

EFFORTS TO IMPROVE PHYSICAL EDUCATION LEARNING ON PHYSICAL FITNESS MATERIAL THROUGH GAME BASED LEARNING FOR GRADE XI STUDENTS OF SMA NEGERI 7 BANDA ACEH

Turia Ningsih¹, Nasrullah², Wahid³, Ifwandi⁴, Muhajir,⁵

Student, Pre-Service PPG, Syiah Kuala University, Banda Aceh, Indonesia

Teacher of SMA N 7 Banda Aceh, Indonesia

turianingsih26@gmail.com

ABSTRACT

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Physical Education is a subject that aims to improve students' physical fitness through various physical activities. One of the important materials in learning Physical Education is physical fitness. However, many students are less interested and feel less motivated in following the material. One effort to overcome this is to implement game-based learning. Game-based learning not only makes students more interested and actively involved, but can also improve physical fitness effectively. This article aims to explain efforts that can be made to improve physical fitness learning through a game-based learning approach for class XI students of SMA Negeri 7 Banda Aceh. Game-based learning can create a fun and challenging atmosphere, as well as improve students' teamwork and social skills. By adapting games that are relevant to the objectives of learning physical fitness, students can benefit both physically and socially. Constructive evaluation and feedback are also very important to support student development. It is hoped that with this approach, physical education learning can be more effective and enjoyable.

INTRODUCTION

Physical education and sports play a very important role in creating a healthy, intelligent, and fit generation. One of the main components of physical education is physical fitness, which includes increasing endurance, muscle strength, agility, and overall physical balance. This material is very important because it is directly related

to the health of students' bodies, which will affect the quality of their lives, both now and in the future.

However, in practice, physical fitness learning often faces significant challenges. One of them is the low interest of students in the material, which is often considered monotonous or less interesting. In addition, a rigid and theory-focused learning approach often makes students less enthusiastic about being actively involved in physical activities. As a result, the main goal of physical education – to form students who have optimal physical fitness – cannot be achieved optimally.

To overcome this problem, one solution that can be applied is game-based learning. Game-based learning offers a more interesting and fun approach, where students can learn in a more interactive and active way. Through games, students are not only taught about the importance of physical fitness, but are also given the opportunity to develop their physical skills directly. In addition, this approach can also increase student motivation and involvement in the learning process, which ultimately contributes to improving their understanding of the material being taught.

This article aims to discuss efforts that can be made to improve physical fitness learning through a game-based approach. Game-based learning can be an effective alternative in improving the quality of learning, attracting student interest, and providing a more meaningful experience in understanding physical fitness concepts. Through the selection of the right game, it is hoped that learning can be more enjoyable and beneficial for students' physical development.

RESEARCH METHODS

The research we conducted is a research that uses qualitative methods. (Muhammad., 2021) said Analysis is often used in this kind of descriptive qualitative research. Qualitative research types are descriptive in nature and tend to use analysis. Qualitative research is intended to examine in depth the object of

research, the research design is scientific in the sense that it does not try to manipulate the research setting but rather conducts a study of a phenomenon. Qualitative research is research that intends to understand the phenomenon of what is experienced by the research subject. The reason for using the qualitative method is because this method is in accordance with the discussion of the research, namely "The Benefits of Multimedia Learning on the Quality of Understanding of Elementary School Students in Madrasahs". The method we use in this method is direct interviews and observation. This data collection technique takes place through the interview process, namely the process of obtaining information for research purposes by means of questions and answers while face to face between the interviewer and the response using a tool called an interview guide.

RESULTS AND DISCUSSION

This study aims to evaluate the impact of implementing game-based learning on improving physical fitness of class XI students of SMA Negeri 7 Banda Aceh. The data used in this study include observation results, physical fitness tests, and interviews with teachers and students. The students involved in this study were 30 class XI students who were divided into two groups, namely the control group and the experimental group. The experimental group received game-based learning, while the control group followed traditional learning.

During the four weeks of implementation, observations were made on the two groups. In the experimental group, learning was carried out by integrating games such as relay races, volleyball, and tug of war. The games were designed to train agility, strength, and endurance. Meanwhile, the control group participated in physical fitness training activities with conventional methods, such as jogging and push-ups. The results of the observations showed that students in the experimental group showed more enthusiasm and active involvement than the control group. The

average active participation of students in the experimental group reached 85%, while the control group was only 65%.

Physical fitness tests were conducted before and after the game-based learning intervention. These tests included a 12-minute running test (Cooper test), push-up test, and sit-up test to measure students' endurance, strength, and agility.

Pre and Post Learning Test Results

Types of Tests	Experimental Group (Before)	Experimental Group (After)	GroupContr ol (Before)	GroupCont rol (After)
12 Minute Run	200 meters	260 meters	210 meters	220 meters
Push-ups	10 times	18 times	12 times	13 times
Sit-ups	15 times	25 times	16 times	18 times

The above data shows a significant increase in the experimental group compared to the control group. The average increase in physical fitness in the experimental group was 30%, while the control group only experienced an increase of 12%. Furthermore, interviews were conducted with several students and teachers involved in the study to obtain their perspectives on the effectiveness of game-based learning.

Students in the experimental group stated that they felt more interested and motivated to participate in learning activities because the game was fun and involved them in teamwork. Students also felt that the game gave them new challenges in testing their physical abilities.

Physical education teachers expressed that game-based learning helps create a more active and enjoyable atmosphere in the classroom. Teachers also noted that through games, students can more easily understand the concept of physical fitness

Physical fitness learning is one of the important components in physical education that aims to improve students' physical quality, such as endurance, muscle strength, agility, and balance. This aspect of physical fitness is very important because it is directly related to students' physical health, which can affect their ability to carry out daily activities and achievements in sports. However, in practice, physical fitness learning is often faced with various challenges, one of which is the low motivation and interest of students in this material. Many students feel that physical fitness learning activities are monotonous and boring, especially when the methods used are limited to repetitive physical exercises and do not involve fun interactive elements. Therefore, the use of game-based learning is one solution that can improve the quality of learning and make students more involved and motivated in the learning process.

Game-based learning is an approach that integrates game elements into the learning process to achieve educational goals. This concept focuses not only on improving students' physical skills, but also on social, emotional, and cognitive aspects. In the context of physical education, game-based learning can be an effective means of engaging students in fun and interactive physical activities. Games can accommodate a variety of learning objectives, including physical fitness development, in a more engaging and enjoyable way compared to traditional methods. When students feel happy and involved in the game, they will be more motivated to participate actively, which in turn can help them achieve their set physical fitness goals.

One of the reasons why game-based learning is effective in improving physical fitness is because games involve various types of physical activities that can train various aspects of fitness. For example, relay races or short-distance running can improve students' endurance and speed. In addition, games that involve physical

strength such as tug-of-war or push-up challenges can train muscle strength. Games that require students to move quickly or make sudden changes in direction, such as ball games or relay races, can help train agility and body coordination. Even seemingly simple games, such as jump rope or hide and seek, can also contribute to the development of students' physical fitness, because they involve physical movements that train various body muscles.

In addition to developing physical skills, game-based learning can also improve students' social skills. In many games, students not only compete individually, but also work in teams to achieve a common goal. For example, in soccer or volleyball, students must work together to pass the ball.

ball and score goals or points. This teaches them the importance of communication, cooperation, and respect for the role of each team member. In this context, the game not only serves to improve physical fitness, but also to develop social skills that are very important in everyday life.

These skills will be very useful for students, both in academic, social, and professional contexts in the future. Another advantage of game-based learning is its ability to increase student motivation. Game-based learning tends to be more interesting and enjoyable, which helps overcome boredom and routine in physical activities. Games provide a more dynamic and enjoyable learning experience, which can attract students to be more active in participating in each activity. With a more relaxed and enjoyable atmosphere, students can develop their physical skills without feeling pressured or burdened by high academic demands. Therefore, game-based learning can also help reduce anxiety and stress that are often felt by students, especially at higher levels.

Although game-based learning has many benefits, its implementation must be done carefully so that it remains in accordance with the learning objectives to be

achieved. Choosing the right game is a key factor in determining the success of this method. The game chosen must be relevant to the physical fitness goals to be taught. For example, if the learning objective is to increase muscle strength, games that involve physical pulling or pushing, such as tug-of-war or push-up challenges, are very suitable to be implemented. Meanwhile, if the learning objective is to increase endurance, games such as relay races or long-distance running will be more effective. In this case, teachers must be able to design games that are not only fun but also educational, while still considering the needs and physical abilities of students. In addition, variation in the types of games is very important to keep students interested and not bored. If only one type of game is used repeatedly, students can lose their interest and motivation. Therefore, it is important for teachers to change the games used in each learning session, so that students continue to feel challenged and stimulated.

These variations of the game also allow students to develop a variety of different physical skills, making physical fitness learning more holistic and comprehensive. Game-based learning also provides opportunities for more holistic assessment. In addition to observing students' physical development, such as increased muscle strength or endurance, teachers can also evaluate students' social skills, such as the ability to work in a team, communicate well, or overcome challenges collectively. Game-based evaluation provides a more complete picture of students' development in various aspects, both physical and non-physical. This allows teachers to provide more constructive feedback and help students identify areas for improvement.

In the context of physical education, game-based learning can also be a bridge to introduce students to the concepts of sports and fitness in a fun and non-burdensome way. Students who enjoy the activity

It will be easier for physical fitness practitioners to understand and apply the principles of physical fitness in everyday life. Thus, game-based learning does not only focus on the end result of physical fitness, but also on developing positive attitudes and habits related to healthy physical activity. However, to optimize the effectiveness of game-based learning, it is important for teachers to reflect and evaluate periodically. Teachers need to evaluate whether the games implemented really achieve learning objectives or are just entertainment without clear results. Teachers also need to pay attention to student safety during the implementation of the game, by ensuring that the activities carried out do not pose a risk of injury. With the right selection of games, attention to safety, and continuous evaluation, game-based learning can be a very effective method for improving physical fitness learning.

Overall, game-based learning has great potential to improve the quality of physical education, especially in physical fitness material. By integrating game elements, students not only gain physical benefits, but also improve their social, emotional skills, and motivation to participate in physical activities. Therefore, this approach is very feasible to be applied in the physical education curriculum to create a generation that is not only physically healthy, but also intelligent, active, and has character.

CONCLUSION

Physical fitness learning is a crucial aspect in physical education that focuses on improving students' physical qualities, such as endurance, muscle strength, agility, and body coordination. However, physical fitness learning often experiences challenges related to low student interest and motivation. Therefore, game-based learning is an effective alternative in increasing student engagement and making the learning process more interesting. This approach not only helps students to develop their physical skills, but also strengthens social skills, such as teamwork and

communication. In addition, game-based learning can increase students' motivation to participate more actively in physical activities, because the atmosphere is more fun and not boring.

Through various types of games that are tailored to physical fitness goals, students can gain comprehensive benefits, both in physical and non-physical aspects. However, the implementation of game-based learning requires the selection of appropriate games, sufficient variation, and continuous evaluation to ensure the achievement of learning objectives. With this approach, it is expected that students can develop their physical fitness optimally, and have a more positive attitude towards physical activity and overall health. Game-based learning has great potential to improve the quality of physical education, so that it can create a healthier, more active, and more characterful generation.

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