 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 student scores in junior high schools throughout Buleleng Regency in 46 schools it has been declared very good in taking physical education, sports and health (PJOK) lessons.

For the questionnaire that researchers gave to 46 junior high schools (SMP) in Buleleng Regency, the number of respondents was 128 people. With a total of 12 questions given from the results of students' opinions, if you average the total number of questionnaires given to students in 46 junior high schools (SMP) in Buleleng Regency with a total of 128 respondents. The total percentage of subjects in this study was 975.14, then divided by the number of subjects, namely 12, the result was 81.28%. From these results, the effectiveness of PJOK learning in junior high schools (SMP) throughout Buleleng Regency was categorized as very effective.

So the visibility and effectiveness of sports learning in junior high schools in Buleleng Regency has been running very well as seen from the students who have participated in the learning well, the teachers have facilitated all forms of assistance to the students. 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.

So from the explanation above it can be concluded that physical education for sports and health is 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.

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