



Analysis of Low Interest in Learning Physical Education in Female Students of Handayani Gowata Middle School

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Abstract

This study aims to analyze the factors that influence the low interest in learning Physical Education, Sports, and Health (PJOK) in female students. Based on initial observations, it was found that many female students were less enthusiastic in participating in PJOK learning. This study used a qualitative descriptive approach. Data were collected through interviews with PJOK teachers at SMP Handayani Gowata. The results showed that the main factors influencing the low interest in learning PJOK in female students were the lack of support from the family environment, the lack of adequate sports facilities, and negative perceptions of PJOK learning. The sample consisted of 48 students using the total sampling technique. These findings are expected to be a reference for schools and the government in increasing interest in learning PJOK in female students in Gowa Regency, especially at SMP Handayani Gowata..

Keywords: Physical Education, Learning Interest, PJOK Learning



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INTRODUCTION

In formal education in Indonesia, physical education, or commonly called PJOK, is one of many subjects. This is due to the fact that PJOK learning can have a positive impact on students' physical and mental development if the learning objectives can be achieved properly. The curriculum states that the objectives of PJOK are for three specific purposes. The first is to improve students' ability to maintain and develop a healthy lifestyle and physical fitness. The second is to improve students' thinking and locomotor abilities. The third is to improve and enhance students' locomotor abilities. Fourth, through PJOK learning, good character and morals are instilled. Fifth, a person must grow into a person who is sporty, honest, responsible, can work together, democratic, disciplined, and able to increase students' self-confidence. Sixth, teach students to apply a healthy lifestyle for themselves and others.

Furthermore, seven is to provide an understanding of the concept of sports and physical activity as a source of knowledge in the environment to collect data for good physical growth, a healthy lifestyle, fit, and positive traits in social life. (Department of Education, 2006:1).

PJOK is a subject used by students to improve their abilities through physical exercise. Because the goal of PJOK is to encourage the improvement and development of student skills, a combination of gross and fine motor skills, cognitive abilities, reasoning abilities, and the ability to understand affective, mental, and spiritual values, among others, and many more. PJOK teaches knowledge about a healthy lifestyle in addition to physical exercise. The goal is for students' movement growth and way of thinking to be balanced. The development of PJOK learning currently aims to increase sports creativity. To achieve learning goals, all parties, including schools, teachers, and students, must work together. The achievement of teacher learning goals is influenced by the teacher's mastery of the material and mastery of the class. The availability of adequate learning facilities and infrastructure can

also affect the achievement of teacher learning. Every student must have certain interests or interests. This can be seen from the level of student interest in teacher instructions or delivery, learning outcomes, and the percentage of achievement of learning goals. According to Deviani (2017:4), "Basically, if children or students do not have motivation in learning, the learning process will not be able to take place." Students who are not motivated to learn may not have the desire or interest to learn. There is a conclusion that students' learning interest can affect their achievement. If students' learning interest is low, their achievement will also be low, but if students' learning interest is high, their achievement will increase. Achievement will be very good in PJOK and other learning. Based on the review that has been explained by the author, the aim is to study the description of journal articles, types of research, methods, measuring instruments, sample populations, and research results related to students' learning interest in PJOK.

In the practical learning that I did at SMP Handayani Gowata, I encountered several obstacles in its implementation. In this case study, I discuss students' interest in Physical Education, Sports and Health Lessons. Interest according to Rahmat (2018) is a state where someone pays attention to something accompanied by a desire to know, obtain, learn and acknowledge. Students' interest in learning greatly influences students' learning outcomes in achieving learning goals. When students are interested in learning, their interest and liking for learning materials automatically increase. Students' interest is influenced by several factors, both internal and external. This case study takes into account students' internal factors, namely the influence of shame on interest in learning physical education, recreation and health education

METHODS

The practical learning assignment that I did at SMP Handayani Gowata. In the learning process, there are still some students who are less interested in sports learning, especially students in this case female students who are less active in learning activities. One of the things that makes students less interested in learning is their concern about sports classes that involve strength and physical endurance. Most students do not like sweaty and hot activities under the blazing sun. The lack of interest of female students at SMP Handayani Gowata in learning motivated me and the teacher to create a more interactive learning plan to increase students' enthusiasm in participating in learning. I created a curriculum by creating games and making students the center of learning (Student-centered learning) to increase students' enthusiasm and participation in learning. In addition, the teacher also conducted evaluations and corrections to perfect the learning plan that had been made. The challenges and obstacles of planning and evaluation determine the learning methods and environment that can be understood by all students. In addition, there is no time to create and evaluate Learning to design is a challenge in itself, so I need to focus on creating the design. With this little time, I must be able to create lesson plans and learning resources that can increase students' interest and enthusiasm to participate in learning both in and outside the classroom.

RESULT AND DISCUSSION

To overcome the problem related to students' lack of learning, together with our supervisor, we prepared a student-centered learning plan that uses ICT-based media in its learning, the learning implementation plan is to use games as a teaching method. There are several stages in making a curriculum. Before deciding which approach to take, a teacher must consider several things, namely the material to be taught and the characteristics of the students. In my opinion, for this problem, the teacher can choose a group approach, because female students practice their movements alone, usually their movements are not optimal because they feel embarrassed, unlike when practicing together, they are usually more enthusiastic. doing the exercises. Learning objectives are something that must be determined from the start in order to understand what a learning design wants to achieve. In this case, the goal is for students to be able to analyze, practice and evaluate learning materials. In addition, the purpose of the design is to arouse students' interest in learning the practice material. Before planning,

it is also necessary to know the characteristics of the students, so that the learning plan is in accordance with the needs of the students and determines the skills that can be expected from the learning. Then determine the learning schedule, form of interaction and learning model, and make other plans if certain situations arise. The result of this design is learning with a student-centered learning model or games as a learning method, so that female students have an interest and joy in participating in learning. Students are divided into two groups of approximately 6-8 students. Each group learns and tries to practice games from the material. In this learning, each student must be active and cooperative. In addition, students can teach and learn from each other. Of course, the role of the teacher as a supervisor is very important not only as a learning tool, but also as a learning process. Teachers must also evaluate learning to improve existing models. Thus, it is hoped that this material can increase students' interest and enthusiasm for physical education as a whole. Without proper preparation, physical education classes will not be useful. Students need the right learning strategies, motivation, and proper attention during the learning process (Sobarna, 2018). Students may be less physically active due to a lack of interest in physical education, which can negatively impact their health and well-being (Didik et al., 2019). Effective physical education can be achieved through curriculum improvement, proper motivation, and the provision of an ideal learning environment and facilities. According to Iswanto & Widayati (2021), increasing the interest of elementary school students in physical education is expected to improve students' academic abilities and improve their skills. Interest in learning is a major component of work motivation, according to Musyafak (2019). For example, active and healthy sports and physical activities can help children's physical and mental health.

According to Irfan (2019), schools and educators are responsible for finding elementary school children's interests in physical education and taking action to fulfill those interests. This can be achieved by improving the curriculum, ensuring the right learning environment, and providing the right motivation. As interest in physical education increases in elementary school, it is expected that students' levels of physical activity, physical strength, and learning abilities will increase. The main factor that influences students' academic success in physical education is motivation. There are two types of motivation in physical education: intrinsic and extrinsic motivation, each of which influences students' participation in physical education (Fachrul et al., 2021). However, different goals exist for each student. The most prominent is the learning objective, known as "learning objectives" (Darmawan et al., 2018)

CONCLUSSION

The implementation of the student centered learning (SCL) approach is very suitable for today's learning along with the teacher's self-confidence. By doing everything independently, students develop self-confidence that motivates them to succeed in learning. The result of completing this step, students feel confident, independent and think creatively to increase their interest in doing learning well. There are two types of motivation itself: extrinsic and intrinsic. Teachers must be able to motivate students to actively participate in physical education lessons. If the learning method can attract students' curiosity, students will be more interested in taking physical education lessons. To ensure that learning methods remain relevant to current technology, teachers must have the ability to ensure that learning methods continue to keep up with the times.

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