

Knowledge Analysis of PGSD FKIP University of Mataram Students on Physical Education, Sports, and Health Concept

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Abstract

As a very unique subject, Physical Education, Sports, and Health (PJOK) is here to be a bridge that combines the three learning domains namely cognitive, affective and psychomotor. This study aims to analyze the knowledge of students of the Elementary School Teacher Education Study Program (PGSD), Faculty of Teacher Training and Education, University of Mataram on the concepts of physical education, sports, and health which are presented in the curriculum courses. The questions that appeared in the questionnaire were developed based on the concepts of physical education, sports, and health as subjects which were divided into three main variables, namely (1) the definition of PJOK; (2) the purpose of the PJOK; (3) PJOK activities. The collected data were analyzed using the Guttman scale by giving a score of 1 for the correct answer and 0 for the wrong answer. PGSD students have a very good level of knowledge of the PJOK concept with a percentage of 84.09%. In terms of the main variable PJOK, student knowledge is in a good category (92.44%). For the PJOK objective variable, a percentage of 82.05% is also included in the very good category. Meanwhile, the PJOK activity variable obtained a percentage result of 78.30% in the good category. Searching for students' knowledge of the PJOK concept is one of the efforts to improve the quality of PJOK learning in order to optimize the achievement of learning objectives amidst limitations and various obstacles.

Keywords: knowledge, concept, physical education, sports, health.

Abstrak

Sebagai matapelajaran yang sangat unik, Pendidikan Jasmani, Olahraga dan Kesehatan (PJOK) hadir untuk menjadi jembatan yang menggabungkan ketiga ranah pembelajaran yaitu kognitif, afektif dan psikomotorik. Penelitian ini bertujuan untuk menganalisis pengetahuan mahasiswa Program Studi Pendidikan Guru Sekolah Dasar (PGSD), Fakultas Keguruan dan Ilmu Pendidikan Universitas Mataram terhadap konsep pendidikan jasmani, olahraga dan kesehatan yang menjadi sajian matakuliah pada kurikulum. Penelitian ini menggunakan rancangan dekriptif kuantitatif dengan menggunakan metode survey. Adapun pertanyaan yang muncul pada kuesioner dikembangkan berdasarkan konsep pendidikan jasmani, olahraga dan kesehatan sebagai matakuliah yang terbagi menjadi tiga variabel utama yaitu (1) pengertian PJOK; (2) tujuan PJOK; (3) kegiatan PJOK. Data yang terkumpul dianalisis menggunakan skala Guttman dengan memberikan skor 1 untuk jawaban benar dan 0 untuk pilihan jawaban yang salah. Mahasiswa PGSD telah memiliki tingkat pengetahuan terhadap konsep PJOK yang sangat baik dengan persentase sebesar 84,09%. Pada variabel utama pengertian PJOK, pengetahuan mahasiswa masuk dalam kategori baik (92,44%). Untuk variabel tujuan PJOK diperoleh persentase sebesar 82,05% yang masuk dalam kategori sangat baik pula. Sedangkan pada variabel kegiatan PJOK diperoleh hasil persentase sebesar 78,30% dengan kategori baik. Penelusuran mengenai pengetahuan mahasiswa terhadap konsep PJOK merupakan salah satu upaya untuk meningkatkan kualitas pembelajaran PJOK guna optimalisasi pencapaian tujuan pembelajaran di tengah keterbatasan dan berbagai kendala.

Kata Kunci: pengetahuan, konsep, pendidikan jasmani, olahraga, kesehatan.

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INTRODUCTION

Physical education is the only subject in the curriculum that focuses on combining the body and physical competence with values-based learning and communication activities, which become a learning bridge to grow the skills needed to face the challenges of the 21st century. In Indonesia

(Nancy & Jannine, 2015), physical education is inseparable from the national education system in general. Physical education is implemented as an integral part of the national education system which is a vehicle for growth and development and the formation of both mental and physical character through selected physical activities (Erfayliana, 2015; Juliantine, 2006). Not only are psychomotor aspects the main targets to be achieved as learning objectives, but more than that, other aspects such as affective and cognitive are also targeted (Kelly dkk., 2004; Susanto, 2012). Likewise, the Association for Physical Education (AfPE) (Association for Physical Education, 2015) defines physical education as planned and progressive learning that occurs within the timetable of the school curriculum and is attended by all students. All of them will be actively involved where students will "move to learn", namely becoming more physically competent and "moving to learn", namely by learning through movement, a series of skills and understanding of motion outside of physical activity, including how students work together with other people. Therefore, it is clear that the position of physical education according to the learning context is physical activity, and students will be involved and experience various planned and progressive activities, including sports and rhythmic activities (Association for Physical Education, 2015).

The goals of physical education will automatically be achieved properly if the teaching and learning process is well managed (Chen dkk., 2018). Of course, the achievement of these goals cannot be achieved and just happens, but many processes must be passed involving various aspects related to education, starting from the preparation of learning tools to the facilities and infrastructure to become a unit in achieving learning goals (SHAPE America-Society of Health and Physical Educators, 2014). The existence of learning objectives will serve as a reference to direct and focus on the implementation of learning, and all of these must be understood by both teachers and students to carry out effective learning (Chen dkk., 2012). Following the objectives in physical education and previously explained, it is not only the psychomotor aspect that is the ultimate goal, but also cognitive and affective, this is what makes physical education unique (Setiyawan, 2017). The three learning domains will become learning objects in physical education, although three the psychomotor domain still has a larger portion because it is related to the ability of students to master material that has a lot to do with motor movements (Faridah, 2017).

The Physical Education, Sports, and Health (PJOK) course is one of the courses that are part of the curriculum in the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Mataram (PGSD FKIP Unram). The courses presented in the first semester for PGSD students weigh 3 credits which are carried out by providing theory and practice. Following the existing learning objectives, this course aims to equip students with learning experiences that are more directed at developing values of health, physical fitness, an active lifelong lifestyle, and the development of student character and personality. The hope is that after participating in this course students will have an understanding of the importance of an active and healthy lifestyle so that they have a good quality of life, have increased physical fitness, avoid the risk of non-

communicable diseases due to sedentary behavior, obtain psychological and emotional benefits through a whole series of activities planned. The approaches and learning models developed are more directed at providing the widest opportunity for students to improve their social and cognitive aspects so that they are aware of the importance of a healthy and active life and have more motivation to carry out physical activities properly and regularly.

Various forms of sports and non-sport activities are the scope of material presented in PJOK courses, such as athletics, gymnastics, big ball, small ball, aquatics, and self-defense. Meanwhile, other activities packaged in the form of games and modifications to other physical activities are included in non-sports. Not only in the form of sports and non-sports, but the presentation of theoretical material related to the development of knowledge related to PJOK such as aspects of health and an active lifestyle is also part of it (Bailey dkk., 2009; Jones & Cheatham, 2001; McEvoy dkk., 2017). All of them are integrated into the presentation of theory and practice which are an important part of developing and building the capabilities and potential of every student taking this course. However, in practice it is not as easy as planning the implementation of learning that is prepared, various obstacles arise ranging from low motivation when participating in lecture activities to low student movement skills in following the material presented. Lectures are mostly done with practice cause many students do not understand the various materials presented. Ideally, theory and practice can be conveyed proportionally so that the development of the three existing domains can be achieved optimally. An imbalance in the delivery of material makes it difficult to achieve an understanding of the material for students and targets of learning objectives following the achievement standards of predetermined learning objectives cannot be realized properly (Ní Chróinín dkk., 2018; Quennerstedt, 2019).

PJOK as a course presentation or subject matter is not a new thing for students, because they have received it from Elementary School to High School. However, what needs to be realized is that the presence of students who attend lectures comes with various kinds of understanding, knowledge, skills, and previous beliefs (Effendi & Cahyani, 2021; Hendri & Aziz, 2020; Kurniawan & Hariyoko, 2020; Nur & Malik, 2020; Rokhayati, 2016; Teguh Pambudi dkk., 2022). Equally important are the various attitudes they got from past experiences, of course, not only good or positive experiences, of course, many have a negative perception of PJOK as a subject matter (Friskawati & Sobarna, 2019; Nopembri, 2012; Rachman & Muhamad, 2010). It is this difference in the understanding background which in turn has an impact on how students attend class to be able to interpret and manage the information obtained while attending lectures. Until now there has been no in-depth study of the knowledge of Elementary School Teacher Study Program students, especially in understanding the concept of physical education, even though tracking students' knowledge of this concept will lead educators to be able to determine appropriate strategies and appropriate learning methods for students (Siregar, 2017).

METHODS

This study uses a quantitative descriptive design using survey methods. Data was collected by distributing questionnaires via Google form to respondents accompanied by the consent or willingness of respondents to fill out the questionnaire, instructions, and procedures for filling in to minimize errors that occur when filling out. The questions that arose in the questionnaire were developed based on the concepts of physical education, sports, and health as subject matter which were divided into three main variables, namely (1) the notion of physical education, sports, and health; (2) the purpose of physical education, sports, and health; (3) physical education, sport and health activities. Furthermore, to make it easier for researchers in preparing the items to explore the concept of physical education, sports, and health, the three variables are translated into several sub-variables to generate indicators that will become the question items in this study. The collected data were analyzed using the Guttman scale (Hayes, 1964) by giving a score of 1 for the correct answer and 0 for the wrong answer. The results obtained are then presented by dividing the total score of the respondent's answers to the questionnaire by the total value of the correct answers. The classification of percentage results is interpreted using the criteria in Table 1 (Arikunto & Jabar, 2004).

Table 1. Score Interpretation Criteria

No.	Percentage	Predicate
1	81-100%	Very good
2	61-80%	Well
3	41-60%	Enough
4	21-40%	Not enough
5	0-20%	Less

RESULTS AND DISCUSSION

Based on data from the results of the questionnaire on the concept of physical education, sports, and health which were broken down into 75 questions that were answered by 298 respondents who were then analyzed using the Guttman scale, the correct answer score was 18,794 and the total score for wrong answers was 1,487 or with a percentage of 84.09%. When referring to the score interpretation criteria in Table 1, the concepts of physical education, sports, and health owned by PGSD students at Mataram University are included in the very good category. Analysis of research data on the elaboration of the concept of physical education, sports, and health which consists of 3 variables including the notions of physical education, sports, and health; physical education, sport, and health purposes; physical education, sports and health activities can be described as follows.

Table 2. Description of Respondents' Response Scores

No.	Variable	Score Answers		Percentage (%)	
		True	False	True	False
1	Definition of PJOK	6.336	518	94,44	7,56
2	Goals of PJOK	7.091	1.551	82,05	17,95
3	PJOK Activities	5.367	1.487	78,30	21,70
Total		18.794	3.556	84,09	15,91

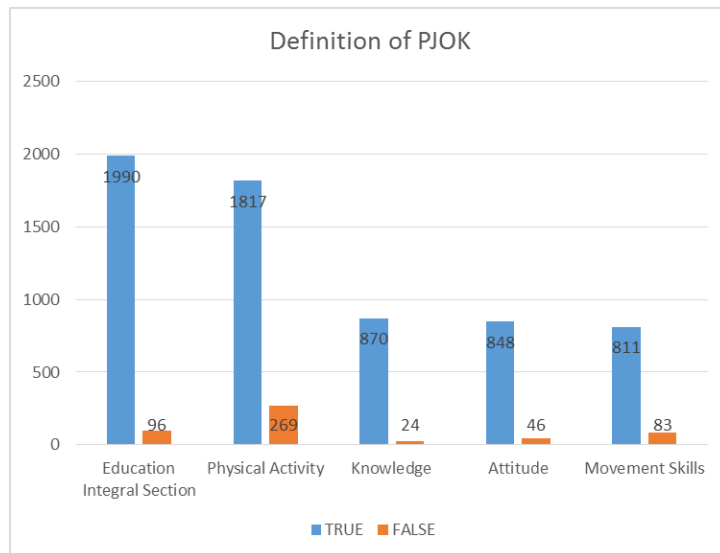


Figure 1. Graph of Score Results of Respondents' Answers to the PJOK Definition Variable

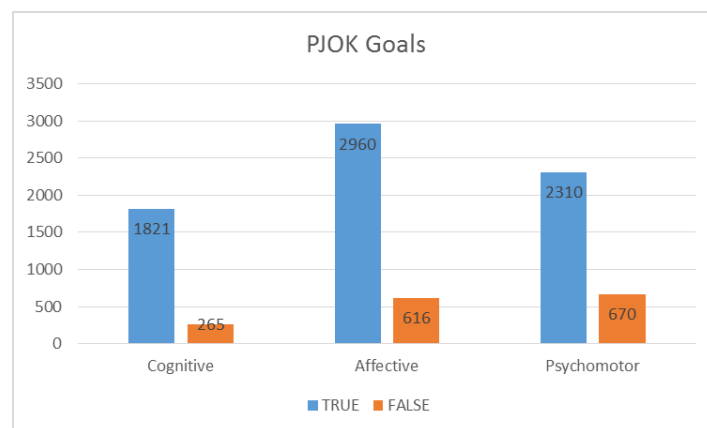


Figure 2. Graph of Score Results of Respondents' Answers to the PJOK Purpose Variable

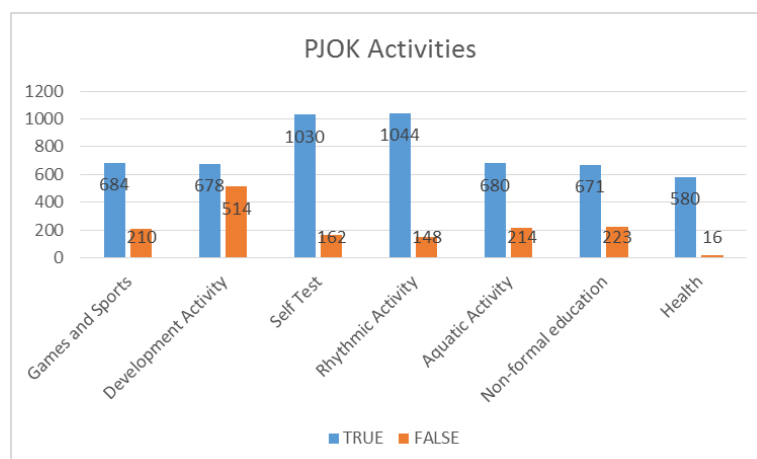


Figure 3. Graph of Respondents' Response Scores on PJOK Activity Variables

This study seeks to reveal the level of knowledge of PGSD students at Mataram University on the concepts of physical education, sports, and health. Referring to the conclusion of the results of the answer scores submitted by 298 respondents using 75 questions which were elaborated from 3 variables, namely the understanding of PJOK, the purpose of PJOK and the activities of PJOK, the percentage of correct answers was 84.09% and was included in the very good category. Analysis of the level of students' understanding of the concept of physical education, sports, and health are very closely related to various perceptions of the PJOK concept, some students are very enthusiastic about this subject matter, but it is also undeniable that many students are reluctant to take part in PJOK learning activities and tend to underestimate this learning. This is a very common situation considering that perception is a very important aspect of human cognition that allows individuals to understand new knowledge that they get or other things that are around them. However, in this case, each individual will experience or observe an object following various determinant factors related to the individual himself including the physical and social environment, physical structure, needs and goals in life, and past experiences.

Various studies have shown that the perceptions obtained by students have a major influence on the understanding of the PJOK concept and the motivation of students to participate in the learning process (Hariadi, 2021; Melyza & Aguss, 2021; Rustiana, 2011; Sobarna dkk., 2020; Yulianingsih & Parlindungan, 2020). The existence of this positive relationship will help lecturers or teachers in achieving learning objectives, considering that knowledge received positively by students will also provide a positive perception of PJOK learning which in turn will have a positive impact on students who have negative assumptions about this course (Hariadi, 2021; Mulya & Agustriyani, 2020; Setiawan, 2017; Sulistyono, 2019). A good level of knowledge will also support the development of positive self-control, which in turn will be adaptive to the environment, like sports activities, and can be skilled, innovative and creative so that they will have physical fitness and healthy lifestyle behaviors. For PJOK to become a vital subject matter that does not only contribute to the physical aspects, the attention of educators must also focus on how to best manage this subject matter starting from planning, and implementation processes to the assessment and evaluation process. Kretchmar identified the following characteristics of the physical education experience that make it more meaningful for children as follows: (1) Social interaction, emphasizing positive participation with others; (2) Challenge, involving engaging in 'right' activities (not too easy, not too difficult); (3) Increased motor competence, including learning opportunities and skills improvement in an activity; (4) Pleasure, including immediate enjoyment at the time; (5) Exhilaration, experiencing more sustained pleasure or excitement as a result of significant engagement and commitment (Kretchmar, 2001; Scott Kretchmar, 2006).

Another interesting finding in this study also revealed that the PJOK course is considered to play a major role in neuromuscular development and the efficiency of the cardiovascular system. Not only that but it was also found that this course also stimulated mental health and the opportunity to

socialize with other people (Le Masurier & Corbin, 2006). Another interesting thing is that this course also provides an opportunity for mental students to momentarily relieve fatigue from academic activities and bring them closer to various forms of activity which have proven to be very useful for utilizing their free time. Recent evidence also suggests that the currently dominant version of physical education continues to have a limited influence on young people's lives (Green, 2014) and points to the need for a different version of physical education that is responsive and meaningful and relevant to students.

Knowledge of the concept of physical education, sports, and health as a unique subject matter is not just a commodity that can be transferred from one mind to another without any transformation (Le Masurier & Corbin, 2006). In this case, transformation is the acquisition of meaning or new knowledge by using or experiencing previously acquired by students. Prior knowledge previously obtained cannot be separated from what they previously obtained which is a combination of facts, concepts, models, perceptions, beliefs, values, and attitudes, some of which are accurate, complete, and appropriate to the context to be studied (Opstoel dkk., 2020). For this reason, giving the right dose of learning so that the organization of the material can be carried out better, meaning that the material is not too easy for students because the material has already been mastered, or not too difficult because it could have happened due to a considerable gap between initial abilities and knowledge something new to master. This warning needs to be a reference because many of the characteristics of PJOK are presented through motion material (Blažević dkk., 2020; Kirch dkk., 2021). Thus the method and cultivation of cognition presenting learning movement skills is a technical procedure that must be carried out by student teachers in teaching and learning activities, to achieve goals effectively and efficiently. The presentation method that will be used in the physical education learning process activities must be accurate, and efficient, and create an environment that motivates students, accuracy in the sense of cognitive information for students so that the information provided must be easily accepted and understood by students (OECD, 2009).

CONCLUSION

In accordance with the purpose of this study, namely to review the knowledge of students of the Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, University of Mataram, it can be concluded that the level of knowledge of the concepts of physical education, sports, and health possessed by students is included in the very good category with a percentage of 84.09%. If the concept of sports physical education is explained in more detail with the three main variables, it can be concluded that in the variable understanding physical education, sports, and health the level of student knowledge is in the very good category with a percentage of 92.44%. In the objective variable of physical education, sports, and health, a percentage of 82.05% is also included in the very good category. Whereas in the variable physical education, sports, and health activities the percentage results obtained were 78.30% in the good category.

Searching for students' knowledge of the concepts of physical education, sports and health are one of the efforts to improve the quality of PJOK learning in order to optimize the achievement of learning objectives in the midst of limitations and various obstacles. In addition, this study can also build new alternatives to provide interventions for similar research by choosing appropriate learning strategies and methods for students.

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