



MANAGEMENT ANALYSIS OF IMPROVING STUDENTS' DISCIPLINE AND LEARNING CONCENTRATION THROUGH PHYSICAL EDUCATION AT SMKIT DARUSSALAM 01 BATAM

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ABSTRACT

Physical Education, Sports, and Health plays an essential role in developing students' physical, mental, and social competencies. Beyond teaching motor skills, PJOK also serves as a medium for cultivating character values such as discipline, responsibility, cooperation, and emotional control. Effective learning management allows PJOK teachers to create meaningful learning experiences through educational games that are both enjoyable and pedagogically relevant. This study focuses on the management analysis of improving student discipline and learning concentration through the implementation of game-based learning strategies in PJOK at SMKIT Darussalam 01 Batam. The research employed a direct, activity-based approach centered on educational games designed to reinforce cooperation, punctuality, discipline, and self-regulation. Data were collected using assessment instruments and systematic observations during the learning sessions. The results of the activity implementation showed a significant improvement in students' discipline and learning concentration following the application of game-based PJOK learning. Based on instrument assessments and observations of 12 tenth-grade Accounting students, the total average achievement level reached **88.44%**, indicating that most students demonstrated positive behavioral changes. Improvements were particularly evident in aspects of time discipline, learning focus, responsibility, and active participation throughout the activities. Thus, the findings suggest that well-managed game-based learning can serve as an effective strategy in PJOK classes to enhance student discipline and concentration, while simultaneously fostering motivation and engagement in the learning process.

Keywords: Teachers, students, improvement, physical education, discipline, concentration, synchronous, asynchronous

INTRODUCTION

Physical Education, Sports, and Health is an important component of the school curriculum, aiming not only to improve students' physical fitness but also to develop their discipline, focus, responsibility, and social character. From a management perspective, the implementation of sport learning requires effective planning, organizing, actuating, and controlling (POAC) to ensure that learning objectives are achieved. Teachers act not only as instructors of movement skills but also as managers who design learning environments that foster discipline and concentration among students.

One of the recurring management challenges within PJOK learning is the low level of student discipline and focus during class activities. Ineffective classroom management, monotonous learning methods, and limited use of interactive strategies can lead to boredom,

reduced engagement, and poor concentration. These issues affect the overall quality of learning and diminish students' active participation. In this context, the role of PJOK teachers as learning managers becomes crucial in creating structured, engaging, and well-supervised learning scenarios. Game-based learning has been widely recognized as an effective strategy for enhancing discipline and improving learning concentration. Educational games can serve as a management tool that organizes learning activities into structured tasks with rules, time limits, and cooperative goals. Previous studies show that game-based instructional models can significantly enhance student motivation, strengthen cooperative skills, and improve adherence to classroom rules (Pratama, 2020; Rachman, 2023; Rahmadani & Yusuf, 2021). These game structures also provide teachers with a system for managing students' behavior, evaluating discipline, and monitoring levels of concentration during activities.

Furthermore, research by Dewi and Hamzah (2023) demonstrates that educational games help increase student activeness, focus, and enthusiasm in PJOK lessons. This indicates that games are not only beneficial for physical development, but also serve as managerial tools for shaping student discipline and concentration. By integrating games into PJOK learning, teachers can more effectively manage learning processes, create engaging activity designs, and maintain a positive classroom environment. Based on these considerations, this study conducts a management analysis of efforts to improve student discipline and concentration through the implementation of game-based learning in PJOK classes at SMKIT Darussalam 01 Batam. The results of this analysis are expected to contribute to PJOK teachers' understanding of effective management strategies and support the development of more interactive, efficient, and character-building learning models.

In the context of educational management, several Indonesian scholars provide important perspectives that reinforce the relevance of management principles in improving student discipline and learning concentration. According to Hasibuan (2017), management is a process of planning, organizing, directing, and controlling organizational resources to achieve goals effectively and efficiently; this perspective highlights that well-structured PJOK learning requires clear planning of activities, systematic organization of games, and consistent supervision of student behavior. Siagian (2018) emphasizes that management is the ability to mobilize all organizational components through coordinated efforts, suggesting that PJOK teachers must coordinate learning materials, classroom dynamics, and student interactions to create a disciplined and focused learning environment.

Meanwhile, Nawawi (2015) defines management as a series of activities designed to enable educational institutions to function productively through the optimization of human resources, which in this study reflects the role of teachers in guiding students to remain responsible and engaged during game-based learning. Furthermore, Handoko (2016) describes management as an effort to achieve goals through the activities of others, involving processes such as planning, organizing, and evaluating; this indicates that the success of game-based PJOK learning is determined by how effectively teachers manage student participation, time allocation, and the rules of educational games. Collectively, these expert views illustrate that effective management in PJOK learning especially through game-based strategies requires structured planning, efficient coordination, optimal use of human resources, and continuous evaluation to foster discipline and concentration among students.

METHODOLOGY

The methodology of this research is designed to systematically explain how the study was conducted in order to analyze the management strategies used in improving student discipline and learning concentration through Physical Education learning. This section provides a detailed description of the research type and design, population and sample, data collection techniques, and the procedures used for data analysis. The methodological structure aims to ensure that the research process is transparent, measurable, and academically accountable.

1. Type and Design of the Research

This study employed a descriptive quantitative research design, which aims to describe and measure the improvement of student discipline and learning concentration after the implementation of structured, game-based PJOK learning activities. The descriptive quantitative approach was selected because it allows researchers to present numerical results objectively and analyze observable behavioral changes based on measurable indicators. The research was conducted within a real classroom setting, where the researcher acted as an observer and evaluator of the activities designed to improve discipline and concentration.

2. Population and Sample of the Research

The population in this study consisted of all tenth-grade students of SMKIT Darussalam 01 Batam who were enrolled in the Accounting major. Because the total number of students in this class was 12, the research used a total sampling technique, meaning that the entire population also served as the sample. Thus, all 12 students participated directly in the activities, observations, and assessments. This sampling structure ensures that the analysis accurately reflects the behavioral outcomes of the entire class without external variability.

3. Data Collection Techniques and Instrument Development

Data were collected using a structured assessment sheet (lembar penilaian) developed specifically for measuring student discipline and learning concentration during PJOK activities. The instrument included indicators such as punctuality, rule compliance, task focus, cooperation, and responsibility. Observational data were recorded systematically during each learning session, allowing the researcher to capture real-time behavioral responses. The instrument underwent content validation by PJOK educators to ensure its relevance, clarity, and suitability for measuring the intended variables. This validation strengthened the credibility of the data and minimized potential bias in the observation process.

4. Data Analysis Techniques

The data obtained from the assessment sheets were analyzed using descriptive quantitative techniques, focusing on calculating mean scores, percentage achievements, and overall behavioral trends. The analysis aimed to determine the extent to which student discipline and concentration improved after the intervention. The results were then interpreted to provide insights into the effectiveness of the

game-based learning model in managing student behavior during PJOK lessons. The descriptive analysis also allowed the researcher to identify patterns of improvement and areas requiring further enhancement.

RESULT AND DISCUSSION

This management analysis was conducted by the Physical Education (PJOK) teachers of SMKIT Darussalam 01 Batam Indonesia during the period of September 20 to October 10, 2025. The main objective of the analysis is to examine how game-based PJOK learning can improve students' discipline and concentration through effective planning, organizing, implementation, supervision, and evaluation by the teacher. This managerial perspective highlights how instructional decisions, classroom organization, and teacher leadership contribute to shaping students' learning behavior and character development. The activity involved 12 tenth grade Accounting students who participated in several Physical Education learning sessions held on the school field. The PJOK teacher played a central managerial role as planner, organizer, implementer, supervisor, and evaluator throughout the entire learning process. This analysis describes how each managerial function contributed to changes in student behavior related to discipline and learning concentration. The implementation of the learning activities followed five main management stages, namely:

Planning Stage

At the planning stage, the teacher designed instructional activities, selected appropriate games aimed at enhancing discipline and concentration, prepared observation instruments, and arranged a time allocation that aligned with the school schedule. This stage demonstrates the teacher's managerial ability to anticipate learning needs and prepare structured strategies to achieve the intended behavioral outcomes.

Organizing Stage

In this stage, the teacher grouped students to ensure cooperative learning and active participation. Sports equipment such as cones and supporting tools was organized according to the needs of the activity. Field layout and timing were also managed to support smooth and efficient implementation. Good organizing ensured that students clearly understood their roles and responsibilities during the activities.

Implementation Stage

The core learning activities were carried out through PJOK games that required students to maintain focus, follow rules, and demonstrate cooperative behavior. The teacher provided clear instructions, demonstrations, and ongoing guidance to ensure meaningful learning. The use of game-based strategies encouraged students to stay engaged, disciplined, and motivated during the learning process.

Control (Supervision) Stage

During this stage, the teacher observed students' level of activeness, compliance with game rules, and ability to stay focused. Immediate feedback was provided to help students improve their behavior and performance in subsequent activities. This supervision reflects the managerial control function, ensuring that learning goals were achieved through monitoring and corrective action.

Evaluation Stage

Evaluation was conducted by comparing observation results before and after implementation, as well as through reflection sessions involving students. The findings showed a clear improvement in students' discipline and concentration after participating in

game-based PJOK learning. This stage highlights the teacher's managerial skill in measuring outcomes and determining the effectiveness of the implemented strategies.

Supporting Factor

Supporting factor of this point consist of High enthusiasm and active participation from students. Strong support from the school for interactive and enjoyable learning. Availability of adequate sports facilities. Meanwhile the inhibiting factor of this point consists of Variations in students' physical abilities and concentration levels. Limited time due to class schedule constraints. Weather disturbances during outdoor activities.

Overall, this management analysis shows that game-based PJOK learning was carried out effectively and provided a positive impact on students' discipline and learning concentration. The study emphasizes that effective management functions planning, organizing, implementing, controlling, and evaluating play a crucial role in shaping learning outcomes and can serve as a strategic approach for improving discipline and focus among vocational school students.

Level of Participant/Partner Engagement

The management analysis revealed a strong level of participant engagement, with all 12 tenth-grade Accounting students attending and participating in every session (100% attendance). Based on observations, approximately 90% of the students demonstrated active involvement during game activities, including performing tasks, collaborating in groups, and responding to teacher instructions. Their enthusiasm and motivation contributed significantly to the effectiveness of the strategy. Improvements in discipline were reflected in students' punctuality, readiness to participate, and compliance with established rules. Increased concentration was shown through their ability to stay focused, complete tasks, and maintain attention throughout the activities. The PJOK teacher's continuous involvement from preparation to evaluation strengthened the quality of instructional management and contributed to the positive learning environment.

Overall, the high engagement level indicates that effective management strategies within game-based PJOK learning can foster discipline, focus, and meaningful participation among students at SMKIT Darussalam 01 Batam. The management-oriented implementation of game-based PJOK learning produced several measurable outputs aligned with the objective of improving discipline and learning concentration. Based on observational data and assessment instruments, 88.44% of the participating students demonstrated behavioral improvement. This improvement was reflected in adherence to rules, on-time attendance, equipment preparedness, task completion, and the ability to collaborate effectively in group settings.

The analysis also generated an instructional management model for game-based PJOK learning that can serve as a practical reference for teachers. This model integrates principles of physical activity, sportsmanship, discipline, and concentration training. In addition, behavioral assessment sheets and observation instruments created by the teacher function as concrete deliverables that can be reused or adapted for future learning evaluations. The primary indicators of success included (1) An 88.44% improvement in student discipline based on observation results. (2) An 88.44% improvement in concentration as measured through assessment instruments. (3) The development of an effective game-based learning management model focusing on character-building strategies. (4) Active participation of all students (100%) throughout the activity implementation. Overall, the outputs demonstrate that strategic management in PJOK learning does not only support physical education goals but

also promotes positive behavioral development, demonstrating the effectiveness of structured managerial planning, implementation, and evaluation.

Tabel 1. Observation Results of Improving Discipline and Learning Concentration of Students

No	Student Name	Total score	Average	Percentage	Category
1	Afifah Muthmainah	70	3,50	87,5	Very good
2	Aisyah Nurrohmah	71	3,55	88,75	Very good
3	Amany Nafisah	75	3,75	93.75%	Very good
4	Feby Armila Pulungan	71	3,55	88.75%	Very good
5	Jihan Ashila Ramadhani	71	3,55	88.75%	Very good
6	Miftahussa'adah	70	3,50	87.5%	Very good
7	Naira Fieshabira Suyodrik	72	3,60	90%	Very good
8	Nasya Hakim Siregar	64	3,20	80%	Good
9	Nurul Azkiya	71	3,55	88.75%	Very good
10	Sabrina Syifa Kinanti	71	3,55	88.75%	Very good
11	Sakinah Anggraini Hasibuan	65	3,25	81.25%	Good
12	Siti Srihartina Faujiah	73	3,65	91.25%	Very good
Total Presentation					88.44%

The table above shows that students' discipline and concentration levels during the sports learning process are highly effective. This is evident from the average measurement score of 88.44%, with all students achieving the Good and Very Good categories. The results of the student discipline and concentration measurements are presented in the following diagram.

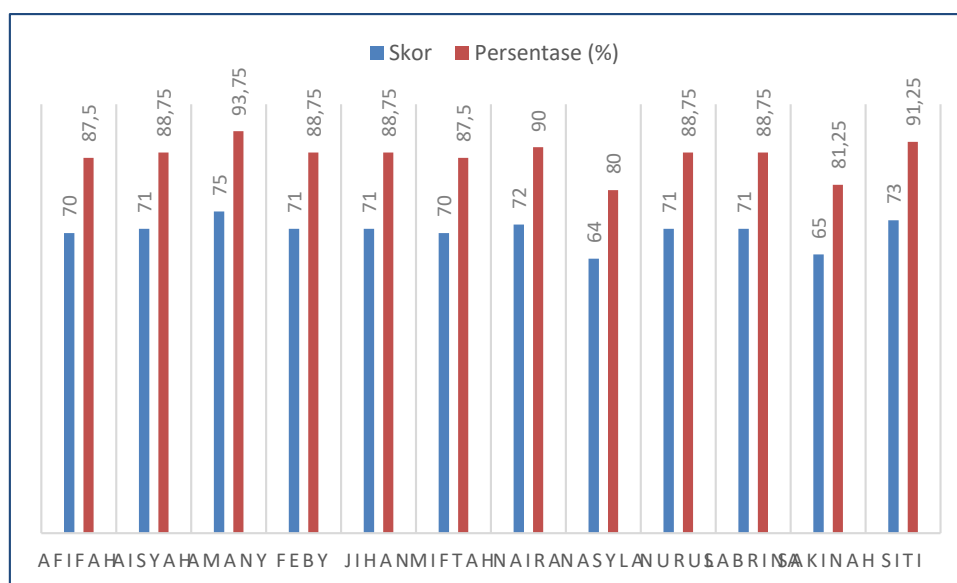


Figure 1. Observation Results

CONCLUSION AND SUGGESTION

The management analysis of strategies to improve student discipline and learning concentration through game-based PJOK learning at SMKIT Darussalam 01 Batam demonstrates that this approach is highly effective in enhancing student behavior and learning focus. Based on observations and assessment instruments administered to 12 tenth-grade Accounting students, an average achievement score of **88.44%** was recorded, indicating a significant improvement in students' discipline, punctuality, adherence to rules, and ability to maintain concentration during learning activities. This analysis also shows that the implementation of game-based PJOK learning supports broader management functions, including planning, organizing, implementing, monitoring, and evaluating learning activities. The PJOK teacher successfully executed these managerial stages, resulting in improved student engagement, cooperation, and responsibility. Overall, game-based PJOK learning proves to be an effective management strategy for strengthening character development and improving learning concentration in vocational school students.

Based on the results of this management analysis, several recommendations can be proposed to optimize and sustain the improvement of student discipline and concentration. First, the implementation time needs to be extended so that behavioral habituation becomes more consistent and long-lasting. Regular implementation—at least once per semester—can support stronger internalization of disciplined behavior. Second, the school management should provide additional support in terms of facilities, infrastructure, and scheduled activity blocks to ensure that PJOK-based games can be conducted more variably and effectively. Third, long-term monitoring and evaluation are recommended to track changes in student behavior beyond the activity period, thereby ensuring sustainability of discipline and concentration improvements. In addition, the results of this analysis can be used as a reference by other teachers or school managers to develop similar approaches in different subjects, fostering a more integrated and systematic character-building process across the school environment.

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