



Educational Management Strategies and Athletic Achievement in Supporting Academic Completion among Physical Education Students at FKIP USK

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Abstract

Objectives. Physical education plays a vital role in character building and students' overall health, particularly in the subject of Physical Education, Sports, and Health (PJOK). This study aims to analyze the learning problems encountered in PJOK among elementary school students, with a focus on identifying the key factors that influence its effectiveness.

Materials and Methods. This research employed a descriptive quantitative approach. The population consisted of 269 elementary school students, with 68 randomly selected as the research sample. Data were collected using a validated questionnaire and direct observation to obtain a comprehensive understanding of the PJOK learning environment. The data were analyzed to determine the influence of various internal and external factors on the learning process.

Results . The analysis identified four primary factors influencing PJOK learning: facilities, assessment systems, teaching methods, and student motivation. Regarding facilities, 46% of students stated that the available sports infrastructure was adequate. In terms of assessment, 55.1% of students agreed with the evaluation system applied. Teaching methods were perceived positively by 51% of students. However, motivation was identified as the weakest factor, with only 40.7% of students reporting that they felt motivated during PJOK lessons.

Conclusion. This study concludes that PJOK learning is influenced by several interrelated factors, including the availability of facilities, the assessment system, and the teaching methods, which are generally rated as sufficient by students. However, student motivation remains the weakest aspect, indicating the need for targeted interventions. Addressing this issue is crucial for improving overall engagement and the effectiveness of physical education programs in elementary schools.

Keywords: Educational Management, Sports Achievement , Academic Completion , Physical Education Students.

Introduction

Education is educating carried out by a teacher to students, it is expected that adults in children can provide examples, learning, direction, and improving moral ethics, as well as exploring the knowledge of each individual (Putri et al., 2024) . Education aims to develop potential and shape character and improve dignity for the nation, with the aim of enlightening

the lives of the community. So that students can optimize their potential, become individuals who believe, are pious to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, and independent. Education has a very important impact in shaping the character of individuals and society as a whole. According to Sudiarja (Sasongko, 2018) Education is an act that changes and determines human life, both for educators and students. For students, education is a means that allows them to grow as humans. Meanwhile, for educators, educating means determining an attitude and form of life that is believed to be able to realize the principles and human values that build their entire lives.

Learning physical education, sports, and health (PJOK) in the world of education is very important. PJOK is a form of learning that emphasizes sports skills, as well as an understanding of the importance of a healthy lifestyle. The main goal of PJOK is to support students in expanding their knowledge, improving skills, and forming positive attitudes towards physical activity, sports, and health. According to Rosdiani (Haris, 2019) "Physical education is an educational process that utilizes systematically planned physical activities aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system". In an effort to increase the effectiveness of learning Physical Education, Sports, and Health (PJOK). According to Slameto (2013) "several factors determine the success and smoothness of the process. These factors include the role of teachers, student participation, availability of facilities and infrastructure, setting clear goals, implementing appropriate methods, support from the surrounding environment, and an appropriate assessment system.

Various problems in PJOK learning are still a challenge, especially for class XI students of SMK Negeri 3 Banda Aceh. Based on the results of initial observations on August 14, 2023 in Lhong Raya Village, Banda Raya District, Banda Aceh City, it was seen that class XI students of SMK Negeri 3 Banda Aceh showed a low level of enthusiasm in participating in Physical Education, Sports, and Health (PJOK) learning. This observation was carried out during the implementation of PLP 2 USK unggul at the school. Students were less enthusiastic in participating in PJOK learning. Many of them did not take the learning seriously and were less active in the series of PJOK learning activities.

In the world of education, problems are often a serious challenge. These problems cover various aspects, ranging from social issues in the classroom to administrative problems that affect the effectiveness of teaching. For example, the mismatch between the curriculum that is carried out and the real needs in the field is one example of the problems faced by educators. Problems like this require in-depth analysis and broader understanding to find effective solutions. According to Sugiyono (2021) "these problems are deviations between what should happen and what actually happens in the field, between the theory that is taught and the practice that occurs in the real world, and between the plans that have been designed and their implementation in the learning process". According to Slameto (2013), the factors that influence learning can be divided into internal and external factors. Internal factors include student interest and motivation, while external factors include the role of teachers, facilities and infrastructure, and the evaluation system applied in schools. To improve the effectiveness of PJOK learning, improvements are needed in various aspects, including improving facilities, adopting more innovative teaching methods, and transparency in the assessment system.

Education is a very important process in shaping individual character and the progress of society as a whole. In the Indonesian context, Physical Education, Sports, and Health (PJOK)

is not only a subject in school, but also a major instrument in improving physical fitness, instilling a healthy lifestyle, and forming social skills in students. PJOK plays a role in supporting students' cognitive, physical, and emotional development. However, the effectiveness of PJOK learning in schools often faces various challenges, especially in vocational schools such as SMK Negeri 3 Banda Aceh. These challenges include lack of facilities, less innovative teaching methods, low student motivation, and an ineffective evaluation system.

The importance of this research lies in the urgent need to improve the quality of PJOK learning that contributes to students' health and physical competence. By identifying and analyzing the main factors that hinder physical education learning, this study provides data-based insights that can be used to improve physical education practices in schools. The results of this study are expected to be a reference for teachers and schools in designing more effective and attractive PJOK programs for students.

The novelty of this study is the comprehensive approach in analyzing the four main factors that influence PJOK learning, namely facilities, assessment, teaching methods, and motivation. Most previous studies have focused on only one factor, while this study integrates all four aspects to provide a more comprehensive understanding of the challenges in PJOK learning.

The urgency of this research is based on the declining interest and participation of students in physical education in the modern era, where a more passive lifestyle is increasingly common among adolescents. Schools need to find more effective strategies so that PJOK learning can be more interesting and have a greater impact on students' fitness and health. Therefore, this research is very relevant and timely to support improving the quality of PJOK learning in Indonesian schools.

With improvements in these various factors, it is hoped that PJOK learning at SMK Negeri 3 Banda Aceh can be more effective and interesting for students, so that the goals of physical education in improving physical fitness, motor skills, and student motivation in exercising can be achieved more optimally.

Materials and Methods

The research approach used in this study uses a quantitative research approach. "Quantitative research is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know" (Kasiram, 2008) .

The type of research used is quantitative descriptive. Fiantika (2022) said "Descriptive research is a type of research that describes or depicts a problem. Descriptive research aims to describe a population, situation or phenomenon accurately and systematically". This type of descriptive research aims to see the picture and what factors influence students' interest in learning PJOK at SMK Negeri 3 Banda Aceh.

According to Sugiyono (2021) "Population is a general area consisting of objects/subjects with certain qualities or characteristics that have been determined by researchers to be studied and conclusions drawn" (Sugiyono 2021) . Based on the understanding above, the population in this study was 269 class XI students consisting of 4: boys and 265: girls.

According to Sugiyono (2021) "A sample is a part of the population and its characteristics". According to Arikunto (2016) "if the number of population members is below 100 members, the entire population will be taken as a sample, while if the population exceeds 100 members, around 10%-15% or 20%-25% of the population can be taken as a sample". The sampling technique that will be used in this study uses the probability sampling technique, probability sampling means a random sampling method. "Probability sampling is a sampling technique that provides an equal opportunity for each element (member) of the population to be selected

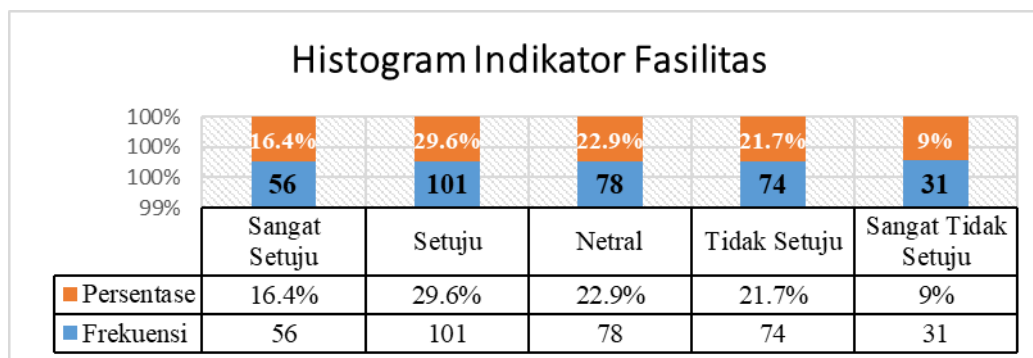
as a sample member" (Sugiyono, 2021) . Based on the above, the sample that will be selected randomly is 25%, namely 68 samples from the total population to be taken. The data collection method for this study uses questionnaires and documentation. The data analysis technique used by the researcher is quantitative descriptive analysis of the answers obtained through the Anas Sudijono observation sheet in (Listiqowati & Zulfianti, 2019) .

Results

The data needed in this study was obtained through the distribution of questionnaires. Before being distributed to real respondents, the questionnaire was tested. validity. Before done test validity, amount Items statement totaling 31 items divided into 4 indicators, namely: 1) Facilities, 2) Assessment and evaluation, 3) Teaching methods, 4) Motivation. The researcher conducted a questionnaire validity test at SMK Negeri 3 Banda Aceh. The number of respondents or samples involved in the questionnaire validity trial was 68 female students. After the validity test was conducted, 20 drop statement items were obtained or had to be removed from the questionnaire statement list.

Student Problems Regarding Physical Education Learning for Class XI at SMK Negeri 3 Banda Aceh Reviewed from Facility Indicators .

The facility aspect is one of the indicators of the problems of PJOK learning. Researchers included 5 statement items to determine the learning problems in terms of facilities. 68 respondents, 16.4% gave answers that strongly agree. 29.6% of respondents gave answers that agree. 22.9% of respondents answered neutral. 21.7% of respondents gave answers that disagree and 9% of respondents gave answers that strongly disagree. The following detailed explanation can be described in Graph 1.



Graph 1. Histogram of overall data of facility indicators in the problems of PJOK learning for class XI of SMK Negeri 3 Banda Aceh.

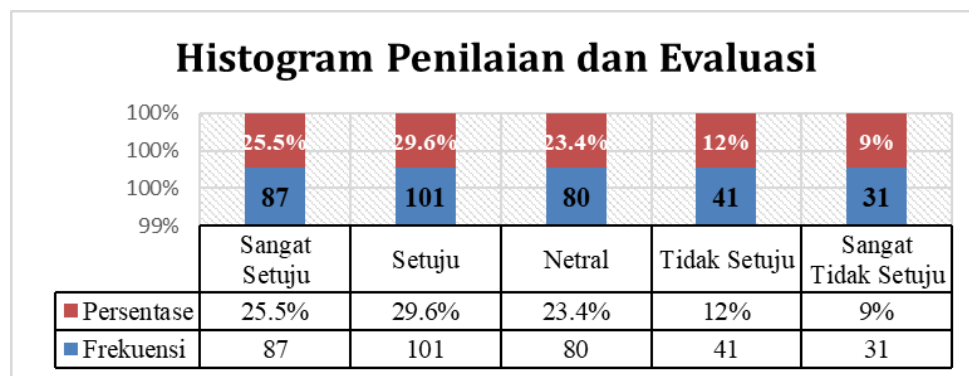
Based on the results of the calculations that have been carried out, it is known that the average respondent's answer regarding student problems with PJOK learning in class XI of SMK Negeri 3 Banda Aceh, when viewed from the facility indicator, reached 46%. This percentage is in the interval between 41% and 60%, which indicates a sufficient category. This means that some respondents have a high level of enjoyment of physical education subjects, especially in terms of the facilities available at school. This shows that most students are satisfied with the existing facilities, although there are still some challenges that need to be overcome.

However, when we look deeper into the problems related to the indicators of learning

facilities for PJOK class XI at SMK Negeri 3 Banda Aceh, from a total of 68 students involved in the study, there are several interesting respondent answers to note. For example, the percentage of neutral choices reached 22.9 % , which indicates that a number of students feel they do not have a clear opinion about the facilities available. In addition, 21.7 % of respondents gave answers that disagreed, and 9% stated that they strongly disagreed. This indicates that there are concerns or dissatisfaction that need further attention.

Student Problems Regarding Physical Education Learning for Grade XI at SMK Negeri 3 Banda Aceh Reviewed from Assessment and Evaluation Indicators

The assessment and evaluation aspect is one of the indicators of the problems of PJOK learning. The researcher included 5 statement items to determine the learning problems in terms of assessment and evaluation. 68 respondents, 25.5% gave the answer strongly agree. 29.6% of respondents gave the answer agree. 23.4% of respondents answered neutral. 12% of respondents gave the answer Disagree and 9% of respondents gave the answer strongly disagree. The following detailed explanation can be described in Graph 2.



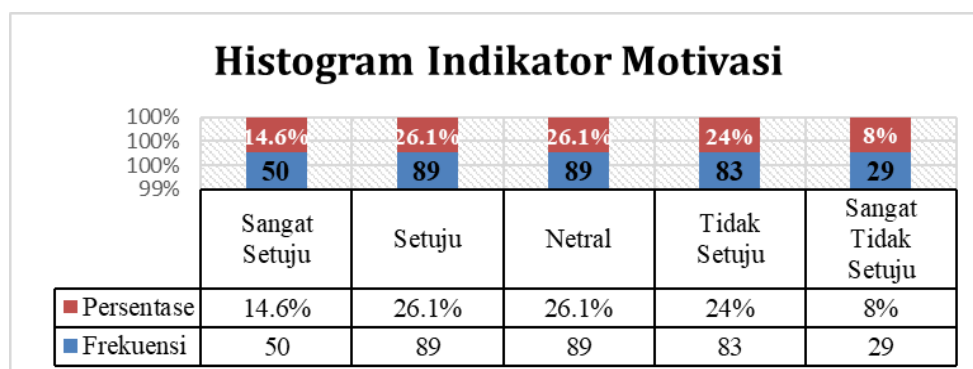
Graph 2. Histogram of overall data of assessment and evaluation indicators in the problems of PJOK learning for class XI of SMK Negeri 3 Banda Aceh.

Based on the results of the calculations that have been carried out, it is known that the average respondent's answer regarding student problems with PJOK learning in class XI of SMK Negeri 3 Banda Aceh, when viewed from the assessment and evaluation indicators, reached 55.1%. This percentage is in the interval between 41% and 60%, which indicates a sufficient category. This means that some respondents have a high level of enjoyment of PJOK subjects, especially from the perspective of assessment and evaluation applied in the teaching and learning process.

Student Problems Regarding Physical Education Learning for Grade XI at SMK Negeri 3 Banda Aceh Reviewed from Motivation Indicators

Motivation aspect is one of the indicators of PJOK learning problems. Researchers included 5 statement items to determine learning problems in terms of motivation. 68 respondents, 14.6% gave answers that strongly agree. 26.1% of respondents gave answers that agree. 26.1% of respondents answered neutral. 24.3% of respondents gave answers that

disagree and 8.4% of respondents gave answers that strongly disagree. The following detailed explanation can be described in Graph 3.



Graph 3. Histogram of overall data of motivation indicators in the problems of PJOK learning for class XI of SMK Negeri 3 Banda Aceh.

Based on the results of the calculations that have been carried out, it is known that the average respondent's answer regarding student problems with PJOK learning in class XI of SMK Negeri 3 Banda Aceh, when viewed from the motivation indicator, reached 40.7%. This percentage is in the interval between 21% and 40%, which indicates a weak category. This means that respondents have a weak sense of enjoyment of PJOK subjects, especially from the perspective of the motivation given in the learning process.

When we look further into the problems related to the motivation indicators for PJOK learning in grade XI, from a total of 68 students involved, there are several respondent answers that show concern. For example, in the neutral option, there is a percentage of 26.1%, while 24.3% of respondents gave answers that disagreed, and 8.4% stated that they strongly disagreed. This illustrates the problems that are still faced by students in the context of PJOK learning motivation during the process. In the motivation indicator, there are several supporting statements that can be used as a reference for analyzing the problems of PJOK learning. One relevant statement is about teachers' recognition of high-achieving students. In this case, students chose to disagree, which indicates that the teacher did not provide them with positive feedback or good reciprocal interactions. This is very important, because awards and recognition can increase students' motivation to perform better in sports. In other motivational indicators, there are significant issues that need to be considered, such as statements about teacher support that often encourage students to be active in sports activities. Even though teachers should provide motivation and encouragement, many respondents still chose to disagree with the statement. This shows that the support that should be given by teachers in the context of motivation is not being fulfilled properly.

Discussion

Based on the results obtained, it shows that the problem students to PJOK learning is in the "sufficient" category. This condition is influenced by several indicators such as Facilities, Assessment and Evaluation, Teaching Methods and Motivation. These results show how much interest students have in participating in PJOK learning and what factors influence it.

The problems of students in participating in physical education greatly affect the success of learning packaged by teachers. This is because students as learning actors are the most important part in the success of learning. So that learning must be packaged in such a

way and try to foster students' enthusiasm for learning so that learning can run smoothly. with maximum. The problem Which often appear in Physical education learning must be minimized by teachers so that students can interested in actively participating in PJOK learning. The problem of the tendency in individuals to be interested in a subject or to like an object. This shows that how big the student's problems are in participating in physical education learning is a reflection of how big the student is interested in PJOK learning. High student problems will reflected with level participation student learning High PJOK . On the other hand, if the Problems in learning activities faced by students are low, it can be reflected in low student participation in learning. The results of the study showed that the indicator of feelings of pleasure towards physical education subjects was categorized as very strong. This indicates that students have feelings of pleasure and like PJOK subjects. Other indicators such as teaching methods, attention and student involvement are in the strong category. This means that most students are interested and pay attention to PJOK subjects, but there are some students who do not want to be directly involved in the learning process.

The role of teachers in learning is very central, not only in packaging learning materials, but also in controlling and managing overall classroom conditions. This shows that a teacher must be able to create a conducive learning atmosphere by utilizing all available facilities, as well as managing the psychological aspects of students so that they can have a high interest in learning. By creating a supportive environment, teachers can stimulate students' curiosity and encourage them to actively participate in the teaching and learning process. Minimizing problems in the learning process is very important to help students interact with the subject matter and learning environment more effectively. When students feel comfortable and are not burdened by distracting problems, they will be better able to focus on the tasks at hand, thus having a greater chance of mastering the skills being taught. This, in turn, will increase their chances of achieving maximum learning achievement, both in academic and non-academic aspects.

In addition, teachers also have the responsibility to provide the necessary guidance and motivation so that students remain motivated and do not lose their enthusiasm for learning. In this way , the role of teachers becomes more than just a teacher, but also as a facilitator who shapes students' character and positive attitudes towards learning. The active involvement of teachers in the learning process greatly influences the academic and social development of students, which will ultimately determine their success in the future. Therefore, it is important for every teacher to continue to develop their abilities in creating interesting and effective learning experiences for each student.

Conclusions

Based on the research conducted at SMK Negeri 3 Banda Aceh, it can be concluded that student problems in learning Physical Education and Sports (PJOK) for class XI can be analyzed through four indicators: facilities, assessment and evaluation, teaching methods, and motivation. The results of the analysis show:

1. Facilities: The average percentage of students who showed feelings of happiness or agreement with the learning facilities was 46% (16.4 % strongly agree + 29.6% agree), with the category "Enough". Meanwhile, the percentage of students who felt dissatisfied or disagreed was 31.7% (21.7% disagree + 9% strongly disagree). The neutral percentage of 22.9% indicated doubts or ambiguity among some students regarding the condition of the existing facilities. This shows that the facilities, although quite good, still need improvement, especially related to the number and quality of sports equipment.

2. Assessment and Evaluation: As many as 55.1 % of students gave answers that they agreed or strongly agreed with the assessment and evaluation conducted by the teacher (25.5% strongly agreed + 29.6% agreed) with the category "Enough". However, 21% of students felt dissatisfied with the assessment method applied (12% disagreed + 9% strongly disagreed). Around 23.4% of students gave neutral answers, indicating that some students felt unclear or dissatisfied with the assessment method used .
3. Teaching Method: The percentage of students who stated that they were happy or agreed with the teaching method was 51% (18.7 % strongly agree + 32.3% agree) with the category "Enough". While those who disagreed or were dissatisfied reached 23.6% (15.2% disagree + 8.4% strongly disagree). 24.9% of students gave neutral answers, indicating that there was ambiguity or uncertainty about the method used. Some students wanted the teaching method to be more interesting, with more frequent use of media and practical activities.
4. Motivation: In terms of motivation, 40.7 % of students feel happy or motivated (14.6% strongly agree + 26.1% agree) with the “Weak” Category. While 32.7% of students feel less motivated (24.3% disagree + 8.4% strongly disagree). As many as 26.1% of students are in a neutral position, which shows indecisiveness in responding to the motivation given by the teacher. Teachers need to be more active in providing encouragement and rewards to increase student motivation in actively participating in class.

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