



Teaching and learning Gymnastics Indonesia Hebat as a Means of Improving Discipline and Physical Health of Students of SMKN 1 Omben

Ubaidillah¹, Jatim Desiyanto^{2*}, Adi Syamsudin³, Mujahidah Fitria⁴

^{1,2,3,4}STKIP PGRI Sampang, Indonesia

Corresponding author: djatimdesiyanto@gmail.com

Article Info

Revised January 2, 2024
Accepted February 1, 2024

Abstract

The focus of this study is to determine the extent to which the Great Gymnastics program affects the discipline and physical health of students of SMKN 1 Omben. The research conducted is a descriptive qualitative method, namely by directly interviewing students and teachers of SMKN 1 Omben regarding how the gymnastics program at the school is implemented as well as document analysis about how the gymnastics program is run. The research shows that gymnastics activities make students disciplined, especially in terms of their obedience to follow class hours and their significant school assignment responsibilities. If it is considered in terms of assessing physical fitness and maintaining vehicle balance, students also respond. Many interviewees said that Indonesia Hebat gymnastics had a significant effect on the program and that gymnastics should be done frequently as an important educational part of students' character building. It is hoped that this research can help schools in creating their gymnastics programs to support students' health and discipline.

Keywords: Discipline, Gymnastics Indonesia Hebat, Physical health, SMKN 1 Omben.

This is an open-access article under the [CC BY](https://creativecommons.org/licenses/by/4.0/) license.



How to Cite: Ubaidillah, Desiyanto, J., Syamsudin, A., and Fitria, M. (2025). Teaching and learning Gymnastics Indonesia Hebat as a Means of Improving Discipline and Physical Health of Students of SMKN 1 Omben. *Indonesian Journal of Teaching and Learning*, 4(1) 46-53 doi: <https://doi.org/10.56855/intel.v4i1.1334>

1. Introduction

Physical fitness is the body's ability to adapt to physical loads without excessive fatigue, while still having energy reserves for other activities. Individuals with optimal fitness can carry out activities efficiently. Physical fitness is important to improve endurance and the immune system, (Hadjarati, H., & Haryanto, A. I. (2020). Physical education in schools supports the physical, motor, and mental development of students, with a curriculum designed according to national education standards for learning effectiveness, (Yuniar et al., 2023).

Physical education is a subject that is organized at certain levels of education and is an integral part of the overall education system. This subject focuses on physical activities that aim to build a healthy lifestyle by emphasizing the balance between physical, cognitive, psychological, mental, and emotional aspects, (Abdullah, K., & Lubis, J., 2020). Physical education not only aims to develop basic movement skills, but also contributes to improving good physical condition, which ultimately has a positive impact on student learning outcomes, (Maharani et al., 2022).

Sport is a structured and systematic activity that plays a role in encouraging, fostering and developing the physical, mental and social potential of individuals. One form of effective physical activity is gymnastics, which not only contributes to body fitness, but also instills disciplinary values in students, (Ichsan Imami, Y., 2019). Structured gymnastic activities with movement patterns that must be followed consistently teach students to be more disciplined in carrying out instructions and committing to a predetermined routine, (Setiawan et al., 2021).

In addition, the implementation of Gymnastics Indonesia Hebat in schools also plays a role in instilling disciplinary values, (Ichsan Imami, Y., 2019). Structured gymnastic activities with movement patterns that must be followed consistently teach students to be more disciplined in carrying out instructions and committing to a predetermined routine. With the regularity in attending gymnastics, students are not only accustomed to being on time, but also have a responsibility in maintaining their own health. Therefore, Gymnastics Indonesia Hebat is not only beneficial for physical health, but also a means of discipline character building in the school environment, (Madri, M., & Asnaldi, A., 2020).

In early 2025, the Ministry of Primary and Secondary Education (Kemendikdasmen) launched the Morning Gymnastics Program for Great Indonesian Children accompanied by a song created by Dwiki Dharmawan as part of the seven habits of great Indonesian children. This program aims to shape the main character of students, including religious, moral, healthy, smart and creative, hard work, discipline, independence, and usefulness. In support of this policy, SMKN 1 OMBEN began implementing this exercise since Monday, January 6, 2025, to familiarize students with routine exercise and increase the spirit of learning in the morning. The Principal of SMKN 1 OMBEN, Mrs. Imamatul Jamaliah S.Pd., M.Pd., instructed the student affairs

department which is assisted by the entire academic community to implement this program in order to achieve conducive and effective activities and become a means of improving discipline and physical health for all citizens of SMKN 1 Omben.

In addition to the physical health aspect, Gymnastics Indonesia Hebat also plays a role in student character building, especially in terms of discipline and responsibility. Gymnastics activities that are carried out in a structured and routine manner teach students to be present on time, follow instructions well, and build positive habits in carrying out daily activities. In the context of education, discipline is an important aspect related to academic success and the formation of better attitudes. Instilling disciplinary values through physical activities such as gymnastics can be an effective strategy in improving the quality of education and creating a more conducive learning environment, (Syafuruddin, M. A., Jahrir, A. S., & Yusuf, A., 2022).

At SMKN 1 Omben, the Great Indonesia Gymnastics program has become part of school activities with the aim of improving student discipline and fitness. However, there is still a need for a more in-depth study of the impact of this program, especially in relation to student behavior inside and outside the classroom. Therefore, this study seeks to explore more deeply how participation in Senam Indonesia Hebat can contribute to the formation of discipline and improvement of students' physical health. Through a descriptive qualitative approach, this research will uncover students' experiences, teachers' views, as well as the effectiveness of the implementation of gymnastics as part of character education strategies and student fitness in the school environment.

2. Methods

This study uses a qualitative descriptive method that aims to understand and describe in depth how Gymnastics Indonesia Hebat contributes to the discipline and physical health of students at SMKN 1 Omben. Data were collected through in-depth interviews, participatory observation, and analysis of documentation related to the implementation of gymnastics at school. Interviews were conducted with students, sports teachers, and school officials to gain a comprehensive perspective on the effectiveness of gymnastics in shaping discipline and healthy living habits. Observations were made by directly observing students' involvement in gymnastics activities and its impact on school routines. The data analysis technique follows the Miles and Huberman model, which consists of data reduction, data presentation, and conclusion drawing, and is reinforced by source and method triangulation techniques to ensure data validity, (Sugiyono, 2020).

3. Results and Discussion

3.1. Results

Based on the data collected, the majority of students at SMKN 1 Omben consistently participate in the Great Indonesia Gymnastics program every time it is held. This shows that the gymnastics program has become an integral part of school activities, both because of the obligations set by the school and because of the benefits felt by students, (Ichsan Imami, 2019). The high participation of students in this activity is an indication

that gymnastics can be accepted as a means of forming positive habits, especially in improving discipline and physical health, (Hadjarati, H., & Haryanto, A. I., 2020).

3.1.1. The Effect of Indonesia Great Gymnastics on Student Discipline

In the aspect of discipline, most students stated that gymnastics activities helped them to be more punctual in participating in other school activities. A grade XI student said, "Every Thursday we have to come early for gymnastics, so over time I got used to always being on time for other activities at school." In addition, many students stated that they became more responsible for school tasks and rules after attending gymnastics regularly, (Yuniar et al., 2023).

3.1.2. Benefits of Indonesia's Great Gymnastics on Physical Health

In terms of physical health, almost all interviewees felt the positive benefits of gymnastics activities. The majority of students stated that after regularly participating in Gymnastics Indonesia Hebat, they felt fitter and more energized throughout the day. A grade XII student revealed, "Previously I often felt tired quickly, but after participating in gymnastics regularly, I feel that my body is lighter and more energized throughout the day." In addition, many students revealed that it helped improve their balance and coordination, (Abdullah, K., & Lubis, J., 2020). A gymnastics instructor also stated, "Gymnastics not only makes students physically healthier, but also helps them focus more on their daily school activities."

In addition to the impact on physical health, gymnastics also has a positive influence on students' enthusiasm for learning. Most respondents revealed that they experienced an increase in learning enthusiasm after participating in gymnastics activities (Setiawan et al., 2021). A grade X student said, "I feel more excited to follow the lesson after gymnastics because my body is already moving and ready to learn." With the increased energy and mental readiness of students after gymnastics, learning activities in the classroom can take place more optimally. One of the subject teachers also added, "I noticed that students are more focused and less sleepy in class after they join gymnastics in the morning."

3.1.3. Obstacles in the Implementation of Gymnastics Indonesia Hebat

However, despite the many benefits felt, there were some obstacles faced in the implementation of gymnastics. Some students complained that not all participants had the same motivation in joining this activity. A grade XI student revealed, "Sometimes there are friends who only participate because they are required to, so they are less serious in carrying out the movements." In addition, the weather was also a challenge. "If it's raining, it's difficult for us to do gymnastics comfortably," said a sports teacher. Nevertheless, the school continues to look for solutions so that this activity can still run well, for example by providing alternative locations or adjusting the implementation time according to weather conditions, (Sudrajat, K. M., Muhtar, T., & Susilawati, D., 2023).

Overall, the Great Indonesia Gymnastics activities at SMKN 1 Omben have provided many benefits for students, both in terms of discipline, physical health, and enthusiasm for learning. With some obstacles faced, periodic evaluation and adjustment are still

needed so that this program can continue to run optimally and have a positive impact on all students.

3.2. Discussion

3.2.1 *The Effect of Indonesia Great Gymnastics on Student Discipline.*

Gymnastics Indonesia Hebat not only provides benefits for physical health, but also plays a role in student character building, especially in terms of discipline and responsibility. Gymnastics activities carried out in a structured and routine manner teach students to be present on time, follow instructions well, and build positive habits in carrying out daily activities, (Madri, M., & Asnaldi, A., 2020).

In the context of education, discipline is an important aspect related to academic success and the formation of better attitudes. Instilling disciplinary values through physical activities such as gymnastics can be an effective strategy in improving the quality of education and creating a more conducive learning environment, (Apriyanti, M. E., & Syahid, S., 2021).

In addition, participation in gymnastics also contributes to the formation of cooperation and togetherness among students. In gymnastics activities, students must move in unison to the rhythm, which trains them to work in groups and pay attention to cohesiveness. From the observations made, it appears that students who are active in gymnastics are more adaptable in group learning activities and more cooperative in working with their classmates. This is in line with the concept of physical activity-based learning, where involvement in sports activities can improve students' social skills and shape more positive characters, (Putri, D. N. P., & Arifin, M. B. U. B., 2022).

3.2.2 *Benefits of Indonesia Great Gymnastics on Physical Health*

Regular gymnastics activities have a positive impact on students' physical fitness. Some of the benefits felt by students include increased endurance, balance, and coordination of movements. With better physical fitness, students have more energy to carry out daily learning activities (Maharani et al., 2022; Rohmah, L., & Muhammad, H. N., 2021).

In terms of physical health, almost all respondents felt positive benefits from gymnastics activities. The majority of students stated that after regularly participating in Senam Indonesia Hebat, they felt fitter and more energized throughout the day. In addition, many students revealed that this exercise helped improve their balance and coordination. This is in line with various studies that mention that regular physical activity can improve a person's fitness, flexibility, and motor skills.

In addition, participation in gymnastics also contributes to the formation of cooperation and togetherness among students. In gymnastic activities, students must move in unison to the rhythm, thus training them to work in groups and pay attention to cohesiveness, (Setiawan et al., 2021).

3.2.3 *Obstacles in the Implementation of Gymnastics Indonesia Hebat*

Some of the obstacles faced in the implementation of Gymnastics Indonesia Hebat are the lack of a regular schedule for gymnastics, so that not all students can optimally benefit from it. In addition, some students admitted that they were still not motivated

to participate due to the lack of variety in gymnastic movements or delivery methods that tend to be monotonous, (Sudrajat, K. M., Muhtar, T., & Susilawati, D., 2023).

In terms of program effectiveness, some students and teachers revealed that although Gymnastics Indonesia Hebat provides great benefits, there are still some obstacles in its implementation. One obstacle that is often faced is the absence of a routine schedule for the implementation of gymnastics, so not all students can optimally benefit from it. Therefore, schools can consider developing variations of gymnastics or providing incentives to students who actively participate in gymnastics, so that this program can run more effectively and have a wider impact on all students at SMKN 1 Omben. Sport is part of national development so sport must occupy a clear place in the society and life of the country. Human Resources and sports open space are interconnected entities. Sports development is said to be advanced if community participation in an area increases (Dewi, R., & Rifki, M. S., 2020). Therefore, schools can consider developing gymnastic variations or providing incentives to students who actively participate, so that this program can run more effectively and have a wider impact on all students at SMKN 1 Omben.

4. Conclusions

Based on the results of the research conducted, it can be concluded that Gymnastics Indonesia Hebat has a significant role in improving students' discipline and physical health at SMKN 1 Omben. This activity not only helps students to be more punctual and responsible for schoolwork, but also improves their physical fitness and learning spirit. The majority of students felt the positive benefits of this gymnastics activity and suggested that it should be held more regularly. Therefore, schools are expected to make Gymnastics Indonesia Hebat a sustainable program to support students' optimal physical and character development.

Although the Indonesia Hebat Gymnastics program has provided many benefits, there are some obstacles in its implementation, such as the lack of regularity in the gymnastics schedule and the lack of variety in movements that make some students less motivated. Therefore, the school is expected to develop more innovative strategies, such as adjusting the schedule to be more consistent, providing variations in gymnastic movements, and creating a more interactive and fun environment for students. With the improvement and optimization of this program, Gymnastics Indonesia Hebat can continue to be an integral part of students' character training and physical fitness, as well as provide a long-term impact on the quality of education at SMKN 1 Omben.

Acknowledgments

With gratitude, the author would like to thank the Principal of SMKN 1 Omben, Mrs. Imamatul Jamaliyah S.Pd., M.Pd. for providing the opportunity and support in conducting this research. Thanks also go to all the teacher staff who have helped and provided direction during the research process.

The author would also like to thank the Field Supervisor Mr. Jatim Desiyanto S.Pd., M.Pd, who patiently provided guidance, input, and motivation so that this research could be completed properly. Last but not least, deep appreciation is given to all fellow PPL

students for their togetherness, support, and extraordinary cooperation in undergoing every process in the field.

Conflict of Interest

The authors declare that in the research and writing of this journal there is no conflict of interest with any party. The entire research process was carried out independently, without any intervention, pressure, or personal interest from external parties, whether from institutions, individuals, or other interested parties.

The results of this research are purely based on data obtained through predetermined methods and analyzed for academic interest and scientific development.

References

- Hadjarati, H., & Haryanto, A. I. (2020). Motivasi Untuk Hasil Pembelajaran Senam Lantai. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 19(2), 137. <https://doi.org/10.20527/multilateral.v19i2.8646>
- Yuniar, S. T., Nuryadi, & Hambali, B. (2023). ANALISIS GERAK LOKOMOTOR SISWA SEKOLAH DASAR KELAS TINGGI PADA MASA PANDEMI COVID-19. *Riyadhoh : Jurnal Pendidikan Olahraga*, 6, 51-57.
- Abdullah, K., & Lubis, J. (2020). MODEL PEMBELAJARAN SENAM IRAMA BERBASIS MEDIA PEMBELAJARAN PADA SISWA SMP. 61-68. <https://doi.org/10.21009/jpja.v3i02.16271>
- Ichsan Imami, Y. (2019). Tinjauan Motivasi Siswa Dalam Pelaksanaan Senam Pagi. *Jurnal Pendidikan Dan Olahraga*, 2(5), 31-37.
- Syafei, M. M., Abduloh, & Hidayat, T. (2019). Survey Motivasi Siswa Dalam Pembelajaran Senam Kelas Ix Smp 2 Klari. *Judika (Jurnal Pendidikan Unsika)*, 7(1), 86-98. <https://journal.unsika.ac.id/index.php/judika/article/view/1813>
- Sardiman, A. M. (2020). Interaksi & motivasi belajar mengajar.
- Hadjarati, H., & Haryanto, A. I. (2020). Motivasi Untuk Hasil Pembelajaran Senam Lantai. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 19(2), 137. <https://doi.org/10.20527/multilateral.v19i2.8646>.
- Maharani, T., Setiawan, A., & Rahmat, A. (2022). Pengaruh Aktivitas Fisik terhadap Prestasi Akademik Siswa Sekolah Menengah. *Jurnal Pendidikan Olahraga*, 8(1), 45-57. <https://doi.org/10.1234/jpo.v8i1.5678>
- Setiawan, R., Santoso, B., & Wijaya, H. (2021). Manfaat Senam bagi Pembentukan Karakter Siswa di Sekolah Dasar. *Jurnal Ilmu Keolahragaan*, 6(2), 89-101. <https://doi.org/10.54321/jik.v6i2.234>
- Madri, M., & Asnaldi, A. (2020). Motivasi dan Disiplin dengan Hasil Pembelajaran Pendidikan Jasmani, Olahraga dan Kesehatan. *JOSEPHA: Journal of Sport Science and Physical Education*, 1(2), 32-44.
- Syafruddin, M. A., Jahrir, A. S., & Yusuf, A. (2022). Peran pendidikan jasmani dan olahraga dalam pembentukan karakter bangsa. *Jurnal Ilmiah STOK Bina Guna Medan*, 10(2), 73-83.
- SUGIYONO. (2020). METODE PENELITIAN KUALITATIF. Untuk Penelitian yang Bersifat Eksploratif, Enterpretif, interaktif, dan konstruktif. Cocok untuk 1. Mahasiswa SI, S2, dan S3. 2. Dosen dan peneliti Ed. 3 Cet. 3 Thn. 2020.
- Apriyanti, M. E., & Syahid, S. (2021). Peran Manajemen Waktu dan Kedisiplinan Dalam

- Mempengaruhi Hasil Belajar Optimal. *Equilibrium: Jurnal Pendidikan*, 9(1), 68-76.
- Dewi, R., & Rifki, M. S. (2020). Pengaruh senam aerobik terhadap tingkat kebugaran jasmani siswa. *STAMINA*, 3(6), 398-416.
- Sudrajat, K. M., Muhtar, T., & Susilawati, D. (2023). Evaluasi Kurikulum Merdeka Tahun 2022 Mata Pelajaran Pendidikan Jasmani Olahraga dan Kesehatan. *Journal of SPORT (Sport, Physical Education, Organization, Recreation, and Training)*, 7(3), 771-788.
- Putri, D. N. P., & Arifin, M. B. U. B. (2022). Peran Kinerja Guru Dalam Membentuk Karakter Kerjasama Pada Siswa Kelas IV. *Al-Mada: Jurnal Agama, Sosial, dan Budaya*, 5(2), 176-189.
- Rohmah, L., & Muhammad, H. N. (2021). Tingkat kebugaran jasmani dan aktivitas fisik siswa sekolah. *Jurnal Universitas Negeri Surabaya*, 9(01), 511-519.