

(Research) Article

## Implementation of Physical Education, Sports and Health Learning at Madrasah of Miftahul Muta'alimin Islamic Boarding School, Cirebon Regency

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**Abstract:** This research aims to describe the implementation of Physical Education learning at Madrasah Pondok Pesantren Miftahul Muta'alimin (Miftahul Muta'alimin Islamic Boarding School). Learning implementation in this research includes planning, implementation, and assessment/evaluation, as well as the obstacles and supports that influence these implementations. This research used a descriptive qualitative approach. The data were obtained through interviews, observations, and documentation. The data validity was tested by using source triangulation. Observations and documentation were used as supporting data to strengthen the interview results. The research subjects consisted of the principals of Islamic Junior High Schools (MTs) and Islamic Junior High Schools (MA), a Physical Education teacher, and four students (two from each MTs and two from the MA). The data analysis was conducted through data reduction, data presentation, and conclusion drawing. The research findings indicate that the implementation of Physical Education learning has followed the planning, implementation, and evaluation stages, but has not been optimal. Planning remains administrative in nature and has not fully adapted to student characteristics. Learning implementation includes an introduction, core, and closing phase, but lacks of method variation and active student involvement. Assessment/evaluation has covered cognitive, affective, and psychomotor aspects, but it is still limited to final assessments and it is not yet sustainable. Furthermore, limited infrastructure and teacher backgrounds pose challenges. Despite this, madrasah and Islamic boarding schools (pesantren) generally support the implementation of Physical Education (PE) learning.

**Keywords:** Descriptive Qualitative Research; Implementation; Islamic Boarding Schools; Madrasah; PE Learning; Madrasah.

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### 1. Introduction

Education is a fundamental aspect that serves to direct students to experience changes in the intellectual, skill, moral, and social realms so that they are able to live independently (Law No. 20 of 2003). In practice, education in Indonesia is carried out through formal and non-formal channels, one of which is Islamic boarding schools which have a distinctive system but remain structured. One of the subjects that plays an important role is Physical Education, Sports, and Health (PJOK) because in addition to being physically healthy, it also instills the values of character, responsibility, and discipline (Watikasari, 2023).

However, the implementation of PJOK in Islamic boarding school madrasahs faces a number of obstacles, including the density of religious activities that limit study time, limited sports facilities, monotonous teaching methods, and low discipline in the use of sports uniforms. This condition has an impact on the lack of optimal student involvement in learning (Fathan et al, 2022). With this background, this research focuses on the implementation of PJOK in the Miftahul Muta'alimin Islamic Boarding School Madrasah to provide a real picture related to learning practices, challenges, and improvement efforts that can be taken.

Several studies show variations in the implementation of PJOK in schools and Islamic boarding schools. Pambudi, Winarno, & Dwiyoogo (2019) found that the planning and implementation of PJOK in schools is still not up to standard because teachers do not prepare teaching tools. Research by Akmal (2022) at the Assalam Kampar Islamic Boarding School shows that the implementation of PJOK has been quite good, although there are still technical obstacles. Meanwhile, Wahyudin, Burhanuddin, & Sulaeman (2023) emphasized the effectiveness of scientific approaches in improving PJOK learning at SMA Negeri 3 Makassar. This research is different because it focuses on madrasas under Islamic boarding schools, which have characteristics in the form of dense religious activities, internal rules, and limited facilities.

Based on the identification of problems, this study highlights: (1) the low participation of students in PJOK, (2) the lack of variety of teaching methods, (3) discipline problems, especially the use of uniforms, and (4) the need for an in-depth description of the implementation of PJOK in the pesantren environment. From this identification, the focus of the research is directed to examine how the implementation of PJOK is applied in the madrasah.

The purpose of this study is to describe the implementation of PJOK learning in the Madrasah of the Miftahul Muta'alimin Islamic Boarding School, including aspects of planning, implementation, and evaluation of learning. Theoretically, this research is expected to enrich the literature on the practice of PJOK in pesantren-based madrasas. Practically, the results of the research are useful for PJOK teachers in improving the quality of learning, for madrasas in developing a more effective education system, and for other researchers as a reference in similar studies.

## 2. Literature Review

### 2.1. The Essence of Physical Education, Sports, and Health (PJOK)

PJOK is an important part of the national curriculum from elementary to secondary schools. This subject not only aims to improve physical fitness, but also the psychomotor, cognitive, affective, social, and emotional aspects of students. Suherman (2004, in Dahlan, 2019) emphasized that PJOK is a learning process through physical activities designed to develop fitness, motor skills, healthy living behaviors, emotional intelligence, and sportsmanship. Firmansyah & Rukmana (2017, in Setiawan, 2021) added that PJOK plays a role in helping students develop as individuals and social beings. This is in line with Abduljabar (2011, in Farida & Supriyono, 2024) who emphasized that physical activity in PJOK can produce comprehensive changes, including thinking, social, and emotional skills. In addition, Agus (1994, in Alfajri & Hadi, 2024) sees PJOK as education through gestures that provides a learning, social, intellectual, and aesthetic experience.

The purpose of PJOK as stipulated in Law No. 20 of 2003 article 37 is to form students who are physically and spiritually healthy and uphold sportsmanship (Syarifudin, 2022). Suryobroto emphasized that the purpose of PJOK includes the formation of children's attitudes, intelligence, skills, and physique to become mature and independent individuals. Sulaiman (2016, in Al Fathan et al., 2022) divides the goals of PJOK into four main domains: physical, movement, mental, and social development. Meanwhile, according to Syarifudin (2022), the purpose of PJOK learning in elementary to secondary schools is to build a healthy lifestyle throughout life, motor skills, moral character such as discipline and confidence, and the profile of Pancasila students through physical activities.

PJOK also provides great benefits for students. Pambudi & Wijaya (2024) explained that PJOK not only develops physicality, but also forms motor skills, healthy lifestyles, social values, and emotional and spiritual balance. Putranto & Efendi (2024) added that PJOK can improve concentration, reduce stress, maintain mental health, and prevent long-term illnesses. Thus, PJOK is not just a sport, but an important means to produce a healthy, strong, and resilient generation.

### 2.2 Implementation of PJOK Learning

The implementation of PJOK learning is understood as the implementation of a learning plan that includes planning, implementation, and assessment. Fatah (2018) stated that implementation is the implementation of ideas or policies that are expected to bring about behavior change. Susilo (2007, in Nurhikmah, 2023) added that implementation means carrying out a curriculum that has been designed according to regulations. The success of implementation

is highly determined by the role of teachers as facilitators who are able to design strategies, carry out learning, and evaluate the results (Irvansyah et al., 2023).

The implementation stage includes three parts. First, planning, which is preparing materials, methods, media, and learning evaluations (Ainiyah et al., 2022). Saitya (2022) emphasized that the quality of learning is highly determined from planning through lesson plans, although in the Independent Curriculum, teachers are allowed to prepare simple formats according to the characteristics of students (Permendikbudristek No. 16 of 2022). Second, implementation, which includes preliminary, core, and closing activities (Ainiyah et al., 2022). The introduction aims to motivate students and convey goals. The core activity is the process of student interaction with the material through observing, questioning, trying, and exploring (Taqwim et al., 2020). The closing serves as a reflection and review of the material so that students better understand learning (Taqwim et al., 2020). Third, evaluation, which is carried out to assess student achievement through formative and summative assessments (Wartulas, 2020). Referring to Bloom, the assessment of PJOK includes the cognitive, affective, and psychomotor domains (Syarifudin, 2022).

Factors that affect the implementation of PJOK include infrastructure, pesantren environment, and teacher competence. Adequate sports facilities will support learning, but if they are limited, teachers need to innovate by modifying equipment (Ainiyah et al., 2022). The pesantren environment also shapes PJOK learning, where the rules and culture of the pesantren can support or limit (Akbar & Doewes, 2018). Teachers play a vital role because the quality of learning is greatly influenced by pedagogic, professional, social, and personality competencies (Lestari & Purwanti, 2011). PJOK teachers who do not have a sports background often have difficulty in developing strategies and evaluations so that learning becomes less than optimal.

### **2.3 The Essence of Madrasah and Islamic Boarding School**

Madrasah is a formal educational institution characterized by Islam that integrates religious science and general knowledge. According to Umar Sidiq (2018), madrasas maintain Islamic values while being open to modern science. In line with the Regulation of the Minister of Religion No. 1 of 1952 (Lukman Asha, 2020), madrasas are seen as formal schools that contain Islamic religious knowledge and general science. The development of madrasas no longer only focuses on religion, but also teaches science and technology (Pratama, 2019). This makes madrasas an institution that prepares students to face the times while still being based on Islamic values (Maulidah et al., 2022).

Islamic boarding schools are the oldest Islamic educational institutions in Indonesia, serving as a center for the dissemination and deepening of religious knowledge (Lukman Asha, 2020). According to Daulay (2004), pesantren have long been an institution for producing national cadres who are competent in the fields of religion and leadership. Khaerudin, explained that the educational process in pesantren emphasizes the transfer of religious knowledge and the formation of the character of students through the role of kiai or ustaz. Islamic boarding schools are divided into several types, namely salafiyah (traditional), asriyah (a combination of madrasah and cottage), and khalaf (modern). However, now it is more simplified into two, namely, salafiyah and khalaf (Lukman Asha, 2020).

### **3. Proposed Method**

This study uses a qualitative descriptive approach, which aims to describe the phenomenon in depth according to real conditions in the field. According to Sugiyono (2011, in Nugroho & Winarni, 2023), qualitative descriptive research is used to explain actual circumstances or symptoms with scientific procedures so that problems can be answered factually. The location of the research was carried out at the Miftahul Muta'alimin Islamic Boarding School, Cirebon Regency, with a implementation time of October–November 2024

The research data is sourced from primary and secondary data. Primary data were obtained through observation and interviews with madrasah heads, PJOK teachers, and four students (two each from MTs and two from MA) who were selected using purposive sampling techniques. Meanwhile, secondary data is collected through relevant documents and records (Balaka, 2020).

Data collection techniques include observation, interviews, and documentation. Observations were carried out both structured and unstructured (Fiantika et al., 2022), while interviews were conducted in the form of in-depth conversations to obtain detailed information. Documentation is used as a complement through the review of relevant archives, photographs, and documents (Fiantika et al., 2022).

The validity of the data was tested through source triangulation, which is by comparing the results of interviews, observations, and documentation to improve the validity of the findings. This is in line with the view that validity in qualitative research can be accounted for through the use of various data sources.

The data analysis uses the Miles and Huberman model (in Fadli, 2021), which includes three stages: data reduction, data presentation, and conclusion drawing or verification. Reduction is carried out by filtering important data according to the theme (Sidiq & Choiri, 2019), presenting data by systematically arranging information so that it is easy to understand, and the final stage is in the form of verification to draw conclusions based on the patterns found.

## 4. Results and Discussion

### 4.1. Description of Research Results

Madrasah Pondok Pesantren Miftahul Muta'alimin is an educational institution under the Masduqi Ali Foundation and the Ministry of Religion. This Islamic boarding school organizes formal education, namely Madrasah Tsanawiyah (MTs) and Madrasah Aliyah (MA), as well as equipping students with religious education typical of Islamic boarding schools. In the context of PJOK, madrasahs strive to integrate the national curriculum with the religious values embraced by Islamic boarding schools. However, the infrastructure to support PJOK learning is still limited, such as narrow fields and a lack of sports equipment. This condition is one of the factors that inhibit the teaching and learning process (Akbar & Doewes, 2018).

The implementation of PJOK involves teachers, madrasah heads, and students. Teachers are the main actors in designing and implementing learning. However, the background of teachers who are not completely linear with the field of sports has an impact on the quality of planning and the variety of learning methods. The support of madrasah heads and pondok regulations is relatively good, for example in providing learning schedules and supervision, but it has not been followed by the provision of adequate facilities (Lestari & Purwanti, 2011).

### 4.2. Discussion

Planning is still more administrative. Teachers prepare lesson plans or teaching tools as a formality, but they do not fully refer to the needs and characteristics of students. Many sources of material are obtained from the internet and teacher forums, so they are often not contextual with the conditions of madrasahs and Islamic boarding schools. According to Saitya (2022), the quality of learning is highly determined by the quality of flexible planning and oriented to student learning outcomes. This condition shows that teachers need to improve pedagogical understanding, especially in adapting plans according to the cottage environment.

The implementation is carried out according to the standard structure, namely preliminary, core, and closing activities. In the preliminary stage, the teacher provides motivation, joint prayer, and a brief explanation of the learning objectives. Core activities focus on practicing simple sports skills such as small ball games, running, and gymnastics. However, the variety of methods is still limited, so students tend to be passive. The closing activity ended with a simple reflection. These results are in line with the findings of Taqwm et al. (2020) who stated that the success of PJOK learning is highly dependent on teachers' creativity in creating a fun learning atmosphere.

The evaluation carried out by teachers includes cognitive, affective, and psychomotor assessments. However, the implementation emphasizes more on affective aspects, such as discipline, politeness, and obedience to rules, while physical movement skills have not been optimally measured. Assessments are also more carried out at the end of the semester, not continuously. In fact, according to Wartulas (2020), formative evaluation is very important to provide feedback on student learning progress.

### 4.3. Research Findings

This study found that PJOK learning in Madrasah Pondok Pesantren Miftahul Muta'alimin faces several main challenges. First, the limited infrastructure makes the variety of sports activities not optimal. Second, the competence of teachers who are not fully in accordance with the field of sports leads to a lack of variety of methods and weak planning. Third, student discipline is still a problem, especially in terms of the use of sports uniforms and attendance. However, there are also supporting factors, namely the support of the heads of madrasas and pesantren who provide positive policies, as well as the values of pesantren that emphasize discipline, cooperation, and responsibility, which are in line with the values of physical education (Soedjatmiko, 2015 in Waticasari, 2023).

This research has limitations in terms of the relatively small number of subjects, namely one PJOK teacher, the head of the madrasah, and several students. This makes the results of the research not yet generalize to all Islamic boarding school madrasas. In addition, the limited time and research facilities cause researchers to not be able to make in-depth observations on all learning activities. Thus, further research is suggested to involve more participants and expand the focus of the study, for example on the influence of religious values on students' sports behavior.

### 5. Conclusions

Based on the results of the research, the implementation of PJOK learning at the Miftahul Muta'alimin Islamic Boarding School Madrasah has been carried out through the stages of planning, implementation, and evaluation, although there are still various limitations. Planning is more administrative and has not been fully adjusted to the needs and characteristics of students because the teaching teacher does not have a special background in the field of PJOK. The implementation process has followed the flow of learning activities (introduction, core, closing), but the variety of methods and active involvement of students is still low. The evaluation covers the cognitive, affective, and psychomotor domains, but still focuses on the final assessment without continuous follow-up. Another obstacle that arises is the limitation of facilities, infrastructure, and teacher competence, although support from madrasas and pesantren remains positive for the continuity of learning.

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