

## Research Article

# Improving Teachers' Ability to Design Physical Education Learning Scenarios

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## Abstract.

This study aimed to: 1) Produce a draft lesson plan (RPP) in accordance with physical education learning. 2) Produce the design of physical education learning scenarios. The population in this study was elementary school Physical Education teachers in Ambon City, Central Maluku, and Tual City. The sample was determined by 1 Physical Education teacher from each district so that there were 4 teachers; 1 teacher from SD Negeri 65 Ambon, 1 teacher from SD Negeri 7 Masohi, 1 teacher from SD Negeri Sohoku, and 1 teacher from SD N Kolser Tual City. The area sampling technique was chosen based on the best representatives from each region. Data were collected using observation and documentation techniques. The assessment instrument for the preparation of Physical Education learning scenarios used the teacher professional education (PPG) assessment rubric. Data analysis used descriptive qualitative data analysis techniques. The results of preliminary data analysis show that the first, second, third, and fourth respondents all have very poor abilities. This can be seen from the results of the assessment score obtained amounting to 125 out of a total score of 280, or it can be said that the ability was 45%. Meanwhile, the fourth respondent had an ability of 40%. Thus, based on the assessment scores of the elements of the learning model indicator, it was known that there is no teacher's ability to plan a learning model that can be used to teach the subject matter based on the demands of the 2013 curriculum. This can be seen from the acquisition of the average assessment score at the achievement of number 1. This is because the scenario does not include what learning model is suitable for teaching the selected subject matter.

**Keywords:** teacher ability, scenario design, physical education learning

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## 1. Introduction

One indicator of improving the quality of education is the teacher. Teachers must have a set of competencies. Teacher competence is a set of mastery of abilities that must exist in teachers in order to realise effective and efficient performance. Meanwhile, to be a professional teacher, teachers must have special abilities and expertise in the field of teaching so that they are able to carry out their duties and functions as teachers with maximum ability.



In accordance with Government Regulation of the Republic of Indonesia Number 20 of 2005 concerning National Education Standards, that 'Planning for the learning process includes a syllabus and lesson plan that contains at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes'. Therefore, one of the roles of teachers is as learning designers, so teachers must have the ability to design or design learning and be able to implement it.

Referring to Government Regulation Number 20 of 2005, teaching planning consists of at least learning objectives, teaching materials, teaching methods, learning resources, and assessment of learning outcomes. Likewise, Bararah, [1] states that planning is something that determines what will be done, planning contains a series of broad decisions and explanations of a goal, determining a policy, programme, methods, and certain procedures based on a daily schedule. Meanwhile, in the learning process, the teacher as an instructor/learner should be able to guide, direct, help students to learn so that learning should be a way to prepare students to learn.

The non-uniformity in making examples of Learning Implementation Plans (RPP) by penjasokesrek students indicates the dynamics in understanding the preparation of lesson plans which include different learning scenarios. There is a lack of uniformity in lesson plans in educational personnel producing institutions (LPTK) and schools. Schools are more inclined to follow the general concept inputted from the central government. In addition, from the results of the Subject Teacher Consultation (MGMP) activities from elementary to high school levels in Ambon City, West Seram, Central Maluku, and Tual City, there are still PE teachers who have not been able to design learning scenarios.

PE lesson planning is still general, not yet describing the specific characteristics of the PE field. The rise of training is focused on general training, so it is still not targeted and specific to PE teachers. The results of making lesson plans (RPP) obtained from penjasokesrek students who take part in field experience practice (PPL) also prove that there is no uniformity in designing lesson plans, especially in the absence of learning scenarios, in the core of learning only contains abstract narratives. Afandi [2] stated that the learning process needs to be planned, implemented, assessed, and supervised. Learning implementation is the implementation of the lesson plan. The implementation of learning includes preliminary activities, core activities and closing activities.

Based on this opinion, based on the RRP designed by the PE teacher, it only follows the three general stages in the preparation of the lesson plan, but related to this activity, it has not been described what must be scenarized to be done during the learning

process. The conclusion is that the preparation of lesson plans is still general, in PE subjects it still follows the general design of other subjects and there is no standardised lesson plan design specifically for PE and the learning core should contain learning scenarios.

## 2. Methods

The research subjects were PE teachers who had taught and were permanent teachers at the school concerned. The research was conducted on; 1) PE teachers in Central Maluku district from SD Negeri 7 Masohi, 2) SD Negeri Sohoku, 3) PE teachers from Tual City from Sekolah Dasar Negeri 1 Kolser, 4) and PE teachers from Ambon City from Sekolah Dasar Negeri 65 Ambon. So the total sample representing 3 districts is 4 PE teachers as research subjects.

This study was designed using the development research method (Education Research and Development). R & D is development research as a systematic study of the design, development and evaluation of learning programmes, processes and products that must meet the criteria of validity, practicality, and effectiveness [3]. This research is for the development of lesson plan instruments, especially in designing learning scenarios.

In the first stage, it is necessary to conduct a needs analysis to determine how likely the instrument is to be developed. Based on the needs analysis, the basic aspects of the development are; 1) based on the results of MGMP Penjas activities from elementary to high school levels both in Ambon City, Central Maluku, and Tual City, teachers who have not been able to design PE learning scenarios; 2) the results of making lesson plans (RPP) obtained from students who are still not targeted and specific to PE teachers. The rise of training is focused in general, so it is still not targeted and specific to PE teachers; 3) The results of making lesson plans (RPP) obtained from students who take part in field experience practice (PPL) have no uniformity; 4) the dynamics in understanding the preparation of lesson plans for PE teachers which include describing learning scenarios do not exist and are still general.

In the second stage, the development of the learning scenario design instrument begins with preparing the instrument specifications, which start from; 1) Determining the stage/step sequence of learning activities; 2) Determining learning activities that will be carried out by teachers and students; 3) Choosing the right methods and strategies; 4) Making a learning process plan; 5) Managing the class so that the class is

dynamic; 6) active, interactive, and participatory coupled with 'PAKEM learning' (active, innovative, creative, effective, fun learning); 7) Organising classes classically, in groups, and individually; 8) Determining the estimated use of time in each lesson; 9) Providing consultation to students (the role of the teacher as a facilitator).

In the third stage, continued with expert judgement. Design validation using expert judgement by experts. Expert test is an activity to assess the product design rationally has the effectiveness and feasibility to be used. This activity is carried out with the help of experts. The experts in this case are also researchers taking into account 1) as experts in the Educational Personnel Producing Institution, especially in the pen-jaskesrek study programme; 2) teaching experience as a lecturer staff; 3) experts in the field of penjaskesrek or who are experts in their fields.

In the fourth stage, the determination of the assessment instrument consists of the following components:

1) Core competencies, consisting of; a) The suitability of the formulation of core competencies with the subject matter, b) Operational verbs used can interpret core competencies,

2) Basic Competencies and Indicators, consisting of; a) The suitability of the formulation of Basic Competencies with Core Competencies; b) Operational verbs used can interpret Basic Competencies; c) The suitability of the formulation of Indicators with Basic Competencies; d) Operational verbs used can interpret Learning Indicators.

1. Learning Objectives and Indicators consist of Suitability of objectives with indicators of competency achievement; b) Operational verbs used can be observed and measured; c) Learning objectives; d) Formulation of learning objectives,

2. Learning Strategies (Approaches, Models, Methods, Learning Formations and Motion Variations), consisting of; a) Specific Approach; b) Learning Models; c) Suitability of the model with a specific approach in learning; d) Suitability of the model with methods in learning; d) Suitability of methods with a specific approach in learning; e) Suitability of methods with formations and variations in learning; f) Suitability of Learning Formations with Motion Objectives to be achieved; g) Suitability of learning formations with Cognitive, Psychomotor and Affective aspects; h) Suitability of Learning Variations with Motion Objectives to be achieved; i) Suitability of learning variations with Cognitive, Psychomotor and Affective aspects,

TABLE 1: Format of Assessment Instrument.

No	Indicator	Element	Respondent Score			
			SD N 65 Ambon	SD N 7 Masohi	SD N Souhoku	SD N 1 Kolser
1	Core Competencies	A				
		B				
2	Basic Competencies & Indicators	A				
		B				
		C				
		D				
3	Learning Objectives & Indicators	A				
		B				
		C				
		D				
4	Learning Strategy (Approach, Model, Method, Learning Formation and Movement Variations)	A				
		B				
		C				
		D				
		E				
		F				
		G				
		H				
		I				
		J				
5	Worksheet	A				
		B				
		C				
		D				
		E				
6	Assessment of Learning Outcomes	A				
		B				
		C				
Total		28				
Average						

3. Worksheets, consisting of a) Student Worksheet (LKS); b) Suitability of LKS with the sequence of material / movement patterns; c) Language suitability in LKS with cognitive, psychomotor and affective aspects; d) There are Learning Formations and Variations in LKS; e) Time is planned according to Learning Formations and Movement Variations,
4. Assessment of Learning Outcomes, consisting of: a) Cognitive Assessment; b) Psychomotor Assessment; c) Affective Assessment.

The following is the assessment format for the PE learning scenario. The data obtained were analysed descriptively qualitatively by first compiling assessment criteria for the draft lesson plans made by PE teachers. Data analysis of the preparation of PE learning scenarios using the PE learning scenario assessment instrument for the Teacher Education Programme (PPG). Learning scenario assessment instruments is carried out for each indicator. The assessment indicators consist of:

1. Core competence
  - a. Suitability of Core Competency Formulation with Subject Matter
  - b. Operational verbs used can interpret core competencies
2. Basic Competencies and Indicators
  - a. Conformity of Basic Competency Formulation with Core Competencies.
  - b. Operational verbs used can interpret the basic competencies
  - c. Conformity of Indicator Formulation with basic competencies
  - d. The operational verbs used can interpret the learning indicators
3. Learning Objectives and Indicators
  - a. Suitability of objectives with indicators of competency achievement
  - b. Operational verbs used can be observed and measured
  - c. Learning objectives
  - d. Formulation of learning objectives
4. Learning Strategy (Approach, Model, Method, Learning Formation and Motion Variation).
  - a. Specific approach
  - b. Learning Model
  - c. Appropriateness of the model with the specific approach in learning
  - d. The suitability of the model with the method in learning
  - e. Appropriateness of the method with the specific approach in learning

- f. Suitability of the method with formation and variation in learning
  - g. Suitability of Learning Formation with Motion Objectives to be achieved
  - h. Suitability of learning formations with Cognitive, Psychomotor and Affective aspects
  - i. Suitability of Learning Variations with the Movement Objectives to be achieved
  - j. Suitability of learning variations with Cognitive, Psychomotor and Affective aspects
5. Student Worksheet.
- a. Student Worksheet (LKS)
  - b. Suitability of LKS with the sequence of material / motion patterns
  - c. Suitability of language in LKS with cognitive, psychomotor and affective aspects
  - d. There are Formations and Variations of Learning in the LKS
  - e. Time is planned according to the Learning Formation and Variation of Movement
6. Assessment of Learning Outcomes
- a. Cognitive Assessment
  - b. Psychomotor Assessment
  - c. Affective Assessment

### 3. Results

The results of the study are presented from each respondent, examining the results of the analysis on indicators and elements of process assessment in concept planning showing the ability of PE teachers to plan learning scenarios is still very weak. Furthermore, the discussion of data analysis obtained partially from each respondent will be presented as follows:

1. First respondent: PE teachers at State Elementary School 65 Ambon, in designing learning scenarios based on the results of data analysis before the workshop, it is known that the ability of respondents is very poor. This can be seen from the results of the assessment score obtained amounting to 125 out of a total score of 280, or it can be said that the ability is 45%. So, the difference between the initial assessment score and the maximum total score is 155 score. After the workshop, there was a development of respondent abilities by 86%, seen from the achievement of the score obtained a score of 242, so that the difference between the initial score and after the workshop was 117, and seen from the increase in respondents' ability to design PE learning scenarios by 42%.

2. The second respondent, the PE Teacher of State Primary School 7 Masohi, in designing learning scenarios in terms of the results of data analysis before the workshop, it is known that the respondent's ability is very lacking. This can be seen from the results of the assessment score obtained amounting to 125 out of a total score of 280, or it can be said that the ability is 45%. So, the difference between the initial assessment score and the total score = 155 scores. After the workshop, there was a development of respondent abilities by 86%, seen from the achievement of the score obtained a score of 242, so that the difference between the initial score and after the workshop was 117, and seen from the increase in respondents' ability to design PE learning scenarios by 42%.

3. The third respondent, Souhuku State Elementary School PE Teacher in designing learning scenarios based on the results of data analysis before the workshop, is known that the respondent's ability is very lacking. This can be seen from the results of the assessment score obtained amounting to 125 out of a total score of 280, or it can be said that the ability is 40%. So, the difference between the initial assessment score and the total score = 155 scores. After the workshop, there was a development of respondent abilities by 85%, seen from the achievement of the score obtained a score of 238, so that the difference between the initial score and after the workshop was 113, and seen from the increase in respondents' ability to design PE learning scenarios by 40%.

4. The fourth respondent, Kolser State Elementary School PE Teacher in designing learning scenarios based on the results of data analysis before the workshop, is known that the respondent's ability is very poor. This can be seen from the results of the assessment score obtained amounting to 125 out of a total score of 280, or it can be said that the ability is 45%. So, the difference between the initial assessment score and the total score = 155 scores. After the workshop there was a development in the ability of respondents by 85%, seen from the achievement of the score obtained a score of 239, so that the difference between the initial score and after the workshop was 114, and seen from the increase in respondents' ability to design PE learning scenarios by 41%.

The following is an example of developing a model of PE learning scenarios in elementary schools (SD),



TABLE 2: Primary School Learning Scenario Model.

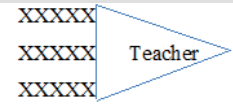
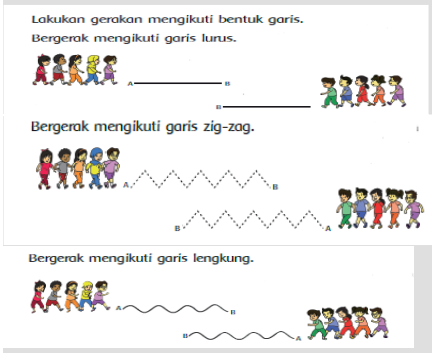
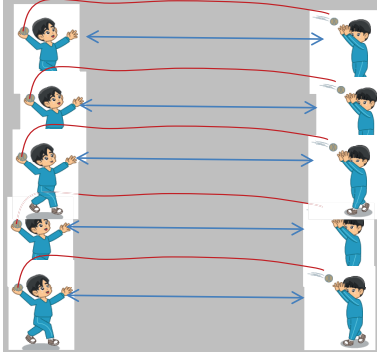
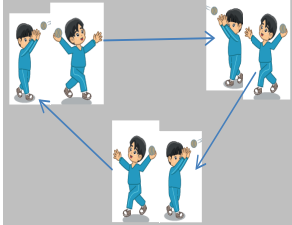
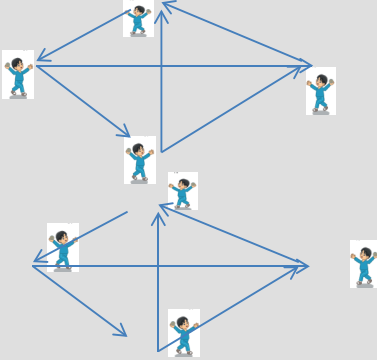
No	Activities	Guide	Time	Description
I	<b>Introduction</b> - Greetings - Line up, attendance, prayer - Providing motivation and explaining learning objectives - Introduction to various equipment used in baseball	Teacher	10 min	
		Teacher/ Student	5 min	
	gamesSalam - Warm up students are divided into several groups - Perform walking in place and variations of moving in place. Formation 1	Teacher/ Student	2.5 min	
		Teacher/ Student	2.5 min	
II	<b>Core Activities</b> Formation 1	Teacher/ Student	2.5 min	
		Teacher/ Student	3 min	
Formation 2				

TABLE 2: Primary School Learning Scenario Model.

No	Activities	Guide	Time	Description
II	Play with simple rules  	Teacher/ Student	3 min	
		Teacher/ Student	12 min	
III	<b>Closing</b> Cool down, line up, learning evaluate, pray, rest and finish. X XXX X XXX teacher X XXX students Description: - Can be in a sitting position - Can be in the same position but under a tree.	Teacher	5 min	

Looking at the results of the analysis above, it has been said that after participating in the workshop activities there is an increase in understanding of the concept of planning learning scenarios, but judging from the assessment scores of the assessment elements of the learning model indicator, it is known that there is no teacher’s ability to plan what learning model can be used to teach the subject matter based on the demands of the 2013 curriculum. This can be seen from the acquisition of the average assessment score at the achievement of number 1. This is because in the scenario that is done, it is not included what learning model is suitable for teaching the selected subject matter. The ability to prepare learning scenarios must be supported by skills in using software to plan IT-based PE learning scenarios is still very rigid so that the formation and variations of learning that are designed do not look neat and lack clear instructions to students.

#### 4. Discussion

Through initial data analysis, the ability of all respondents regarding the design of learning scenarios is lacking. In fact, learning design must be made by teachers as a direction during teaching. Learning is seen as important as an activity designed to facilitate the learning process aimed at students individually or in groups and is expected to experience permanent changes in the mentality and behaviour of students.

Learning design refers to a set of activities to design and develop learning activities to achieve specific learning objectives by considering the factors that influence the success of the learning [4]. In the scenario made by PE teachers in elementary schools, it must contain an active learning model through games to encourage student activeness and can provide a sense of pleasure and joy in participating in lessons and encourage students to be active and creative. In line with the research findings, it shows that active learning models through games can encourage activeness, foster creativity, and create fun for children and young people [5].

An educator's ability to design learning lessons will affect learning implementation and learning outcomes. In this case, how the teacher designs learning will reflect his actions in learning, or vice versa what the teacher does in learning reflects his learning design. Thus, the teacher's success in designing learning will reflect his success in implementing learning.

## 5. Conclusion

Based on the initial data obtained, the PE learning scenario designed in the lesson plan is only general and not specific. Many are still narrative and abstract. It does not contain scenarios in the implementation of the PE learning process including the formation design and the variety of activities carried out. In the scenario that is done, it does not include what learning model is suitable for teaching the chosen subject matter. The ability to compile learning scenarios must be supported by the skills of using software to plan IT-based PE learning scenarios is still very lacking, thus affecting the ability to search, edit, design formations and learning variations in PE learning scenarios is not clear, and it is less clear what instructions students will make.

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