

Evaluation of physical education learning activities reviewed from the availability of facilities, learning process, and student learning outcomes at junior high school

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Abstract. This study aims to evaluate Physical Education learning activities at junior high school by examining three main aspects: the availability of facilities and infrastructure, the learning process, and student learning outcomes. This study used a descriptive evaluative approach with data collection techniques through observation, questionnaires, interviews, and documentation. The results indicate that the facilities and infrastructure available at the school are still limited, both in terms of quantity and condition. The learning process has been implemented according to plan, but the lack of variety in methods and limited equipment has resulted in uneven student participation. In terms of learning outcomes, approximately 82% of students have achieved the Minimum Completion Criteria, while the remainder still require additional guidance, particularly in motor skills. Physical Education learning at SMP Negeri 3 Gowa is progressing quite well, but improvements in learning facilities and innovations are needed to optimize student learning outcomes.

1 Introduction

Physical education is an essential component of the national education system, and aims to develop students' physical fitness, motor skills, sportsmanship, and social values. Through physical education, students are expected to improve their physical and psychomotor abilities that function in everyday life [1]. This demonstrates how physical education focuses not only on physical aspects, but also on developing character and social values that are vital for students' future. Therefore, the implementation of physical education learning in schools must be carried out in a planned and effective manner.

Success in physical education learning is influenced by various factors, including the availability of facilities and infrastructure, teacher competence, and the learning process [2]. Facilities such as fields, sports equipment, and changing rooms are important prerequisites for supporting effective learning. The availability of these facilities is

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directly related to students' motivation to participate in physical activities, which in turn will affect their learning outcomes.

Furthermore, a sound learning process, designed in line with the curriculum and student needs, will determine the level of achievement of learning objectives [3]. Research shows that the use of appropriate learning models, such as direct instruction, can improve student learning outcomes in physical education, as seen in a study of the basic forward roll technique in floor gymnastics. Furthermore, the importance of teacher training and competency development cannot be overlooked, as highly qualified teachers are better able to provide effective and impactful learning [4].

Assessment of student learning outcomes also serves as an indicator of pedagogical success in physical education. These learning outcomes not only reflect students' physical progress but also indicate how effective the learning process is in building their character and social skills. Therefore, focusing on effective physical education is crucial for creating a physically and mentally healthy generation ready to face the challenges of life in the future.

SMP Negeri 3 Gowa, as a junior high school educational institution, faces various challenges in implementing effective Physical Education (PE) teaching and learning activities. One of the main issues identified is the inadequate availability of sports facilities. Research by Ghiffary indicates that the availability of facilities and infrastructure at the junior high school level remains a problem, impacting the smoothness of the learning process and student learning outcomes [5]. This is reinforced by findings from a study by Wijaya et al., which noted that many schools face limitations in physical education facilities, impacting learning outcomes [6].

This study aims to evaluate Physical Education learning activities at SMP Negeri 3 Gowa by examining three main aspects: the availability of facilities and infrastructure, the learning process, and student learning outcomes. The results of this evaluation are expected to provide constructive input for the school in its efforts to improve the overall quality of Physical Education learning.

2 Methods

This study used a descriptive evaluative approach to assess Physical Education learning activities at SMP Negeri 3 Gowa based on three aspects: facility availability, the learning process, and student learning outcomes. The research location was SMP Negeri 3 Gowa, with subjects including Physical Education teachers, seventh and eighth grade students, and the principal as supporting informants. Data collection techniques included observations of the condition of facilities and the learning process, student questionnaires to measure perceptions of the learning process, interviews with teachers and the principal to gather more in-depth information, and documentation of student learning outcomes and other supporting data. The instruments used included observation sheets, Likert-scale questionnaires, interview guidelines, and documentation formats. Data were analyzed descriptively using quantitative and qualitative methods, presenting results in the form of percentages, tables, and narrative descriptions that illustrate the actual implementation of Physical Education learning at the school.

3 Results

The results of the study indicate that the implementation of Physical Education (PE) at SMP Negeri 3 Gowa has been going quite well, although several aspects still need improvement. In terms of the availability of facilities and infrastructure, observations indicate that the school has an open field, soccer balls, basketballs, and several physical training equipment. However, some of the facilities are in poor condition, and not all sports have adequate equipment. This was also acknowledged by the PE teacher and the principal in interviews, who stated that budget constraints were a major obstacle to procuring new equipment.

Table 1. Condition of Physical Education Facilities and Infrastructure at SMP Negeri 3 Gowa.

Type of Facilities/Infrastructure	Availability	Condition	Description
Soccer field	Available	Fairly good	Used for outdoor activities
Basketball court	Available	Good	Floor cracked and uneven
Soccer balls	Available	Good	Sufficient for one class
Basketball balls	Available	Poor	Some are worn out
Fitness equipment (cones)	None	-	Not available
Changing rooms	None	-	Not available

Regarding the learning process, student questionnaires indicated that the majority of students were enthusiastic about participating in Physical Education (PE) lessons. Teachers implemented the lessons according to the lesson plan, using demonstration and hands-on practice methods. However, observations indicated that the lessons lacked variety and tended to be monotonous, especially when weather conditions were unfavorable for outdoor activities. Furthermore, not all students had equal opportunities to practice due to limited equipment.

Table 2. Student Perceptions of the Physical Education Learning Process.

Aspects Assessed	Percentage of Responses “Agree/Strongly Agree”
The teacher explains the material clearly	85%
Learning is conducted actively	78%
Active and engaging activities	72%
All students get a turn to practice	60%

Learning methods vary	55%
The teacher provides feedback	67%

In terms of learning outcomes, documentation data shows that approximately 82% of students have achieved the Minimum Completion Criteria, while the remainder have not achieved optimal scores, particularly in motor skills. This indicates that although the learning process has been running well, additional strategies are still needed to accommodate differences in student abilities, including a more individualized approach and the use of more varied learning media.

Table 3. Condition of Physical Education Facilities and Infrastructure at SMP Negeri 3 Gowa.

Class	Number of Students	Students Completed (≥ Minimum Completion Level)	Students Not Completed	Percentage Completion Level
VII A	32	26	6	81.25%
VII B	30	25	5	83.33%
VIII A	31	26	5	83.87%
VIII B	30	24	6	80.00%
Total	123	101	22	82.11%

Physical Education learning at SMP Negeri 3 Gowa has met the minimum standards, however, improvements in the availability of facilities and innovation in the learning process need to be given attention to improve student learning outcomes evenly.

4 Discussion

The implementation of Physical Education learning at SMP Negeri 3 Gowa showed quite good results, although there is still room for optimization. The evaluation covered three main aspects: the availability of facilities and infrastructure, the learning process, and student learning outcomes. Regarding the availability of facilities and infrastructure, the school has provided several basic facilities, such as a soccer field and several sports balls. However, the condition of these facilities is still far from ideal due to damaged facilities, such as a cracked basketball court, and inadequate equipment; examples include worn balls and a lack of fitness aids such as cones and changing rooms. This reflects that the existing infrastructure is still inadequate to support varied and successful learning [7].

The availability of good facilities and infrastructure has become a critical factor influencing the effectiveness of Physical Education learning. According to research

conducted by Warni et al. [8], adequate facilities contribute significantly to student learning outcomes in physical education. Inadequate facilities, as revealed in the research by Jajang et al. [9], can hinder the achievement of learning objectives. Other studies have shown that the condition and quality of educational facilities are directly related to student motivation and engagement in physical activities [10].

In terms of the learning process, the existence of learning models that prioritize active student participation, such as the Sports Education Model, has been shown to increase students' interest and confidence in physical activity [11]. Students who are actively involved in Physical Education lessons tend to show improved academic achievement and motivation to exercise outside of class. Furthermore, a lack of educational facilities can hinder students' physical and social development, as revealed by Ismediyono et al. [7].

Student learning outcomes are also an aspect that must be evaluated. Learning in a supportive environment with good facilities not only boosts student motivation but also facilitates the achievement of better motor skills and fitness. Research shows that students with access to adequate sports facilities tend to demonstrate higher academic achievement and better psychological well-being.

Thus, although physical education instruction at SMP Negeri 3 Gowa is already underway, improvements and enhancements to the quality of facilities and infrastructure, as well as the implementation of innovative learning methods, will significantly contribute to optimizing student learning outcomes and the overall physical education process at the school.

In the classroom, it is crucial to create an active and interactive atmosphere. Many studies have shown that varying learning methods can increase student engagement and make the learning process more engaging. Yamin and Syahrir emphasized that the use of diverse learning methods in the context of independent education, such as blended learning, can facilitate successful learning (Yamin and Syahrir 2020). However, findings indicate that educators often use uniform methods, which can decrease the interest and engagement of some students [13].

Furthermore, research shows that methods such as Project-Based Learning (PjBL) and differentiated approaches are highly effective in increasing student participation. Fatmawati et al. noted that the development of project-based learning tools can help students improve their science process skills, focusing on more active scientific activities. Furthermore, Faihah et al. found that combining PjBL, demonstrations, and video-based learning can significantly improve student understanding and skills, providing students with opportunities to learn in a more collaborative and practical way [14].

The active student engagement approach is also discussed by Sa'Diyah. et al., who demonstrated that the implementation of Project-Based Learning (PjBL) can encourage the development of students' social and innovative skills by enhancing critical thinking skills through group collaboration. This aligns with findings from Putu and Wijaya, who explored how project-based learning models can help identify and develop essential generic science skills (Ni Putu and Budi Wijaya 2023).

Meanwhile, the application of learning models aligned with the independent curriculum also plays a role in increasing student motivation and accountability. Putra and Widiari demonstrated that the independent curriculum provides teachers with the

flexibility to choose the most appropriate methods, allowing for a more relevant and interactive approach to learning (Putra and Widiari 2023). Therefore, it is important for teachers to continuously innovate and explore various methods to ensure the engagement of all students.

Overall, this study underscores the importance of innovation in learning approaches. By adopting game-based learning methods, project-based learning, and a differentiated approach, it is hoped that all students can be actively and comprehensively engaged in a more engaging and effective learning process.

Student learning outcomes are an important indicator in education, with more than 80% of students achieving the Minimum Completion Criteria. This indicates that overall, the learning objectives can be considered successful. However, it should be noted that this success is not evenly distributed across classes. Some students still face challenges, particularly in motor skills. This point aligns with research showing that exercise intensity, teacher guidance, and supporting facilities are key factors contributing to student success in physical education.

In the context of physical education, Rosmi stated that physical education supports students' holistic development, including psychomotor, cognitive, and affective aspects (Rosmi 2016). Research by Kurniasari et al. shows that teacher guidance influences student learning outcomes, emphasizing the importance of interaction and individual attention in the learning process [15]. Continuity between intensive training and adequate teacher support is seen as crucial for achieving desired motor skills.

Adequate facilities and infrastructure are also crucial for the success of physical education. With good supporting facilities, the learning process can be more effective; this explains why some students struggle to master motor skills when these facilities are inadequate. Obstacles to achieving learning outcomes can also be influenced by student motivation, emphasizing that learning motivation is a significant driving force in the learning process and influences students' final learning outcomes. This closely aligns with Harsono's view that learning success in sports is correlated with various factors, including the intensity of students' training.

Although the Minimum Completion Criteria (KKM) have met the established standards, the challenge of achieving equitable learning outcomes remains a major concern in physical education. This is illustrated by research showing that comprehensive intervention approaches and strategies are essential to improving student participation and the quality of learning outcomes in this area. Several studies emphasize the need for increased training intensity and direct guidance from teachers to effectively achieve physical education goals. This intervention strategy needs to be supported by the provision of adequate facilities, which are a crucial factor in facilitating student activities.

As a concrete step in addressing existing challenges, research indicates the need for improvements in the allocation of time for physical education instruction. Setyawan and Gani noted that allocating time once a week for physical education is insufficient to address students' health and fitness issues, highlighting shortcomings in the current approach [3]. Therefore, a more measured and systematic allocation of time is expected to significantly contribute to improving students' overall fitness. Furthermore, this aligns with the recommendation of Haris et al., who stated that physical education should be directed towards the holistic and continuous development of students' potential.

In the context of student character, physical education plays a crucial role in shaping students' values and personality. Research by Kamaruddin et al. emphasizes that physical education focuses not only on physical aspects but also on developing students' character, which serves as preparation for facing various future challenges. A thorough understanding of the goals of physical education and its integration into the curriculum will facilitate the achievement of positive character and better mental well-being in students.

Therefore, developing physical education that is inclusive and responsive to student needs is imperative. Intervention strategies that include equitable training, guidance from competent instructors, and adequate facilities are crucial to ensure that all students not only actively participate but also reach their full potential in physical education.

Overall, this evaluation indicates that Physical Education learning at SMP Negeri 3 Gowa is moving in the right direction, but still requires improvements in terms of the completeness of facilities and the quality of the learning process. Collaboration between teachers, the school, and the education office is essential to meet the need for adequate facilities and increase teacher capacity in implementing innovative and inclusive learning models.

5 Conclusions and Recommendations

Based on the research results, it can be concluded that Physical Education learning activities at SMP Negeri 3 Gowa have been running quite well, but still require some improvements. Facilities and infrastructure, such as sports fields and equipment, are available, but are not yet fully adequate in terms of quantity and condition. The learning process has been implemented according to the lesson plan, but the lack of variety in methods and limited equipment means that not all students can participate optimally. Meanwhile, learning outcomes indicate that the majority of students have achieved the Minimum Completion Criteria, although some students have not achieved maximum results, particularly in practical skills.

Based on these findings, it is recommended that the school continuously improve the provision and maintenance of Physical Education learning facilities. Physical Education teachers also need to implement more varied and interactive learning methods to increase student motivation and participation. Furthermore, support from the education office in the form of teacher training and assistance with facility procurement is essential. Further research is recommended with a broader and more in-depth approach to identify other factors influencing the quality of Physical Education learning at the junior high school level.

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