

IMPLEMENTATION OF PHYSICAL EDUCATION AND SPORTS AT MTs INTEGRAL AL-QADIRI JENANGGER BATANG

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KEYWORDS

Physical Education and Sports, MTs. Al-Qadiri Integral, Implementation

ABSTRACT

For the 2024–2025 academic year, this study aims to detail or demonstrate how MTs Integral Al Qadiri Jenangger Batang-Batang implements sports and physical education programs. A qualitative approach, including observation and interviews, was used in this study. The researcher actively participated in the classroom while students learned to observe. Meanwhile, we spoke with students, school administrators, and instructors, among others, to gain their perspectives on the teaching and learning process. Various instruments and questions were used to conduct the interviews, covering topics such as 1. 2. Things in the way of doing things. 3. Implementation schedule. 4. The curriculum implemented. The execution of instructional and pedagogical activities is the final product of the data summary of this study. In the 2023–2024 academic year, MTs Integral Al-Qadiri Jenangger Batang-Batang implemented physical education and sports programs with an average score of 77.34%.

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1. INTRODUCTION

The term "education" has various definitions accepted in various scientific publications. According to Sebayar and Rajagukguk (2019), "Education" means "the process of developing individual abilities and strengths." No matter how hard we try, education will always be a taboo subject. Essentially, it is about helping people reach their full physical and spiritual potential in accordance with social and cultural norms. Indeed, as Moh. Sutisna (2024) stated, education is about transforming information for the better, meaning helping society reach its maximum potential. Not only national and international figures have provided understandings of education, but experts have also provided definitions such as "the meaning of education is the process of guiding all the natural forces within students, so that as human beings and as members of society, they can achieve the highest level of safety and happiness" (Ki Hajar Dewantara) (Sugiarta et al., 2019). According to Saputra (2018), education is a deliberate process of guiding students to develop their physical and spiritual selves in order to create an ideal personality. Learning the basic meaning of the word "education" should help us internalize its meaning. To combat widespread poverty and lack of education in our

country, Indonesia, we make education a priority. Everyone knows that if you have any education or skills, you already know a lot about the world. In fact, we have the freedom to gain knowledge whenever and wherever we want. Therefore, it is our obligation as humans to recognize this. Future development is greatly influenced by education.

Besides having a real impact on individuals, it can also impact the entire nation and the Republic of Indonesia. There are formal, non-formal, and informal education methods. There are two types of education: formal, which includes elementary, middle, and high school, and informal, which includes things like attending classes or having a tutor, and so on. As long as we put in the effort, our educational efforts will shape the future in significant ways, both for ourselves and for those around us. Therefore, education will enable people to make better decisions about their future and think more critically when facing challenges. Our knowledge of education will enable us to assist the Indonesian government in its efforts to create jobs, thereby reducing the high unemployment rate in this country. The value of education can be understood in various significant ways. Therefore, as an educated society, we must begin to realize how important education is to our future survival. Education itself, including its meaning, purpose, and

methods. Although MTs Integral Al Qadiri Jenangger Batang-Batang offers a variety of educational programs, including formal, non-formal, and informal courses, this study will concentrate on the former, with additional notes on the school's physical education and athletic programs. A comprehensive explanation of the goals and substance of physical education and sports can be found in a source written by the Indonesian Minister of Education. His statement suggests that health, sports, and physical education are fundamental to a well-rounded education. The program's goals include introducing participants to a clean environment while improving physical fitness, motor skills, reasoning, social skills, emotional stability, moral behavior, and overall lifestyle.

Achieving national education goals is achieved through careful planning for selected sports and health programs. Education is a lifelong process of human growth, and physical education is crucial. There have been fluctuations and changes in the continuity of physical education and sports at MTs Integral Al Qadiri throughout its implementation. Although sports and athletics have been a part of the school since its opening, several challenges remain. For example, the lack of facilities such as fields, sports equipment, and coaching management means there is still much work to be done to develop sports and athletics optimally. In fact, sports are mostly taught in the classroom, with an emphasis on theory rather than practice or action, and very little time is spent playing sports or other field activities. Physical education and athletics at MTs Integral Al Qadiri still suffer from shortcomings because this type of learning, which is related to sports and muscles, must prioritize training.

2. METHOD

Qualitative techniques were used to conduct this research. Qualitative research focuses on analyzing correlations between observable phenomena using scientific reasoning and inductive inference processes. Formal and argumentative reasoning were also used to answer the research questions (Jamilah, 2021, p. 68). The method used to analyze problems and provide detailed explanations is called inductive reasoning and was practiced in this research. Researchers at MTs Integral Al-Qadiri Jenangger Batang-batang used a methodological, organized, factual, and scientific approach in their investigation of the school's sports and exercise programs.

2.1 Research Approach

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analyze problems and provide detailed explanations is called inductive reasoning and was practiced in this research. Researchers at MTs Integral Al-Qadiri Jenangger Batang-batang used a scientific, factual, accurate, and organized approach in their investigation of the school's sports and exercise programs.

2.2 Types of research

Descriptive research is used in this type of study. The main objective of descriptive research is to provide a detailed and organized picture of the relevant population, sample characteristics, and facts. All findings in descriptive research must be based on verifiable facts, as stated by Jamilah (2021, p. 66). To obtain a systematic, factual, and accurate picture of the implementation of physical education and sports at MTs Integral Al-Qadiri Jenangger Batang-batang, Sumenep Regency, the researcher used qualitative descriptive techniques.

2.3 Data analysis

After collecting relevant documents, conducting interviews, and conducting observations, the researcher analyzed data related to the implementation of physical education at MTs Integral Al-Qadiri Jenangger Batang-batang. The next step was to immediately present the findings of the interviews and field observations in written form, accompanied by relevant research documents. According to Abdussamad (2021, p. 176), there are three steps in the qualitative data analysis method proposed by Miles and Huberman:

1. Data Reduction

To simplify and modify raw data derived from field study notes, data reduction is a procedure that includes filtering and selection (Utomo, 2022, p. 68). This study primarily aimed to summarize and focus data related to the implementation of physical education at MTs Integral Al-Qadiri Jenangger Batang. Data were obtained through interviews, observations, and documentation. Any unnecessary data was excluded.

2. Data Presentation

The purpose of data presentation, often referred to as data display, is to draw conclusions and take action based on the data by reducing complex information into a more organized, simplified, and selective form. According to Nurualan et al. (2022, p. 16), proceed with the data display strategy after data reduction. Narrative explanations of research findings allow for an organized and useful presentation of data in this study. From this, the results of the data analysis indicate that the physical education and sports program at MTs Integral Al-Qadiri Jenangger Batang-batang was successfully implemented.

3. Conclusions and Verification

Conclusions and verification can be drawn after data reduction and presentation. Qualitative research typically concludes with innovative new findings (Sugiyono, 2020, p. 329). Based on the data collected and presented in narrative and factual formats, this study concludes that conclusions can be drawn about the implementation of physical education and sports at MTs Integral Al-Qadiri Batang Jenangger if the data is relevant to the topic.

3.RESULT AND DISCUSSION

3.1.Description of Research Location

1. General description of MTs Integral Al-Qadiri Jenangger Batang-Batang

It was KH who founded MTs Integral Al-Qadiri. LP Ma'arif NU and the Ministry of Religious Affairs jointly oversee the madrasah, which opened in Jenangger Village in 2012. This madrasah has been a successful educational institution since its inception, graduating students from various socioeconomic backgrounds. We, MTs Integral Al-Qadiri Jenangger Batang-batang, are known as...

2. Vision and Mission of MTs Integral Al-Qadiri Jenangger Batang-Batang

a. Vision

Preparing a generation of Muslims who are moral, intelligent, creative, and independent as a form of devotion to Allah SWT and the environment.

b. Mission

1) Providing systematic education and teaching to students to achieve the desired vision

2) Providing skills training to students to prepare them for further higher education

3) Providing organizational skills to support independence in life as social beings

3.2 Research result

The researcher aims to explain, describe, and interpret the topic under study based on the discussion in the third chapter. The research approach used in this study is a qualitative approach. This study will detail the researcher's research, which is based on an explanation of how Mts. (Islamic Junior High School) implements the sports and physical education program, Batang Jenangger Al-Qadiri, which is important. The researcher gathered her findings through a combination of observation, interviews, and documentation. From May 9 to June 30, 2024, researchers at Mts. (Islamic Junior High School) collected information about the school's sports and physical education program, Batang Jenangger Al-Qadiri, which is important.

1. Presentation of Data on the Implementation of Physical Education and Sports at MTs. Batang Jenangger Integral Al-Qadiri.

Observations conducted at MTs. Integral Al-Qadiri Jenangger Batang-batang indicate a fairly

integrated learning process, with teachers successfully implementing all stages of learning in accordance with the curriculum. Three stages of the learning process were directly observed: introduction, core, and conclusion. However, a multi-part learning strategy was prepared by the instructor prior to the learning activities. The goal was to ensure that the learning materials and methods used align with the Core Competencies, and that the learning models and methods were adapted accordingly.

The following explanation is based on the data collected. The researcher conducted observations using an observation table to illustrate the learning process taking place at MTs. Integral Al-Qadiri.

NO	OBSERVED ASPECTS	PHYSICAL EDUCATION LEARNING IMPLEMENTATION SCORE			
		1	2	3	4
	INTRODUCTION TO LEARNING ACTIVITIES				
	1. Carry out apperception activities			√	
	2. Convey the competencies to be achieved and activity plans				√
II	CORE LEARNING ACTIVITIES				
A.	Mastery of subject matter				
	1. Demonstrate mastery of learning material			√	
	2. Connect the material to other relevant knowledge		√		
	3. Deliver the material according to the learning hierarchy				√
	4. Connect the material to real life			√	
B.	Learning approaches/strategies				
	1. Implement learning according to the competencies to be achieved.			√	
	2. Implement student-centered learning.			√	
	3. Implement learning sequentially.			√	
	4. Implement contextual learning.			√	
	5. Organize learning that fosters positive habits.				√
	6. Implement learning according to the allocated time.		√		
C.	Utilization of learning media/learning resources				
	1. Demonstrate skills in using media		√		
	2. Produce engaging messages			√	
	3. Use media effectively and efficiently		√		
D.	Learning that sparks and sustains student engagement				
	1. Foster active student participation in learning			√	
	2. Respond positively to student participation				√

	3. Facilitate teacher-student and student-student interactions	✓
	4. Demonstrate an open attitude toward student responses	✓
E.	Special abilities in studying subjects	
	1. Demonstrate correct mastery of concepts or avoid misconceptions in teaching.	✓
	2. Demonstrate the use of direct and natural experiences in the context of the environment in teaching concepts.	✓
	3. Process skills in learning.	✓
	4. Provide examples of the application of concepts/problem solving in everyday life.	✓
F.	Assessment of learning processes and outcomes	
	1. Conduct an initial assessment	✓
	2. Monitor learning progress	✓
	3. Assign tasks according to competency	✓
	4. Conduct a final assessment according to competency	✓
G.	Use of language	
	1. Use spoken language clearly and fluently.	✓
	2. Use good and correct written language.	✓
	3. Convey your message in an appropriate style.	✓
	CLOSING LEARNING ACTIVITIES	
	Reflection and summary of learning	
	1. Reflect on learning by involving students	✓
	2. Compile a summary by involving students	✓
	Σ SCORE	0 1 5 3 0 0 7 2
	$Score = \frac{\sum Skor}{128} \times 100$	
	99/128X100	77,34%

4. CONCLUSION

Consider the findings of MTs observations of classroom activities. Field findings based on achievements during the lesson provide confidence that the learning process is good, according to Integral Al-Qadiri. In the initial stages, skills and knowledge are communicated effectively. As the learning process progresses, the overall results are good, with several implementation items still categorized as good. This includes connecting with other relevant knowledge, learning at the right time, and using media to enhance the learning experience.

Using the direct observation results above as a starting point, this section discusses these findings in conjunction with interviews with subject instructors, students, and the principal. According to Mr. Warits in his interview on June 10, 2024:

Although there are some obstacles, the

learning can still be carried out successfully through the use of demonstrative methods, such as during futsal lessons, naturally with adequate materials. The youth then responded, "Of course there are, but not many." Several obstacles were found, such as a lack of infrastructure and student interest in certain sports. This prompted us to examine the challenges inherent in introducing sports teaching and learning. As he stated, "Infrastructure, such as the availability of fields, etc." is the main source of the problem. His observation is that this is also experienced by students: "Some of them do have a little difficulty in sports that they are not familiar with, for example basketball." "Stimulus to improve students' understanding of the material to be taught, practice is an important thing to do or implement," he said when asked about practice, adding that it may still be a smooth way to teach sports.

These observational findings corroborate the previous statement, which explained that the learning process at the school has not yet fully met expectations, but is still considered good. Inadequate physical education learning facilities and infrastructure are two of the many factors contributing to this imperfection and making it difficult for students to learn. Student responses to this specific issue further support this.

Although Adi sometimes struggles with learning physical education, the implementation of physical education lessons here is going quite well. When asked about the challenges, he said, "Unfortunately, the lack of adequate athletic equipment makes training on the field difficult." He also explained that the problem stems from the lack of available equipment. The challenge, he said, arises when someone wants to practice on the field but finds their athletic equipment barely fits. With actual practice, teaching and learning activities still take place. When asked about his own activity level in class, the teacher replied, "Yes, I'm very active unless I'm sick," suggesting that students benefit from the regular field practice, which occurs every six weeks.

The learning process is still hampered and not progressing as predicted, said Mr. Asrono, S.Pd., in an interview on June 10, 2024. This is a common problem in many educational institutions, especially Islamic Junior High Schools (MTs). These schools are not public schools; therefore, most Islamic Junior High Schools (madrasah) are boarding schools, making it difficult for them to implement physical education programs.

"Yes, instructors often encounter obstacles when conducting training in the field, such as a lack of fields and sports equipment. When asked if there are any obstacles, he replied, "Yes, like other sources, teachers here usually have their own." "Difficulties when trying to practice on the field." These include the availability of fields and inadequate sports equipment. Incomplete sports equipment is a major obstacle. Students also face

challenges. Of course, there are, but the teachers here do their best to help them overcome these challenges. For example, when students struggle to understand sports, the teachers utilize media resources to help them understand the material independently. He answered firmly because seventh-grade students will be taught sports in the upcoming school year, even though the current teaching team does not feel ready to do so yet.

Several conclusions regarding the effectiveness of sports-based learning at MTs can be drawn from interviews with the principal. Integral Although an energetic teaching staff keeps everything running smoothly at Al-Qadiri, the school faces several challenges, the most common of which are a lack of facilities and inadequate sports learning equipment. However, physical education at MTs is not as expected. The teaching team is able to improve this with various media aimed at addressing Al-Qadiri's disrupted integration. Each week, students work on lessons aligned with the K-13 curriculum, although this does not necessarily mean that new lessons will not use elements from the autonomous curriculum.

5. CONCLUSION AND SUGGESTIONS

1. Conclusion

These findings are based on research examining how MTs integrates sports and physical education. The following is an overview of the Main Points of Jenangger Al-Qadiri Integral for the 2023–2024 Academic Year: Implementation of the PJOK Methodology in MTs. Thorough program planning begins with the preparation and compilation of a lesson implementation plan (RPP). This plan details the various activities that students will carry out throughout the program, from preliminary assignments to final reflections. It begins with prayer and checking student attendance. Then the material is given and demonstrated. Finally, motivation is delivered and the activity ends with prayer.

2. Suggestions

Based on the research conclusions outlined above, the following recommendations can be made regarding the implementation of physical education and sports at MTs. Batang Integral Al-Qadiri Jenangger for the 2023-2024 academic year:

1. The availability of balls and other equipment is just one example of how schools can improve the infrastructure and resources needed to implement physical education and sports learning.
2. Teachers are expected to provide new innovations in more creative physical

education and sports teaching and learning activities.

3. For future researchers, it is hoped that this will serve as a useful reference material and resource for future researchers regarding the implementation of physical education and sports.

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