



Efforts to Increase Student Interest in Physical Fitness in Physical Education Learning at SMAN 02 Madiun

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Abstract: Physical education learning is less popular with students because of students' lack of understanding of the importance of maintaining a healthy and fit body. The aim of this research is to find out students' interest before and after taking a fitness test using the Spiral Kemmis and Taggart method consisting of two cycles, each cycle using four components of action, namely planning, action, observation and reflection. The population in this study involved all classes With a percentage result of 15% in the very interested (SM) category, the interested (M) category obtained a result of 40%, the less interested (KM) category with a percentage result of 28 %, the Not Interested (TM) category obtained 10% and the very not interested category (STM) with a percentage of 6%. From the results of classroom action research, there was a significant increase between before and after the fitness test due to students' lack of understanding about physical fitness. Therefore, student interest can be increased by making learning less boring and providing students with an understanding of the importance of maintaining physical fitness and planning schedules. regular physical fitness tests to monitor the development of students' fitness levels.

Keywords: Interests; Physical Fitness; Physical Education

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INTRODUCTION

Education has the meaning of a learning process to change one's attitude and behavior, therefore currently education is an obligation for every citizen to improve quality resources in the future Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sidiknas). Physical education is an educational process that utilizes physical activity and is planned systematically which aims to improve each individual organically, neuromuscularly, perceptually, cognitively, socially, and emotionally in accordance with the framework of the national education system (Dini & Rosdiani, 2012: 23). Physical education learning activities themselves have very important goals for the sustainability of students' physical and spiritual health, especially in terms of maintaining body fitness (Dewi, et al, 2020).

Physical fitness is the body's ability to accept loads continuously without excessive fatigue (Aulia et al., 2022), fitness is an important reason during the learning process this is because students often lack concentration due to excessive fatigue (Idham et al., 2022). To improve physical fitness, namely by doing sports regularly every week in order to get maximum results, with that the body can process incoming oxygen so that it has a good impact on physical fitness (Azmi & Razak, 2020). In order to increase the physical fitness of a student, it is necessary to encourage various elements such as

parents, teachers and the surrounding community in order to achieve the level of student fitness (Suhartoyo et al., 2019).

Learning that is closely related to physical fitness is Physical Education Sports and Health (PJOK) because all learning activities are interconnected with each other with physical activity. Each learning activity has a goal to match the needs and interests of students (Mahfud et al., 2020). Interest is a high desire that comes from within the heart without coercion in learning something, it shows that students who have a high enthusiasm in participating in PJOK learning will easily accept or achieve learning goals, but if the student does not have an interest in learning something, it will be difficult to achieve the goal (Dewi & Sepriadi, 2021), therefore student interest is very influential in the learning process and student knowledge in order to determine the level of student satisfaction in PJOK learning (Saputra & Agus, 2021). the cause of the lack of student interest in participating in PJOK learning has many factors both internal and external according to Wasliman in (Susanto, 2019: 14).

Based on the observations that I got when carrying out PPL at SMA Negeri 02 Madiun school, the interest in sports subjects is reduced because they are more enthusiastic about theoretical lessons in the classroom, while sports subjects are only used as a place to refresh their brains due to boredom in the classroom. In addition, physical fitness tests have never been held and students' lack of understanding of the importance of having a healthy and fit body condition has an impact on the learning process in the classroom and in the community. When conducting interviews in the field, students have several kinds of reasons expressed such as tiredness, fear of sweating too much because they have to follow the next lesson, heat or illness. Based on research (Aulia et al., 2022) Something that makes students less interested in participating in PJOK is because it is too draining, especially during physical fitness material.

The results of the explanation of several theories and the results of observations, the researcher is interested in conducting class action research (PTK) on class X SMAN 02 Madiun students using MFT to conduct fitness tests with the aim of increasing student interest in participating in PJOK learning.

METHOD

This classroom action research method uses the Kemmis and Taggart Spiral method. This method consists of two cycles where each cycle uses four components of action, namely planning, action, observation and reflection in one interrelated spiral. The planning in this study was arranged using a learning implementation plan which included the treatment of conducting an MFT test where this test is used to measure a person's fitness level in order to determine the performance of the heart and lungs with maximum oxygen volume (VO₂Max), this action was carried out 2 times face to face. During the learning process, the researcher made observations from the beginning to the end of the learning process. The last stage in this cycle is reflection on the results that have been obtained. This method can be seen from the active role of students in the MFT test and the results of the student interest questionnaire. This classroom action research was conducted at SMAN 02 Madiun on February 19, 2024 - April 24, 2024. The population in this study were all class X students at SMAN 02 Madiun. This sampling used a purposive sampling technique with the criteria that the samples used were based on the results of interviews and observations when conducting the MFT test. The results of the study can be obtained when students participate in learning and have filled out the student interest questionnaire and the results of observations from researchers. Techniques in collecting

data in classroom action research are in the form of teaching modules, observation sheets, field notes, and student interest questionnaires.

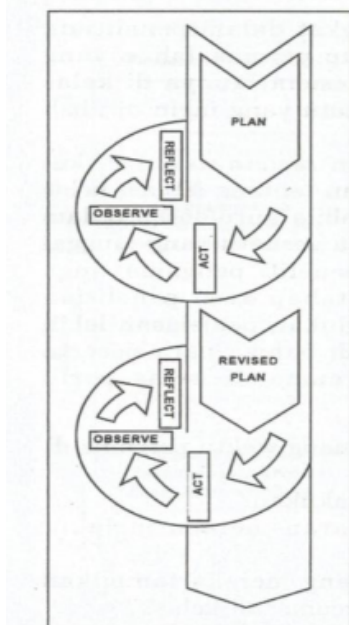


Figure 1. Basic illustration of the PTK cycle (Rochiarti Wiraatmadja, 2009)

RESULT AND DISCUSSION

Result

The results obtained from the calculation of the questionnaire from classroom action research by conducting a fitness test can be seen as follows:

Table 1. Percentage Increase In Student Interest Results

Category	Pre Test	Post Test
Very Interested	5%	15%
Interest	10%	40%
Lack of Interest	48%	28%
Not Interested	28%	10%
Very Not Interested	7%	6%
Amount	100%	100%

From the results of the table explaining the category of student interest levels at SMAN 02 Madiun in participating in PJOK learning after taking a fitness test, namely obtaining 5 categories with a percentage result of 15% including the very interested category, in the interest category obtained a result of 40%, the less interested category with a percentage result of 28%, the No Interest category obtained 10% and the last is the very uninterested category with a percentage of 6%. Based on the actions that have been taken by starting at the planning stage, namely making a teaching module which explains before entering the material, it is necessary to start with a dynamic warm-up related to the material to be taught, then in the second stage, provide action for 2 meetings. The next stage is observation and the last is reflection on the results that have been learned. Data collection in addition to student interest questionnaires is also equipped with field notes and observation sheets.

Discussion

It can be seen from the research results that there is a difference in student interest before and after taking the fitness test, this is in line with research (Diah S, & Dwi C K, 2022) which explains that by taking a fitness test students show interest in PJOK learning, therefore it can be observed that during PJOK learning there is a lack of student understanding of physical fitness. In addition, the role of teachers in learning is very important where teachers are the second parents at school who can organize or manage classes in order to increase student learning motivation (Nazirun, 2019). This research has an important role in PJOK learning because it means how important it is to keep the body healthy and fit in line with the opinion (Kolimechkovi, 2021) regarding the level of physical fitness must be prioritized by schools in order to maintain the physical health of students. If the body is healthy and fit, students will be enthusiastic about participating in learning

CONCLUSION

It can be concluded from the classroom action research that has been conducted that student interest in PJOK learning at SMAN 02 Madiun has a significant increase between before and after the fitness test, therefore student interest can be increased by making learning not boring and providing students with an understanding of the importance of maintaining physical fitness, in addition it would be good if teachers plan a physical fitness test schedule regularly, for example twice in 1 semester to monitor student development.

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CONFLICT OF INTEREST

Clearly explain whether there are any conflicts of interest related to the reported research.

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