



Kinestetik : Jurnal Ilmiah Pendidikan Jasmani 9 (4) (2025)

**Kinestetik : Jurnal Ilmiah Pendidikan Jasmani**

<https://ejournal.unib.ac.id/index.php/kinestetik/index>

DOI : 10.33369/jk.v9i4.46749



## **Implementation Of Flipped Learning-Based Learning In The Subject Of PJOK At Junior High School 3 Kartasura**

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### **Article Info**

#### **Article History :**

Received : December 2025

Revised : December 2025

Accepted : December 2025

#### **Keywords:**

Flipped Learning,  
Physical Education,  
Digital-Based Learning,

### **Abstract**

This study explores the implementation of the Flipped Learning model in Physical Education, Sports, and Health (PJOK) at Junior High School 3 Kartasura. Flipped Learning reverses the traditional approach by having students study materials independently at home via digital media, such as videos or e-books, and then engage in practice and discussion during classroom sessions. Using a descriptive qualitative method, data were collected through interviews with the PJOK teacher, the vice principal for curriculum, and 20 students. The findings indicate that Flipped Learning was implemented effectively, with positive responses from both teachers and students. Classroom time was utilized more efficiently for practical activities, and students felt better prepared and more engaged. Challenges included limited internet access and some students' lack of discipline in completing pre-class learning. Nevertheless, support from the school, including technological facilities, teacher training, and students' digital literacy, facilitated success. Overall, Flipped Learning enhanced engagement, learning efficiency, and practical performance in PJOK.



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ISSN 2685-6514 (Online)

ISSN 2477-331X (Print)

## INTRODUCTION

Education is a fundamental pillar of national progress and serves as the foundation for shaping the character of future generations (Kristanti et al., 2023). According to Law Number 20 of 2003 on the National Education System (Dessler, 2015), education aims to develop abilities, build character, and enhance the intellectual life of the nation so that learners become individuals who are faithful, virtuous, healthy, knowledgeable, creative, independent, and responsible. With technological advancement, the learning process in Indonesia is required to adapt to modern transformations (Lubis, 2019). Teachers and educational institutions now have the autonomy to design instructional tools and assessment systems that suit students' needs and regional characteristics (Triwiyanto, 2015).

In teaching methodology, both instructional methods and learning media play a crucial role in improving the effectiveness of the learning process (Sugiyono, 2015). Research by Sovocom Company Bungin, (2015) indicated a significant relationship between the type of media used and students' comprehension and memory retention. In particular, Physical Education, Sports, and Health (PJOK) contributes not only to physical skills but also to students' mental, emotional, and character development (Bishop, 2015; Dessler, 2016). Therefore, PJOK teachers are encouraged to innovate by modifying facilities, methods, and learning media to make lessons more engaging and easier to

understand. Learning media encompass all tools that can convey messages and stimulate students' thinking, emotions, and interest in learning (Muhajir, 2016; Erwinsyah, 2017; Sanjaya, 2016).

Effective learning management involves planning, implementation, and evaluation as the foundation for achieving optimal educational quality (Moleong, 2017). Planning includes preparing competencies, materials, strategies, and assessments before the teaching and learning process (Kristanto, 2018). Implementation is the core of education, where interaction occurs between teachers and students to deliver content and achieve learning objectives, while evaluation functions to measure goal attainment and inform necessary improvements (Adhe Afrinal, 2019).

One innovative instructional approach is Flipped Learning, which reverses the conventional classroom pattern by having students first engage with learning materials outside the classroom, while face-to-face time is devoted to discussion, problem-solving, and concept reinforcement (Igirisa, 2017). In this model, the teacher acts as a facilitator, and students are expected to be active and independent learners (Saputra, 2019). Offline implementation of Flipped Learning can optimize school facilities while keeping pace with digital technology developments (Firmansyah et al., 2019). This approach is expected to enhance students' critical thinking, self-confidence, and active participation in PJOK learning, as applied in the study

“Implementation of Flipped Learning-Based Instruction in Physical Education at Junior High School Negeri 3 Kartasura.”

In summary, effective learning management integrates human, material, and procedural elements to create a conducive and accountable learning environment; leverages technology and Flipped Learning strategies to promote active, student-centered engagement; and adapts methods to the practical, experiential demands of PJOK to support balanced physical, mental, and social development.

## **LITERATURE REVIEW**

### **Definition of Learning Management**

Learning management is a systematic process that includes planning, implementation, and evaluation to achieve educational objectives effectively and efficiently. According to the Indonesian Dictionary (KBBI), management is the process of directing the efforts of others toward specific activities to achieve predetermined goals. Skinner, as cited in Triwiyanto (2015), views learning management as an effort to organize and structure the learning program to ensure its optimal development, while Stoner emphasizes the importance of planning, implementation, and assessment in the learning process. The planning stage involves the formulation of activity concepts aimed at achieving learning goals (Siagian in Hidayat & Machali, 2010), whereas implementation refers to the interaction between teachers and

students in delivering material to attain learning objectives (Subroto, 2009). Evaluation is conducted to assess goal attainment and provide information for educational decision-making (Stufflebeam & Shinkfield in Winaryati, 2014). Learning management involves the integrated utilization of resources including materials, media, strategies, and evaluation tools (Erwinsyah, 2017) as well as the coordination of human, material, facility, and procedural elements (Hamalik in Hatimah, 2006). Teachers, as learning managers, are required to possess professional skills to create a conducive and responsible learning environment. As stated by Sudarmanto et al. (2021), learning is an interaction between educators, learners, and learning resources aimed at producing effective and efficient learning processes, supported by motivation, infrastructure, and a socially supportive environment.

### **Flipped Learning-Based Instruction**

Learning is a process or method of enabling individuals to acquire new abilities and values through systematically designed activities. In the context of modern education, information technology has given rise to various innovations such as e-learning, blended learning, distance learning, and flipped learning initiatives that shift traditional teaching paradigms toward more interactive and flexible learning experiences (Yulhendri & Kurniawati, 2020). Flipped Learning was first developed in 2007 by two chemistry

teachers in Colorado who recorded their lessons and uploaded them to YouTube, allowing students to learn anytime and anywhere. In 2012, the Flipped Learning Network (FLN) was established to support educators in implementing this model (McKnight, 2013). Conceptually, Flipped Learning reverses the conventional learning system: instructional content and assignments are provided online outside the classroom, while in-class activities focus on exercises, discussions, and problem-solving (Herreid, 2013; Rahmadani, 2022; Sahara, 2020). Research has shown that the application of Flipped Learning receives positive responses from students, as video-based learning is perceived as more engaging, easier to understand, and more effective in enhancing mastery of material compared to traditional text-based methods (Bishop, 2015; Moravec et al., 2010). Thus, Flipped Learning represents an innovative instructional model that effectively utilizes technology to foster active, participatory, and meaningful learning processes.

### **Physical Education, Sports, and Health (PJOK)**

Physical Education, Sports, and Health (PJOK) is a subject with distinct characteristics compared to other disciplines, as it places greater emphasis on practical outdoor activities rather than theoretical classroom instruction. This subject serves as an integral component of overall education, aiming to develop physical fitness, motor skills, critical

thinking abilities, social competence, reasoning, emotional stability, morality, and healthy lifestyle habits through physical activity and sports (Lubis, 2019). According to Saputra (2019), PJOK is essential at all levels of education because it contributes to students' psychomotor, cognitive, and affective development, requiring teachers to implement diverse instructional approaches tailored to learners' abilities. Furthermore, PJOK teachers must understand the concept of multiple intelligences, particularly kinesthetic intelligence, since approximately 80% of PJOK activities are practical and involve physical, cognitive, and affective domains (Dos Santos & Hudain, 2020). Under the 2013 Curriculum, PJOK is positioned as a medium for character building as well as for the development of motor competence and healthy living habits (Muhajir, 2016). Essentially, PJOK is an educational process that utilizes physical activity to enhance individuals holistically physically, mentally, and emotionally—while promoting growth, psychological development, motor skills, reasoning abilities, and balanced healthy living habits (Adhe Afrinal, 2019).

### **RESULT**

This Junior High School 3 Kartasura is a public junior high school located in the Kartasura subdistrict of Sukoharjo Regency, Central Java. The institution was officially established on 17 February 1979 under a 1979 founding decree issued by the Ministry of Education and Culture. The school sits at Jl. Pangeran Diponegoro No. 64,

Kertonatan, Kartasura, and currently serves 887 students supported by a staff of 48 certified teachers. According to BAN-SM Decree No. 1347/BAN-SM/SK/2021 dated 8 December 2021, the school holds an accreditation rating of A.

The school's stated vision is to develop a school community characterized by strong moral character, environmental awareness, and achievement. Its mission emphasizes strengthening faith and piety, fostering polite behavior, optimizing stakeholder participation, improving academic and non-academic quality, enhancing counseling services, and nurturing environmental responsibility.

This study examines the application of flipped-learning strategies in physical education (PJOK) at Junior High School 3 Kartasura. The research engages twenty eighth-grade students selected to reflect active participation and diverse academic backgrounds—as well as the PJOK teacher and school administrators involved in curriculum oversight. Key personnel contributing to the study include PJOK teacher Sultan Achmad Mansyur Syah, S.Pd.; curriculum vice-principal Dra. Wahyuni Puji Rahayu; and members of school leadership such as Eny Widayati and Waluyo, S.Pd., who support and supervise the teaching learning process.

#### **Data Presentation and Data Analysis**

The study commenced on May 14, 2025, following preliminary observations conducted since April 2025 at Junior High School 3 Kartasura. This research focused on the implementation of the Flipped Learning model in Physical Education and Health (PJOK) lessons. According to an interview with the PJOK teacher, Sultan Achmad Mansyur, instructional materials were distributed two days prior to the class via WhatsApp or Google Classroom, in the form of

videos, e-books, or YouTube links. During face-to-face sessions, classroom activities emphasized practical exercises, discussions, and problem-solving, enabling students to engage more actively and come prepared. This was further supported by Wahyuni Puji Rahayu, the Vice Principal for Curriculum, who confirmed that the school has been applying Flipped Learning for the past two years, providing teacher training in digital media and utilizing Google Workspace platforms. Students also reported that this approach enhances their understanding of the material, as they watch it beforehand, allowing classroom time to be devoted primarily to hands-on practice.

The application of Flipped Learning brought several advantages to the effectiveness of PJOK instruction. Teachers observed that students exhibited higher confidence, increased participation, and improved practical performance because they were already familiar with the content. Classroom sessions became more dynamic, efficient, and student-centered, as noted by Wahyuni Puji Rahayu. In the context of PJOK, theoretical concepts were learned at home, optimizing in-school time for developing motor skills. Students additionally experienced positive outcomes such as better comprehension, preparedness, and learning motivation, as they could review the materials multiple times according to their needs. Overall, the findings indicate that planning and implementing Flipped Learning at Junior High School Negeri 3 Kartasura have been effective, demonstrated by heightened student engagement, understanding, and academic achievement.

The implementation of this model has encountered several challenges. According to both teachers and students, not all learners have reliable access to the

internet or adequate devices, and some students struggle with self-directed learning. In addition, creating digital content demands extra time and effort from teachers. Nevertheless, supportive factors such as the provision of school Wi-Fi, ICT training, and students' enthusiasm for digital media have helped mitigate these obstacles. The school, through curriculum support, has reaffirmed its commitment to fostering ongoing innovation in technology-based learning, aligning with the Merdeka Curriculum principles that emphasize student independence and creativity. Consequently, the adoption of Flipped Learning at JUNIOR HIGH SCHOOL N 3 Kartasura is expected to continue and contribute to enhancing the quality of PJOK instruction in ways that are active, innovative, and meaningful.

## **DISCUSSION**

The implementation of the Flipped Learning model in Physical Education at JUNIOR HIGH SCHOOL Negeri 3 Kartasura was examined through interviews, revealing three main aspects: application, supporting and inhibiting factors, and outcomes. Before face-to-face sessions, students received instructional materials, while classroom activities concentrated on practical exercises and assessments. Key enablers included strong school support and teacher preparedness, whereas limitations such as insufficient devices and internet connectivity posed challenges. Overall, employing this model appeared to enhance both student engagement and learning outcomes.

### **Implementation of the Flipped Learning Model in Physical Education**

#### **Subjects at Junior High School 3 Kartasura.**

At Junior High School 3 Kartasura, the Flipped Learning model has been systematically implemented in physical education (PJOK) classes. Two days prior to face-to-face sessions, PJOK teachers provide students with materials such as videos, e-books, and YouTube links through WhatsApp or Google Classroom, allowing learners to study independently. During in-person meetings, class time is devoted to practicing physical movements, engaging in discussions, and solving problems tailored to the nature of PJOK (Sahara, 2020). According to the Vice Principal of Curriculum, the school has supported this approach for two years by offering teacher training and utilizing digital platforms like Google Workspace. Students have responded positively, noting that prior access to learning materials helps them feel more prepared for practical activities. Therefore, Flipped Learning serves not only as a digital innovation but also as an active learning strategy that enhances both student engagement and independent learning (Sudarmanto et al., 2021).

#### **Inhibiting and Supporting Factors in the Implementation of the Flipped Learning Model in Physical Education Subjects at Junior High School N 3 Kartasura.**

The effectiveness of Flipped Learning in practice is shaped by both hindering and supporting factors. Major obstacles include limited internet access,

insufficient technological devices, and students' low discipline in studying materials prior to class, highlighting the necessity of self-directed learning readiness (Lestari et al., 2021). Conversely, facilitating factors such as the availability of school Wi-Fi, teacher training, the use of online platforms, and students' habitual engagement with digital devices and media help streamline the learning process. Such support allows learners to access and revisit content at their own pace, enhancing comprehension according to individual needs (Rahmadani et al., 2022). Therefore, the success of Flipped Learning implementation largely depends on the adequacy of infrastructure, teachers' proficiency, and students' motivation and responsibility in independently utilizing digital learning resources.

### **Results of the Implementation of the Flipped Learning Model in Physical Education Subjects at JUNIOR HIGH SCHOOL N 3 Kartasura.**

Based on interview findings, the implementation of the Flipped Learning model in Physical Education at Junior High School 3 Kartasura has shown a positive impact on both the learning process and outcomes. Teachers reported that students exhibited greater engagement, self-confidence, and enthusiasm, as they had already reviewed the material prior to practical sessions, allowing classroom time to focus on refining motor skills (Listianti, 2022). The vice principal of curriculum emphasized

that this approach enhances learning efficiency, fosters independence, and strengthens critical thinking and problem-solving abilities. From the students' perspective, Flipped Learning enabled better preparation for practice, improved comprehension of physical movements, and contributed to higher academic achievement (Kristanti et al., 2023). Overall, the Flipped Learning model proved effective in creating a student-centered, efficient learning environment that promotes self-directed skill development and practical competence, despite encountering technical challenges that can be addressed through school support and preparedness from both teachers and students.

### **CONCLUSION**

The study revealed that implementing the Flipped Learning model in Physical Education at Junior High School 3 Kartasura effectively enhanced both the learning process and outcomes. Prior to face-to-face sessions, students received instructional materials such as videos, e-books, or YouTube links, allowing classroom time to focus on practical activities, discussions, and assessments. Despite challenges including uneven internet access, limited availability of student devices, and the need for self-directed learning discipline, successful application was facilitated by teacher training, school-provided Wi-Fi, and students' familiarity with technology. Findings indicated that students became more engaged, confident, and prepared

for hands-on practice since they had already studied the material beforehand, leading to improvements in participation, practical performance, critical thinking, and independent learning skills. Overall, Flipped Learning fostered a more student-centered, efficient, and 21st-century-relevant learning environment.

## ACKNOWLEDGEMENT

The author sincerely extends heartfelt appreciation to the Faculty of Teacher Training and Education (FKIP), Universitas Muhammadiyah Surakarta, particularly the Physical Education Study Program, for their invaluable academic guidance and continuous support throughout the completion of this research. Gratitude is also conveyed to all parties and institutions whose assistance in data collection and contributions greatly supported the success of this study.

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