

Strategi Pembelajaran Pendidikan Jasmani

Jurnal Pendidikan dan Kebudayaan. JPNK. Strategi Peningkatan Aktivitas Jasmani Siswa Sekolah Dasar di Luar Pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan di Indonesia.

This article aims to explain and provide ideas dan suggestion on strategic in physical activity promotion of primary school students beyond physical education classroom. The programs should be developed in a pattern of development that is integral to the educational involving the three parties i.e. schools, parents, and community, as well as government support. Teacher level of strategies: 1) socialization by the school principal , 2) the integration of health knowledge to other subjects ; 3) the development of incentive programs ; 4) rearrangement of homework; and 5) expanding partnerships. The school level strategies: 1) improvement of school management; 2) preparation of daily physical activity program; 3) the arrangement of space and equipment; and 4) Parents Forum. The implementation need to combine efforts with the school teachers and families in a professional manner so that students actively engaged at least 90 minutes per day, i.e. 30 minutes in school and 60 minutes in the home or community. Forms of activity that can be applied: 1) getting students to and from school by involving volunteers from the parents/seniors; 2) applying the Walking School Bus models, and 3) active transportation programs.

ABSTRAK Artikel ini bertujuan untuk mengkaji aktivitas jasmani dan memberikan sumbangan pemikiran tentang upaya strategis peningkatan aktivitas jasmani siswa sekolah dasar di luar jam pembelajaran pendidikan jasmani, olahraga, dan kesehatan. Program peningkatan hendaknya dikembangkan dalam sebuah pola pembinaan yang integral dari upaya pendidikan dengan melibatkan tiga pihak, yaitu sekolah, orangtua, dan masyarakat, serta dukungan pemerintah. Strategi pada tingkatan guru: 1) sosialisasi oleh kepala sekolah; 2) integrasi pengetahuan kesehatan ke mata pelajaran lainnya; 3) pengembangan program insentif; 4) meramu ulang pekerjaan rumah (PR); dan 5) memperluas kemitraan. Strategi pada tingkat sekolah: 1) perbaikan manajemen sekolah; 2) penyusunan program

aktivitas jasmani harian; 3) penataan ruang dan perlengkapan; dan 4) forum orang tua. Pelaksanaannya perlu menggabungkan upaya guru dengan sekolah dan keluarga secara profesional agar siswa aktif bergerak setidaknya 90 menit per hari; yaitu 30 menit di sekolah dan 60 menit di rumah atau masyarakat. Bentuk kegiatan yang dapat diterapkan: 1) mengajak siswa pergi dan pulang sekolah dengan melibatkan relawan dari orang tua/senior; 2) menerapkan model Bus Sekolah Berjalan; dan 3) program transportasi aktif.

. BUNGA RAMPAI Strategi Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan Selama Pandemi Covid-19.

Buku ini merupakan karya anak bangsa, yang ditulis secara kolaboratif oleh para akademisi dari berbagai perguruan tinggi keolahragaan nasional dan para praktisi bidang keolahragaan nasional. Gagasan penulisan kolaboratif ini muncul saat terjadi Pandemi Covid-19. Dimana para penulis melaksanakan semua aktifitas sehari-hari dari rumah “work from home”; bekerja dari rumah, belajar dari rumah, dan beribadah di rumah. Disaat semua akademisi dan praktisi menjalankan kegiatan sehari-hari dari rumah, muncul gagasan menerbitkan “tulisan bunga rampai” terkait situasi pandemi Covid-19 dan era New Normal. Kegamangan menghadapi situasi yang tidak menentu tersebut, menjadi ide dasar untuk dituangkan menjadi tulisan ilmiah populer. Topik-topik tulisan yang cukup menarik dari para penulis (dosen, mahasiswa, guru dan praktisi keolahragaan) tersebut muncul sebagai upaya membantu pemikiran menghadapi situasi yang berubah secara drastis. Semua kegiatan yang selama ini dilakukan secara offline dengan ketemu langsung secara fisik, perkuliahan atau pembelajaran yang dilakukan dengan; ketemu tatap muka, tugas terstruktur dan mandiri, saat ini harus dilakukan secara online sesuai dengan protokol Covid-19. Kegiatan olahraga yang biasanya dilakukan ketemu fisik, secara bersama-sama untuk cabang individual dan beregu, saat ini harus dilakukan sesuai dengan protokol Covid-19 (physical distancing, pakai masker dst.). Pandemi Covid-19 memunculkan budaya baru saat Covid-19 dan era New Normal. Buku ini berisi berbagai tulisan alternatif yang dapat dilakukan dan dimanfaatkan oleh para akademisi dan praktisi untuk mengisi ruang-ruang pembelajaran olahraga dengan seluruh aspek yang muncul selama Covid-19 dan era New Normal. Upaya menuangkan gagasan dalam bentuk tulisan tersebut dilakukan sebagai bentuk tanggung jawab para akademisi dan praktisi bidang olahraga untuk ikut memberikan warna berupa solusi. Gagasan yang muncul dalam setiap topik sangat menarik

untuk dikaji dan dicermati dalam menghadapi situasi saat ini. Karya ini muncul disaat yang tepat, dimana saat pandemic Covid-19 para akademisi dan praktisi memiliki banyak waktu untuk bekerja dari rumah, sehingga kesempatan yang ada mampu dimanfaatkan untuk bekerja lebih produktif dengan cara menulis. Semoga terbitnya buku ini dapat mendorong lajunya literasi keolahragaan nasional.

. Jurnal Kejaora (Kesehatan Jasmani dan Olahraga). JK. Pengembangan Buku Ajar Strategi Pembelajaran Pendidikan Jasmani Melalui Olahraga Permainan Kecil.

Masalah yang ditemui peneliti adalah kurang aktifnya mahasiswa dalam kegiatan perkuliahan pada mata kuliah strategi pembelajaran penjas, hal itu disebabkan kurangnya sumber belajar yang digunakan di kelas dan belum adanya buku ajar yang sesuai dengan materi perkuliahan. Dalam hal ini peneliti bertujuan ingin mengembangkan buku ajar strategi pembelajaran Pendidikan jasmani yang sesuai dengan peserta didik, dan sesuai dengan tujuan pembelajaran pendidikan jasmani, penelitian ini membahas tentang pengembangan buku ajar strategi pembelajaran penjas melalui olahraga permainan kecil. Penelitian yang dilakukan ini menggunakan metode pengembangan (R&D). Pengembangan buku ajar menggunakan model 4D dari Thiagarajan (1947) yang model pengembangan ini terdiri atas empat tahap pengembangan yaitu define, design, develop, dan disseminate atau diadaptasi menjadi model 4-P, yaitu Pendefinisian, Perancangan, Pengembangan dan Penyebaran. Penelitian ini dapat memberikan kontribusi terhadap kualitas belajar mahasiswa dan praktek mengajar yang dilakukan mahasiswa saat turun ke sekolah. Buku ajar tersebut dirancang dan dikembangkan melalui olahraga permainan kecil, buku ajar ini telah melalui tahap validasi dari beberapa ahli yang telah ditentukan dan telah dilakukan uji coba terbatas. Hasil dari penelitian menunjukkan pengembangan buku ajar strategi pembelajaran Pendidikan jasmani melalui olahraga permainan kecil yang meliputi tahap definisi dengan hasil dalam bentuk pemetaan pembelajaran dan kebutuhan mahasiswa.

. Taman Cendekia: Jurnal Pendidikan Ke-SD-an. TC. STRATEGI PEMBELAJARAN PENDIDIKAN JASMANI DI SEKOLAH DASAR INKLUSIF KOTA YOGYAKARTA.

This study aims to obtain the learning plan of the physical education in inclusive elementary schools, find out the learning process and identify physical education learning strategies in inclusive elementary schools in Yogyakarta city. The research method used is descriptive qualitative. The data collection techniques in this study

employed direct field observation techniques during the learning process of Physical Education, direct interview towards the teachers of physical education and mentoring teachers, and documentation by collecting various images or data that support this research. The study was conducted in 3 elementary schools: 1) Taman Muda Ibu Pawiyatan, 2) SD Negeri Baciro and 3) SD Negeri Pakel. Data were collected through the techniques of direct observation, interviews, and documentation so that they can yield overview and conclusion regarding to the learning strategies. The results of the research showed that in the planning of physical learning, there should be more serious and better preparation regarding to the syllabus, lesson plans and assessment. In the process of learning physical education, the research result showed that some students with special needs for athletic sports, especially running subject does not need significant adjustment, however blind students and deaf students felt that they need some adjustment in the running subject. There are a number of physical learning strategies for students with special needs including the use of appropriate language, making task sequences, allocation of time for learning, modification of the games/ sports rules and learning environments.

. Multilateral : Jurnal Pendidikan Jasmani dan Olahraga. Multilateral. Optimalisasi ruang terbuka terbatas: strategi inovatif dalam pembelajaran pendidikan jasmani untuk mendorong perkembangan psikomotorik dan kognitif siswa. JIIP - Jurnal Ilmiah Ilmu Pendidikan. jiip. Strategi Pembelajaran Pendidikan Jasmani di Kurikulum Nasional dalam Perspektif Pedagogik.

Pendidikan jasmani merupakan komponen penting dalam kurikulum nasional, yang berperan dalam mengembangkan keterampilan fisik, mental, dan sosial peserta didik, terutama dalam konteks pembelajaran abad ke-21. Penelitian ini bertujuan untuk mengeksplorasi strategi pembelajaran pendidikan jasmani di kurikulum nasional yang sesuai dengan kebutuhan zaman. Pendekatan yang digunakan adalah Systematic Literature Review (SLR) dengan panduan PRISMA, untuk mensintesis temuan penelitian yang relevan dan berkualitas. Hasil penelitian menunjukkan bahwa strategi seperti pembelajaran berbasis desain (UbD), pembelajaran bermakna, hybrid learning, dan metode drill dengan permainan efektif dalam meningkatkan partisipasi, motivasi, dan keterampilan fisik siswa. Kesimpulan dari penelitian ini adalah bahwa strategi-strategi tersebut mampu mengakomodasi keberagaman gaya belajar dan kebutuhan peserta didik, serta relevan untuk diterapkan dalam kurikulum pendidikan jasmani di era abad ke-21, guna

menciptakan pengalaman pembelajaran yang bermakna dan holistik.

. Jurnal Literasi Olahraga. jlo. Implementasi Strategi Pembelajaran Pendidikan Jasmani Kurikulum 2013 di SMAN 1 Jasinga.

Pendidikan merupakan suatu kebutuhan manusia yang berlangsung seumur hidup. Penelitian ini bertujuan untuk mengetahui kesiapan implementasi strategi pembelajaran Pendidikan jasmani berdasar kurikulum 2013. Penelitian ini menggunakan metode deskriptif kualitatif yang diinterpretasikan dengan cara deskripsi, yang menyajikan data hasil penelitian berupa rangkaian kata-kata. Subjek dalam penelitian ini adalah guru penjasorkes dan kepala sekolah. Objek dalam penelitian ini adalah perencanaan, pelaksanaan pembelajaran, dan evaluasi pembelajaran penjas. Pengambilan data dilakukan secara interaktif, analisis pada model ini menggunakan model analisa Miles dan Huberman yang terdiri dari pengumpulan data, reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Instrumen utama dalam penelitian ini menggunakan pedoman observasi. Dan instrumen pendukungnya adalah wawancara serta dokumentasi. Hasil penelitian menunjukkan bahwa Implementasi Strategi Pembelajaran Penjas Berdasarkan Kurikulum 2013 adalah baik, implementasi tersebut dapat dilihat berdasarkan hasil penelitian dari rencana pembelajaran adalah baik, pelaksanaan pembelajaran baik dan proses penilaiannya juga baik. Dengan hasil tersebut dapat disimpulkan Implementasi Strategi Pembelajaran Penjas Berdasarkan Kurikulum 2013 adalah baik.

. Gelanggang Olahraga: Jurnal Pendidikan Jasmani dan Olahraga (JPJO). JPJO. Strategi Guru dalam Mendorong Minat Belajar Siswa dalam Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan Setelah Pandemi Covid-19 Tingkat SMPN di Kota Palu.

This research aims to determine teachers' strategies for encouraging students' interest in learning PJOK after the COVID-19 pandemic. The method used in this research uses a qualitative descriptive approach with a case study design. Data collection techniques were carried out using observation, interviews, and documentation. Data and data sources were obtained from primary and secondary data. Primary data for all PJOK teachers at SMPN Palu City. Secondary data was obtained from document data at SMPN Palu City. Research Results on Teacher Strategies to Increase Students' Interest in Learning After the COVID-19 Pandemic,

the teacher's way of finding out the level of student's knowledge in the lessons that have been taught uses three methods; the first is the question and answer method, the second is giving written tests, the third is conducting sports practice tests. Secondly, students' readiness, interest, and engagement in PJOK learning after the COVID-19 pandemic; the media used in learning uses an audiovisual projector to display PJOK learning to support existing learning plus other supporting tools that can be used in practical learning. The conclusion is that the teacher's strategy to increase students' interest in learning is carried out. The teacher's strategy to increase students' interest in learning has been implemented through a directed and planned learning program in the excellent category. Keywords: Covid 19, interest in learning, teacher strategies

. Jurnal Porkes. Porkes. Model Project Based Learning Terhadap Kreativitas Siswa dalam Pembelajaran Pendidikan Jasmani. Model Project Based Learning Terhadap Kreativitas Siswa dalam Pembelajaran Pendidikan Jasmani.

This research was conducted to determine the effect of the project based learning model on student creativity in sports and health physical education at SMA Negeri 1 Cilamaya. This research is an experimental study to find out whether the project-based learning model has an effect on student creativity in sports and health physical education. The number of samples is 36 students of class XI MIPA 2 taken by purposive sampling technique where the sample criteria are based on the class that is willing to be given treatment. The data of this research was carried out with a one group pretest-posttest design using a student creativity questionnaire using a Likert scale which was distributed at the beginning and end of the meeting. The results obtained through the normality test of the data with the results stating that the pretest data was $0.112 > 0.05$ and the posttest $0.094 > 0.05$. the results of the pretest-posttest stated that the data was homogeneously distributed and the t-test calculation obtained the Sig value. (two-tailed) $0.001 < 0.05$ indicates a significant difference between the results before and after the treatment. it can be concluded from the results of the research conducted that it can be stated that there is an effect of the project based learning model on students' creativity in learning physical education, sports and health at SMA Negeri 1 Cilamaya.

. Multilateral Jurnal Pendidikan Jasmani dan Olahraga. Multilateral. PENGARUH STRATEGI PEMBELAJARAN DAN KONSEP DIRI TERHADAP KETERAMPILAN SMASH BULUTANGKIS.

STRATEGI PEMBELAJARAN PENDIDIKAN JASMANI

Pengaruh Strategi Pembelajaran Dan Konsep Diri Terhadap Keterampilan Smash Bulutangkis. Penelitian ini bertujuan untuk mengetahui perbandingan pengaruh antara penggunaan gaya mengajar latihan dan gaya mengajar komando dengan konsep diri terhadap keterampilan smash bulutangkis pada siswa kelas X SMA ADI LUHUR Jakarta Timur. Penelitian ini dimulai tanggal 24 April – 29 Mei 2013 di lapangan SMA ADI LUHUR Jakarta Timur. Pertemuan berlangsung selama 90 menit dengan frekuensi tiga kali pertemuan dalam seminggu dengan jumlah pertemuan sebelas kali. Penelitian ini dilakukan dengan metode eksperimen lapangan, desain yang digunakan dalam penelitian ini adalah factorial 2x2. Teknik pengambilan sampel dengan cara random sampling. Instrumen penelitian dilakukan berdasarkan penilaian kuantitatif yaitu pada teknik keterampilan pukulan smash bulutangkis. Teknik analisa data dalam menguji hipotesis penelitian ini menggunakan uji normalitas, uji homogenitas dan uji kelanjutan hipotesis menggunakan uji tukey. Data yang harus dikumpulkan dalam penelitian ini meliputi : data proses teknik belajar pukulan smash bulutangkis, dan data konsep diri. Untuk memperoleh data proses belajar pukulan smash dilakukan tes keterampilan smash bulutangkis. Sedangkan untuk memperoleh data konsep diri dilakukan dengan tes skala likert. Hasil penelitian menunjukkan pertama, terdapat perbedaan hasil keterampilan smash bulutangkis antara gaya mengajar latihan dengan gaya mengajar komando secara keseluruhan didapat $F_h = 53.34$ dan $F_t = 4,00$, Dengan demikian $F_o > F_t$, sehingga H_o ditolak, sehingga dapat disimpulkan bahwa secara keseluruhan, terdapat perbedaan yang nyata antara gaya mengajar latihan dan gaya mengajar komando terhadap hasil keterampilan smash. Dengan perkataan lain bahwa hasil keterampilan smash dengan menggunakan gaya mengajar latihan ($\bar{X} = 136.79$; $sd = 28.11$) lebih baik dari pada gaya mengajar komando ($\bar{X} = 135.46$; $sd = 30.11$). Kedua, terdapat perbedaan hasil keterampilan smash bulutangkis antara gaya mengajar latihan dan gaya mengajar komando bagi kelompok konsep diri tinggi diperoleh $Q_h = 5,25$ dan $Q_t = 1.70$. Dengan demikian Q_h lebih besar dari Q_t , sehingga H_o ditolak. Kesimpulan, bagi siswa yang memiliki tingkat konsep diri tinggi, hasil keterampilan smash dengan gaya mengajar latihan ($\bar{X} = 73,13$ dan $S = 9,89$) lebih baik dari gaya mengajar komando ($\bar{X} = 70,73$ dan $S = 14,32$). Ketiga, terdapat perbedaan hasil keterampilan smash bulutangkis antara gaya mengajar latihan dan gaya mengajar komando bagi kelompok konsep diri rendah diperoleh hasil, $Q_h = -2,01 < Q_t = 1.70$. Artinya, H_o diterima, dan H_1 ditolak.

Dengan demikian dapat dikatakan bahwa bagi siswa yang memiliki tingkat konsep diri rendah, dari hasil keterampilan smash yang diajar dengan gaya mengajar komando ($X = 64,73$; $s = 16,35$) dan gaya mengajar latihan ($X = 63,66$; $s = 18,22$) tidak memberikan perbedaan yang signifikan pada taraf $\alpha: 0,05$. Keempat, terdapat interaksi antara gaya mengajar dan konsep diri terhadap hasil keterampilan smash bulutangkis diperoleh harga hitung F_o interaksi (FAB) = 53,34 dan F tabel = 4.00. Tampak bahwa F hitung $> F$ tabel, sehingga H_0 ditolak. dan H_1 diterima. Dengan demikian dapat disimpulkan bahwa terdapat interaksi antara gayamengajar dan konsep diri terhadap hasil keterampilan smash bulutangkis. Berdasarkan hasil analisis data tersebut, dapat disimpulkan bahwa, secara keseluruhan gaya mengajar latihan memiliki pengaruh lebih baik jika dibandingkan dengan gaya mengajar komando terhadap hasil belajar keterampilan smash bulutangkis pada siswa kelas X SMA ADI LUHUR Jakarta Timur. Kata Kunci: Gaya mengajar latihan, Gaya mengajar komando, Konsep diri, Hasil keterampilan smash bulutangkis.

. Jurnal Penelitian dan Pengembangan Pendidikan Anak Usia Dini. jppppaud.

STRATEGI SCAFFOLDING DALAM EVALUASI PEMBELAJARAN PENDIDIKAN JASMANI DI TK MURNI ASIH. JOSSAE : Journal of Sport Science and Education. JOSSAE. Implementasi Model-Model Pembelajaran Penjas dalam Meningkatkan Kemampuan Guru Memilih dan Mengembangkan Strategi Pembelajaran Pendidikan Jasmani Olahraga dan Kesehatan.

Penelitian ini bertujuan untuk mengetahui Pelaksanaan Model-model Pembelajaran Penjas dalam Meningkatkan Kemampuan Guru Memilih dan Mengembangkan Strategi Pembelajaran Penjasorkes pada Guru Penjasorkes di Sekolah Menengah Pertama PGRI Tegalwaru Kabupaten Karawang. Metode yang digunakan dalam penelitian ini adalah metode penelitian kualitatif dengan pendekatan jenis etnografi. Pengumpulan data dilakukan dengan teknik observasi, wawancara, dan studi dokumentasi. Subjek penelitian berjumlah 3 orang informan dari guru pendidikan jasmani olahraga dan kesehatan Sekolah Menengah Pertama di wilayah Karawang Selatan. Dari hasil analisa data penelitian yaitu yaitu implementasi model-model pembelajaran penjas dalam meningkatkan kemampuan guru memilih dan mengembangkan strategi pembelajaran pada guru Pendidikan Jasmani Olahraga dan Kesehatan di Sekolah Menengah Pertama PGRI Kecamatan Tegalwaru Karawang belum diimplementasikan kedalam proses pembelajaran sehingga peningkatan kemampuan guru dalam memilih dan mengembangkan strategi

pembelajaran belum optimal.

. Jurnal Tunas Pendidikan. j.tunas.pendidik. PERAN TEKNOLOGI TERHADAP PEMBELAJARAN PENDIDIKAN JASMANI.

Penelitian ini bertujuan untuk menyelidiki peran teknologi pendidikan dalam pembelajaran pendidikan jasmani. Untuk menjawab pertanyaan penelitian, pendekatan studi literatur digunakan. Studi literatur melibatkan pengumpulan data pustaka, membaca, mencatat, dan mengelola materi penelitian. Pencarian literatur dilakukan melalui Google Scholar, dengan fokus pada hasil penelitian nasional dan internasional antara tahun 2013 hingga 2023, menggunakan kata kunci "teknologi pendidikan" dan "pendidikan jasmani." Artikel-artikel yang ditemukan digunakan sebagai dasar untuk menjawab pertanyaan penelitian. Kesimpulan dari penelitian ini menunjukkan bahwa pendidikan jasmani perlu dikembangkan melalui langkah-langkah seperti meningkatkan keterampilan guru pendidikan jasmani, mengembangkan materi ajar, dan menciptakan sistem penilaian dengan memanfaatkan perkembangan teknologi dan informasi. Langkah-langkah tersebut dianggap krusial untuk menghasilkan guru dan sumber daya manusia berkualitas, yang kompeten dan mampu bersaing seiring dengan kemajuan Kata kunci: Teknologi Pendidikan, Pembelajaran, Pendidikan Jasmani.

. Jurnal Porkes. Porkes. Tren dan hasil penggunaan model pembelajaran pendidikan jasmani (systematic literatur review). Tren dan hasil penggunaan model pembelajaran pendidikan jasmani (systematic literatur review).

The purpose of systematic literature research is to review scientific literature regarding research trends and results of using physical education learning models. This research uses the Harzing's Publish or Perish application by establishing a Google Scholar database with a time span of the last 10 years, used to select articles that contain information about the use of physical education learning models. The journal search used the systematic literature review method. The prism flow diagram was used to identify articles through the filtering and data extraction process. Of the 487 articles downloaded, the remaining 88 final articles went through the inclusion and exclusion screening process using criteria and were analyzed. The results of the review article are in accordance with the systematic review analysis of the literature. The trend review is the cooperative learning learning model, proven by the analysis of the number of articles per year. The results of using the physical

education learning model in primary and secondary schools provide a positive influence on students. The use of innovative and relevant physical education learning models can increase student participation, learning outcomes, health and physical condition, motivation, and student involvement in the learning process.

. Jurnal Pendidikan Jasmani Indonesia. j. pendidik. jasm. indonesia. Kompetensi guru pendidikan jasmani SMA bersertifikasi tahun 2009-2010 dalam pembelajaran pendidikan jasmani. Jurnal Pendidikan Jasmani Indonesia. j. pendidik. jasm. indonesia. Peningkatan hasil belajar tolak peluru melalui penerapan strategi pembelajaran resiprokal.

Penelitian ini bertujuan untuk mengetahui peningkatan proses hasil belajar tolak peluru melalui penerapan strategi pembelajaran resiprokal pada siswa kelas XII MAN 2 Model Medan Tahun 2017. Penelitian ini dilakukan pada peserta didik kelas XII IPA1 yang menjadi subjek dengan jumlah siswa sebanyak 36 orang. Metode yang dipakai pada penelitian ini adalah Penelitian Tindakan Kelas. Indikator keberhasilan penelitian adalah penerapan strategi pembelajaran resiprokal sesuai dengan sintaks yang diacu. Aktivitas peserta didik memiliki tugas yang sama sesuai dengan kemampuan dan daya serap peserta didik dapat meningkatkan hasil belajarnya. Dari hasil analisis data juga dapat diketahui bahwa hasil belajar peserta didik dari tes awal dan tes hasil belajar I masih rendah. Maka perlu dilakukannya perbaikan tindakan untuk siklus II. Disiklus II guru lebih meningkatkan dan memotivasi untuk lebih aktif dalam pengulangan pada tahap pelaksanaan dan follow trough nya. Penelitian menyimpulkan: Pada siklus I dari 36 orang peserta didik terdapat 20 orang peserta didik (55,5%) yang telah mencapai ketuntasan belajar, sedangkan 16 orang peserta didik (44,5%) belum mencapai ketuntasan dalam belajar. Dengan nilai rata-rata hasil belajar peserta didik adalah 61,1. Sedangkan pada siklus II dapat dilihat bahwa kemampuan peserta didik dalam melakukan tes hasil belajar siklus II secara klasikal sudah meningkat. Dari 36 orang peserta didik terdapat 33 orang (91,6%) yang telah mencapai ketuntasan dalam belajar, sedangkan 3 orang peserta didik (8,4%) belum mencapai ketuntasan dalam belajar. Dengan nilai rata-rata hasil belajar peserta didik adalah 71,25.

. Jurnal Pendidikan Jasmani Khatulistiwa. JPJK. EVALUASI PEMBELAJARAN PENDIDIKAN JASMANI.

Permasalahan dalam penelitian ini adalah aspek penilaian seperti psikomotorik, afektif, dan kognitif belum terlaksana, karena sebagian guru belum merancang sistem penilaian secara tertulis dengan rapi, sehingga evaluasi yang dilakukan guru kurang terencana. Tujuan penelitian ini adalah untuk mengetahui evaluasi pembelajaran penjas pada guru SMA di Kota Pontianak. Metode yang digunakan dalam penelitian ini adalah metode deskriptif dan bentuk penelitian survei. Populasi dalam penelitian ini berjumlah 15 guru. Sampel menggunakan total sampling yang berjumlah 15 guru SMA di Kota Pontianak. Berdasarkan hasil penelitian evaluasi yang dilakukan terhadap pembelajaran penjasorkes diklasifikasikan menjadi dua kategori. Kategori sangat baik 66,7%, dan guru yang termasuk dalam kategori baik sebesar 33,3%, sedangkan yang termasuk dalam kategori cukup dan kurang yaitu sebesar 0%. Jumlah skor untuk semua pengelompokan guru adalah 347 yang berarti evaluasi pembelajaran penjas untuk seluruh guru SLTA di Kota Pontianak termasuk dalam kategori sangat baik.

. Jurnal Sains Sukan & Pendidikan Jasmani. JSSPJ. Kajian pelaksanaan pengajaran pendidikan jasmani pendidikan khas (Bermasalah Pembelajaran) sekolah rendah. Kajian ini mengkaji pelaksanaan pengajaran Pendidikan Jasmani bagi Pendidikan Khas (Masalah Pembelajaran) di sekolah rendah dan membangunkan model pengajaran yang dicadangkan untuk guru. Pendekatan kuantitatif digunakan, melibatkan 242 murid dan 175 guru dari sekolah rendah di bawah Program Pendidikan Khas Integrasi (PPKI) di Kuala Lumpur. Analisis statistik deskriptif digunakan untuk memahami demografi responden dan mengenal pasti pendekatan pengajaran yang sesuai, manakala ujian Mann-Whitney U dan Korelasi Spearman's Rho menentukan perbezaan dan hubungan dalam minat, tingkah laku, kemahiran, dan pengetahuan murid. Dapatan menunjukkan tiada perbezaan signifikan dalam minat hadir ke sekolah berdasarkan jantina ($p = .683$) dan tahun ($p = .547$). Namun, perubahan tingkah laku menunjukkan perbezaan signifikan berdasarkan jantina ($p = .000$) dan tahun ($p = .014$). Penguasaan kemahiran dan peningkatan pengetahuan turut mencatatkan perbezaan signifikan berdasarkan jantina ($p = .000$, $p = .044$) dan tahun ($p = .001$, $p = .009$). Faktor persekitaran ($r = .404$) dan saiz kelas ($r = .191$) mempengaruhi minat hadir ke sekolah. Pendekatan induktif (min = 4.43), strategi berpusatkan guru (min = 4.34), Pentaksiran Berasaskan Sekolah (min = 4.23), kaedah demonstrasi (min = 4.47), teknik permainan (min = 4.61), dan soal jawab (min = 4.33) dikenalpasti sebagai strategi berkesan. Kajian ini mencadangkan

panduan pengajaran sistematis untuk meningkatkan keberkesanan pengajaran Pendidikan Jasmani di sekolah rendah.

. Discourse of Physical Education. Discourse. Physic. Edu. Strategi Pembelajaran Pendidikan Jasmani Adaptif di Sekolah Dasar Inklusif.

Guru memiliki strategi tersendiri sehingga belum ada persamaan persepsi tentang strategi pembelajaran pendidikan jasmani adaptif bagi anak berkebutuhan khusus. Penelitian ini bertujuan untuk mengeksplorasi strategi pembelajaran pendidikan jasmani adaptif di sekolah inklusif SDN 20 Mataram. Jenis dari penelitian ini adalah deskriptif kualitatif. Subjek dalam penelitian ini adalah guru pendidikan jasmani di SDN 20 Mataram yang berjumlah 1 orang. Teknik pengambilan sampel yaitu dengan menggunakan teknik purposive sampling. Teknik pengumpulan data dilakukan dengan observasi, wawancara, dan dokumentasi. Analisis data meliputi reduksi data, penyajian data, dan penarikan kesimpulan dengan triangulasi sumber. Berdasarkan hasil penelitian dan pembahasan, dapat disimpulkan bahwa: (1) pembelajaran pendidikan jasmani adaptif di SDN 20 Mataram terlaksana dengan baik dengan tercapainya tujuan pendidikan jasmani adaptif yaitu agar anak berkebutuhan khusus dapat beradaptasi dengan lingkungannya. (2) Pendidikan jasmani adaptif sama dengan pendidikan jasmani biasa, namun pada pelaksanaannya untuk anak berkebutuhan khusus diberikan modifikasi dan strategi pembelajaran pendidikan jasmani adaptif yang diterapkan dengan 3 teknik, yaitu teknik modifikasi pembelajaran, lingkungan, dan aktivitas belajar.

. JURNAL PENDIDIKAN JASMANI DAN OLAHRAGA. PENJAS. Implementasi Pendekatan Taktis dalam Pembelajaran Pendidikan Jasmani Terhadap Motivasi, Kebugaran Jasmani dan Kemampuan Motorik.

Penelitian ini dilatar belakangi oleh fakta di lapangan mengenai kondisi pembelajaran pendidikan jasmani saat ini, yang kecenderungannya masih menggunakan pendekatan konvensional. Proses pembelajaran ini cenderung membuat bosan dan kurang antusiasnya siswa dalam mengikuti proses pembelajaran. Penelitian ini dilakukan untuk mengetahui kontribusi pendekatan taktis dalam pembelajaran pendidikan jasmani terhadap motivasi, kebugaran jasmani dan kemampuan motorik. Penelitian ini menggunakan metode eksperimen dengan desain penelitian yang digunakan dalam penelitian ini adalah quasi eksperimen dengan bentuk Non equivalent Pretest-Posttest Control Group

Design. Subjek siswa yang akan dilibatkan adalah siswa kelas V sekolah dasar di MI Asshulaha dan SD Sukamanah 2. Jumlah sampel dalam penelitian ini sebanyak 28 orang sesuai jumlah di kelas VB MI Asshulaha dan 28 orang di kelas V SD Sukamanah 2. Instrumen dalam penelitian ini menggunakan angket motivasi belajar, tes kebugaran jasmani dan tes kemampuan motorik. Hasil penelitian ini menunjukkan bahwa 1) peningkatan motivasi belajar siswa yang diajar melalui pendekatan pembelajaran taktis lebih baik daripada siswa yang diajar melalui pendekatan pembelajaran konvensional, 2) peningkatan kebugaran jasmani siswa yang diajar melalui pendekatan pembelajaran taktis lebih baik daripada siswa yang diajar melalui pendekatan pembelajaran konvensional. 3) peningkatan kemampuan motorik siswa yang diajar melalui pendekatan pembelajaran taktis lebih baik daripada siswa yang diajar melalui pendekatan pembelajaran konvensional.

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FREDERICK TAYLOR THEORIES PRINCIPLES CONTRIBUTIONS TO

What did Frederick Taylor contribute to? One of the earliest of these theorists was Frederick Winslow Taylor. He started the Scientific Management movement, and he and his associates were the first people to study the work process scientifically. They studied how work was performed, and they looked at how this affected worker productivity.

What are the principles of Frederick Taylor's theory? Taylor's theory is summarised in four key principles that include: 1) Scientific methods are used to discover the most efficient way to perform a task 2) Clear division of responsibilities 3) Performance-based pay 4) Rigid hierarchy and strict surveillance of employees.

What was the biggest contribution Frederick Taylor made in the field of psychology? Management theory Taylor thought that by analysing work, the "one best way" to do it would be found. He is most remembered for developing the stopwatch time study, which, combined with Frank Gilbreth's motion study methods, later became the field of time and motion study.

What was the primary goal of Taylor's principles of scientific management? The primary goal of scientific management is to increase efficiency. When Taylor

began his scientific management experiments, he focused on increasing efficiency by reducing the amount of time needed to perform tasks.

Which of the following is a contribution of Frederick Taylor? The significance of Frederick Taylor to the management field was that he established the Scientific Management Theory to study the scientific background of work by determining the effect of work performance on worker productivity.

What impact did Frederick Taylor have? The son of wealthy Pennsylvania Quakers spent his life studying the workplace, formulating landmark efficiency standards that are still relevant in business today. Motivated to create the ultimate, efficient work environment, Frederick Winslow Taylor devised a system he termed scientific management.

What is Taylor's theory? Taylor called his approach piece-rate pay and found that if employees were paid more for being more productive, they would, in turn, become more motivated and engaged with their job as there was an opportunity for employees to increase the amount they earned.

What is the Taylor's principle in brief? This rule focuses on increasing the efficiency of an organisation through scientific analysis of work and not with the 'Rule of Thumb' method. Taylor believed that even a small activity like loading paper sheets into boxcars can be planned scientifically. This will save time and also human energy.

What are the primary goals of Taylorism? Taylorism was developed by Frederick Taylor, a US management consultant, in 1911 and involves the refinement and standardization of work processes. Taylorism enables companies to optimize the efficiency and quality of their products or services. The aim is to increase productivity and reduce costs.

What did Frederick Taylor argue? In 1911 Frederick Winslow Taylor published his monograph "The Principles of Scientific Management." Taylor argued that flaws in a given work process could be scientifically solved through improved management methods and that the best way to increase labor productivity was to optimize the manner in which the work was ...

What was a major contribution that Taylor made to the study of management?

A major contribution that Frederick Taylor made to the study of management was the development of scientific management. Taylor's approach, often referred to as Taylorism, aimed to improve productivity and efficiency by scientifically analyzing work processes and optimizing them for maximum output.

What is Taylorism in simple terms? Tay·lor·ism ˈtɔ-lər-i-zəm. : a factory management system developed in the late 19th century to increase efficiency by evaluating every step in a manufacturing process and breaking down production into specialized repetitive tasks.

What are the contributions of Frederick Taylor? Frederick Winslow Taylor's most important contributions to scientific management include his ideas on close supervision, motivation, maximum output, efficiency, and cooperation.

What are the aims and principles of Taylor's scientific management? Taylor's Theory of Scientific Management for Workers Taylor believed that workers could be motivated by money, and therefore, he promoted the idea of the “a fair day's pay for a fair day's work” concept. If a worker does not work well in a day, he won't be paid his money for the day.

What is the significance of Frederick Taylor principles of scientific management? Taylor's theory focuses on four principles that he saw as key to increasing company efficiency and achieving “maximum prosperity” for both the business and its employees: Each element of work can (and should) have a science to it. Employers should select, train and develop employees using a scientific approach.

What are Frederick Taylor's four principles of scientific management? Science, not rule of thumb. Harmony, not discord. Cooperation, not individualism. Development of each and every person to his/her greatest efficiency.

What are the major accomplishments of Frederick Taylor?

What is the main objective of scientific management theory? Scientific management is a theory of management that analyzes and synthesizes workflows. Its main objective is improving economic efficiency, especially labor productivity. It

was one of the earliest attempts to apply science to the engineering of processes to management.

What are the criticisms of Frederick Taylor theory? Here are some of the main criticisms: Dehumanization of employees: One of the primary criticisms of Taylorism is its focus on efficiency and productivity at the expense of employee well-being and satisfaction.

What is Frederick Taylor known for quizlet? Human efficiency engineer Frederick Taylor was one of the first people to study management and has been called the father of scientific management. He conducted time-motion studies to learn the most efficient way of doing a job and then trained workers in those procedures.

What was the main idea behind Frederick Taylor's work on the? Taylor's main insight was that, by optimizing and simplifying different tasks, productivity would increase. Many of his insights might seem obvious now but, back in 1909, they were revolutionary. Taylor's Scientific Management Theory can be summed up by the following four principles. First, it's all about efficiency.

What are the main findings of Taylor's theory? He believed a worker should get “a fair day's pay for a fair day's work”—no more, no less. If the worker couldn't work to the target, then the person shouldn't be working at all. Taylor also believed that management and labor should cooperate and work together to meet goals.

What is the Taylor's theorem theory? Taylor's Theorem is a fundamental principle in calculus that approximates a function near a point via its derivatives at that point.

What is Taylor's principle in economics? Principle. By specifying , the Taylor rule says that an increase in inflation by one percentage point should prompt the central bank to raise the nominal interest rate by more than one percentage point (specifically, by , the sum of the two coefficients on in the equation).

What is Taylor's theory of? Taylor Motivation Theory - Key takeaways. Taylor's theory is summarised in four key principles that include: 1) Scientific methods are used to discover the most efficient way to perform a task 2) Clear division of responsibilities 3) Performance-based pay 4) Rigid hierarchy and strict surveillance of employees.

What are the contributions of Frederick Taylor to management? While he may not have invented the scientific study of management, Taylor contributed to the use and synthesis of management by pioneering the use of time studies, division of labor based on function, cost-control systems, written instruction for workers, planning, and standardized equipment.

Why is the Taylor principle important? Obeying the Taylor principle means that shocks that boost inflation (whether they be supply or demand shocks) raise real interest rates (because nominal rates go up by more than inflation does) and thus reduce output, which contains the increase in inflation and keeps the economy stable.

Who was Frederick W Taylor discuss his contribution to industrial engineering? Frederick Winslow Taylor was an American mechanical engineer who sought to improve industrial efficiency by determining the amount of time it takes workers to complete a specific task and determining ways to decrease this amount of time by eliminating any potential waste in the workers' process.

What is Frederick Taylor's legacy in management? Taylor's systematic study of tasks and workers, using time and motion studies, led to optimized work processes. His principles, including the separation of planning and execution and the development of standardized tools and procedures, significantly influenced modern management practices.

How did Taylorism impact education? Taylorism, in the context of schooling, sought to organise the day, quantify 'time on task', standardise practice and measurement of learning outcomes, all hallmarks of traditional schooling (Au, 2011).

What was the main idea behind Frederick Taylor's work on the? Taylor's main insight was that, by optimizing and simplifying different tasks, productivity would increase. Many of his insights might seem obvious now but, back in 1909, they were revolutionary. Taylor's Scientific Management Theory can be summed up by the following four principles. First, it's all about efficiency.

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methods and that the best way to increase labor productivity was to optimize the manner in which the work was ...

What is Frederick Taylor's scientific management theory? The management theory of Frederick Taylor Taylor's scientific management theory, also known as classical management theory, emphasizes efficiency. However, according to Taylor, employers should reward workers for increased productivity rather than scold them for every minor mistake.

What is Taylorism in simple terms? Taylorism, named after the American engineer Frederick Winslow Taylor, is a method of industrial management designed to increase efficiency and productivity. For this purpose, workflows and work processes are examined and optimized precisely and systematically in order to reduce costs and increase quality.

What are the contributions of Frederick Taylor? Frederick Winslow Taylor's most important contributions to scientific management include his ideas on close supervision, motivation, maximum output, efficiency, and cooperation.

What are the 4 principles of management by Frederick Taylor? Science, not rule of thumb. Harmony, not discord. Cooperation, not individualism. Development of each and every person to his/her greatest efficiency.

What are the major accomplishments of Frederick Taylor?

What are the benefits of Taylor's theory?

Why did Taylorism fail? By modeling managers as heartily cooperative, Taylor could no longer analyze potentially self-interested behavior, even opportunistic behavior of managers in their interactions with workers. Scientific Management had thus no remedy to handle "soldiering" of managers.

How is Taylorism still relevant today? This is what the author says: Taylor's methods for making workers more productive are still being used in businesses and even in sports. Ex post facto and analytical research are both applicable to the current investigation. As a result, the research is conducted using a historical and descriptive approach.

What was the main idea behind Frederick Taylor's work quizlet? What was the main idea behind Frederick Taylor's work on the scientific approach to management? If one could redesign the workplace there would be an increase in both company output and worker wages.

What was the greatest significance for the worker of Frederick Taylor's scientific management? Taylorism led to productivity increases, meaning fewer workers or working hours were needed to produce the same amount of goods.

What is Frederick Taylor known for quizlet? Human efficiency engineer Frederick Taylor was one of the first people to study management and has been called the father of scientific management. He conducted time-motion studies to learn the most efficient way of doing a job and then trained workers in those procedures.

STRATEGIC SOURCING AND SUPPLIER RELATIONSHIP MANAGEMENT

Strategic Sourcing and Supplier Relationship Management: Unlocking Value and Collaboration

Q: What is strategic sourcing? A: Strategic sourcing is a proactive and collaborative process that optimizes the procurement of goods and services. By focusing on long-term value creation, it aligns sourcing strategies with business objectives while managing supplier risks and enhancing performance.

Q: How does strategic sourcing enhance supplier relationships? A: Strategic sourcing fosters strong and mutually beneficial relationships between buyers and suppliers. By engaging in open dialogue, collaboration, and performance evaluation, buyers can work with suppliers to drive innovation, reduce costs, and improve service levels.

Q: What is supplier relationship management (SRM)? A: SRM is an ongoing process that manages the relationship between a buyer and its suppliers. It encompasses strategies, processes, and technologies to optimize supplier performance, foster collaboration, and mitigate risks.

Q: How are strategic sourcing and SRM connected? A: Strategic sourcing and SRM are closely intertwined. Strategic sourcing sets the foundation for effective SRM by identifying critical suppliers, establishing clear expectations, and defining performance metrics. SRM then monitors, evaluates, and manages supplier relationships to ensure alignment with overall business goals.

Q: What are the benefits of adopting strategic sourcing and SRM? A: The benefits of strategic sourcing and SRM include: reduced operating costs, increased agility and flexibility, improved supply chain visibility, enhanced quality and innovation, and strengthened supplier relationships that drive value for both parties.

THE TAX LAW OF CHARITIES AND OTHER EXEMPT ORGANIZATIONS

The Law of Tax-Exempt Organizations. Other Tax-Exempt Organizations. The Law of Tax-Exempt Organizations. Other Categories of Tax-Exempt Organizations. The Law of Tax-Exempt Organizations. Tax-Exempt Organizations: Other Operations and Restructuring. The Law of Tax-Exempt Organizations. Tax-Exempt Organizations: Other Operations and Restructuring. The Law of Tax-Exempt Organizations, 12th Edition, 2024 Cumulative Supplement. Other Tax-Exempt Organizations. The Law of Tax-Exempt Organizations, 12th Edition, 2024 Cumulative Supplement. Tax-Exempt Organizations: Other Operations and Restructuring. The Law of Tax-Exempt Organizations, 12th Edition, 2024 Cumulative Supplement. Other Categories of Tax-Exempt Organizations. The Law of Tax-Exempt Organizations. Public Charities and Private Foundations. The Law of Tax-Exempt Organizations. Public Charities and Private Foundations. The Law of Tax-Exempt Healthcare Organizations. Public Charities and Private Foundations. The Law of Tax-Exempt Organizations. Tax-Exempt Organizations and Exempt Subsidiaries. The Law of Tax-Exempt Organizations. Other Charitable Organizations. The Law of Tax-Exempt Organizations. Other Charitable Organizations. The Law of Tax-Exempt Organizations. Tax-Exempt Organizations and Exempt Subsidiaries. The Law of Tax-Exempt Organizations, 12th Edition, 2024 Cumulative Supplement. Public Charities and Private Foundations. The Law of Tax-Exempt Organizations. Appendix A: Sources of Tax-Exempt Organizations Law. The Law of Tax-Exempt Healthcare Organizations. Other Health-Related

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